

CHAPTER ONE

INTRODUCTION

The present study is on the **Teachers' Perceptions towards the Use of Strategies for Developing Students' Critical Thinking Abilities**. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Language is a means of communication. It is used for variety of purposes. It can be defined as an instrument to communicate with people for exchanging news and views. We can say it as system through which human beings communicate with each other. We express our emotion, feelings, sorrow, desire to others with help of language. If there is no language, there will not be any understanding among us. We cannot be able to share our feelings or desire to anyone else. So that language is a complete system which is helping us to be connected with each other. Generally, language is a means of communication which is also called a voluntary vocal system of human communication (Brown, 2001). Language is the most important aspect in the life of all human beings. We use language to express our inner thoughts, feelings and emotions. It can be defined as verbal, physical, biologically innate and a basic form of human communication. Language is the most advanced means of human communication which is gained by the integration of four skills: listening, speaking, reading, and writing. In language learning activities, there are many more reasons why second language learning is difficult for the students. One of them is students lack of motivations in learning English and another reason is caused by the inappropriate techniques used by the teacher in speaking skill.

Learning is the continuous process of obtaining knowledge and skills. Language is the medium for learning and thinking. Vygotsky (2012) says that learning proceeds from pre-intellectual speech that includes crying, cooing,

babbling, bodily movements to the complete production of the linguistic utterances. Children learn better through sharing and playing. This is also true for language learning. There are various methods that focus on learners' participation in the learning process. Children as well as adults learn through cooperation. In the countries like ours, we have inappropriate classroom management, which does not support learning through communication and cooperation. For example, there is lack of group works, individual interest of students is not much valued. If the classroom situations and teachers help in learners thinking, they may develop decision and judgment skills. Here we can realize the application of critical learning strategies. Students will be able to argue and make self-decision on particular context. For example, if there is given, 'China is going to be No. 1 English speaking country in the world.' Students need to be critics there. They should not accept it without arguing, questioning that, how it is going to be so? When? Why? Such types of questions should come out from the students. In this way, their way of thinking will be critical and they will be critical thinker.

The word 'think' as the general word which means to exercise the mental faculties so as to form ideas, arrive at conclusion, if teachers foster thinking environment in the classroom, the learners will be the top class beneficiary. The most successful classrooms are those that encourage students to think for themselves and engage in critical thinking (Halpern, 1996; Kurland, 1995; Unrau; 1997). Critical thinking is essential as a tool of inquiry. Critical thinking has become a hot topic of discussion in the field of education today. Critical thinking allows learners to think about their own thoughts and the reasons behind their points of view. It means that they reflect on their own ways of making decisions or solving problems. Thinking like this means that their thoughts are consciously directed to some goals. Their thoughts and ideas are not only based on their biases or prejudices but also on logical or information they might gather and filter from many sources. As they think critically, they are always mindful of what and how they are thinking. When they detect an

error or a different way to think about a problem, they explore it eagerly. Students who think critically are typically excited about their learning. They see challenges and opportunities for learning in even the most difficult intellectual tasks. Critical thinking methodology is useful in all the subject areas and it has been very much influential in the area of language teaching as well.

Language teaching classroom must foster critical thinking on the part of the learners. Some of the people think that critical thinking is useful for only the adult learners, but there are a number of chances that we may engage children in wide range of thinking activities. Thinking activities depend on the objectives of teaching. The type of objectives and type of questions create active learning and thinking in the students.

While we hear the word critical thinking, many of us easily take it as criticizing something. Actually, it is believed that critical thinking is about one of the invisible energy which gives us power to understand something and ability to judge what to believe or not to believe. Most of the cases in our language classes what we see that students are blindly following the teachers. If a student is accepting something permanently without any reasoning or arguing, it will not be part of critical thinking. Throughout the history, we human beings have searched for different tool in order to enhance our performance. As we are now in the age of science and technology but also in the field of education many aims are remain unchanged. One of such unchanged aim is ability to be critical in thinking. Critical thinking has rooted very deeply in the field of language study. For example, without having discussion some of students blindly accept what their teacher state before them. But some are really hungry about the science behind the statement or sayings. Most educators believed critical thinking as a primary aim of education. Concern with critical thinking in its broad sense is not new. Critical thinking can be taken as light for the dark path, solutions for the complicated problems, meaning to the unspoken words.

Thinking is one of the most required ability to be a highly competent student. Learning to think is central purpose of education as (Dewey, 1993 cited in Thapaliya, 2012). Similarly, Schafersman, (1998) believes that critical thinking as logical, analytical, reasonable, higher-order, reflective and scientific thinking as well as reasoning skill. Similarly, Chance (1986) has taken critical thinking as ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems. Critical thinking means ability to judge anything from different angles (Ennis, 1989). Similarly, Scriven, and Paul, (2012) said that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action. Similarly, for Lohani, Adhikari and Subedi (1998), critical thinking refers to consciously observing, analyzing, reasoning, and evaluating, according to proven standards. It can be understood in terms of six cognitive skills: interpretation, analysis, evaluation, inference, explanation and self-regulation (Facione, 2007).

On the basis of above mentioned viewpoints, we it is concluded that critical thinking deals with conceptualizing, analyzing, applying our personal interpretation, giving opportunity to understand things more broadly. Critical thinking does not allow us to take anything as blind faith. It is about ability to see the things with different perspectives. In the field of education especially in English language teaching classroom to be critical thinker is one of the basic need. We all want good communication skill in order to get it we must have to follow the way of critical thinking, so that we can understand the things more deeply.

1.2 Statement of the Problem

I have raised the major issue of our educational field, i:e students do not analyze the things they are learning in ELT classes. They blindly follow their

teachers. If the students do not get chance to do self-analysis of teaching context they will not understand it clearly. Critical thinking helps students to do self-analysis and be a critical thinker. Critical thinking abilities of the students need to be developed. Critical thinking provides correct thinking in order to make use of relevant and reliable knowledge about the world. What I personally believe that, students should become aware of the importance of imagination, decision-making and other higher-order thinking skills which will help them become critical and creative employees. Thus, this study investigates how ELT students could benefit from the critical thinking skills and which activity they can follow regarding critical thinking.

In our recent practice of ELT classes, it can be seen that students are simply taken as the imitators or follower of teacher, they are simply reading and accepting the ideas from the teacher without caring arguments, evidence given and kind of evidence. Through this study I have focused on Critical Thinking strategies as one of the basic need of ELT classroom. From this study the concern people will be well aware about the critical thinking and its need in our language classroom as well as in our daily practical life.

1.3 Objectives of the Study

The objectives of this research were as follows:

- i. To find out the strategies used by the teachers for developing critical thinking abilities of the students,
- ii. To find out teachers' perceptions on the role of critical thinking strategies in language learning and
- iii. To suggest some pedagogical implications on the basis of the study.

1.4 Research Questions

The research was entirely based on the answer of following research questions:

- i. What are the strategies used by teachers for developing critical thinking abilities of the students?

- ii. What are the roles of critical thinking strategies in language classes?

1.5 Significance of the Study

This study is beneficial to those concerned people whoever have particular interest in critical thinking and teaching their students in practical environment. This study probes that in the context of globalization and emerging scenario of global English and world Englishes, how English language is to be taught in EFL context like Nepal. This study explore teachers' perceptions on Teachers' Strategies for Developing Critical Thinking Abilities to the Students. This study contributes to the teaching of English in a way that can empower the learners and develop learner's autonomy as a result there will be transformation in the society. The result of this study provides the teachers, varieties of strategies to be used in language classes to make teaching learning contextual and revise the roles of teachers and learners.

Furthermore, this study is beneficial to teachers, students, policy makers, materials developers and curriculum designers. The study helps them to have better information and knowledge about critical thinking. It provides them the list of strategies that teacher can follow in ELT classroom and the role of critical thinking strategies. Finally, the study is equally helpful for the future researchers who are interested to conduct research in the field of critical thinking.

1.6 Delimitations of the Study

Since it was a small scale study with limited resources, time and efficiency, it was confined in some areas. The study was limited in finding out teachers' perceptions towards strategies used by teachers for developing critical thinking abilities of the students. It was limited to find out the roles of critical thinking in language classes. It only included questionnaire, with both open ended and close ended questions as a tool for data collection. The field of study was Janakpur area of Dhanushadistrict. The data was taken from 30 teachers of

secondary level by using questionnaire. The sample of this study was selected by following strategy: purposive sampling.

1.7 Operational Definitions of the Key Terms

The key words used in this study have been operationally defined with their contextual meaning in following ways:

Critical Thinking Abilities: Critical thinking is significant in the learning process of application, whereby the ideas, principles, and theories are implemented effectively as they become relevant in learners' lives. The abilities to think critically is known as critical thinking abilities. In my study it means, students ability to argue or judge the statement or saying.

Strategies: In this research, this term refers to the techniques which are used to deliver the contents to the students.

Anticipation: The phase at the beginning of a lesson in which activities done to remind students of what they already know about a topic, encourage them to raise questions about the topic, and set purpose of their learning.

Building Knowledge: In an active learning model, the phase towards the middle of a lesson in which students inquire into a topic and pursue answers to their questions.

Consolidation: In an active learning model, the phase towards the ends of a lesson in which student reflect on what they learned, and interpreted their new knowledge, critique it, apply it, debate it and innovate upon it. In my study it means what the students really gain and how they make their self-reflection on it at the last of the lesson.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with review of related theoretical literature, review of the related empirical literature, implications of the review of the study and conceptual framework. Theoretical ideas, rules, principles important guidelines these all are the basic things, which help us to deal with particular issue. Without theoretical concept we cannot be able to understand things at deeper level. It helps us to see what and how something has already been done.

2.1 Review of Related Theoretical Literature

This sub chapter deals with different theoretical perspective related to the study area. The theoretical review of related literature includes the discussion on, critical thinking, critical thinking phases, activities for developing critical thinking, stages of critical thinking activities, the role of critical thinking, critical thinking strategies and benefits of critical thinking. The discussion are as follows:

2.1.1 Critical Thinking

Critical thinking is basically said as a part of thinking, but it is not only thinking. critical thinking is a major tool which can help us to understand the things around us, clearly. It has the power to filter all things what to believe or what not to believe. Critical thinking is one of the most modern issues in education around the world, being utilized in the classroom and the curricula as a way to train decisive, open-minded individuals with fair judgmental qualities referred to as cultivated critical thinkers (Paul and Elder, 2008). Paul and Elder (ibid) maintained that thinking is unavoidable, and all people think, although much of this thinking can be biased, distorted, partial, uninformed or downright prejudiced, and to achieve excellence in thought one must be cultivated. Therefore, one is not born with critical thinking skills and needs to be trained to learn the skills and fortunately critical thinking can be taught.

