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Significance of Integrating Critical Thinking in English Language Classroom of Young Learners

ABSTRACT

The study takes a challenging task of integrating Critical Thinking in young learners classroom of English as second language which is the need of the hour. The problem is the gap between teaching skills and learning. This gap is increasing day by day especially in rural areas. There is an immense need to abridge this gap. In order to do so this research offers a new possibility of integrating Critical thinking in language classrooms of young learners. Our educational system should enable learners to face real life challenges. This study is aimed to measure the attitudes of primary school teachers and test the treatment of an activity of role play on the primary school EFL learners. The challenge to integrate critical thinking in students is of dual nature as at primary level learner are supposed to do higher order thinking in a foreign language. This though seems difficult, but keeping in mind that this is the right time to teach critical thinking to the learners the researchers were successful in finding the positive results of one aspect of activity based teaching/learning on the young learners. Since it depends on both teachers and students so for getting teachers' responses survey method was employed using a questionnaire on likert scale. Quasi experimental method was used to conduct pre-test post-test experiment, using stratified random sampling. The treatment given was a role play.

The results from the data gathered from the teachers showed mixed responses. The teachers' were divided in their opinion regarding teaching thinking in English. This can hamper teaching critical thinking to EFL

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learners. The data gathered from the students showed that the learners were able to produce more new words in the post-test as compared to the pre-test in which some learners were not able to produce a single new word. This shows that the research was successful in finding the results of treatment in post-test. However the unexpected results in the survey conducted to collect data from teachers is an eye opener. Since the teachers play central role in teaching especially at primary level, the attitude of teachers should be positive towards the extent to teach English in order to enable learners to be able to do critical thinking in that language.

Keywords: *proverbs, linguistic relativity, worldview, cultural linguistics, paremiology.*

Introduction

Purpose of study

Thinking is a natural process however “thinking left to its self is biased, distorted, partial, uninformed or downright prejudiced” (Paul & Elder, 2006, p. 4). If our thoughts have quality than it means that our work and art, language and life will be of good quality. Thinking wastefully damages the resources of time and money. It also distorts the learners’ ability to think meaningfully. A student who thinks critically develops numerous traits like confidence in reasoning, fair-mindedness, intellectual empathy, integrity and courage to defend his perspective in an intellectual way. Developing these traits in our students should be the desired outcome of an educational system (Paul & Elder, 2006).

Critical thinking can be enhanced most efficiently by a teacher who has got a flexible approach and who is capable of introducing different activities in the classroom. It can allow subjective analysis and self-awareness. A teacher should therefore encourage the students to think beyond the apparent or surface meaning. The teacher should make the learners to look at different aspects to get meaningful analysis. It takes time but the outcome is desirable as it encourages the learners to use critical thinking skills which should be the core purpose of teaching any language. Here English language should not only be taught to enable learners to speak English. The purpose of curriculum should be that the learners speak meaningful utterance and should be able to relate those aspects of language to their prior knowledge. Only after achieving this, the later step of learning higher order thinking skills can be achieved. Critical Thinking is not only thinking in an evaluative manner, it also means to the ability to think meaningfully which means that the learners are able to find meaning and create more utterances that are meaningful (Khavaji & Shahvali, 2005).

The study aims to shed light on the extent to which critical thinking is promoted in English language teaching in Pakistan. Its purpose is not only to analyze English language teaching methods but also to develop some strategies through which critical thinking can be incorporated in English Language teaching and Learning for young learners in Pakistani context. There is an immense need to promote the critical thinking skills among the young learners because it is the art of analysing and

evaluating the facts and information. Critical thinking is different from just thinking. It allows a person to think deeply to reach to the depth, not just to its surface form. It can lead to meaningful learning because it allows the person to move from known to unknown. It is meta-cognitive and involves reasoning. It requires rigorous standards of excellence and thoughtful command of their use. The word critical does not mean fault-finding. Basically it is related to the word criteria: it means thinking that meets high criteria of reasonableness. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and socio- centrism. At the primary level children should be taught to think critically and creatively. So that at higher classes they are trained enough to utilize their speaking skills in a creative way and are able to do problem solving as well. Teaching critical thinking skills at higher level, would be far more difficult so this should be incorporated at an early stage. This is much possible to teach young learners language and higher order skills in a foreign language because English is a part of curriculum form class 1 in the same way as Urdu is.

