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TÍTULO: Prácticas actuales de pensamiento crítico en aulas de inglés como segunda lengua.

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RESUMEN: La investigación tiene como objetivo evaluar la actitud de los profesores de inglés para incorporar el pensamiento crítico en la educación de idiomas a nivel universitario en Pakistán. Mediante entrevistas a diez profesores, se descubrieron sus percepciones sobre pensamiento crítico. Otro propósito de esta investigación es evaluar sus comportamientos hacia la conducción del pensamiento crítico y cómo lo utilizan para reflexionar sobre las actividades de los estudiantes. El estudio reveló, que desafortunadamente, estos profesores están trabajando con definiciones limitadas del pensamiento crítico, y su verdadera esencia no se transmite a los alumnos, dificultando su rendimiento académico y crecimiento profesional. El estudio sugiere la necesidad de capacitaciones para estos profesores, donde se equipen de estrategias de pensamiento crítico que adapten a sus situaciones.

PALABRAS CLAVES: evaluación, pensamiento crítico, estudiante, profesor, formación.

TITLE: Practitioners' Perspective towards Critical Thinking Practices in ESL Classrooms and Critical Thinking Theories

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ABSTRACT: Current research aims at evaluating English language teachers' attitude towards incorporating critical thinking in language education at university level in Pakistan. By interviews of ten instructors, their perceptions regarding critical thinking was uncovered. Another purpose of this research is to evaluate teachers' behavior towards conducting critical thinking and how they use to reflect on students' activities. Study revealed that unfortunately language teachers at university level are working on limited definitions of critical thinking, so true essence of critical thinking is not conveyed to learners which hinders their academic performance and professional growth. Study suggests there is a dire need of conducting teacher trainings at university level where they are equipped with critical thinking strategies teachers can adapt according to their situations.

KEY WORDS: assessment, critical thinking, learner, teacher, training.

INTRODUCTION.

Critical thinking is not only matter of concern for the language teachers but also it has put researchers, philosophers and educationists in troubled water as it has not a perfect and agreed general definition.

According to Hager *et al.* (2003) more people agreed that critical thinking is a combination of two inter-related things which are disposition and ability. It looks like Dewey (1933) has introduced educational history with critical thinking by defining it as pondering over a subject or topic with serious and focused view. It's a skill to envisage and providing your reflection over certain issues for the sake of presenting your judgment or solution of the problem.

In not much different way, Siegel (1997) defined critical thinking, It is involvement of critical spirit in something and critical thinker is an individual who acts cautiously with reasoning. Stapleton (2011) pointed out that the above definition of Siegel suggests some dispositions for example habit, attitude and persona of a character which triggers someone to scrutinize available facts before reaching on a conclusion. Point of view of Norris and Ennis (1989) about critical thinking is also not very different from the ones discussed above. Critical thinking is what makes a person to take a stance over some decision and enable him to believe it or take any action over it. Critical thinking can be in any discipline and its abilities and dispositions can be displayed there by taking decision over what should be believed and what should be done in a reasonable way.

An educationist Linn (2000) tried to define critical thinking more explicitly. According to him it involves a couple of skills for example it identifies the source from which information is collected, analyses its credibility, evaluates whether the acquired information is in accordance with background knowledge and on the basis of critical judgments draws conclusions.

In the same way, Watson and Glaster (1980) assigned some characteristics to critical thinking. It's a kind of attitude towards enquiring the ability to recognize presence and acceptability for the need of evidence regarding what is apparent to be right. Secondly, having knowledge about validity of inferences. Lastly, application of above-mentioned attitudes and knowledge.

If above discussed definitions of critical thinking are summarized then a new definition of critical thinking says that it's a set of cognitive skills for example, firstly it traces out the problematic issues, gathers information related to it, evaluates and thinks about that collected information for the sake of making a decision. A critical thinker is an individual who has the capability of criticizing himself even and have adjustment qualities in the given contexts. Benesch (1999) stresses on the need of having ideological convictions and critical personality in order to develop critical thinking skills.