ELT has not ignored of the importance of critical thinking and English teachers have long tried to employ critical thinking strategies into the English language classroom through problem-solving tasks, thought-provocative questions following reading comprehensions or in class discussions and many more (Devine, 1962). Despite the fact that the enhancement of life skills has for many years been advocated in the context of education, it seems that at least in the case of critical thinking, both English language teachers and language learners are lagging behind in Nepal. Nepalese students are mostly obliged to memorize and rewrite pre-thought information at schools as opposed to thinking out their own ideas and assessing facts and not taking those taught by their teachers for granted.

The history of critical thinking traces its roots in analytic philosophy and pragmatist constructivism which dates back over 2500 years, as in the Buddha's Teachings: mainly in Buddhist texts such as the Kalama Sutta and the Abhidharma (Damirchi, Seyyedi, & Rahimi, 2012). The term critical thinking stems from the mid-late 20th century. It is best said that there are as many definitions of critical thinking as there are writers on the subject (Mayfield, 2001, p. 4). One of the briefest, most commonly cited definitions of critical thinking is that it is “thinking about thinking” extracted from the longer definition stating that critical thinking is the art of thinking about your thinking while you are thinking in order to make your thinking better: clearer, more accurate, more defensible (Paul, as cited in Long, 2003, p. 2). In the literature belonging to the recent years, a categorized look at the definition of critical thinking has been adopted. Three different approaches to critical thinking have been described. The two first approaches to critical thinking stem from Lewis and Smith (1993) believing in the roots of critical thinking to be in philosophy and psychology. A third critical thinking strand is within the field of education which was first presented by Sternburg (Sternburg, as cited in Lai, 2011). In the same way, Lai (2011) believes that these different approaches have led to different perspectives in defining critical thinking, which include: the

philosophical approach, the cognitive psychological approach, and the educational approach.

2.1.2 Critical Thinking Phases

Critical Thinking involves three phases of learning, anticipation phase, building knowledge phase and the consolidation phase. These phases are also known as steps of critical thinking. A teacher can divide his/her classroom into these steps in order to develop critical thinking in ELT classroom. These phases are mentioned by Crawford, Saul, Mathews and Makinster (2005). They have said that Critical thinking lesson has three phases namely Anticipation, Building Knowledge, and consolidation.

Anticipation Phase: In this phase students are inspired to think and ask question about the related topic they are about to study. This is the phase where students are motivated to recall the things which they have already learnt. It sets purpose for learning and provides a context for understanding new ideas which is similar to pre-teaching stage. The strategies used in this phase are: What do we know? structured overview, brainstorming, paired-brainstorming, semantic-map, predictions from terms, think-pair-share(T/P/S), mixed/freeze/pair, pens in the middle, walk around-talk around, spider web and so on.

Building Knowledge Phase: The building knowledge phase serves to compare expectations with what is being learned. In this stage, student identifies the main points and makes the personal connections to the lesson which is similar to while teaching stage. The strategies used in this phase are, pair reading, pair summarizing, so what? , What do we want to learn? , brainstorming , directed reading activity (DRA), directed reading thinking activity (DRTA), reading with text coding, pens in the middle, reciprocal teaching, one stay/three stray ,directed listening-thinking activity etc.

The consolidation phase: In this phase teachers expect students to reflect on what they learned, ask what it means to them, reflect on how it changes what they thought, and ponder over how they can use it. In this phase we can use the

strategies such as, what did we learn?, value line, quick-write, now what? , character-map, think-pair-share (T/P/S), walk around-talk around, debates etc.

2.1.3 Activities for Developing Critical thinking

Each activity requires a little preparation. These activities focus on developing students' critical mindsets. Encourage students to consider ways in which they can approach texts more critically and to question assumptions. Encourage students to apply the arguments and opinions into their own views in either written or spoken forms. Hughes (2014), has introduced many more activities which can develop critical thinking ability to the students. Some of them are mentioned below:

) Developing a Critical Mindset

This activity helps them to introduce basic awareness of critical thinking. Its language aim is to introduce the language for expressing opinion, agreeing and disagreeing. This activity is a useful way to introduce students to the idea of becoming critical thinkers. It also introduces some of the language they might use to express their opinions in class discussions later in the course. In this activity the teacher gives a statement and asks for their personal view either they agree with it or not.

For Example,

'The internet is reducing young people's attention span and making them less intelligent'

1 I'm not interested in this topic.

2 I agree. It's true.

3 I disagree. It's false.

4 I'm not sure.

5 I agree up to a point but I also disagree.

6 I agree / disagree because...

7 I agree / disagree for a number of reasons but I'd also like more evidence

After this teacher will say all of you have given your view but can you support your view with reasons and evidence.

) **Opinion and Reason Generator**

This activity helps them to develop the skill of supporting a viewpoint with reasons. Its language aim is to practice expressing opinion with opinion expressions and giving reasons with the conjunction ‘because’. This activity introduced students to the importance of supporting an opinion with evidence or reasons. This simple activity continues this idea by introducing students to the need for supporting an opinion with reasons and providing the language they need to achieve this.

For Example,

<i>I think that</i>	<i>exercise is good for you</i>	<i>because...</i>
<i>I agree that</i>	<i>social media sites waste our time</i>	
<i>I don't agree that</i>	<i>travel broadens the mind</i>	
<i>I'm not sure that</i>	<i>our grandparents' lives were easier</i>	
	<i>living in the country is better than the city</i>	
	<i>the internet has improved communication</i>	

Hughes (2014)

Students may response to this view like this;

I'm not sure that travel broadens the mind because I've met some people who come back from other countries and they criticize everything about it.

) **Critical Questioning**

It is another activity applied in critical thinking. This is to develop students' critical questioning skills. Its Language aim is to practice the language of asking closed and open questions. In this activity Students need to develop the skill of asking searching questions if they are to become effective critical thinkers. This activity shows them how closed questions which only require yes/no answers do not help us to question critically and that open questions are much more effective. At the same time, students review the structures they need to ask questions.

(Here students can practice the language of asking closed and open questions, ex. What...? Why...? Who...? How...?)

Example,

A Do you think meat is bad for you?

B Yes, I do.

A Why do you think meat is bad for you?

B Because I've read about the way meat is produced nowadays and I'm not happy about...

Hughes(2014)

) **Identifying main arguments and supporting evidence**

This activity is to develop the skill of identifying the main argument in a paragraph and the supporting evidence. The Language aim of this activity is to identify discourse markers used to structure a paragraph.

When students read a text with an opinion or viewpoint, they need to be able to read for the main argument in the text and decide if the writer has provided supporting evidence. This activity introduces this in the context of a single paragraph before asking students to approach much longer texts containing more than one argument. Students are said to read the text with own view point and seek for the supporting evidence.

) **Reading between the lines**

In this activity of critical thinking teachers aim to develop the skill of identifying hidden assumptions or implicit meaning. Language aim is to identify connotation and denotation. When students start to read higher level or more authentic texts they will need to develop the ability to read between the lines. In other words, to understand the implicit meaning of the writer's words as well as the explicit meaning. In some cases, a writer will choose a word with connotations or certain associations. So instead of choosing the word for its denotation, or literal meaning, the writer uses it to evoke a different kind of meaning. Students need to develop the skill of identifying this language use in order to understand the writer's position or stance. Language with connotation can also be more persuasive to the reader because it appeals to our emotions. This

exercise introduces students to the idea of connotation and denotation in texts.

For Example,

*'This type of design is **ancient**'*

Here mean to state that design is classic

Above mentioned activities can be practiced in ELT classes. It is believed that above mentioned activities that can support in ELT class and enhance teaching learning activities in language classes. There are many more others activities that can support in ELT classroom like e.g. Recognizing context, making connections between topics, evaluating the reliability of sources.

2.1.4 Stages of Critical Thinking Activities

On the basis of the ideas compiled on Critical Thinking, there are different stages of Critical Thinking. Elder and Paul, (2010) have presented the six stages in their article "Foundation for Critical Thinking". The stages are as follows:

Stage One: The Unreflective Thinker

These thinkers are unknown from the role of critical thinking in their lives. These people are failed to understand concept or reason behind ideas and they rarely assess the logic of their own opinion or conclusions. They may be belonging to highly educated personality but also they seem like helpless in order to fix the problems in thinking.

Stage Two: The Challenged Thinker

These thinkers have become aware of the role of thinking in their lives. They are understanding the basic thing of reasoning, (concepts, assumptions, questions at issue, purpose, point of view, information, implications and consequences) and standards of assessment of thinking. (Clarity, accuracy, relevance), but they don't have deeper understanding about these concepts. They feel difficult to implement these concepts in their reasoning. They may take themselves as critical thinkers but they may not recognize that they apply these critical thinking abilities inconsistently in their lives, thus making it harder for them to improve their thinking skills.

Stage Three: The Beginning Thinker

These thinkers are trying to be aware about quality of their thinking, because they have faced some of the difficulties in their reasoning or problem solving. These thinkers are aware about the element of reasoning and standards of assessment of thinking. They also understand the role of egocentrism and can handle the situation when they responding egocentrically. They welcome the critiques of their own thinking and find way where their thinking needs special kind of treatment. They have lack of systematic plan for improving their thinking.

Stage Four: The practicing Thinker

These thinkers are little bite more conscious than beginning thinkers. They know how theirs thinking tends should to be followed. They have good knowledge about elements of reasoning and standards for assessing reasoning. They are actively analyzing their own thinking across many areas of lives. Most of the time they attempt to assess and critique their own conclusions, beliefs and opinions. However, they still have limited insight into deeper levels of thought, and thus into deeper levels of the problems embedded in thinking.

Stage five: The Advanced Thinker

These thinkers have good habits of thought. They actively analyze, assess and critique their own thinking, reasoning, opinion and conclusion in the significant areas of lives. They have insight and deeper understanding of thought. They really have good knowledge of their own egocentric nature. They can correct their thinking in case of being bios. They have ability to control the egocentrism through careful monitoring of their thought. These thinkers have developed really good understanding of the relationships between thoughts, desires, emotional needs and feelings.

Stage Six: The Accomplished Thinker

These thinkers have well developed systematic plan to assess and correct their thinking. In order to get better improvements in their thinking they usually criticizing their own thinking or reasoning. They almost have better knowledge of element of reasoning and standards of assessing their reasoning. They have

deeper understanding and ability to analyze their thinking consciously. They have ability to control their thinking when they are motivated by irrelevant emotions. They are known as problem solver, they can bring people together, seek out alternatives, display sound judgment, and lead though example.

2.1.5 The role of Critical Thinking

Critical thinking is one of the most needed skill in language learning. Critical thinking helps student to judge their view and gives them power to do self-analysis of their opinion in language learning.

