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<b>Article:</b>	<b>Development of Critical Thinking in ELT Classrooms: A Study of Conceptions and Practices in Pakistani Context</b>
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## ABSTRACT

In the millennial era, graduates are encouraged to maximize their generic attributes as per global demand. Graduates expect that higher education nurtures their soft and hard skills as core learning attributes. Critical thinking skills are one of them those are recognized as an essential part of intellectual development. This has been widely encouraged to be ostensibly entrenched at the higher education levels. The current study aims to examine conceptual and practical placement of Critical thinking skills in English language teaching. The major objective of this study is to evaluate ELT teachers' conceptions and their practices in higher education in Pakistan. A mixed method research design was adopted to meet the objectives. The researcher randomly selected 100 ELT teachers from public and private sectors universities of the province of the Punjab. The data were collected through questionnaire and focus group discussions. The critical thinking assessment scale (CTAS) consisted of five variables; classroom activities, critical thinking development activities, assessment, content coverage, and teacher training used to collect data. Focus group discussion was administered through a plan by the researcher in the respected institutes. The research will be effective to understand the importance of critical Thinking development in English language teaching in Pakistan.

**Key Words:** Generic attributes, Learning attributes. Critical thinking, skills, English language teaching, ELT, CTAS.

## **Introduction:**

At present, innovation and technological advancements have hit the academic world. This era has brought more complexities to the teaching and learning process (Liang & Fung, 2021). With these developments, blended teaching and learning have become a trend in tertiary education. Traditionally, the system of higher education is aiming to produce graduates as per predetermined requirements by the administration while universal language learning focuses to support these requirements through professional career, and social communication at the global level. In higher education, the process of English as second language learning contributes to graduates' development in social, professional, intellectual, and personal development (Yaiche, 2021). On the several demands of the working world, it is acknowledged that the English language is an extensive tool to utilize generic attributes. In this context, the position of teacher is more complex and crucial to meeting their assigned objectives. The need for teaching critical thinking skills development is as important as outcomes (Fu & Wang, 2021).

The teaching profession expects more advanced skills to reflect in learning. Advanced skills consider knowledge, exposure, quality methods, scholarly attitude, presentation, substantial attention to continuous development, and self-evaluation. Critical thinking is one of the highly worthy attributes at the center of the teaching-learning process (Carter, 2020; Khalid et al., 2021; Liang & Fung, 2021). Specifically, critical thinking integrated value into language teaching practices. The association between language and thinking has been accounted for in several studies (Bağ & Gürsoy, 2021; Fu & Wang, 2021; Li & Liu, 2021; Liang & Fung, 2021). Though, critical thinking linking to second language teaching has been conducted for investigation with gaps.

## **REVIEW OF RELATED LITERATURE**

The development of critical thinking is a lengthy procedure, people can't be transformed into critical thinkers overnight. The teachers should know that they know the human mind only intellectually and not from a psychological perspective (Lakshmi, 2021). They experience stages of un-reflective thinking, challenging thinking, beginner thinkers, practical thinking, advanced thinkers, and master thinkers. Every phase of intellectual advancement is elucidated in the light of defining features, principal challenges, skills and knowledge, intellectual traits, and implications.

Critical thinking is one of the definitions that cannot be defined under a single universal definition. There are multiple ways to define critical thinking development. Different psychologist, researchers, and educators have their perceptions to define critical thinking (Liyanage et al., 2021a; Palavan, 2020; Yaiche, 2021).

It is an evaluation process by the person, it develops an ability to solve problems, and it equips a person with combined skill of problem-solving ability, and evaluation. It is a higher-order cognitive ability in an individual. Some authors understood critical thinking as a problem-solving ability, and it is debatable yet (Liang & Fung, 2021). Several studies investigated critical thinking development in an educational setting. As Onosko (1988) conducted a comparative study of five outstanding teachers with five less skillful teachers. He found that with the assistance of classroom practice, more devoted and qualified teachers were successful in teaching critical thinking skills among their students as compared to the less qualified teachers (Liyanage et al., 2021).