In Pakistani context Urdu language suffers greatly because of the teaching of English language. Some people are of the view that teaching Urdu and English languages at the same time adds to the burden of the learners so they focus of teaching them one language which can serve the purpose of getting higher jobs to them. The biggest fear of the people is that while teaching English language the culture of English can also be inculcated. This used to be a great threat since the beginning of the teaching of English language in subcontinent. Now the problem is the curriculum is such that it does not promote the practice of speaking in English. There is no viva in English in Matric, intermediate or at bachelors or masters level. They learners are to appear in the viva exam only when they enter practical life.

Problem Statement

Critical thinking has gathered much attention from the researchers. The problem is whether critical thinking can be developed in a second language. Since the teachers are responsible in integrating critical thinking, do their attitudes about a foreign language affect their teaching method? Are the teachers aware of their responsibility or if there are gaps than what are those and how they matter? All these factors influence greatly on the process of integrating critical thinking in an ESL

classroom. Much has been said in theory but least is known about the methods that are practically useful in teaching young learners to think in a foreign language. For instance the effect of role playing among the learners of primary level should be analysed by conduction a study on pre-test post-test design.

Objectives

- To observe the E.F.L and E.S.L teaching practices in Pakistani schools.
- To observe the difficulties that teachers are facing.
- To analyse the gaps in existing E.F.L and E.S.L teaching methods in our system.
- To work for the betterment of teachers and learners.
- To understand and measure the attitude of teachers towards thinking in English.
- To debate the role of Critical Thinking in language learning for young learners in Pakistan
- To develop the strategies that can provoke critical thinking among young learners.
- To test the performance of learners before and after the activity.
- To develop some strategies to create an interactive environment in classrooms.
- To be able to find and identify strategies to bridge the gap between teaching and learning.
- To be able to suggest some techniques to raise the standards of teaching in Pakistan.

Research Questions

1. What are E.F.L and E.S.L practices used in Pakistan?
2. Are there gaps between teaching and learning?
3. What is the significance of Critical Thinking in enhancing EFL learning skills among young learners in Pakistan?
4. How critical thinking can be incorporated in language classrooms?
5. How can we create an interactive environment in language classrooms?
6. Are teachers facing difficulties in teaching English?
7. Whether teachers are fully equipped with enough skills or not?

8. Are teachers aware of teaching techniques or not?
9. How can we measure the attitudes of the teachers?
10. Do the teachers unanimously agree about the importance of teaching to think in English?
11. Can role play help in teaching the students thinking creatively?
12. Can the effect of role play be measured among the students?
13. Do the students show any improvement after completion of the role play activity?

This study is a unique attempt in Pakistani context to integrate critical thinking among young learners through quasi experimental method. The primary school children have never been the focus of teaching high order skills. This study is useful as it paves way for other researchers and enables teachers to bring innovation in their teaching methods and practices. The study based on pretest posttest a design shows empirical results in this field. Moreover the language teachers who are much responsible in teaching those skills are also considered in this research to measure their attitudes. Their attitudes for both English language teaching and thinking skills are extremely important for being able to predict the possibility of such practices of integrating critical thinking. This must be done to enable the teachers to teach English language in an impartial way so that the learners are intellectually well equipped to face the challenges of the world and solve the real life problems.

Literature Review

There is no denying of the fact that English language has taken a gigantic form in academics, in professional fields, science and technological fields and as a mark of higher social status. According to Kachru (Kachru, 1991), (Coulmas, 1992), (Crystal, 1997) (Graddol, 1997) as cited in (Zughoul, 2003) English is the most taught foreign language all over the world, and it is the most preferred lingua franca in international circles. This means that this language is not only dominant here in Pakistan but it is an international affair of teaching English so to enable the learners to speak and make higher level thinking. It is also in more contact with more languages than any other language in the world. (Graddol, 1997) depending mainly on the work of (Crystal, 1997) said that English is the working language of international organizations and conferences.