Islam (2015) has mentioned different roles of critical thinking in his article on the Importance and Benefits of Critical Thinking Skills. Some of them are as discussed below:

-) Critical thinking helps students in constructing arguments, finding similarities and differences on the previous and present arguments.
-) It helps in predicting the meaning of texts, contextualizing expressing experiences and brainstorming.
-) Critical thinking better enhance English learning environment and critical activities bolster English class by the developing observational, analytical reasoning and evaluating capacities.
-) Critical thinking is found as self-directed and independent skills.
-) Critical thinking helps the learners to have an unambiguous mind.
-) Enhance the learner's ability to doubt their decision.
-) Helps the students on effective decision making.
-) Critical Thinking skills teach a variety of skills that can be applied to any situation in life that calls for reflection, analysis and planning.
-) Critical Thinking is a domain-general thinking skill. The ability to think clearly and rationally is important whatever we choose to do.
-) Critical Thinking is very important in the new knowledge economy.
-) Critical Thinking enhances language and presentation skills. Thinking clearly and systematically can improve the way we express our ideas. In

learning how to analyze the logical structure of texts, critical thinking also improves comprehension abilities.

-) Critical Thinking promotes creativity to come up with a creative solution to a problem involves not just having new ideas. It must also be the case that the new ideas being generated are useful and relevant to the task at hand. Critical thinking plays a crucial role in evaluating new ideas, selecting the best ones and modifying them if necessary.
-) Critical thinking is crucial for self-reflection. In order to live a meaningful life and to structure our lives accordingly, we need to justify and reflect on our values and decisions. Critical thinking provides the tools for this process of self-evaluation.
-) Good critical thinking is the foundation of science and a liberal democratic society. Science requires the critical use of reason in experimentation and theory confirmation. The proper functioning of a liberal democracy requires citizens who can think critically about social issues to inform their judgments about proper governance and to overcome biases and prejudice.

Above mentioned points say a lot about the role of critical thinking. From those points it can be said that it is really essential in the life of all human beings. It gives us ability to argue on any particular issue and provides us opportunity to judge our own thought.

Similarly, learning critical thinking skills can also enhance our academic performance. According to *Linda Elder* and *Richard Paul*, authors of "Critical Thinking Development: A Stage Theory," students who know how to analyze and critique ideas are able to make connections across disciplines, see knowledge as useful and applicable to daily life and understand content on a deeper, more lasting level. Rather than relying on teachers and classroom time for instruction and guidance, students with critical thinking skills become more independent, self-directed learners. In the same way, researcher *Jane Qinjuan Zhang* writes that critical thinking enables students to assess their learning styles, strengths and weaknesses, and allows them to take ownership of their

education. A good critical thinker knows how to separate facts from opinions, how to examine an issue from all sides, how to make rational inferences and how to withhold personal judgment or biases. Rational critical thinkers are generally the voices of reason in times of mass hysteria or panic. As *Franklin D. Roosevelt* said, "We have nothing to fear but fear itself." The *critical thinker* usually has the comprehensive skills to consider all possible options and solve a problem. The *critical thinker* remains calm and knows when he is right. *Critical thinkers* are less likely to fall for scams or tricks because they approach everything with a healthy amount of skepticism. Those who lack *critical thinking* skills often assume that everything they hear is true, regardless of the source. *Critical thinkers* consider all options before they act. If time is an important factor, they consider the fastest method of achieving a goal. They may even discover a shortcut. *Critical thinkers* embody the phrase "work smarter, not harder." They are masters of efficiency. A *critical thinker* has the self-awareness to know the difference between a rational thought based on careful consideration and an emotional response based on personal bias. Emotion is the enemy of reason. By understanding your own perspective, you can also consider the perspective of others and come to a conclusion based on fact, not feelings.

2.1.6 Critical thinking strategies

There are various Critical Thinking strategies applied in teaching in different situations and contexts. Teacher can employ various critical thinking strategies in order to make students think critically. According to Crawford, Saul, Mathews & Makinster (2005), the Strategies for critical thinking are:

) Know/want to know/ learn (K-W-L)

The K-W-L activity can be used to structure a whole lesson. It asks students to think of what they already know about the topic of the lesson, raise questions about it, and find answers to those questions. We can use this strategy in any class comprising to 6-60 students. We should select the topic and create a K-W-L chart on the chalk board or on the chart. It can be used to ask about what student already know

about the story/topic/title. In the similar way, we can use it to ask questions and confirm their knowledge. It can be useful in any phase in while teaching any literary text including short stories. For instance, Teacher begins by naming the topic, and asking students to think of what they already know about it which helps to have students list their ideas, and to share their ideas with a partner before they answer. After that, the teacher draws/makes a K-W-L chart on the white board or on the chart paper like this.

What do we Know?	What do we Want to Know?	What did we Learn?
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Then, he/she asks the students to call out what they know about the topic and he/she writes their ideas in *What do we know?* column. After that, he/she asks the students to think of questions they have about the topic. They may begin by reviewing what they know, and finding where their knowledge is incomplete and write their questions on the *What do we Want to Know?* column. They should read the story/ passage/text and they are reminded to look for answers to their questions. What they learned from the text can be written in the *What did We Learn?* column.

) **Directed Reading Activity (DRA)**

DRA strategy is designed to support students’ reading comprehension by guiding them to key points in the text and providing opportunities to discuss its meaning with their classmates. Before implementing DRA, the teacher should chunk the text by dividing it into manageable pieces for the students to read silently. Then, the teacher should prepare one or two comprehension-level questions for each chunk to be read by the students. In this strategy, students may Think-Pair and Share their ideas with the group or whole class. This strategy is useful for teaching narrative texts.

) **Think-Pair-Share (T/P/S)**

Think-Pair-Share is a strategy for having students think of individual answers to a question posed by the teacher, and then share their answers with a partner. Later, the teacher calls on two or three pairs to share their answers with the whole class. It can be used in the anticipation, building knowledge and consolidation phase.

) **Structured Overview**

In this strategy a brief lecture is given to arouse students' curiosity at the beginning of a lesson. Ausubel (1968) has developed this strategy, structured overview. After the brief lecture, teacher will make a list of vocabularies, maps, or bring real objects which arouse students' interest. Then, teacher will make short talk with students that will reflect the key points. It is used in the beginning of the class which helps to motivate students towards the lesson. It is used in the anticipation phase.

) **Pair –Reading and Pair-Summarizing (PR-PS)**

The teacher chooses a text of reasonable length which should have short paragraphs. After that, read a passage aloud and give a summary of it. In PR-PS, one student reads the text, next one summarizes it. If he/ she cannot understand the text, the reader explains and tries to make it clear. PR/PS is used in the building knowledge phase which can be used especially while teaching short stories and essays.

) **Mix/Freeze/Pair**

In this strategy, the teacher gives instructions in the classroom and students follow it which is very good to develop social skills, work cooperatively and make them more alert. The teacher gives them signal to stop and move/walk in the classroom when he/ she says freeze they should stop and make pair with the person who is close to them. It is used in the anticipation phase to arouse students' curiosity towards the lesson.

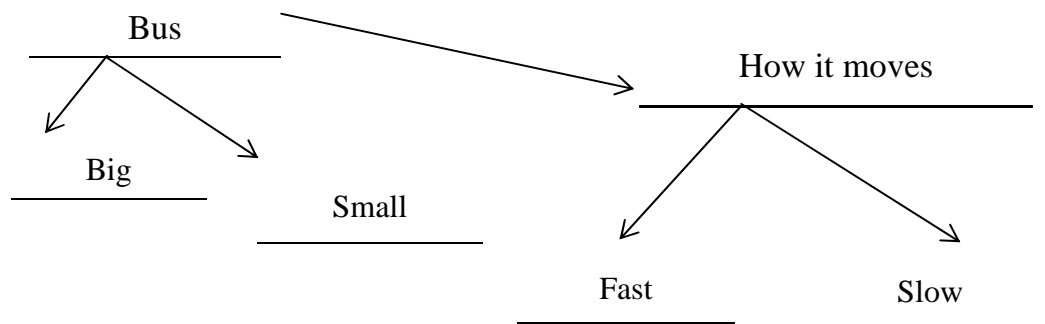
) **What? So what? Now what?**

In this strategy, the teacher selects the topic which students know then he/she discusses with it among the students. After that he/ she divides the whole lesson into three sub-topics such as:

What?	So What?	Now What?
Anticipation	Building knowledge	Consolidation

In What? Column, the teacher asks the students to summarize the most important ideas they have just discussed about the topic. In So what? Column, students write the important idea they have just listed. At last, in Now What? Column, the teacher asks what they can do about the problem they have been discussing. Moreover, it is similar with ABC phases. We can use it while teaching stories. Particularly, while teaching supernatural stories, this technique can be very effective.

) **Semantic Map** In this strategy, the teacher makes a semantic map on the blackboard that helps to teach difficult vocabulary, show relation between different characters and and many other things. For example,



) **Prediction from terms**

In this strategy, the teacher selects five or six words or phrases from the text and writes these on the blackboard. After that, the teacher tells them to write/ compose a story or poem or song or essay or picture or drama by using these words. Such as, compose a poem or story or

drama or song by using the following words in your own words. Old man, soldier, detention centre, Aswi, Moist etc.

) **Pens in the middle**

'Pens in the Middle' strategy is intended to ensure that all students have the opportunity to participate in learning group, and provide the teacher with a stimulus for asking students about their contributions. When students begin to share ideas in the typical learning group of 3-7 members, each student marks his or her contribution by placing a pen on the table in the middle of the group. It can be used in ABC phases especially while teaching short stories and writing skill i.e. free and guided writing.

) **Cooperative learning**

It may work more efficiently if students are assigned certain roles within the groups. The roles may rotate among the group members, though, so each student will have plenty of opportunities to practise each role. It is basically intended to give each student a clearly understood contribution to make to the success of the group; and to teach each student, over time, the skills and attitudes that make a cooperative and productive group member. It is used in the building knowledge phase while teaching literary text.

) **Close Reading with Text Coding**

It refers to the act of having students look for certain things in a text, then mark the text when those things are found with a simple symbol for each kind. In close reading with text coding strategy, the teacher thinks four or five kinds of information which students can locate in a text. After that, he/ she explains to the students the kinds of information which you want them to look for as they read the text. He/she tells the students to begin reading the assigned text and to mark each piece of information of each type.

) **Value line**

It is a cooperative learning activity that is recommended for evoking students' opinions on issues to which there can be varied responses. In other words, it is an activity that requires students to take a position on an issue and to support it with reasons. The teacher begins by posing a polarizing questions such as, is war good for human being? It is useful for students to stand up for their beliefs even when friends disagree. It can be very effective while teaching supernatural stories.