Critical thinking must be distinguished from "survival thinking". Activeness and broadening of the accurate skills in the process and a license to use beliefs, estimations, and information for solving a problem are the prerequisites it needs. Elder (2007) concludes critical thinking is self-guided thought needed for quality and fair-mindedness. The person who thinks critically, and reliably attempts to live realistically and categorically. Behdani (2009) explored that critical thinking had a better effect on reading ability. Mirzae (2008) opined that critical

thinking helped improve lexical inference. Kamali and Fahim (2011) researched critical thinking's impact on reading ability's flexibility holding mysterious vocabulary. They inferred that reaching a high level of critical thinking flexibility could affect academic performance by improving reading skills. Fahim and Sa'ee pour (2011) found the most significant factor affecting reading skill improvement is critical thinking. The second significant factor, according to them, for improving reading skills was the discussion on the topic.

According to Fahim and Azarniouchi (2011), another influential factor is improved grammar scores. Thus, it is stressed to foster critical thinking in the classroom through active reading, analytical writing, raising discussions, and making assessments dynamically for students' skill enhancement (Fahim & Bagheri, 2012).

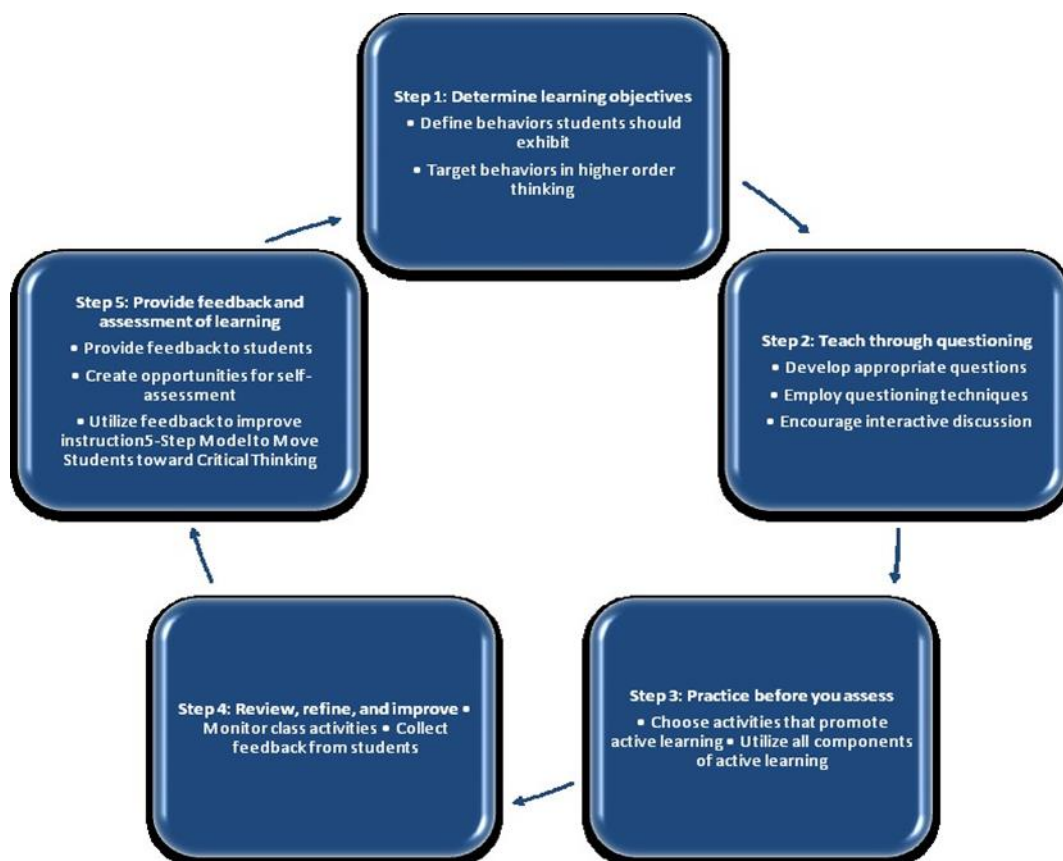
Therefore, Ennis (1991) went on to explore steps to approach critical thinking. According to McDaniel and Lawrance (1990), a test for critical thinking was created by Ennis (1985) named Cornell Test for Critical Thinking. This test helped people to read assumptions and make resolutions if:

1. The completed work followed the necessary claims
2. Inferences went contrary to assumptions, or
3. Neither of the two happened

Up to that, the witty comeback to test the thinking process in the test. It regards various classifications by many researchers and critical thinking experts. About half a decade back, Benjamin Bloom came up with a taxonomy that presented an easy categorization of teaching behavior as they paced towards complications. Surface-level thinking skills were required at lower levels, while more profound thinking abilities were needed for advanced classes. In his work regarding critical thinking's cognitive area, Bloom (1956) highlighted six cognitive domain levels. Each of these areas was associated with a distinctive group of cognitive skills.

1. Knowledge: It is retaining and reciting experience that remains under focus.
2. Comprehension: this level puts focus on organizing and connecting the obtained information.
3. Application: This level spotlights the use of the gained and organized knowledge about the principle in a specific state.
4. Analysis: The obtained data are analyzed based on the kind of research inevitable in that context.
5. Synthesis: This level is related to joining all the information parts to make a whole and a natural source.
6. Evaluation: This level remains focused on inferences made in the light of synthesis or data analysis. These inferences are further used for making decisions.

Critical thinking students tend to participate in the Synthesis, Analysis, and Evaluation of Bloom's classification (Bloom, 1956). Teachers' responsibility is to keep the students busy in the highest levels of critical thinking by giving them continuous chances to reach the high levels of Bloom's taxonomy that makes the critical thinking starts working. A few of the teachers have the right idea of what critical thinking is and how it is qualified and evaluated. In comparison, most of them focus on enhancing critical thinking among their students. Presented by Benjamin Bloom (1956), the following five-step model offers a replicable structure for developing critical thinking among the students in any classroom; Bloom five-step Model of critical thinking structure:



## ENGLISH LANGUAGE TEACHERS OF PAKISTAN

The English language has become a universal language across the world. People whether native English users or not use to communicate in English at a global level. Today 1348 million people speak English around the world (Szmigiera, 2021). It is the most popular and widely used language to deal at the international level. In Pakistan, the English language is an official and academic (tertiary level) language. All types of international business, scholarly work, administrative archives, and other exercises are conducted in the English language (Shah, 2020). The market demand, social, and personal development expect fluent English language that can be expressed in higher critical orders. A graduate who can present complexities in English with fluency and accuracy can be considered on a watch list. Moreover, speaking the English language is a status symbol in Pakistan (Haidar & Fang, 2019; Manan et al., 2016). The constitution of Pakistan is also written in English. Ironically, the importance of the national language (Urdu) has been written in the English language in legislation (Jadoon et al., 2020). In most Pakistani private and semi-government schools, the medium of instruction is English. It is a mandatory subject from class one to graduation in Pakistan. This enormous number of English language learners has given rise to the need for trained English language teachers. The Government of Pakistan is investing in the training of English language teachers (Haidar & Fang, 2019). However, English is taught using modern techniques and methods only in a limited number of elite colleges and schools. Only the graduates of these institutions are successful in meeting the job requirements. It is a well-known fact that to achieve any task's objectives, one must be aware of its goals. The development of critical thinking among teachers and students is needed for academic progress. Professionals and practitioners have a high demand for students who can think critically, understand how important critical thinking is, and research the factors, instructional models, and assessment tools to develop critical thinking. Despite abundant

research evidence on critical thinking, disagreements still exist among psychologists, cognitive scientists, educationists, and philosophers (Liyanage et al., 2021b; Palavan, 2020; Yaiche, 2021). There are few studies about the utilization of guided learning models to develop critical thinking skills in English language learning. An inquiry-based teaching practice to develop EFL learners' critical thinking skills (Wale & Bishaw, 2020), participative inquiry-based learning influence EFL learners' critical thinking skills (Ghaemi & Misaeed, 2017), discovery-based strategy to assess EFL learners' critical thinking skills (Rehman, 2017; Wahyudi et al., 2019), the role of English language in critical thinking development in Pakistan (Haidar & Fang, 2019), English education policies (Manan et al., 2016), and status of English language (Shah, 2020). Though, these studies are limited to evaluating critical thinking development in ELT under teachers' conceptions. Specifically, in Pakistan, there is room to investigate the ground practices of ELT teachers in terms of critical thinking development. This study fills this gap by critically examining the critical thinking development through teachers' conceptions and practices in Pakistan.