Dean (2005) conducted his study over the issue of citizenship in Pakistan. It assessed the current position of citizenship education in schools of Pakistan. This research was outcome of two other relevant studies of this area. One was on textbooks and curriculum of social studies and other one was a review of current state of learning and teaching practices in Pakistan. Those researches claimed that there is no distinction in between citizenship education and Islamic education according to textbooks and curriculum. They are promoting citizenship passively. Other than this, it sorrowfully reflects that critical thinking is not being taught in schools of Pakistan. It suggests that schoolteachers should be trained regarding critical teaching strategies to be incorporated in teaching.

DEVELOPMENT.

Current research tries to explore teachers' perception regarding critical thinking in teaching English as second language in classrooms at university level. How they use to engage learners in instructions related to critical thinking, which activities they use to assign and which method of assessment they are using. So, research investigates research questions.

Research Questions.

Present research aims to find out answers of following research questions:

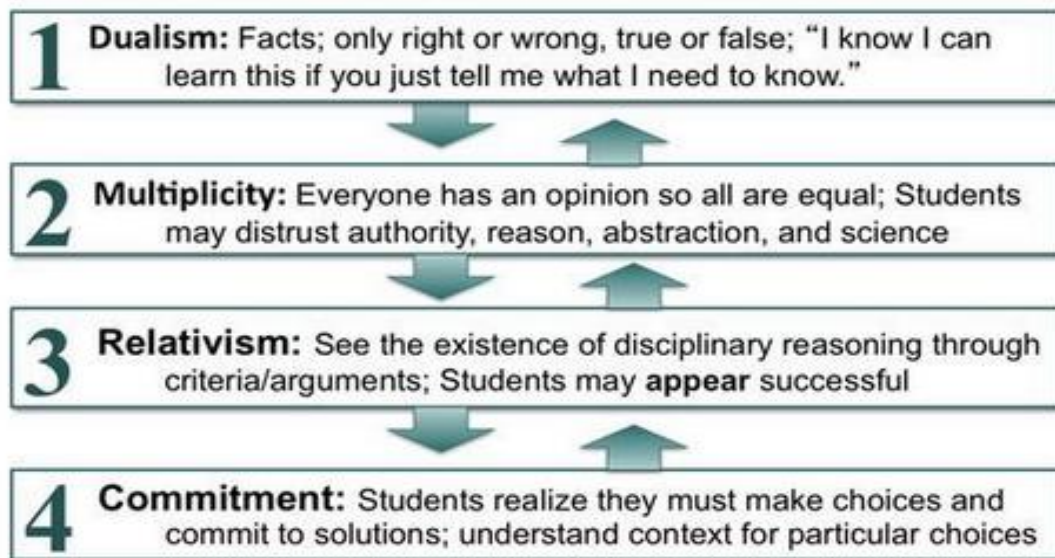
1. How language instructors construe conception of critical thinking?
2. How do language teachers assess critical thinking?

Literature review.

King (1978) has discussed a critical thinking theory which was presented by William Perry and known as Developmental Theory. This theory is about intellectual development in learners and considered as a classical model. It was first introduced around 1960's and 1970's consisted of four stages namely dualism, multiplicity, relativism and commitment.

It focuses on ethical and cognitive development in learners between adolescence and adulthood. Theory of Perry is specifically beneficial as it gives details not only regarding not only specific stages but also about the way people change in order to reach at any stage. First stage i.e. dualism is for young learners which believes that every problem can be solved. Learners should learn accurate answers by obeying authorities. Multiplicity is second stage that considers two kinds of problems for example problems that can be solved and the problems whose answers have not been explored yet. At this level learners should focus on their inner voice instead of anything else.

Next comes third stage of the theory which is relativism. According to it solutions of problems should not be baseless rather they should belong to a certain context and have reasons. As everything is related to context so it must be evaluated. Finally, fourth stage is commitment. This stage accepts uncertainty as part of life. Here learners have the liberty to reach a conclusion on the basis of their own experiences and evidences which they have from outside sources.