2.1.7 Benefits of Critical Thinking

Critical thinking provides us ability to be thoughtful and judgmental. We can see the things around us through our own beliefs, observations, and experiences. Critical thinking gives us opportunity to be a conscious thinker; we can evaluate the things consciously. Our own ideas, viewpoints, thoughts and beliefs about any particular thing can be analyzed with our critical thinking and conscious evolution. As we know nothing has its fixed value everything is changeable here. So, that with the help of critical thinking we can enhance and improve our thinking accordance with changing environment. Critical thinkers have ability to judge their own view or thought either they are wrong or right. Critical thinkers are really active to reach the goal. They always think the possible alternative before they act. They might find the shortcut if the time demands so. Critical thinkers have the ability to find differences between reality/fact and personal bias.

According to Bassham, Irwin, Nardone and Wallace (2011), Critical thinking helps students learn a variety of skills that can greatly improve their classroom performance. These skills include: understanding the arguments and beliefs of others, critically evaluating those arguments and beliefs, developing and defending one's own well-supported arguments and beliefs. Critical thinking does teach a variety of skills that, with practice, can significantly improve student's ability to understand

the arguments and issues discussed in textbooks and classes. In addition, critical thinking can help students *critically evaluate* what they are learning in class. During their language learning career, teacher will often ask student to discuss “critically” some argument or idea introduced in class. Critical thinking teaches a wide range of strategies and skills that can greatly improve students’ ability to engage in such critical evaluations. students will also be asked to *develop their own arguments* on particular topics or issues. for example, students might be asked to write a paper addressing the issue of their local community. To write such a paper successfully, students must do more than simply find and assess relevant arguments and information. They must also be able to marshal arguments and evidence in a way that convincingly supports their view. The systematic training provided in class, in critical thinking can greatly improve that skill as well. In the same way, Bassham, et al. (2011) questioned on the benefits of CT in real life education. Critical thinking is valuable in many contexts outside the classroom. There are different ways in which this is the case. First, critical thinking can help us avoid making foolish personal decisions. All of us have at one time or another made decisions about consumer purchases, relationships, personal behavior, and the like that we later realized were seriously misguided or irrational. Critical thinking can help us avoid such mistakes by teaching us to think about important life decisions more carefully, clearly, and logically. Second, critical thinking is worth studying for its own sake, simply for the personal enrichment it can bring to our lives. One of the most basic truths of the human condition is that most people, most of the time, believe what they are told. Throughout most of recorded history, people accepted without question that the earth was the center of the universe, that demons cause disease, that slavery was just, and that women are inferior to men. Critical thinking, honestly and courageously pursued, can help free us from the unexamined assumptions and biases of our upbringing and our society. It lets us step back from the prevailing customs and ideologies of our culture and ask, this is what I’ve been taught, but is it *true*? In short, critical thinking allows us to lead self-directed, examined lives.

2.1 Review of Empirical Literature

In this section, I have reviewed some previous works related to the issue of my investigation.

Hove (2011) carried out a study on “Developing Critical Thinking Skills in the High School English Classroom”. The main aim of the study was to analyze current literature and examine strategies for developing critical thinking skills in high school-aged students. Questions for the students are used as main tool of this study. The study findings said that high school students will clearly benefit from curricula steeped in critical thinking strategies and practice. As current literature suggests, students who master the ability to think critically and insightfully will perform better academically in their current high school setting, and will also be better prepared for the rigors and enhanced academic expectations in college. For the most part, students do not live in a multiple choice/true-false world. As the dynamics of a global economy continue to evolve and change, to compete with their peers around the world for jobs and resources, the students need to be able to creatively think and solve problem. Solving any problem creatively, offering unique insights for potential solutions, demands the ability to be able to think critically; it also requires that students have confidence in their ability to do so. Therefore, high school students need frequent and repeated exposure to critical thinking practices. As a whole we can say that Critical Thinking is really playing significant role in teaching learning activities. Students are really in need of critical thinking skills to be developed. It can give them third eyes of analyzing the things around them.

In the same way, Shah (2011) carried out a research entitled “Effectiveness of Active Strategy for Developing Critical Thinking”. The objectives of the study were to find out the effectiveness of critical thinking in reading exercise. Test items and questionnaire were used as research tools to collect data. Significant difference was noticed between the scores obtained by the students in the present and posttest. It means that the active learning strategies helped them to

develop their thinking skills. It was also found that active learners were more confident to display their ideas in the post test and there were differences in the style of answer comparing to the answer sheets of the four students.

Similarly, Dai-Ling Chen (2015) also showed his interest in Critical thinking. He carried out his study on “Developing Critical Thinking Through Problem-Based Learning: An Action Research for a Class of Media Literacy.” In this study he mentioned that higher education provides students with the platform for mobilizing knowledge for practical use in the face of unforeseen situations. Referring to the area of media literacy, students nowadays are more likely to have access to a variety of information and publish their ideas; cultivating media literacy quality and skills thus takes on heightened significance. This requires critical thinking which encompasses knowledge and capabilities for achieving understanding, making appropriate judgement, and taking meaningful action, as well as a pedagogical approach to activating learning. This study defined critical thinking as a threshold concept and established the epistemological threshold framework with conceptual and practical levels to investigate how PBL contributed to the development of critical thinking in the news media literacy class through students’ learning experiences, academic performance, and perceptions of their development. Thirty-five Taiwanese undergraduates from an Applied English Department in Southern Taiwan participated in this research. Classroom action research was conducted with multiple methods including focus group interviews, questionnaires, and the teacher’s observations, together with assessments of students’ academic group work and individual writing tasks through the PBL process. It was found that the learning journey was explicitly transformative and troublesome, while the integrative, bounded and irreversible characteristics of a threshold concept emerged during the research process. The dynamics of peer and teacher-student collaborative work also suggested students’ and the teacher’s epistemological, practical, and ontological development associated with the cognitive, affective, and social aspects of learning. The data from this

study were combined with existing research relating to critical thinking and the pedagogical implications of PBL to develop a reflexive framework for future practice.

In the same way, Khanal (2015) in his study “Strategies Used by EFL Teachers at Anticipation Phase of Critical Thinking” aimed to find out the strategies employed by teachers at anticipation phase of critical thinking and to explore the teachers’ perception with their practice of strategies in the classroom. This study was survey but used mixed method research design in general.

Observation checklist and questionnaire were used as major tool for his study. Twenty secondary level English teachers were selected as sample using purposive non-random sampling method. The major findings of his study showed that brainstorming, picture description, experience sharing, question search, give on talk on and paired brain storming are major techniques used at the anticipation phase of critical thinking in English language classroom.

On the basis of above reviewed I can say that this study is different from them because no one showed their interest on teachers’ perceptions regarding developing students’ critical thinking ability with different strategy.

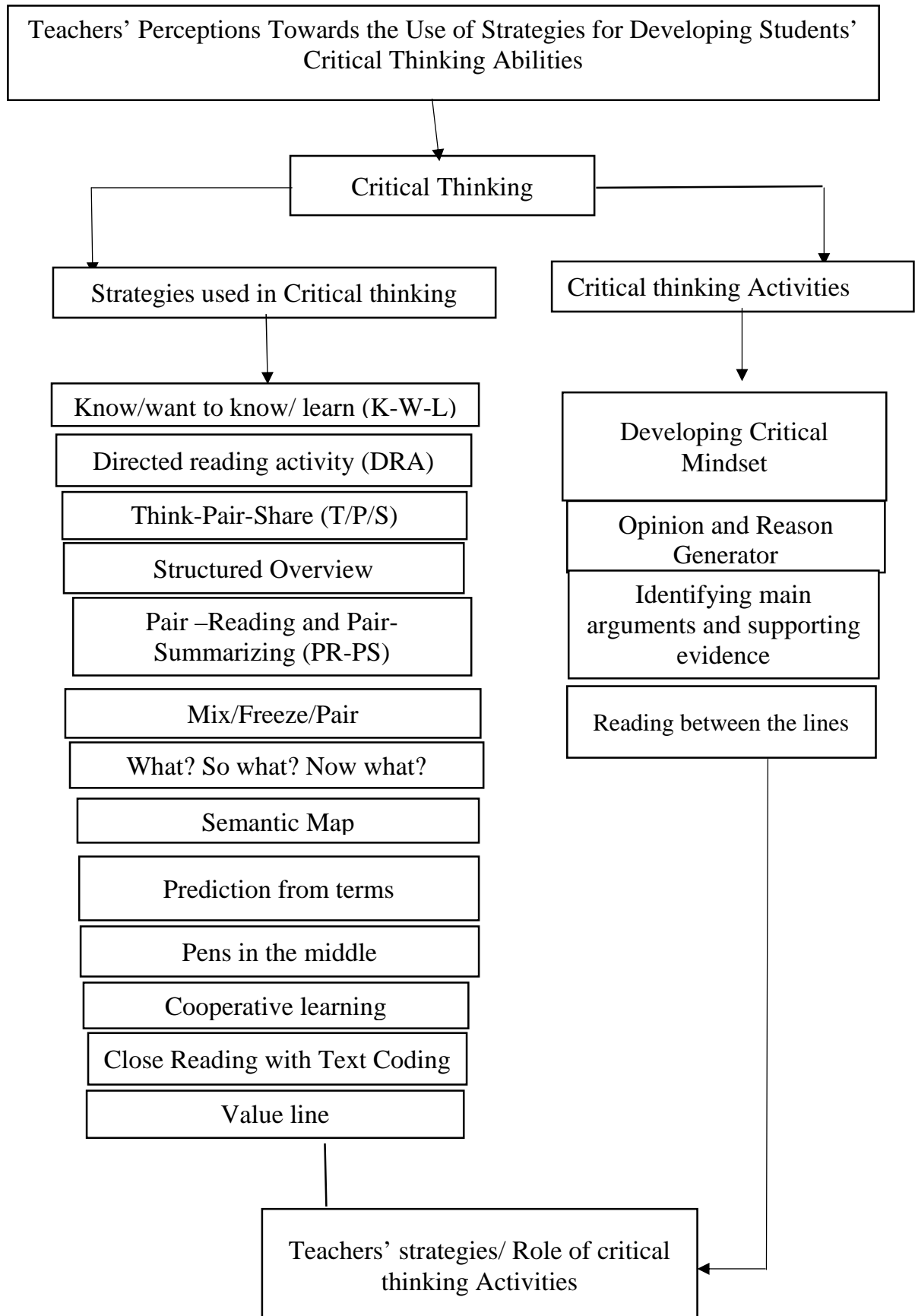
2.2 Implications of the Review for the study

Theoretical and empirical literatures provide the basic foundation to this research study. They provided me the areas specific to be focused. The areas that for the study on which researchers have strongly stood. When I went through both areas of literature, I got direction where and how the researchers had gone for the research study. So what can be said about reviewing theoretical and empirical literature, they were the path finder for the new area of this research work. After went through the empirical review of related literature I had personally got a lot about critical thinking and its importance in our educational field. Not only this much I came to know that how the researcher need to respect the view points and personal opinion of the research persons. Critical thinking has large scope in our teaching learning activities.