### **Objectives of Study**

1. To evaluate ELT teachers' perceptions about critical thinking development in higher education institutions.
2. To analyze the critical thinking skills development practices in English language teaching.
3. To examine ELT teachers' practices regarding critical thinking skills development in students at the higher education level.

### **Research Questions**

1. How do ELT teachers perceive critical thinking development in higher education institutions?
2. To what extent is the teaching-learning process contributing to developing critical thinking skills through English language teaching?
3. What are the ELT teachers' practices regarding critical thinking skills development in students at the higher education level?

### **Population**

The population of this study is comprised of all the English Language Teaching (ELT) faculty associated with public and private universities in Punjab Pakistan. There are 71 recognized universities by the HEC in Punjab. There are 43 public and 28 private universities. The targeted population of the current study was all the ELT teachers in public and private universities chartered by the Government of Punjab (HEC, 2021).

### **Sampling**

A random sampling technique was applied to draw the sample. It was difficult to convince every teacher to participate in the Focus Group Discussion (FGD). Twenty universities were taken by the researcher associated with the Punjab province. The researcher randomly selected 100 ELT teachers from these universities (Private and Public). The researcher also selected focus group discussions in each university

### **Data Collection**

The researcher collected data through mixed methods research methodology. A quantitative type of data was analyzed through SPSS (Statistical Package for Social Sciences). The researcher applied descriptive and inferential statistical techniques to

quantitative data such as frequency, mean, standard deviation, and regression. Qualitative data were transcribed and analyzed by using Nvivo Pro 12.

### Research Instrument

In this study, the researcher adopted a questionnaire and interview as a research instrument. The questionnaire is based on multiple variables to measure critical thinking development practices in classrooms. Whereas the interview protocol is developed by the researcher herself. This adaptation of the factorial questionnaire is based on an extensive review of literature based on ELT and critical thinking development (Gandimathi & Zarei, 2018; Ibieta et al., 2017; Khalid et al., 2021; Korkmaz et al., 2017; Palavan, 2020; Polat et al., 2015; Shah, 2020; Sullivan et al., 1993; Tathahira, 2020).

The critical thinking assessment scale (CTAS) consisted of five variables classroom activity, critical thinking development activities, assessment, content coverage, and teacher training used to collect data. While group discussion was administered by the researcher. This discussion employed parental themes as a classroom activity, critical thinking skills development activities, assessment, content coverage, and teacher training.

### Qualitative Data Analysis

In this section, the analysis and interpretation of qualitative data are presented. A range of themes including child themes is analyzed through qualitative analysis software NVIVO 12 Version. All the nodes based on specified codes were organized and assessed by the triggers. The researcher applied hierarchy chart nodes compared by item codes, word hierarchy, node clusters, and coding by item.

Figure 1

#### Word Cloud

The researcher kept all the interviews transcript in textual form. The researcher employed the NVivo 12 Pro version to organize, analyze, and visualize systematically the insights of interviews through software. Initially, to highlight the most frequently used words, the researcher used the word cloud. This word cloud was tagged with codes and reference codes. It is demonstrated the bases of various themes.



Figure 1

Several coding references to extent of coding references against the thematic nodes are presented in figure 2 compared with the query of hierarchy nodes. The areas of challenges in developing critical thinking during ELT, and comparison of public and private institutions in terms of critical thinking development were the bigger areas in comparison to other codes.