Every language has its own importance, status and worth which can't be led down by the influence of another language. But due to increasing needs and demands of current era and status power and prestige of its speaker's, English has become a global player and a prestigious language. We can't negate its importance in any field of life. It has become a world language and means of international communication.

Some teachers do not understand their aims of teaching. They just make the students able to get through the exams. For this, they focus on cramming rather than to teach them the basic skills of language. The other dilemma that is found in our scenario is a belief that any graduate can teach English to secondary classes. Majority of teachers are even not familiar with new developments in English language teaching. They are not trained for E.S.L. and E.F.L. teaching.

One more thing that decreases the efficiency of teachers is the compulsion to follow the syllabus division given by high authorities. With over-crowded class, a typical syllabus outline is given to the teacher and he is bound to it. He has to follow it within given time to meet the dead line assigned to him. So, he himself get over burdened in this situation and ultimately become unable to go for modern methods and techniques. With huge class, short time and lengthy syllabus he can't focus on the needs of learners and demands current era. Beside this, the books with no proper selection and gradation of language items and lack of audio-visual aids are also barrier in the way of effective teaching and learning. It is creating a gap between teaching and learning.

In language learning critical thinking involves "rational judgment, logical reasoning, analyses, evaluation of arguments, inference, and deduction" (Floyd, 2011, p.9).critical thinking enables the learners not only to analyse and evaluate but also to make decisions in their real life contexts. Learners who start thinking critically don't take anything for granted rather they raise questions, solve problems, construct new ideas and deconstruct the gathered knowledge by thinking open mindedly and effectively (Rana, 2011). Thus these goals set by the above definition can be achieved while teaching language and thinking in that language side by side.

Critical Thinking can help in a lot of ways in language learning. Languages do not require only imitation to be learnt (Chomsky 1957) (Chomsky, 1957) as cited in (Warsi, 2001). If language learner can be independent in thinking, critical thinking can help them to have a check on their ways of learning. Moreover success in language learning is an

outcome of the ability of learners. Language development and thinking are closely related, so the teaching of higher order thinking skills should be an integral part of an L2 curriculum (Shirkhani & Fahim, 2011, p. 1901). There are researches that show the teaching critical thinking along with language has practical results (Chappel & Curtis, 2000) as cited in (Shirkhani & Fahim, 2011). By following this, a research should be conducted in a way to install critical thinking skills while teaching a language.

Mahyuddin (2004) claims that critical thinking enables the language learners to achieve the goals of curriculum, to make decision and solve problems, use their thinking skills, understand language and its contents, and make them intellectually, physically, emotionally and spiritually well balanced (Mahyuddin, Lopepihie, Elias, & Konting, 2004) as cited in (Shirkhani & Fahim, 2011). The possibility of becoming proficient in a language requires the ability to think critically and creatively in target language. Mahyuddin (2004) identified the room for improvement in the methods to incorporate thinking skills in Pakistani curriculum. So this study finds out empirically the issue that till what extent critical thinking is incorporated in Pakistani schools.

If we focus on critical thinking in learning we can train a young learner efficiently but contrary to this, the criteria based on cramming can lead to failure. The problems in surface structure can mislead ones interpretation, if one has no background knowledge of what that is beyond surface structure. For example, the word "Bush" written in a newspaper would allow interpreting it as a shrub by those who have lack of background knowledge. Critical thinking makes the learners "systematic, linguistic, judicious, trust seeking, analytical, open minded and confident in reasoning" (Facione, 2011, p. 12).

English being the language of science, technology and trade forces the educational setup around the globe to generate working force who are people and proficient in English language critical thinking (Abdul Shakur, 2000) as cited in (Abdul Rashid & Hashim, 2008). Critical thinking ability is indication of good academic performance (Tsui, 1988). These skills enable the learner to succeed academically. Thinking in English is considered a very important point on which not all teachers would agree. This is an ability that would eventually lead the learners for problem solving. For instance when a graduate appears in an interview he or she is judged on the ability to orally present their verbal knowledge. They may be asked questions in situations with which they are not familiar. Being

unable to perform there would mean a failure of the teachers who were unable to teach their students the actual life skills of not only speaking but thinking in a foreign language. When the learners have already developed their native language or L1 they are able to think in that language. Now the important thing is can we teach learners thinking in English?