Without developing the ability to think critically our students won't be able to solve the daily life problems. So that in order to be able to a perfect learner as well as a perfect teacher critical thinking ability need to be developed. The study of Hove (2011) helped me in making objectives of my study. In the same way, from the study of Shah (2011) I understood that critical thinking really promotes the ability of students to do their exercise in classroom. Similarly, the study Dai-Ling Chen (2015) suggested that constructivist problem based learning (PBL) has the potential for enhancing critical thinking theoretically; empirically, studies in different disciplines argue for the importance of strategic implementation and supportive facilitation. Similarly, from the study of Khanal (2015) I came to know how to prepare research tools for the study. So it support me to prepare the major tool for my study.

2.4 Conceptual Framework

The Following Conceptual Framework of was used to complete this study:



CHAPTRE THREE

METHODS AND PROCEDURE OF THE STUDY

This chapter includes the discussion on design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The following methods and procedures were followed to complete this study.

3.1 Design and Method of the Study

A research design is a roadmap, structure and strategy of investigation to obtain answer of the research questions. It tells to the researcher within which framework the research activity will be conducted in order to collect required information. It also suggests how the collected information will be gathered and analyzed. Regarding the design Kumar (2007, p84) says, “a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically.” It means before doing any research work we need to have complete work plan which helps us to answer the questions validly, objectively, accurately and economically. The plan is known as procedural plan and it is called research design.

Survey research design was used for this study. Survey is most commonly used method in any research. It is the method of collecting information by asking a set of pre formulated questions in any pre-determined sequence questionnaire. It is carried out in large number of population in order to find out the public option on certain event, issue or situation.

Nunan (1992, p. 140) states “Survey is widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics.” Similarly, Cohen, Manion and Morrison (2010) state that in survey research researchers gather data at a particular point of time specially to describe the nature of existing situation or to identify most standard one against

the existing situation. To accomplish this study, I went through the following procedures as suggested by Nunan (1992, p.142):

) Define objectives

At first I defined the objectives of this study.

) Identify target population

After defining the objectives, I identified target population.

) Literature review

After identifying the target population, I reviewed the literature related to the issue.

) Determine sample

In this section I selected 30 English teachers from secondary schools

) Identify survey instruments

In order to collect the data from the respondents, I prepared a set of questionnaire including information sheet.

) Identify analytical procedure

The data was analyzed with critical interpretation and shown in the table.

) Determine reporting procedure.

I presented the study in reporting way.

Regarding the characteristics of Survey, Kraemer (1991) has given the tree characteristics of survey: First, survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables. Second, the data required for survey research are collected from people and are, therefore, subjective. Finally, survey research uses a selected portion of the population from which the findings can later be generalized back to the population. In survey research, independent and dependent variables are used to define the scope of study, but cannot be explicitly controlled by the researcher. Before conducting the survey, the researcher must predicate a model that identifies the expected relationships among these variables. The survey is then constructed to test this model against observations of the phenomena. In contrast to survey research, a survey is

simply a data collection tool for carrying out survey research. Pinsonneault and Kraemer (1993) defined a survey as a means for gathering information about the characteristics, actions, or opinions of a large group of people (p. 77). Surveys can also be used to assess needs, evaluate demand, and examine impact (Salant&Dillman, 1994, p. 2). The term survey instrument is often used to distinguish the survey tool from the survey research that it is designed to support. Surveys are capable of obtaining information from large samples of the population. They are also well suited to gathering demographic data that describe the composition of the sample (McIntyre, 1999, p. 74). Surveys are inclusive in the types and number of variables that can be studied, require minimal investment to develop and administer, and are relatively easy for making generalizations (Bell, 1996, p. 68). Surveys can also elicit information about attitudes that are otherwise difficult to measure using observational techniques (McIntyre, 1999, p. 75). It is important to note, however, that surveys only provide estimates for the true population, not exact measurements (Salant&Dillman, 1994, p. 13).

From the above mentioned views about survey research, I conclude that it is one of the important methods to conduct research. It is carried out to find out opinion or attitude of the respondents. Since I wanted to find out the attitude of the respondents, I selected 30 English teachers from 15 different secondary schools. So I had chosen survey research for my study “Teachers’ Perceptions Towards the Use of Strategies for Developing Students’ Critical Thinking Abilities.”

3.2 Population, Sample and Sampling Strategy

All the secondary level English teachers of Dhanusha district was the population of the study. In order to achieve the objectives of this study, 15 secondary level schools wereselected purposively which were situated at Janakpur area of Dhanusha district. For the sample of the study,30 secondary level English teachers were selected by using non – random judgmental

sampling procedure. I had selected only those teachers who were well familiar with critical thinking.

3.3 Data Collection Tools and Techniques

To fulfill the objectives of the study I used questionnaire with open and closed ended items as a tool for data collection.

3.4 Source of Data (primary and secondary)

I used both primary and secondary sources of data. Primary source for collecting first hand data and secondary source to facilitate the study.

) Primary Sources:

The primary source of data were 30 English teachers of secondary level.

) Secondary Sources:

For secondary sources of data in this research I consulted different books, thesis, journals, articles, websites, magazines and materials available in the internet related to critical thinking. Some resources I consulted were, Brown (2001), Mayfield (2001) and Hughes (2014).

3.5 Data Collection Procedures

I prepared questionnaire with theoretical insights I learnt so far. Similarly, I develop consent letter, participants' information statement, participants consent form, providing clear direction, being consistent with the objectives. After prepared tool to collect the data, I went to the field and requested the concern teachers as well as school principal, to help me. After taking the permission from the administration, the schools were re-visited with those tools and I gave my questionnaire to the English teachers of secondary level. I gave my questionnaire to two English teachers of each 15 schools. I prepared participants consent form and information sheet regarding the items included in questionnaire. Next day I collected all the questionnaire from them. Some of them could not return me the questionnaire the next day. So I took their contact number and latter collected from them by taking the appointment and fixing the time and place.

3.5 Data Analysis Procedures

The systematically collected data were analyzed with the help of quantitative tools like percentage, frequency count and Interpretation was made descriptively.

3.7 Ethical Considerations

Ethical consideration is one of the main aspects of the research. During my study, I took the informed consent with teacher, maintained confidentiality regarding the information gained from questionnaire. I used pseudo names for the teacher. I did not use the data for the sake of other purposes without permission of the teachers except for my research. I did not make any manipulation in collected data, I did not do any harm to the teachers and institute while collecting data. The data had not analyzed subjectively rather I paid attention on accuracy, honesty, truthfulness of data in my study. I took the permission of selected schools and the participants, and due respect to the selected site without thinking the short term benefits of the study. I had only collected the necessary information from the participants and had given due respect to their individual potentiality. Similarly, my research did not include any intentional falsification, fabrication, suppression and misrepresentation of the collected data. Scholars' ideas borrowed in my research are referenced according to APA format.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data collected from the participants of this study. The primary goal of this research study was to find out teachers' perceptions on the role of critical thinking strategies in language learning, the strategies used by the teachers for developing critical thinking abilities of the students and suggest some pedagogical implications on the basis of the study. To fulfill these objectives, I selected 30 English teachers from 15 different schools and collected data by using questionnaire. The data from closed ended survey questions have been presented using statistical devices and data from open ended questions have been analyzed through critical analysis and interpretation.

4.1 Analysis of Data and Interpretation of the Result

In order to collect the data and to derive the findings regarding teachers' perception towards the use of strategies for developing students' critical thinking abilities, I administered a set of questionnaire to the participants and the results from the open ended questions of the survey have been presented in narrative form to provide a detailed description of the information gathered from the questionnaire. The responses collected from the participants have been analyzed and interpreted under the following broad headings using appropriate statistical tools and tables:

- a) Perceptions Towards Critical Thinking
- b) Strategies Used in Critical Thinking
- c) Perceptions on Critical Thinking Activities
- d) Role of Critical Thinking in ELT Classes

4.1.1 Perceptions Towards Critical Thinking

Critical thinking is thinking about thinking; it is an important skill which helps the students to solve many problems in different situations. Regarding the perception of teachers on critical thinking, I asked three open – ended questions and three closed ended questions to them. The responses of the teachers collected from close ended and open ended questions are thematically presented as follows:

a) Need of Developing Critical Thinking

Critical thinking is very essential for effective instruction. Teachers’ perceptions on critical thinking helps in focusing their teaching in developing critical thinking abilities of the students. Regarding the need of critical thinking, the respondents were asked the question, “*Do you believe that critical thinking abilities of the students need to be developed?*”. The responses obtained from them have been tabulated and analyzed in the following table:

Table 1
Need of Developing Critical Thinking

Statement	Responses			
	Yes		No	
	No.	%	No.	%
Need of developing critical thinking	30	100	0	0

Table 1 shows that the 100% respondents believed that there was need of developing students’ critical thinking abilities.

From the data given in above table, it has been found that almost all(100%) of respondents believed that critical thinking is most essential need of the students and it needs to be developed.

b) Need of Different Strategies to Develop Critical Thinking

In teaching learning activity, we need different techniques and methodology to fulfill our objectives. So, strategy refers as those different ways that can be applied in teaching learning process in classroom. Regarding the need of different strategies to develop critical thinking, the respondents were asked the question, “Does teacher need to follow different strategies to develop critical thinking ability to the students?”. The responses obtained from them have been presented in the following table:

Table 2
Need of Different Strategies to Develop Critical Thinking

Statement	Responses			
	Yes		No	
	No.	%	No.	%
Need of different strategy to develop critical thinking	29	96.67	1	3.33

Table 2 shows that the 96.67% respondents responded that the teachers need to follow different strategies to develop students’ critical thinking abilities in order to make them critical thinker and self-analyzer. However, one of the participants did not accept it.

Based on this data, it can be concluded that a good majority of the respondents (96.67%) believed that students’ critical thinking abilities need to be developed with different strategies. So teachers need to apply different strategy to promote students’ critical thinking ability.

c) Critical Thinking Activities to Understand the Context of Teaching

Finding out the critical thinking activities help teachers for their better understanding the context of teaching. Considering this, the respondents were given the statement in search of their positive or negative responses, “Critical

thinking activities help the students to be able to understand the context clearly” onThe responses obtained from them have been tabulated and analyzed in the following table:

Table 3
Critical Thinking Activities to Understand the Context of Teaching

Statement	Responses			
	Yes		No	
	No.	%	No.	%
Critical thinking activities to understand the context of teaching	30	100	0	0

Table 3 shows that almost all the (100%) respondents responded that they perceive critical thinking activities as the activities that help to understand context clearly.