### Hierarchy Nodes Compared by Number of Coding References

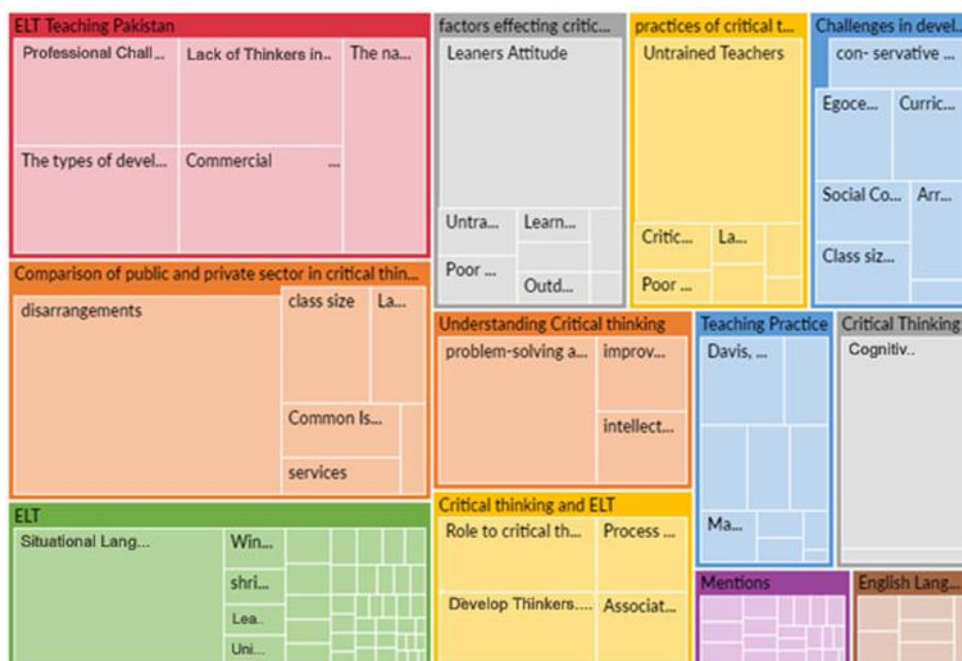


Figure 2

### Understanding of Critical Thinking Skills

The responses of the teachers were equating critical thinking with some creative and problem-solving tasks. Some teachers especially mentioned a few creative writing tasks, which, according to them, helped develop critical thinking among scholars. Likewise, the responses show that teachers perceived critical thinking as the ability to identify the issues or problems, understand it in all their dimensions, and question the nature and validity of the provided facts or information. Some teachers also regarded critical thinking as the ability to sift the good from the bad, to distinguish between right and wrong. It is significant to mention here that teachers are believed as a strong influence in developing critical thinking skills in students.

### Critical Thinking and English Language Teaching

All teachers seemed to have formulated some strategies to improve critical thinking among students. Many teachers had reported that providing students with outdoor learning opportunities makes their life a continuous learning experience that allows them to reflect critically. Moreover, the use of versatile modes of delivering the lectures, for example, demonstrations, audio or video clips, tutorials, and virtual tours are proven to be more successful.

### Identification of factors affecting critical thinking development practice in ELT

One of the teachers mentioned that he received amazingly good results in catering to students of different interests differently. The most important factor that influences teachers' practices in developing critical thinking skills among scholars is the size of the class. The ELT teachers have suggested that the class size should be comprised of 20-30 students. According to the teachers, the classrooms should be well equipped to carry out the learning activities. The physical conditions should be conducive to the learning environment. Administrative behavior was also one of the factors. The lack of proper equipment and facilities also creates hindrances.



in the integration of critical thinking in teaching. All the teachers agreed that without management support, they could not successfully incorporate critical thinking among learners.

### QUANTITATIVE DATA ANALYSIS

The quantitative analysis was collected through a five scale questionnaire based on five main variables and analyzed by using SPSS.

Mean scores of participants perception of classroom practices to develop critical thinking skills among students.