The culturally diverse generalizability of Perry's (1970) hypothesis of scholarly and moral improvement was inspected with 3 tests of undergrads, 1 from the United States and 2 from the People's Republic of China.

The ZCDI was appeared to be dependable and legitimate for every one of the 3 tests. The outcomes demonstrated that the Chinese undergrads' psychological—formative example contrasted from that proposed by Perry, yet the U.S. understudies' example did not. Conceivable explanations behind the diverse intellectual—formative example of the Chinese understudies are introduced, prompting the end that Perry's plan isn't all inclusive. Rather, understudies' intellectual—formative examples appear to fluctuate as a component of various social and training frameworks. The ramifications of these outcomes are examined in connection to understudy undertakings practice (Zhang, 1999).

Although theories of Jean Piaget and William Perry are related to critical thinking and have a number of similarities, yet these are different from each other to great extent as per Perry, et al (1986). They compared these two theories in their study and investigated that these two theories use to elaborate mental structures and their operations and intellectual developments in the same way or differently. Their study reflected that these theories function differently and work independently to assess development of the intellect. Analysis of the research was based on interviews of the participants involved in the study.

Critical Thinking can be improved with instruction. One of the objectives of instruction is to encourage an understudy's capacity to ponder a wide scope of subjects experienced in scholarly settings just as ordinary occasions. Every day issues emerging from our expanding reliance on science and innovation just as the weights of contending social and social impacts require the utilization of information examination, blend, and assessment. There is by all accounts consistent understanding that we have to advance great reasoning in our understudies. However, there are as yet numerous schools that don't have unequivocal projects in intuition aptitudes guidance. In an audit of research on guidance in secondary school programs, Marzano (1998) found that programs that showed heuristics (i.e., thinking aptitudes) had a general impact size of $d = 1.17$. This is an impact estimate that is large to the point that Cohen, the analyst who advanced the utilization of

impact measure insights guaranteed we don't require factual tests. With impact sizes as huge as this, we have to move from do thinking abilities programs "work" to how might we make them "work best?" (McPeck, 2016).

This article of Peterson, DeCato and Kolb (2015) presents manners by which development can improve one's comprehension of how to get the hang of utilizing ideas of Experiential Learning Theory (ELT) such as styles of learning, flexibility in learning and cycle of learning.

The hypothetical communication in between the logic measurements of Laban Movement Analysis (LMA) system and cycle of Learning and in components of the theorized typology of development and learning which extends depiction of styles of Learning in order to incorporate the development like-mindedness. Such proposed connections are encouraged by current speculations and beached by development perceptions, meetings of in excess of 100 grown-up students.

Since the hypothetical connections and perceptions, the creators suggest portrayals of development fellow feeling for every one out of 9 styles in Inventory 4.0 (KLSI 4.0) of learning style of Kolb. It recommends expanding someone's development adaptability, or its capacity of moving and utilizing an effort and a movement in space, gives an impetus for learning and advances the flexibility of Learning. Such theorized connections may shape reason for upcoming experimental researches.

Expectation of Mullins' (2018) research was to investigate the effect of auxiliary instructive settings on understudy arrangement and improvement. Semi-organized meetings were utilized so as to evoke data from members that uncovered their own viewpoints with respect to their ways to deal with gaining, keeping up, and actualizing information.

Understudies from three auxiliary instructive settings were incorporated into this examination: self-teach, tuition-based school, and government funded institutes. Ten Epistemological Priorities of John David Trentham and Intellectual and Ethical Scheme of William G. Perry are utilized for

hypothetical focal point. Moreover, semi-organized meetings were likewise utilized so as to evoke data from guardians, educators, and overseers from every one of the auxiliary instructive settings.

A survey of the point of reference writing for this examination exhibited religious, epistemological, hypothetical, and instructive establishments that characterized the setting of this exploration ponder. By and large, this examination saw that epistemological situating was commonly predictable among outreaching students from contrasting pre-school learning conditions, with straggling of homeschooler somewhat beyond open and tuition-based institute understudies, that mirrored the scope of situations inside stage of dualism in middle phase of multiplicity in scheme of Perry. Moreover, such exploration saw frequent entering first year recruits which "rising" epistemological capabilities which needs as indicated by Trentham's scientific classification. Also, various conspicuous topics rose up out of investigation of interviewees' explanations that were recognized as bearing importance to how members depict the effect of optional instructive settings on understudies' epistemological development and Christian arrangement.