From the above data it can be concluded that almost all of the teachers (100%) believed that critical thinking activities help the students to be able to understand the context clearly. So it is really helpful for the students to understand the different context of teaching.

d) Teachers’ Understanding on Critical Thinking

Critical thinking is about one of the invisible energy which gives us power to understand something and ability to judge what to believe or not to believe. Critical thinking is referring to the use of our innate vision. They were asked to share their views regarding the meaning of critical thinking. They were asked the question that “*What do you think critical thinking is?*”. In response to this question, the participants of this study approached it with different ideas.

From the analysis of their responses, I found their following ideas on critical thinking:

-) It is a process of learning, analyzing, summarizing the topic in meaningful way.
-) A way of thinking logically, differently or think in different way in various situations.
-) Inner ability of students which can develop their quality.
-) An act of making faire and careful judgment about person or things.
-) A way of expressing innovative ideas.
-) Self-directed, self-disciplined, self-motivated and self-corrective thinking.

To support the teachers' viewpoints, here I have included two of the excerpts:

Teacher 1: An act of making fair and careful judgement about good and bad qualities of any literary text, person or things.

Teacher 6: In my opinion critical thinking is a way of thinking critically, logically or thinking differently in different situation.

Here, one of the teachers found critical thinking as an act of making judgement about something good or bad part of any person, place or literary text. In the same way, the next teacher said that critical thinking is a way of thinking differently in different situations.

Based on the above mentioned points, it can be said that critical thinking is thinking about deep thinking and self-analyzing something in depth.

e) Teachers' Views on Helping Students in Developing Critical Thinking

Teachers are the guides, co-worker and facilitator of the students. Teachers are involved directly or indirectly in each and every progress of the students.

Regarding the teachers' help to the students in order to develop critical thinking abilities of the students. The respondents were asked the question, "*what do you think, how teacher can help the students to develop critical thinking abilities?*". In response to this question they gave their views differently. From that approached views some of their common responses are as follows:

-) Students can be engaged in burning issue which needs a lot of thinking.
-) Listening more from the students and giving them more time to think and write freely about the text.
-) Making them find answers of the problems.
-) Making students to talk on controversial issue.
-) Brain storming, giving them different situation to make them think differently.

To support the above views, here I have included two of the excerpts:

Teacher 6: In my view teacher can play vital roles to develop students critical thinking abilities such as brainstorming, problem solving activities, by providing different situation to think differently.

Teacher 25: By listening more from the students. We teachers should provide them more time for them to speak and write freely what they learn from the text.

Regarding the teachers' views on helping students in developing critical thinking, teacher 6 said that they helped the students by providing different situations to think differently. They used brain storming, problem solving activities as critical thinking developing activities. Similarly, the teacher 25 found that they can help the students in developing critical thinking ability by listening more and providing time more time to write freely about the learnt text.

Based on above mentioned viewpoints we can say that teachers can help the students to develop their critical thinking skill by giving them different situation to deal with and making them think differently.

f.) Critical Thinking for Positive Transformation in Society

Critical thinking is an act of thinking about thinking. It gives us power to have a look on different situations in various ways. When we have ability to analyze anything in different ways then we defiantly have power to solve all the problems around us. So critical thinking is one of the ways to bring a good change in the society. Regarding positive transformation in the society the respondents were asked the question, “*Do you think that CT brings positive transformation in the society if yes how? If not, why?*”. In response to this question they have responded differently but their common views are summarized in the following way:

-) Positive thought can create new path.
-) It develops habit of understanding and getting solution of present issue in their family, society and so on.
-) More ideas can be developed from critical thinking which develop sharing in society.
-) It gives birth of correct political ideology.
-) Empower the powerless students.
-) Leads people to think logically about the society.
-) Critical thinking gives power to fight with short comings and obstacles in the way of society development.

To support their views, I have included two of the excerpts:

Teacher 30: I think CT brings positive transformation in the society because when students engaged in this activity then they develop the habit of understanding and getting solutions of present issues, household problems, social problem by informing parents and well-wishers.

Teacher 15: *CT brings positive transformation in the society because it makes people in the society perceive the short comings and obstacles in the way of development of the society resulting positive transformation in the society.*

Teacher 30 has found that CT brings positive transformation in the society. CT is found as a way in which students' deep understanding is developed to get solutions of many burning issue of the society. Whereas Teacher 15 said that CT helps to perceive short comings and obstacles in the way of social development. In this way CT brings positive transformation in society.

On the basis of above mentioned viewpoints we can say that critical thinking is bringing positive transformation in the society in different ways.

4.1.2 Strategies Used in Critical Thinking

Similarly, I included some items related to the strategies used in critical thinking classes. In order to address strategies used in Critical thinking by the teachers. I asked thirteen questions to the selected teachers.

The selected teachers were asked to express their perceptions regarding strategies used to develop critical thinking ability of the students' in English classes. The responses obtained from them have been tabulated and analyzed in the following table:

a) Use of K-W-L (Know/Want to know/Learn) Strategy

In this strategy, students are asked what they already know about the lesson, raise questions and find answers. Regarding the use of K-W-L the teachers were asked the question, "*Do you use K-W-L (know/want to know/ learn) strategy in your classroom?*" and express their responses regarding using K-W-L strategy in English classes.

The responses obtained from them have been tabulated and analyzed in the following table:

Table 4
Use of K-W-L (know/want to know/learn) Strategy

Strategy	Responses			
	Yes		No	
	No.	%	No.	%
Use of K-W-L (Know/Want to know/Learn) strategy	25	83.33	5	16.67

Among 30 respondents, 83.33% of them responded that they used K-W-L strategy and 16.67% responded that did not use this strategy.

From the above interpretation it has been found that a good majority (83.33%) of the respondents used K-W-L strategy to promote students critical thinking ability. So, K-W-L is an important strategy in ELT classes to develop students' critical thinking ability.

b) Use of DRA (Direct Reading Activity) Strategy

This strategy is for developing critical thinking by guiding students to key points and providing opportunities to discuss its meaning with their classmates. The respondents were asked the question, “Do you use DRA (Direct Reading Activity) strategy in the class?” for their views regarding use of DRA strategy in ELT classroom. The data collected from them can be tabulated as follows:

Table 5
Use of DRA (direct reading activity) Strategy

Strategy	Responses			
	Yes		No	
	No.	%	No.	%
Use of DRA (Direct Reading Activity) strategy	17	56.67	13	43.33

Among 30 respondents the 56.67% of them responded that they used DRA and 43.33% responded No regarding use of DRA strategy.

The finding on this item reveals that majority (56.67%) of the teachers used DRA strategy in ELT classroom to develop students' critical thinking. So, it can be said that DRA is used in critical thinking in order to make students critical thinker.

c) Use of T/P/S (Think-Pair-Share) Strategy

This is a strategy for having students think of individual answers to a question posed by a teacher, and then share their answers with a partner. The selected teachers were asked the question, “Have you used, think-pair-share (T/P/S) strategy in your language classes?” to express their responses regarding using T/P/S strategy in English classes. The responses obtained from them have been tabulated and analyzed in the following table:

Table 6
Use of T/P/S (think-pair-share) Strategy

Strategy	Responses			
	Yes		No	
	No.	%	No.	%
Use of T/P/S (Think-Pair-Share) strategy	22	73.33	8	26.67

Table 6 shows that the 73.33% of the total respondents responded that they used T/P/S and 26.67 % did not use this strategy in their classrooms.

Based on the data, it has been found that a good majority of the respondents (73.33%) used T/P/S (think-pair-share) strategy to address critical thinking in their ELT classrooms.

d) Pair-Reading and Pair-Summarizing (PR-PS)

In this strategy one student reads the text and next one summarizes it. To address this critical thinking strategy, the respondents were asked the question,

“Do you make your students involve in pair-reading and pair-summarizing?”. The responses obtained from them have been tabulated and analyzed in the following table:

Table 7
Pair-Reading and Pair-Summarizing (PR-PS)

Strategy	Responses			
	Yes		Yes	
	No.	No.	No.	No.
Pair-Reading and Pair-Summarizing (PR-PS)	28	93.33	2	6.67

The table7 shows that 93.33% of total respondents responded that they used this strategy. Only 6.67% of the respondents did not involve their students in PR-PS.

Based on this data, it can be concluded that a very good majority of the teachers (93.33%) using PR-PS strategy in their classrooms. So, it can be said that PR-PS is one of the most practiced strategies in critical thinking.

e) Use of Structure Overview Strategy

It is a warm up activity used to arouse students’ curiosity at the beginning of a lesson. Regarding the use of structure overview strategy, the respondents were asked the question, “Do you follow structure overview strategy in your teaching learning activities?”. The responses obtained from them have been tabulated and analyzed in the following table.

Table8
Use of Structure Overview Strategy

Strategy	Responses			
	Yes		Yes	
	No.	No.	No.	No.
Use of Structure Overview strategy	14	46.67	16	53.33

The table 8 shows that 46.67% respondents responded that they used structure overview strategy and 53.33% responded that they did not make use of it as strategy.

Based on this data, it has been found that majority of the respondents (53.33%) do not use structure overview strategy. So, it can be said that this strategy is nearly used by half of the respondents (46.67%) to address critical thinking in ELT classes.

f) Use of Mix/Freeze/Pair Strategy

In this strategy the teacher gives instruction to students to stop and move/ walk in classroom. Freeze means they should stop and make pair with the person who is close to them. Regarding the use of mix/freeze/pair strategy, the respondents were asked the question, “*Is mix/freeze/pair strategy used there in your language classroom?*”. The responses obtained from them have been tabulated and analyzed in the following table.

Table 9
Use of mix/freeze/pair Strategy

Strategy	Responses			
	Yes		Yes	
	No.	%	No.	%
Use of mix/freeze/pair strategy	6	20	24	80

The table 9 shows that the 80% of total respondents responded that they did not use mix/freeze/pair only 20% responded that they used this strategy.

From the above interpretation it can be concluded that majority of the respondents (80%) did not use mix/freeze/pair strategy to promote critical thinking ability of the students. So, this strategy has been foundless practiced by the teachers in ELT classes.

g) Use of What? /So what? / Now what? Strategy

This strategy mainly used for teaching supernatural stories.Regarding the use of what? / so what? / now what? strategy, the respondents were asked the question, “*Have you used what? / so what? / now what? Strategy?*”.The responses obtained from them have been tabulated and analyzed in the following table:

Table 10
Use of What? /So what? / Now what? Strategy

Strategy	Responses			
	Yes		Yes	
	No.	%	No.	%
Use of what? / so what? / now what? strategy	11	36.67	19	63.33

Table 10 shows that the 36.67%of total respondents responded that they used this strategy and 63.33 % responded that they did not use this.