	<b>Public</b>		<b>Private</b>	
<b>Factors</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
<b>Classroom Activity</b>	2.82	0.478	3.55	1.23
<b>Critical Thinking Development Activities</b>	2.14	1.122	3.25	.023
<b>Assessment</b>	3.62	0.291	3.96	.0351
<b>Content Coverage</b>	3.16	0.825	4.10	.121
<b>Teacher Training</b>	2.00	0.793	2.71	.891
<b>Overall</b>	2.75	0.690	3.51	.007

### Influence of various independent variables on a dependent variable based on respondents from public universities

The regression analysis revealed that critical thinking development among students was explained by four variables Activities by private university teachers in classrooms, the institute's atmosphere, teachers' role in the classroom, and ELTs' assessment techniques. The teaching practices can change students' critical thinking development with 57% of the total variance (significantly).

### Influence of various independent variables on a dependent variable based on respondents from private universities

Critical thinking factors such as activities, environment, and assessment were positively affected by public university teachers' practices. 49 percent change in variance is recorded in the teachers' practice effect on students' critical thinking development, especially in activities performed by public university teachers in the classroom, the institution's environment, a role played by the teacher, and assessment techniques.

### FINDINGS

The major findings of the research are presented as follows:

#### FINDINGS FROM QUALITATIVE DATA ANALYSIS

Most teachers reported that the English language curriculum is good and tries to develop critical reading and writing skills. However, few teachers said that integrating

critical thinking in students from a good curriculum is highly teacher-dependent.

- 1) A collective definition is drawn from the teachers' comments, which might be intended to comply with the teachers' characteristics. Besides, critical thinking could be defined as a goal-oriented approach that involves the exercise of the mind for speculation regularly. People were aware of happenings in the environment. They are vigilantly responsible for their learning, accept challenges, solve problems, and were ready to question the validity and authenticity of any skeptical content or information. They were also aware of the creative and critical learning environment principles and respect others' opinions and self-assess their errors to correct themselves.
- 2) A few teachers mentioned that they asked their students to self-evaluate their performance, attitudes, thinking styles, and rationale behind different projects. It helped to improve critical thinking in scholars.
- 3) There were always some conditions or factors that made a process successful or unsuccessful. The teachers also asked to share the states, which, according to them were essential for the development of critical thinking skills. The responses of the teachers had been discussed in this section. These had been ranked according to the frequency of responses.
- 4) The most important factor that influenced teachers' practices in developing critical thinking skills among scholars was class size. All the teachers agreed both public and private that the greatest barrier to integrating critical thinking skills in the classroom is related to scholars' characteristics. Their lack of knowledge, lack of motivation, lack of participation, and weak educational background were the chief factors.
- 5) All the teachers agreed that without management support, they could not successfully incorporate critical thinking among learners.
- 6) Another issue was the examination system. The Examination systems in Pakistan is product-based, focusing more on grades or marks than on the development of critical thinking.
- 7) The lack of proper equipment and facilities also created hindrances in the integration of critical thinking in teaching.
- 8) The teachers said that they assessed the students' critical thinking through creative writing tasks, discussions, presentations, and various other writing assignments. The data revealed that the teachers had enough awareness of the assessment modes for critical thinking.
- 9) Though, the current data revealed that teachers possessed much theoretical knowledge about teaching critical thinking to students. However, they lacked the practical experience in applying the appropriate methods of developing critical thinking.

### **FINDINGS FROM QUANTITATIVE DATA ANALYSIS**

- 1) Most of the teachers did not inquire about concept-based questions from learners regularly. The English language teachers did not arrange tasks for utilizing material in new circumstances based on the item's lower mean value.

- 2) English language teachers did not arrange presentations for concept clarity better based on the lower mean value of the item.
- 3) The majority of respondents said that English language teachers did not conduct activities to apply theories in new circumstances based on the item's lower mean value.
- 4) The English language teachers gave more value to content-based tasks in the classrooms. The English language teachers did not provide more value to critical thinking-based activities in the classrooms based on the item's lower mean value.
- 5) The results showed that English language teachers did not use interactive techniques during lectures in classrooms based on their lower mean value.
- 6) Most teachers asked students to connect knowledge from various areas to create original work based on the higher mean value items.
- 7) The class size was not suitable for promoting free-thinking skills in the classrooms based on the item's lower mean value.
- 8) The English language teachers did not ask questions from pupils who judged their evidence-based logical ability in the classrooms based upon the lower mean value of the item.
- 9) English language teachers chose activities that stimulated active learning in the classrooms based on the item's higher mean value.