Kong (2015) has also conducted a similar research in which he is testing critical thinking teaching and learning in second language classroom. But his research was on secondary schools. He also tested the support of technology in his research. 124 learners were part of his study. He used flipped classroom technique as pre-lesson. Then there was digital discussion. Post research used social learning. Findings revealed that students can perform better in these strategies are employed frequently. Like current research, this research also conducted semi-structured interviews of teachers.

Assessing Critical Thinking.

The movement of critical thinking progressed around 1980s. Along with critical thinking there was another movement which was side by side to it and that is movement of assessment (Facione,

2013). It cannot be claimed that same concept will always be assessed in the same way rather it differs because of a number of definitions of critical thinking in the market as some of them have been provided in introduction section. So same skill can be assessed differently as per definition. Varied opinions have been presented by some distinguished researchers of this field such as Facione (1990), Ennis (1993) and Nosich and Paul (1992). But the major issue of assessment methods is that they limit complete sense of critical thinking (Facione, 1990).

However, implementers of these syllabuses and curriculums should not restrict instructions of assessment. So, four assessment techniques have been suggested by Facione (2013). Firstly, Content validity which use to base instruments on appropriate definitions of critical thinking. Secondly, construct validity which suggests that answer of every question should be based on that specific critical thinking skill which is targeted for this activity. Thirdly, reliability confirms difference in between good and weak critical thinkers by saying that former can perform better in different situations. Lastly, fairness is about justice in between different learners. If students belong to different backgrounds based on their familiarity with definite vocabulary, reading ability, social of economical background etc. then the instrument should not be beneficial for some students and not for other students.

Although Facione (1990) has provided proper framework regarding valid assessment of critical thinking, yet information seems to be missing about how any particular module of assessment should be constructed. Later Nosich and Paul (1992) tried to fill the gap and discussed about assessment of it. According to them essay items, multiple-rating items and Multiple-choice items appear to be valid techniques of assessment for teachers but not every strategy is suitable for all skills of critical thinking. But most of their instruments use to trust Multiple-choice items for assessment of a number of critical thinking skills and here another problem is initiated which is contradictory views about using Multiple-choice items in critical thinking activities.

Multiple-Choice Questions as Assessment Tool for CT.

In the realm of assessment, MCQ test proved to be a valuable addition by Frederick J. Kelly in 1914. Also, contribution of Edward Thorndike can't be ignored in this regard who is considered as one of the pioneers in education psychology. He presented his theory for the learning of animals with the help of giving them MCQs through which they can resolve problems and their responses can be assessed (Coombe, 2010).

But MCQ test is not merely providing any animal with any four options. It's something very complicated as teachers have to deal with human learners of different levels rather than animals. An MCQ test prepared carelessly without keeping its principles under consideration may bring undesirable results. Downing (2002) stressed on the need of implementing MCQ test making principles. If these principles are not considered while preparing test, the test will not bring fruitful results. His research shows that on standard scale 82% was passing rate and for flawed scale its 60%. Some rules of making MCQ options have been devised and tested by researchers (Burton, Sudweeks, Merrill, & Wood, 1990). After some time, results of these researches were tested again (Haladyna, Downing, & Rodriguez, 2002; Al-Rukban, 2006) and revised set of rules has been presented for future teachers. According to them, we need to follow following rules in order to yield better results.

Revised rules such as choices should not overlap, avoid clues, central idea should be discussed in stem, clear directions, correct grammar, format vertically, avoid trick items, use of "NOT" is not preferable, use novel material which is not too specific nor too general, simple vocabulary, avoid using "none of above" and "all of the above", all response options should be equally difficult and of same type i.e. same parts of speech, should be considered.