The important question is whether critical thinking skills can be generalized or not?

(McPeck, 1981) (McPeck, Thoughts on subject specificity, 1992), (Moore, 2004), (Ramanathan & Kaplan, 1996), insisted that critical thinking skills from one discipline to another simply cannot be transferred. All thinking is always a thinking of a subject. Critical thinking cannot be generalized. If this argument is considered then it would not be possible to have subject specific tests to evaluate critical thinking skills. (Ennis, 1993) Critical thinking skills are believes that critical thinking skills can both be generalized and they are subject specific. So, existing critical thinking skills of L1 affect the skills of second language but they are not sufficient for entire learning of a foreign language.

This must not be the case, because without knowing the rules no learner is able to get higher level of proficiency and hence higher order thinking skills in that language. So instead of debating about the extreme sides the researchers and teachers should find that which method is suitable at which stage of proficiency level of the learners. The teachers' approach should be flexible only that way we can utilize the benefits of all methods

Critical thinking can offer much to the students. It enables the learners to share their views peacefully even when they have different point of views. Rana (2011) has strong faith in what critical thinking can bring about among the students. He believes, that human rights and democratic norms and values can be taught to students by the way of teaching them critical thinking skills. Since critical thinking skills give learners an opportunity to view things from different perspectives they can achieve the goal of inculcating values as well. As when someone is able to understand a varying or conflicting view with patience he or she becomes a wise person who can think critically. Much is to be done for improving classroom activities. Teaching critical thinking has a wide scope, so, it should possibly be applied in ESL/ EFL classrooms (Rana, 2011). It is not just theoretical but critical thinking can be a part of teaching and learning in Pakistani context. This seems a challenge

though, but the researchers have practically demonstrated this and found empirical results. As described by Rana (2011), this process of teaching and learning can be divided in three stages.

Critical thinking is required in academics to evaluate "what you write, say or present to other people" (Cottrell, 2005).critical thinking ensures improved attention and "improved observation, more focused reading, improved ability to identify the key points of the text rather than becoming distracted by less important material" (Cottrell, 2005, p. 18).Teachers playing a vital and central role in teaching have the authority especially at primary level to modify and change their methods accordingly.

The communicational approach is useful for enhancing language learning. In Malaysia, local graduates are unable to speak fluent English (Ghani, 2002) as cited (Shah & Othman, 2013) Collaborative learning, task based learning and problem based learning have been important for making learners fluent in English (Duek, 2000), (James, 2004) as cited in (Shah & Othman, 2013). So is the case in Pakistan, there are many university graduates who are unable to express their views in English language.

They cannot perform well in interviews in which they have to speak in English and think critically at the same time.

In developing communicative ability of learners; simulation, role play and problem solving play an important role because these activities enable the learners to think beyond the written text provided to them. Such activities make the learners able to apply their knowledge in real life situations. While performing these activities the teachers must help in learning process so that she can motivate them to take part in this process of language learning. Larsen-Freeman (1986) believes that role plays are vital in communicative approach as they provide an opportunity to practice social roles in different contexts. Both structured and unstructured role plays can have lasting effect on the minds of the learners. It being a flexible activity, has a wide scope for teaching and learning. It is an effective activity as it develops fluency in language by creating an interactive environment in class that motivates the learners (Larsen-Freeman , 1986) as cited in (Kirsh, 2001).

METHODOLOGY

A combined approach; quasi experimental and survey method is used to collect data from teachers and students. Since incorporating critical thinking is a process of communication between teachers and students, for knowing about awareness of the importance of critical thinking teachers were given a questionnaire designed by the researchers. So survey method for gathering data from teachers was done. Secondly for the young learners the researchers used pretest posttest design. During pretest and posttest the reactions of children were also recorded so observational method proved useful for comparing the interest level of learners. For this the researchers designed an observational sheet. For treatment the researchers used a story from text book and used picture description task for students.