Based on this data, it has been found that most of the respondents (63.33%) did not use this strategy.So, this strategy has been found as less used or less practiced in critical thinking.

h) Use of Semantic MapStrategy

This strategy is used for teaching difficult vocabulary.Regarding the use of semantic map strategy, the respondents were asked the question, “*Do you find semantic map as useful strategy in critical thinking?*”.

The responses obtained from them have been tabulated and analyzed in the following table:

Table 11
Use of Semantic Map Strategy

Strategy	Responses			
	Yes		Yes	
	No.	%	No.	%
Use of Semantic Map strategy	22	73.33	8	26.67

Table 11 shows that the 73.33% of them responded that they used semantic map only 26.67 % responded that they did not use this strategy.

Based on this data, it can be concluded that a good majority of the respondents (73.33%) used this strategy. So, it can be taken as an important strategy in critical thinking.

i) Use of Prediction from Terms Strategy

In this strategy words given to the students and asked to write story or poem or essay or drama by using those words. Regarding the use of prediction from terms strategy, the respondents were asked the question, “*How you find prediction from terms in critical thinking?*”.

The responses obtained from them have been tabulated and analyzed in the following table:

Table 12
Use of Prediction from Terms Strategy

Strategy	Responses							
	useful		Very useful		useless		Not used yet	
	No.	%	No.	%	No.	%	No.	%
Use of Prediction from Terms strategy	16	53.33	8	26.67	0	0	6	20

Table 12 shows that out of total respondents 53.33% of them responded this strategy as useful, 26.67% found it very useful, no one said it useless and 20% did not use it yet in their ELT classes.

It has been found that majority of the respondents 53.33 used this strategy in their classes and found it useful in developing students' critical thinking. So, it can be said that this strategy is an applicable strategy in critical thinking in ELT classrooms.

j) Use of Pens in the Middle Strategy

In this strategy the student marking his or her contribution in the learning activities by placing a pen on the table in the middle of the group. Regarding the use of pens in the middle strategy, the respondents were asked the question, *“Do you believe pens in the middle strategy is useful in critical thinking?”*. The responses obtained from them have been tabulated and analyzed in the following table:

Table 13
Use of Pens in the Middle Strategy

Strategy	Responses			
	Yes		Yes	
	No.	%	No.	%
Use of Pens in the Middle strategy	9	30	21	70

Table 13 shows that the 70% of total respondents responded that they did not use pens in the middle strategy only 30 % responded that they used this strategy in their classes.

The finding on this item reveals that majority of the respondents (i.e.70%) did not find this strategy as useful strategy. So, it can be said that this strategy is less practiced by the teachers in order to address critical thinking in ELT classrooms.

k) Use of Cooperative Learning Strategy

In this strategy students are learning from each other in a group. Regarding the use of cooperative learning strategy, the respondents were asked the question, “*Have you found cooperative learning effective in critical thinking?*”.

The responses obtained from them have been tabulated and analyzed in the following table:

Table 14
Use of Cooperative Learning Strategy

Strategy	Responses			
	Yes		Yes	
	No.	%	No.	%
Use of Cooperative Learning strategy	28	93.33	2	6.67

Table 14 shows that out of total respondents 93.33% of them responded that they used and found this strategy effective. Only 6.67 % responded that they did not use this strategy.

Based on this data, it can be said that majority of the respondents (93.33%) find this strategy as effective strategy in critical thinking. So, it can be said that this strategy is practiced by the teachers in order to address critical thinking in ELT classrooms. Where 6.67% of the teachers did not use it.

l) Use of Close Reading with Text Coding Strategy

This strategy refers to the act of having students look for certain things in a text then mark the text when those things are found with simple symbols for each kind. Regarding the use of close reading with text coding strategy, the respondents were asked the question, “*Do you use close reading with text coding strategy in your classroom?*”.

The responses obtained from them have been tabulated and analyzed in the following table:

Table 15
Use of Close Reading with Text Coding Strategy

Strategy	Responses			
	Yes		Yes	
	No.	%	No.	%
Use of close reading with text coding strategy	13	43.33	17	56.67

Table 15 shows that the 43.33% of total respondents responded that they used this strategy and 56.67 % responded that they did not use it.

Based on this data, it has been found that most of the respondents 56.67% did not use this strategy. Thirteen out of 30 teachers used it in critical thinking. So it can be said that this strategy used in ELT classrooms but not by the large numbers of teachers.

m) Use of Value Line Strategy

This strategy used for evoking the students for taking the position and sharing their opinions on the given issues. Regarding the use of value line strategy, the respondents were asked the question, “*How did you find value line strategy in critical thinking?*”. The responses obtained from them have been tabulated and analyzed in the following table:

Table 16
Use of Value Line Strategy

Strategy	Responses							
	Effective		Lesseffective		Not effective		Not used yet	
	No.	%	No.	%	No.	%	No.	%
Use of value line strategy	21	70	2	6.67	0	0	7	23.33

Table 16 shows that 70% of the total respondents responded that the use of value line strategy was effective to them in ELT classrooms, 6.67% found it less effective, no one said it not effective and 23.33% did not use it yet in their ELT classes.

From the above interpretation it has been found that majority of the respondents (70%) used value line strategy as a critical thinking strategy. So, it can be said that this strategy is an important strategy in critical thinking in ELT classrooms.

4.1.3 Perceptions on Critical Thinking Activities

In ELT class room teachers may follow different critical thinking activities. Regarding those activities, I asked the selected teachers four questions to respond from their own perceptions. Their responses have been tabulated and presented in the following table:

a) Critical Thinking Mindset

This activity aims to introduce the language for expressing opinions, agreeing and disagreeing. Regarding developing critical thinking mindset the respondents were asked the question, “*Do you motivate students to develop critical thinking mindset?*”. The responses obtained from them have been tabulated and analyzed in the following table:

Table 17
Critical Thinking Mindset

Activity	Responses			
	Yes		No	
	No.	%	No.	%
Critical thinking mindset	29	96.67	1	3.33

Table 17 shows that the 96.67% of total respondents responded that they used critical mindset activity in their classes. Only 3.33 % responded that they did not use it.

Based on this data, we can say that majority of the respondents (96.67%) motivate their students to develop critical thinking mindset. So, it can be said that critical thinking mindset way an important activity to motivate the students.

b) Reading Between the Lines

Another activity of CT is Reading Between the Lines. Aim of this activity is to develop the skill of identifying hidden assumptions or implicit meaning. In order to address this activity, the respondents were asked the question, “*Do your students enjoy reading between the lines?*”. The responses obtained from them have been tabulated and analyzed in the following table.

Table 18
Reading Between the Lines

Activity	Responses			
	Yes		No	
	No.	%	No.	%
Reading between the Lines	28	93.33	2	6.67

Table 18 shows that, the majority of the respondents (93.33%) responded that they used the activity, reading between the lines to involve their students in critical thinking and their students enjoyed it. Only two (6.67%) of the respondents said that they did not find their students enjoying in this activity.

Based on this data, it can be concluded that majority of the respondents (93.33%) engaged their students in reading between the lines. So, it can be said that this activity is also one of the important activity in critical thinking.

c) Identifying Main Arguments and Supporting Evidence

To address this critical thinking activity respondent were asked the questions, “*Do your students actively participate in Identifying main arguments and supporting evidence, a critical thinking activities?*”

The responses obtained from them have been tabulated and analyzed in the following table.

Table 19
Identifying Main Arguments and Supporting Evidence

Activity	Responses			
	Yes		No	
	No.	%	No.	%
Identifying main arguments and supporting evidence	20	66.67	10	33.33

Table 19 shows that, out of the total teachers 66.67% of them used this activity to involve their students in critical thinking and 33.33% teachers did not use this activity in their classrooms.

From the above interpretation it has been found that 66.67% teachers used identifying main arguments as activity for developing students' critical thinking abilities.

d) Use of Opinion and Reason Generator activity

Here the respondents were asked the question, “*Have you ever tried opinion and reason generator activity to promote critical thinking?*”. The responses obtained from them have been tabulated and analyzed in the following table.

Table 20
Use of Opinion and Reason Generator activity

Activity	Responses			
	Yes		No	
	No.	%	No.	%
Use of opinion and reason generator activity	26	86.67	4	13.33

The table20 shows that, the 86.67% of total respondents responded that they used this critical thinking activity. Where, 13.33 % responded that did not use it.

Based on this data, we can say that majority of the respondents (86.67%) used opinion and reason generator activity to promote critical thinking ability of the students. It was found as an important activity of critical thinking.

4.1.4 Role of Critical Thinking in ELT Classes

Critical thinking is one of the most needed skill in language learning. Critical thinking helps student to judge their view and gives them power to do self-analysis of their opinion in language learning. Regarding the role of critical thinking the respondents were asked one open-ended question. I asked them, “*What are the roles of critical thinking in ELT classes?*” in the response of this question also they responded with various roles of critical thinking. The responses of the respondents are commonly summarized with the following points:

-) Critical thinking helps students to develop their capacity of evaluating some place of writing critically.
-) It helps to know students’ ability about English language learning.
-) It increases the thinking level of the students.
-) Raises the voice of voiceless students.
-) Develops analytical capacity of language learner.

To support the teachers’ viewpoints, here I have included two excerpts of them:

Teacher 1: *Develops students’ analytical capacity of language learning. Helps to develop different language skills. Helps in language learning.*

Teacher 3: *The role of critical thinking in ELT classes to know the ability of students about English language learning.*

Teacher 1 found that critical thinking developed their analytical capacity of language learning and helped the students to learn different language skills. Similarly, Teacher 3 said that critical thinking helped the teacher to know the students' inner ability about English language learning.

On the basis of above mentioned points, we can say that critical thinking is playing very important role in English language learning. It is boosting the students thinking and make the able to understand the things more broadly.

CHAPTER- FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter begins with the findings of the study on the basis of analysis and interpretation of data. It includes the conclusion drawn on the basis of findings and presents a few points of recommendations made for the policy makers, practitioners in the field of ELT and further researches on the basis of the findings of the study.

The objectives of the study entitled **Teachers' Perceptions towards the Use of Strategies for Developing Students' Critical Thinking Abilities** were to find out the strategies used by the teachers for developing critical thinking abilities of the students and to find out the perceptions of teachers on the role of critical thinking strategies in language learning. The major findings of the study are presented in following ways:

5.1 Findings

On the basis of analysis and interpretation of data, the major findings of the study are presented below:

- i. A good majority of the respondents (i.e. 96.67%) motivate their students to develop critical thinking mindset.
- ii. A good majority of the respondents (i.e. 93.33%) engaged their students in reading between the lines.
- iii. Majority of the teachers (93.33%) used PR-PS strategy in their classrooms.
- iv. Majority of the respondents (80%) did not use mix/freeze/pair strategy to promote critical thinking ability of the students.
- v. Majority of the respondents (93.33%) find cooperative learning strategy as effective strategy in critical thinking where 6.67% of the teachers did not use it.