Vegada, Shukla, Khilnani, Charan and Desai (2016) have compared different MCQ tests consisting of three, four and five options and suggested that MCQs based on three options should be preferred for formative and summative assessment both.

Yet Ennis (1993) said that Multiple-choice questions MCQ tests are not effective and useful for the assessment of critical thinking skills for example, questions related to extracting conclusion carefully and open-mindedness. Along with this claim he also admits that we don't have many alternatives for the assessment of critical thinking skills so there is a dire need to conduct researches in these areas.

Perhaps he was unaware that there are different types of MCQ tests and teachers use them according to the situation such as single correct answer where only one answer is correct and other answers are wrong. In best answer type, items differ on the basis of the level of correctness. Some answers can be incorrect, some are correct, and one is more correct than others. Student will score in case if he/she will mark the best choice. Other answers will be considered as distractors. Brown et al. (2013) has defined MCQ test according to this type. He asserts that multiple choice questions consist of a question followed by alternative answers from which the student selects the most correct alternative or alternatives. Another kind is totally opposite in which students are directed to identify negative answer or the worst choice. The word "NOT" is used in stem of such questions.

McDermott, Agarwal, D'Antonio, Roediger, and McDaniel (2014) favored MCQ tests by experimenting on school children. Results of the study show that MCQ tests can be a very good option for the sake of preparation of final exams. Dervan (2017) asserts in his research on Irish university students that MCQ test has the ability to measure higher order skills so it should be used at advanced levels as well. It means MCQ test can be applicable at almost all levels with little modifications in rules.

On the other hand, favoring point of view of Ennis (1993), Scouller (1998) has presented contradictory point of view by saying that MCQ test can measure lower order thinking skills only. Fellenz (2004) also supported his argument by asserting that it is difficult to assess higher order critical thinking skills of creativity and synthesis by MCQ test.

Vohs, Baumeister, Schmeichel, Twenge, Nelson and Tice (2018) argued on the basis of their research that MCQ test hinders students' decision-making ability. Mizumoto, Ikeda and Takeuchi (2016) have concluded that cloze test harvests greater cognitive processing than multiple-choice tests.

Burton, Sudweeks, Merrill and Wood (1990) claim that students don't construct their answers in MCQ tests rather they select one from already existing options due to which their thought process is not displayed. They remain unable to organize their personal thoughts, produce original ideas, perform any particular task and provide examples.

Donnelly (2013) has criticized MCQ tests because he thinks that they encourage superficial learning. More likely MCQs encourage guessing (Brown, Bull, & Pendlebury, 2013). It can be very difficult and time consuming to make MCQ tests (Jennings, 2012). Still there can be flaws and errors in questions which put students in trouble (Brady, 2005).

On the basis of above discussion and especially criticism, we can't say that MCQ assessment method should be completely rejected because it is too old and have a number of flaws. It is still a better option for objective testing. Unlike dictation test, MCQ test can be implemented at all levels. Though, it depends upon teachers how much difficult a test should be and which level skills it should assess.

Methodology.

Keeping in view purpose of the research which is to trace out perception of the teachers and how do they reflect over critical thinking and its assessment, interview of the university teachers seems to be more appropriate.

Seidman (1998) in his researches focused on the techniques and importance of conducting interviews. According to him interviews can be better choice in social sciences researches. He also flouted some strategies of conducting interviews. That's why interview will be used as instrument of the research. Twenty university teachers will be selected for the mentioned purpose. These teachers are currently teaching at an anonymous university which has been selected randomly. All the teachers are teaching English as second language there to different disciplines. All of them have at least two years of teaching experience at university level.

But in spite of its advantages, yet interviews can harvest only a part of the truth (Seidman, 1998; Duff, 2008), as they are produced by two individuals i.e. interviewee and interviewer at a particular place and time. Such as it may happen in a situation where teachers are teaching in entirely different way in their classroom but telling another way to the interviewer. This is the possible limitation of the study and it is pertinent to mention here to intimate future applied linguistic researchers who aimed to conduct researches in this area.