Sampling Technique

Using stratified sampling technique the researchers were able to get questioner filled by 30 male/ female teachers of English language teaching at primary level. Both English medium and Urdu medium school teachers were considered for getting an overall picture of practicing critical thinking methods. For selecting young learners convenient sampling method was done. Data from 22 students was gathered both for pretest and posttest.

Participants

30 male/female teachers of English at primary level were selected from 24 to 45 years of age. Initially 20 students from government and 20 from private English medium were selected for pretest. The post test was held the next day so not all the participants were able to participate in the posttest. So, data from total 23 participants were collected by the researchers. From English medium private school 10 girls and boys were selected and from Urdu medium school 12 girls took the pretest and posttest both.

Instrument

For getting teachers attitude towards critical thinking the researchers designed a questionnaire on likert scale keeping in focus these points; a) the teachers' ability to understand and use critical thinking, b) their attitude towards class room activities and grammar translation method. Moreover the importance of speaking was to be explored among the teachers and to what extent they are able to make children speak. Satisfaction for current curriculum's appropriateness for making children think and speak was also considered. For pretest, posttest and treatment the research used a lesson from book of class 5. The text was first read to the students and they were given questions which could enable to judge their ability to simply reproduce the things already told to them. Their scores were counted i.e the number of words used in the answer. Next the researchers gave activity. The activity was that the students were asked to freely speak about a sequence of pictures. Those pictures were made from that lesson used earlier in pretest. The researchers themselves made those pictures according to that lesson. Then they were asked questions. This time the question did not have clear cut statements about what and where, instead they were asked such questions as they would give comprehensive answers using their own ideas. The scores of these questions were recorded in written.

Meanwhile during the activity the researchers observed the responses of learners in pretest and posttest separately on an observational sheet prepared by the researchers. The sheet had following points; the number of students that raised their hand for answering the questions. Their expressions dull or active, their tone high with excitement or low and their and whether or not they were paying attention which can be measured by their talking to each other or paying attention to the instructor.

Data Collection

Data from Teachers

Valuable data was collected from 30 male/female teachers. For this the researchers visited 4 schools. 2 English medium private schools and 2

Urdu medium Government schools. The researchers remained there while the teachers filled the questionnaires.

Data from Students

Data from students was gathered by the researchers themselves. An intact class was selected on the basis of stratified random sampling. Since the researchers were to make observations as well so firstly for the pretest, a teacher other than the researchers read the text and then asked questions. The activity was actually a role play. Using the same text the researchers asked 5 children of higher grade to enact the text in front of the primary students. This treatment was given to them on the very next day. Later for posttest, the questions from the role play based activity were asked by the teacher using DCT based questionnaires. Data gathered was in the form of written answers. Now the main and the crucial step was, how to analyze those data in terms of finding the ability of the participants to think creatively and critically. For this the researchers did not consider any major mistakes of subject verb agreement or tense of verbs or even spellings. The main focus was that how many new words, other than those already used in the text were the participants able to produce. For this new words were counted and the scores were compared for the pretest and the posttest.

Ethical Consideration

The researchers took great care for ethical consideration a consent form was to be signed by the principal of the school. After getting the permission the researchers carried out the research. Teachers were given questionnaire during their recess time. The names of all the participants were kept secret. The information gathered from the participants was used only for the purpose of research.

Tools for data analysis

Data gathered from English and Urdu medium primary school teachers was analyzed using SPSS16 software. Likewise data collected from the primary school learners of English was analyzed using same software.

Coding

Each participant was given a serial number and capitalized letter for Urdu and English medium school teachers, like U1, U2, and E1, E2 etc. instead of using their names for questionnaire. However for the data gathered by students the researchers coded the data serial number wise.

Reliability and Validity

The value of Cronbach Alpha using SPSS 16 was calculated to be 0.757 which shows that the instrument used is reliable and fulfills the requirement of standard value which is supposed to be 0.7 for the research studies in social sciences. Thus the results would be reliable and can be generalized.