#### **4 DISCUSSION**

##### **5 Understanding Critical thinking**

- 6 The results showed that teachers had familiarity with critical thinking; however, most of the teachers related it with one or two critical-thinking skills. The teachers' definitions had shown that they perceived critical thinking as a goal-oriented approach and the ability to solve problems vigilantly and accepted challenges and worked in a creative and critical learning environment. It was observed that the teachers' responses in the current study confirm by many researchers. Zhang (2010) mentioned that critical thinking was the use of cognitive skills and strategies that enhanced the desired outcome. It involved good decision-making and problem-solving skills (Halpern, 1996, Mayer, 1992; Dawes, 1988). Padget (2012) defines critical thinking as a mixture of personality attributes, and cognitive and social skills. Its varying elements were self-awareness, honesty, open-mindedness, and critical judgment.
- 7 Fink (2003) mentioned that teachers need to understand what critical thinking is and its essential components. Only this awareness can help them develop critical thinking in students. The teachers have also asked to mention what were the ingredients of critical thinking. They responded that a critical thinker should have higher-order cognitive skills; he/she should question the nature of truths and have a confident and assertive personality. The teachers needed to have a complete understanding of critical thinking skills and their essential components. Only this awareness can help in developing critical thinking skills in scholars. For this purpose, the teachers were asked to share their perceptions about critical thinking. Respondents are provided with some definitions of critical thinking according to their perceptions and experiences. The data showed that their meanings mainly deal with one or two skills of critical thinking.
- 8 The critical thinker should understand, authenticate, and relate the knowledge to his real- life experience. He should also be able to communicate it clearly and effectively to the other members of society. Ennis (1985) considered reflective and reasonable thinking and (Facione, 1990) the purposeful and self-regulatory judgment ability. Many other researchers, psychologists, and philosophers defined critical thinking as the spirit to question, the habit of analyzing and solving problems, and reflecting on

the nature of information and facts provided. (Schneider, 2000) says that teachers are responsible for developing critical thinking in the students by selecting appropriate activities and strategies. Thus, teachers were asked to reveal their instructional plans to the researcher. The results showed that teachers' lack of training was hurdling in implementing practices related to critical thinking.

## 9 CONCLUSION

- 10 Through the integration of critical thinking skills development and language learning, an improvement in outcomes could be expected. The outcomes are referred to as initiating critical observation, exploratory nature of subject matter, utilized tasks achievements, and connected ideas to be expressed. Indeed, it was arguable that the idea of critical thinking skills development was a super-priority of the English language teaching process rather than situational language learning base practices. As it was identified that critical thinking skills development simultaneously brightens up students' abilities besides content coverages. Bringing this context, the present study was designed to investigate the conceptual expression and practices of teachers associated with English language teaching in higher education in Pakistan. The researcher answered the question through qualitative analysis to elaborate on the conception of university teachers for English language teaching's critical development. From the findings from focus group discussion, it is found that critical thinking development is an imperative long-lasting ability. The discussion concluded that these essential skills through education and language learning equipped students with problem-solving ability, evidence-based research skills, logical arguments, decision-making power, analysis, and synthesized development to generate ideas. Too much stress on content coverage through grammar-translation methods and situational dialogues was in vogue, and it was practiced at the higher education level. Further, it was examined that teaching training, upgradation, and quality was not as required to develop critical thinking skills development in institutions. The concepts of critical thinking skills were far away from its practices that were based on aged implementations and obsoleted follow-up. The results explained that the English language teaching teachers in both sectors (public and private) universities used the center of attention for assessment rather than long-life ability. The improvement of learning had it as an instrument for critical thinking assessment to nourish critical thinking in language students.
- 11 The majority of the teachers focused on classroom activity and content coverage as factors of critical-thinking development. Teachers perceived that critical thinking development activities, assessment, content coverage, and teacher training are crucial critical development factors. It is observed that public and private university teachers are both associated with critical-thinking development in English language teaching. It is found that public university teachers are more involved in critical-thinking development in English language teaching than private university teachers. This study explored that critical-thinking development is essential to English language teaching students through effective teacher training, a learning environment, and reflective activities. The study results showed that developing critical skills was not the priority of teachers. They did not inquire concept-based questions from learners regularly, arrange tasks for utilizing material in new circumstances, did not arrange presentations for concept clarity in a better way, unable to conduct activities for application of theories in new circumstances. The size of the class was not suitable for the promotion of free-thinking skills and frequent questions were not asked from pupils. By which they might judge their evidence-based logical ability in the