However, in order to minimize the negative impacts of utilizing this instrument in research, semi-structured interviews will be conducted for the sake of maintaining balance in two extremes i.e. structured and un-structured interviews (Christoffersen & Johannessen, 2015). It may allow interviews to be flexible in presence of guiding questions. These questions have been devised keeping in view the guidelines of Dörnyei (2007). Dörnyei (2007) has facilitated researchers by providing interview guide related to selection of words and structures of questions.

In conjunction with those guidelines, questions crafted for this research are open-ended, clear and directionless so that interviewee may be able to decide his/her answer him/herself.

Data Analysis.

As discussed earlier in section 3 of methodology, interviews of teachers have been conducted. All of these university teachers had minimum two years of teaching experience. Every teacher was asked eight (8) questions in total during interview. Those questions have been provided in Appendix. Unfortunately, teachers who were interviewed, didn't allow recording of their interviews so keeping in view research ethics, videos or audios of these interviews were not recorded.

These are a number of critical thinking theories presented in order to facilitate teaching as well as learning process. Some of them have been discussed in literature review section. Questions included in interview of current research intended to explore which critical thinking theory is in practice mostly by the teachers at university level so that other language teachers can be conveyed the message through this research regarding that theory's applicability. Secondly experience of the teachers with that theory can help more in understanding the success of that theory's applicability.

Following sub-sections have been developed according to the questions of the interview which was conducted so that language teachers' response of every question can be discussed in detail and reach on the conclusion clearly.

Defining CT.

We already have definitions of critical thinking in front of us, but these definitions are in practice or not and how teachers use to view them, this was the basic reason of asking this question. Another purpose was to understand teachers' perspective of CT from their definitions. Different teachers answered this question differently. Syntactic and semantic mistakes in their answers have not been omitted or corrected to maintain authenticity of the data. Some of those answers are:

- It's process of critical evaluation and creative thinking.
- Critical thinking is the capability to think evidently and logically about what to do or what to believe. It includes the aptitude to engage in reflective and independent thinking.
- Process of actively applying synthesising and evaluate information by doing reasoning.
- A process of analyzing things.
- Thinking out of the box. Breaking the shackles of cramped thoughts.
- Critical thinking is the ability to analyze facts rationally and in an unbiased manner. It's also the evaluation of factual evidence.
- Critical thinking means evaluating and analyzing things and ideas by using logic and reason.
- Critical thinking is an intellectual process that engages mind and leads to objective analysis of a topic/problem. It often involves the reflective analysis as well.

Such kinds of answers compel listeners to think about a few aspects for example, it seems that most of these teachers are not practicing CT in its true essence. These definitions are at surface level like the first one says, 'it's process of critical evaluation and creative thinking'. Similarly, another definition is, 'a process of analyzing things'. There seems no touch of practice from these definitions. Some of these definitions appear to be crammed or taken from internet sources. Only a few are backed by experience and practice. So, the answers of first question were not satisfactory to great extent.

Formal Training.

Second question which was asked from teachers was that whether they have ever received any formal training ever regarding implementation of CT in language classroom. Answers were pretty shocking. Eighteen of them replied with no. They never had any teacher training on the topic of CT.

It's pertinent to mention here that all of these teachers have at least two years of teaching experience and maximum of 18 years teaching experience.

One teacher responded that in five years I have received only one workshop of one day based on the theme of CT. another teacher responded that 'I've been a part of many in-house and external training programmes, e.g. SPELT, Oxford University, British Council, etc'.

If there is no teacher training arranged at public and private sector recognized universities then condition of schoolteachers can be imagined easily. Without providing proper input it is not reasonable to expect good performance from them. Angus (2016) stresses in his research on the need of having trainings for the teaching assistants of teachers of second language. So that they can facilitate teachers fully and in this way students' performance and evaluation won't be disturbed. If training for teaching assistant is very crucial it means teacher training is more crucial than that. If language teacher is not trained, teaching assistant's training may also not bring fruitful results.

Connection between CT and Teaching.