Data Analysis

The data collected from teachers got unexpected results that was the reason why the value of Cronbach alpha which could have been higher than 7 was almost near 7. The shocking results however added something to the research. The researchers were able to find the reason of not such a high standard of English in our schools at primary level. Moreover there is variance in the standard of teaching English which is not due to the availability of materials or physical resources but the researchers found out that the attitude of teachers towards teaching English is different. There are teachers who do believe that teaching English should be to a certain level. That is they must not teach students to such a level as they would think in English which can affect their culture and values. So the reason of a poor standard of teaching and learning English is because of the attitude of the teachers towards English language. This is to be noted that one aspect of teaching critical thinking is that the people should not have any biases they should be able to view things from different perspectives but here if teachers are biased for whatever reasons than they cannot be expected to teach critical thinking in a foreign language.

Data from ESL Learners

First the students were read aloud a test from their prescribed course book of English for grade 5 (Punjab Text book board). The researchers selected chapter number 12 titled "Rescuers in Emergency". This chapter can easily be enacted. Since this activity does not require much expenses, so it is recommended to be used in Government schools where the teachers usually complain about the lack of sources and materials for teaching.

The data collected from the primary school students of English as a second language were collected in the form of written answers. The results form pretest showed that not all the students were able to produce new words in their written test.

This was so because the pretest was designed in a way to test the effect of conventional teaching methods on the students which later can be compared to the results of posttest. The posttest was conducted after the treatment to test the effects of the treatment on the learners.

The researchers counted all the words used by each participant to get a count of total words. Then the new words used by the participant were counted separately. Then the new words used were divided by the total words used by the participant in the pretest. Then to get uniformity and comparable results the researchers multiplied the score with 100 to get a percentage use of new words by the participant in the pretest results.

Treatment

The same text was used without any changing in the script to make a role play. The treatment was given the day after the pretest to the participants. For this senior class students learned and enacted the same in front of the participants. There were five characters. The researchers selected the text in which minimum stage props were required and much information was communicated through language. So there were minor expenditures and the volunteers only had to use language to communicate with the audience. The play took hardly 10 minutes but the volunteers took 5-6 sessions for rehearsal. At any stage of the research the participants were not told about what was expected from them in order to avoid any kind of maturation or artificial responses. The participant of the play took great interest enacting role.

Posttest

After giving the treatment in the form of role play the participants were given a similar but not the same test. They were given questions on the same themes in the form of discourse completion tasks. Now they were expected to be able to produce newer words related to how the characters of the story based on the text of the book, were actually feeling. This is so because, now after the role play the participants were better able to understand and identify themselves with the situations described in the text.

The written answers of the posttest which were based on Discourse completion tasks were analyzed in the same way as was the pretest. The total words were counted against the new words and the percentage of new words was calculated for each participant. Each participant's scores for pretest and posttest were calculated and compared by using applying paired sample t test. The scores are represented in the following table.

Analysis of New Words

The researchers selected the parameter of counting the new but relevant word to measure the ability of the learners to think creatively. This was done because at this younger stage the participants are not expected to do much higher order thinking or problem solving. As this is another aspect of critical thinking that it enables the learners to think creatively along with thinking critically so this parameter to judge the effect of the treatment was applied by the researchers. The vocabulary introduced by the young learner in the written posttest was quite interesting to analyze. Many new words produced were different form the text used in their books. This was because the participants were now able to clearly understand the situation of the characters and they were able to empathize with them. The learners were so much involved in the activity that they produced those words that are used to describe emotions and feeling of the characters that were in trouble. This clearly shows that the learners have much ability to learn to think creatively and critically. It is up to the teachers that how they can effectively and intelligently utilized the resources and materials to direct the abilities of the learner to achieve the desired goals of teaching.