classrooms due to overcrowded class schedules. Further, they did not use multiple methods of assessment for critical thinking skills in different situations in the classrooms. It was found that the teachers of both public and private sector universities considered critical thinking in lesson planning, but public universities were more inclined towards critical thinking development in classrooms.

## **RECOMMENDATIONS**

Based on the aforementioned conclusion, the researcher developed the following recommendations:

1. A language teaching course based on critical thinking skills development should be developed at the national level for the future teachers. Teacher training must be mandatory for all teachers before coming to the classrooms at the time of their joining teaching department.
2. Special training courses, seminars, and faculty continuous development programs with a focus on critical thinking development should be conducted for ELT teachers. Updated techniques and strategies for critical thinking development may be helpful for ELT teachers to practice in the classrooms. The teachers must be trained formally to incorporate critical thinking in their lectures, classroom activities, and other outdoor tasks assigned to the students. At Maxim, English language teachers should develop or adopt a model base teaching with collaboration. As this model can be implemented and can also be significantly beneficial for the language teachers.
3. A proper developmental process of critical thinking development and its evaluation can be framed by including reflective teaching, real-life problem-solving tasks, thinking practices, and analytical assignments.
4. An out-dated and conservative curriculum with repetitive grammar practices is not as beneficial as advanced education is required. At the level of higher education, a focus on critical and logical skill development is necessary. There should be a curriculum committee for each subject consisting of the teachers of the subject. They should devise a paper pattern that evaluates students' understanding at all cognitive levels. Teachers should be an active part of curriculum policies that will help to resolve both the teacher's and learners' competence and performance.
5. The examination system in Pakistan needs to be reformed as it is more exam-based than students' skills evaluation. There should not be the same set pattern for each subject pre-decided by the university board. The examination system should assess the critical ability of the students. Good grades should be assigned to critical thinking. There can be a rubric designed for all subjects, and students should be aware of the rubric throughout the session and the semester.
6. It is strongly recommended to control the class size, especially in language learning classrooms. Class size should be appropriate for the interaction, for carrying out all sorts of activities, and as small or large as to make the teacher able to remember each student's performance and background. The individual focus on the students will help the teacher to foster critical thinking more successfully. The class size will allow the teacher to carry out the critical- thinking activities appropriately and with full professional justification.
7. The semester system in higher education institutes does not allow teachers to teach a critical approach to students. Most of the attention is being paid to assignment completion and content coverage. Switching teachers from semester to semester

influence the development of critical thinking skill in students. It is suggested that teaching should be based on practical.

8. A guided discovery model is recommended by the researcher. As this model is teachable in all kinds of classes to develop critical thinking skills including language learning classes. Though, a model is not testified through this study yet infusion of this model with ELT teaching is significant as per the researchers' recommendation.
9. Beyond rehearsal-based language practices, an intellectual, healthy, and logical classroom discussion is recommended by the researcher. As an augmented nature is developed through listening and speaking reasoning by the peers and teachers as well. More intellectual discussion, question-answer sessions, and debate can increase the cognitive abilities of learners.

A learner based activity centered classroom is recommended by the researcher to facilitate critical thinking development among students in ELT classrooms.

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