- vi. Almost all (100%) of respondents believed that critical thinking is most essential need of the students and it needs to be developed.
- vii. Almost all of the teachers (100%) believed that critical thinking activities help the students to be able to understand the context clearly.
- viii. Critical thinking is bringing positive transformation in the society in different ways.
- ix. Critical thinking is playing very important role in English language learning. It is boosting the students thinking and make the able to understand the things more broadly.

5.2 Conclusion

Critical thinking is one of the invisible energy which gives us power to understand something and ability to judge what to believe or not to believe. Most of the cases in our language classes what we see that students are blindly following the teachers. If a student is accepting something permanently without any reasoning or arguing, it will not be a part of critical thinking. Critical thinking has rooted very deeply in the field of language study. For example, without having discussion some of students blindly accept what their teacher state before them. But some are really hungry about the science behind the statement or sayings. Most educators believed critical thinking as a primary aim of education. Concern with critical thinking in its broad sense is not new. Critical thinking may be taken as light for the dark path, solutions for the complicated problems, meaning to the unspoken words.

This study aimed at finding out the strategies used by the teachers for developing critical thinking abilities of the students and their perceptions on the role of critical thinking strategies in language learning and to fulfill the objectives I selected 30 English teachers from 15 different secondary schools of Janakpur area. I prepared questionnaire with both open ended and close ended questions. Information sheets was attached with the questionnaire. The data collected from the participants analyzed with critical interpretation and

shown in the table. From this study the major findings are found as, 96.67% of the teachers motivate their students to develop critical thinking mindset. Similarly, cooperative learning and PR-PS strategies are mostly (93.33%) used in ELT classes to develop students' critical thinking ability. Critical thinking is bringing positive transformation in the society and boosting students' understanding to the present issue. From the findings of the study it can be concluded that the teachers use these activities and strategies mostly to promote students critical thinking abilities: K-W-L, DRA, CT Mindset, Reading Between the Lines, T/P/S, Opinion and Reason Generator, PR-PS, semantic map, cooperative learning and value line. Whereas some the strategies are there used by low majority of the teachers for example, mix/freeze/pair and pens in the middle.

From this study I concluded that critical thinking in most essential part in teaching learning activities. It is one of the main part that need to be included in ELT classes. Critical thinking is promoting students thinking, reasoning, analyzing and problem solving skills. Critical thinking helps to make linkage between prescribed contents and the local reality of the learners and makes teaching learning to be based on humanistic approach. Based on the findings of the study, I came to know that most of the teachers using different strategies in order to address critical thinking in their English language classes.

So, critical thinking is one of the basic need to all the teachers' strategy. It is essential for the teachers too. Through critical thinking activities ELT classrooms can be more interactive and students get more opportunities to be active in learning.

5.3 Recommendations

Being based on the above mentioned summary of the findings, some recommendations have been recommended for policy, practice and research

related of applications of the convenience of presentation, they have been devised in the following three levels:

5.3.1 Policy Related

This is the highest level of implementation of any study. The things that are implemented at this level can change the entire education system. The following recommendations have been made from this study at this level.

- i. The findings of this study show that teachers mostly used PR-PS and Cooperative learning strategies in ELT classrooms. So, the policy makers should introduce different training regarding PR-PS and cooperative learning strategies.
- ii. Policy makers should consider the fact that teachers should be provided with opportunities to update strategic competence. So training, seminar, workshops and other professional activities should be conducted to make teachers use different strategies in different phase of teaching through critical thinking.
- iii. This study also found that critical thinking brings positive transformation in the society. So, it can be recommended that the curriculum designer should give more focus on developing critical thinking.

5.3.2 Practice Related

This is the level at which theories and principles are put into practice. The means policies are implemented in the class room. The following recommendations have been made at this level:

- i. As the findings of this study shows that almost (100%) all the respondents believed that students' critical thinking ability needs to be developed with different strategies. So, the teacher need to use various strategies to promote students critical thinking ability.

- ii. This study also found that students enjoy reading between the lines. So, the teacher can use this activity in their ELT classes in order to develop students critical thinking.
- iii. As it is found critical thinking helps the learner to understand the context clearly. So, the teacher need to trigger the students to think differently.

5.3.3 Further Research Related

Here I recommended some of the research that can be carried out under critical thinking. From the findings of this study, the new researcher can study on Critical Thinking as Need of Language Learning. Similarly, the new research can be carried out on Role of Critical Thinking in ELT classes. This study helps the new researcher to know strategies used in critical thinking. It helps them to know about the role of critical thinking in ELT classes.

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PARTICIPANT INFORMATION STATEMENT

1. What is this study about?

You are requested to be involved in research entitled **“Teachers' Perceptions towards the Use of Strategies for Developing Students Critical Thinking Abilities.”**Which aims to suggest the role of critical thinking in language learning.To be specific conducting research in this field in Nepalese context has been more relevant as very few researches have been conducted yet. This study is an effort to find out the strategies used by teachers for developing critical thinking abilities of the students.

You are requested to participate in this study because I am interested in the field of critical thinking and want to explore more and more knowledge related with this field. Your responses will be helpful to know the strategies you are using in order to develop critical thinking ability to the students and what kinds of role is being played by critical thinking in Nepalese ELT classes.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and ask questions about anything that you want to know more about the study. Participation in this research study is voluntary. So it is up to you whether you wish to take part or not.

You will be given a copy of this Participant Information Statement to keep.

2. Who is carrying out the study?

The study is being carried out by Surya DevSah as the basis for the master degree of English Education at The University Central Department of English Education, T.U., Kirtipur, Kathmandu. This study will take place under the supervision of Mr. Guru Prasad Poudel, Assistantlecturer of English Education.

3. What will the study involve for me?

This study involves completing a set of questionnaire containing both open ended and close ended questions for teachers.

4. How much of my time will the study take?

It will take you about 30 minutes to complete the questionnaire.

5. Are there any risks or costs associated with being in the study?

Aside from investing your time, there will not be any risks or costs associated with taking part in this study.

6.Are there any benefits associated with being in the study?

This study will help you to know the strategies used in order to develop criticalthinking ability to the students to teach English language and the roles of critical thinking in Nepalese ELT.

Appendix - I
Questionnaire for Teachers

Dear respondents,

This questionnaire has been prepared to complete a research work entitled **“Teachers' Perceptions towards the Use of Strategies for Developing Students Critical Thinking Abilities.”** The research is being carried out under the supervision of **Mr. Guru Prasad Poudel**, Assistant lecturer of English Education, Tribhuvan University, Kirtipur, Kathmandu. The researcher aims to explore the strategies used by ELT teachers in order to develop critical thinking ability to the students and to find out the roles of critical thinking in Nepalese ELT. The honest information you provided will be kept highly confidential and will be used only for this research purpose.

Researcher

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Information Sheet

KWL = (know, want to know, learn) a strategy used in the classroom for developing critical thinking.

DRA = (Direct reading activity) as an activity for developing critical thinking by guiding students to key points and providing opportunities to discuss its meaning with their classmates.

Critical Thinking Mindset = This activity aims to introduce the language for expressing opinions, agreeing and disagreeing.

Reading between the lines= aim of this activity is to develop the skill of identifying hidden assumptions or implicit meaning.

TPS = (Think- pair- share) is a strategy for having students think of individual answers to a question posed by a teacher, and then share their answers with a partner.

Structure overview = a warm up activity used to arouse students' curiosity at the beginning of a lesson.

Mix/freeze/pair = a strategy in which the teacher gives instruction to students to stop and move/ walk in classroom. Freeze means they should stop and make pair with the person who is close to them.

What/ so what/ now what= a strategy mainly used for teaching supernatural stories. In this strategy in what column, students summarize the most important ideas they have discussed about the topic, in so what column students write the important ideas just listed. Finally, in now what column students are asked what they can do about the problem.

Semantic Map= a strategy for teaching difficult vocabulary.

Pens in the middle= a strategy used by the student for marking his or her contribution in the learning activities by placing a pen on the table in the middle of the group.

Cooperative learning = a strategy of learning from each other in a group.

Close reading with text coding= it refers to the act of having students look for certain things in a text then mark the text when those things are found with simple symbols for each kind.

Value line= a strategy used for evoking the students for taking the position and sharing their opinions on the given issues.

QUESTIONNAIRE

Name of school:

Address:

Teacher's name:

Qualification:

Experience(teaching):

Level:

1. What do you think critical thinking is?

.....
.....
.....

2. Do you believe that, critical thinking abilities of the students need to be developed?

Yes..... No.....

3. Does teacher need to follow different strategies to develop critical thinking ability to the students.

Yes..... No.....

4. What do you think, how teacher can help the students to develop critical thinking abilities?

.....
.....
.....
.....

5. Critical thinking activities help students to be able to understand the context clearly.

Yes..... No.....

6. Do you use K-W-L (know/want to know/ learn) strategy in your classroom?

Yes..... No.....

7. Do you use DRA (Direct Reading Activity) strategy in the class?

Yes..... No.....

8. Do you motivate students to develop critical thinking mindset?

Yes..... No.....

9. Do your students enjoy reading between the lines?

Yes..... No.....

10. Have you used, think-pair-share (T/P/S) strategy in your language classes?

Yes..... No.....

11. Do your students actively participate in “Identifying main arguments and supporting evidence” a critical thinking activities?

Yes..... No.....

12. Have you ever tried Opinion and Reason Generator activities to promote critical thinking?

- Yes..... No.....
13. Do you make your students involve in pair- reading and pair- summarizing (PR-PS)?
- Yes..... No.....
14. Do you follow Structure overview strategy in your teaching learning activities?
- Yes..... No.....
15. Is mix/freeze/pair strategy used there in your language classroom?
- Yes..... No.....
16. Have you used, what? So what? Now what? Strategy?
- Yes..... No.....
17. Do you find semantic map as useful strategy in critical thinking?
- Yes..... No.....
18. How you find prediction from terms in critical thinking?
- Useful..... very useful.....
- Useless not used yet.....
19. Do you believe pens in the middle strategy is useful in critical thinking?
- Yes..... No.....
20. Have you found cooperative learning effective in critical thinking?
- Yes..... No.....
21. Do you use Close Reading with Text Coding strategy in your classroom?
- Yes..... No.....
22. How did you find Value Line strategy in critical thinking?
- Effective..... Less effective.....
- Not effective..... not used yet.....
23. What are the roles of critical thinking in ELT classes?
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24. Do you think that CT brings positive transformation in the society? If
yes, how? if not, Why?

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Thanks for your time and consideration!