| Participants no. | Pretest results | Posttest results |
|------------------|-----------------|------------------|
| P 1 | 1/34 = 2.9 | 2/26 = 7.6 |
| P 2 | 1/24 = 4.1 | 3/30 = 10 |
| P 3 | 1/30 = 3.3 | 3/33 = 9.9 |
| P 4 | 2/38 = 5.2 | 2/29 = 6.8 |
| P 5 | 0/30 = 0 | 3/29 = 10.3 |
| P 6 | 1/32 = 3.1 | 3/30 = 10 |
| P 7 | 2/37 = 5.4 | 3/33 = 9.9 |
| P 8 | 1/32 = 3.1 | 2/31 = 6.4 |
| P 9 | 0/32 = 0 | 1/30 = 3.3 |
| P 10 | 0/37 = 0 | 2/30 = 6.6 |
| P 11 | 3/34 = 8.8 | 3/32 = 9.3 |
| P 12 | 2/36 = 6.6 | 3/31 = 9.6 |
| P 13 | 1/34 = 2.9 | 3/29 = 10.3 |
| P 14 | 1/35 = 2.8 | 3/33 = 9.9 |
| P 15 | 0/32 = 0 | 3/29 = 10.3 |
| P 16 | 2/33 = 6.06 | 4/31 = 12.9 |
| P 17 | 0/30 = 0 | 3/29 = 10.3 |
| P 18 | 0/27 = 0 | 2/31 = 6.4 |
| P 19 | 1/32 = 3.1 | 3/30 = 10 |
| P 20 | 0/32 = 0 | 2/32 = 6.25 |
| P 21 | 0/29 = 0 | 2/26 = 7.5 |
| P 22 | 0/32 = 0 | 2/27 = 7.4 |

Analysis

The above table shows the results of pretest and posttest of 22 participants. This was an intact class. The participants belonged to a private school. The results of pretest show that not many students are able to produce new words (other than those used in the text) in their written responses of pretest. The participants used total words in pretest ranging from 27 to 39. This shows that the average is 33 total words used by a student.

Out of 22 students 19 students used total words around 30's. This shows that the intact class selected for the experiment was at the same proficiency level. So the meticulously collected data must yield reliable and comparable results because all the participants are almost at the same level of proficiency.

The researchers calculated the results in terms of percentage use of new words. The percentage was taken because the posttest results showed different total words used by each participant. So, to make the results measurable and comparable the researchers used percentage of new words used in the pretest and posttest.

Moreover this can easily be seen that the posttest results are remarkably improved. There is not a single participant unable to produce new word(s) in posttest, whereas this is not the case in the pretest in which 9/22 participants were unable to produce new yet relevant words. This shows that the researchers were successful in conducting an effective activity the results of which confirm the idea that the treatment has a positive and prolific effect on the learners.

Based on the objectives of the study the researchers formulated the research questions. This research was successful in finding out the answers to the questions on which it was based. The researchers found the answers of first four questions while reviewing various researches in chapter two. To summarize all one can say that in our system of teaching and learning at primary school level there is a wide scope of integrating critical thinking. Through the questionnaire, it is found that the teachers are dissatisfied with the actual conditions for teaching and about the teaching of English to such an extent as to enable the learners to achieve higher order thinking abilities. About the significance of teaching this the researchers provided intensive literature review in chapter 2. The answer to question number 5 was actually demonstrated through conducting a quasi-experimental research. The answer was an affirmative to question 6 too as the researchers tested the role play method to make it an activity based class. On the basis of questions 7 to 11 the survey method was employed to get the opinions of the teachers. The answers to all these questions clarified the issue that the teachers actually face problem in teaching English especially if their attitude does not show conformity to the widely accepted significance of English language in real life. The answers to question number 12 to 14 proved that the role play can be a suitable activity for enhancing the ability of the learners to think creatively and critically. Thus this study was successful in measuring the effect of the treatment on the learners of primary schools which were in accordance to the expectations of the guide lines of this study. So, all the objectives were achieved by the researchers some through viewing literature, others through using a sound methodology and some by analyzing the data from teachers and the learners. Based on which the researchers were then

able to give comments and recommendations on this current research and the future researches.

Implications of the Study

This study gives an overall view of the attitudes of teachers at one hand and the results of the treatment of role play on the other. However much can be done further to analyze the treatment of other such activities. The attitudes of the teachers form Urdu and English medium teachers can be separately measured and compared. Future studies can replicate this study and test its results in rural and urban context. A comparison of rural and urban school teacher's attitudes can be done. A comparison of students of Urdu and English medium school children can be done to compare results. Studies can be conducted in a more sophisticated manner by using true experimental method. This means that a control group can be taken to compare results instead of the quasi experimental method which the researchers used in the present study.

This study can be done while using different activities like puzzles, jigsaw tasks, match guised method, picture description tasks, spot the difference task, etc. The topic of the research is vast and it allows many such possible variations both in terms of exploring the current practices of the teachers' methods of teaching and students' ability to learn. Since integrating critical thinking among the students is process in which teacher plays a dominant role, especially at primary level teaching much research can be done to know their current choice and practice. Structured and unstructured interviews can be conducted to know their views in depth. This can tell a lot whether teachers are ready or well-equipped or not for teaching Critical Thinking in a foreign language.

Recommendations

This could have been a pure scientific research instead of quasi experimental research. The difference here is there was no control group taken for the research purpose. The sampling technique could have been random instead of convenient sampling but then consent of the principals was required. Instead of taking an intact class two different classes could be taken. This could have affected the research. If the researchers had not taken an intact class the time of treatment would

have been different and since the treatment was a role play the treatment itself could have been changed. Another advantage of taking an intact group was that the participants as the results show are all almost at the same level of proficiency of language as they produced almost the same number of total words.

Keeping in view the negative attitude of the teachers against thinking in English a harmonious resolution should be there to solve any issues that stand in the way of making the L1 of the learners secure. The matter of fact is if the L1 of the learner is given their due prestige and respect there would be no issues in teaching higher order skills in English. Strong need is there to make the position secure of all the regional languages and Urdu which is our national language without which the language of Science and Academics will not be adequately taught to get the desired goals of technological advancements. English should be taught side by side with the native language of the participants so that the two systems of thinking may be developed simultaneously.

An awareness of diglossic use of English language should be promoted. English is the language of academics, trade, science and technology. There is no denying of its significance. So the teachers should be prepared to teach English without any biases to the students in order to enable them thinking in English.

There are so many prescribed methods to integrate fine learning among the learners. However in our contexts they all should be adapted gradually and according to the needs and proficiency level of the students. This should be considered that at primary level one cannot at once make an experimental study to check a thoroughly new method of teaching foreign language. Keeping this in mind the researchers used traditional teaching method at first for pretest and later compared the performance of the students after giving a treatment of role play. So it is recommended that the researchers and teachers should make the learners learn in their familiar environment.

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Questionnaire to Measure the Current Attitude of Teachers for Critical Thinking

| Sr. | Questions | SD 5 | D 4 | N 3 | A 2 | SA 1 |
|-----|--|------|-----|-----|-----|------|
| 1. | Critical thinking is the only key for successful learning. | | | | | |
| 2. | Developing critical thinking is the focus of our curriculum. | | | | | |
| 3. | Children learn more when they are engaged in activities. | | | | | |
| 4. | Intelligent students are those who learn and memorize well? | | | | | |
| 5. | Active learners can perform classroom activities well. | | | | | |
| 6. | Teachers should allow students to participate in discussion. | | | | | |
| 7. | Group discussion creates discipline problems. | | | | | |
| 8. | Group discussion can make learners learn well | | | | | |
| 9. | Learning is shown by the ability to reproduce the memorized material. | | | | | |
| 10. | Learning is shown by the learner's ability to perform well in written tests. | | | | | |
| 11. | Students who learn well are able to solve new problems. | | | | | |
| 12. | Speaking is as much is as much important as writing for students. | | | | | |
| 13. | Learning English requires thinking in English. | | | | | |
| 14. | Grammar and translations are the only solutions for learning English. | | | | | |
| 15. | Learning English is important for getting higher jobs. | | | | | |
| 16. | Job interviews require critical thinking in English. | | | | | |
| 17. | Critical thinking is developed in early age. | | | | | |
| 18. | Learning English requires the ability of speaking as well | | | | | |