Third question which was asked from the language teachers was about the connection between CT and language teaching. Is there any need to incorporate critical thinking in language teaching or we can get fruitful results without it. If it is not required; then, there is no need to conduct workshops for teachers as well. But all the teachers responded positively to this question.

Teachers consider CT as very important and has strong link with language learning so it should be focused. According to them, there is significant relationship between both of them, because it makes learner more critical, argumentative and persuasive towards audience. Communication is not based on academic degree, but it deals with social skills and social skills cannot be measured. They are extensive and spontaneous.

To be successful in communication one needs to be critical; thinking out of the box. Need to know how to mix up emotions and logics. There is a strong relationship between the two. If a student has excellent communication skills, there are more chances that he can better critically reflect on a topic/issue.

Teacher's support.

Next question was about teachers' initiative towards supporting their students' ability to think critically. Here answers varied. Some said we conduct activity-based teaching and assign them projects for their creative learning. Provide different content and putting them in a situation where they can practically implement it. Another responded that she never gives them yes or no questions. A teacher uses to encourage his students to look into the matter from a realistic point of view. They are guided how to investigate about things, analyze the facts and deduce results. At the end of such a project, they are able to form their own point of view. A teacher uses to guide and help them as a mentor at every step but makes it sure that instructor's own opinion doesn't influence their thinking process. It's necessary for their true mental growth.

Other responses were by assigning practical work and asking them to find solutions:

- i) I usually encourage them to discuss their views freely.
- ii) I prefer group discussions so that they don't feel shy and participate to their full capacity.
- iii) Engage them in activities like brainstorming.
- iv) Focus on fluency of ideas rather than accuracy of language or ideas. These views reflect that critical thinking is in practice at least at university level though teachers are not fully equipped with trainings still they are trying from their side.

Learner judgment.

After teacher's input, next comes learners' output. By getting these instructions and doing assigned activities how learners are reflecting and how teachers are judging them. Which are the typical signs through which a student with critical thinking skills can be recognized. Some teachers think that learners are willing to participate and can generate innovative ideas by reading text. If a student has analytical skills, comparing and contrasting ability, capability to infer facts independently without any bias, it can be said he has critical thinking trait.

Some teachers recognize with the ability of their argumentation skills. Some through vocabulary, style, arguments and logic. When students argue or wants more reasons and is an informant. Comprehension of the basic ideas present in the text and the students' ability to look things from different perspectives; also, through clear thinking and brevity in speaking style.

Text selection.

Which kind of text is more suitable to check CT? Responses were we use everyday life, news article, knowledge based, entertainment based, discursive, exploratory and argumentative types of text. They are appropriate for improving critical thinking ability. Some of them use political and religious mostly. Another uses newspaper articles and comprehension passages. A teacher takes into consideration student's interest plus socially and culturally relevant. One uses short stories and real life situations. A teacher said I usually take help from Pinterest and YouTube for it. I start from short stories, information paragraphs and then move to full length documentaries and movies for this purpose. I teach English Language as a subject. I also take English Creative Writing, separately, as an independent subject. The later involves a lot of creative and critical thinking at the teenage level. Based on Social topics preferably that belongs to students' socio-economic backgrounds.

Hurdles in application of CT.

When we discuss any phenomenon, we need to consider those factors which may create obstacles in its successful implementation. Lack of motivation in learners was considered as a major hurdle. Teachers' own inefficiency and incapability is the main hurdle in implementing critical thinking in view of other. Teachers' training is urgently required according to them.

Traditional teaching methods are fatal. Due to individual innateness and differences, all students do not perceive or express in the same way. It requires much time. Students want a definite answer. Students are not ready to share their ideas in the target language. I have, mostly, taught at institutions where the students belong to well off families. Besides, being rich, most of them a set pattern of vales, likes, dislikes, opinion about other social classes. They follow fixed taboos. Some prove to be rebels and they are against their own social norms etc.

There's a large number of students who have a language barrier. They can't express adequately in second language. These are some of the problems that I face. Teenage is a transition period of life. It has its own needs and demands that must be met very carefully by a teacher. Course coverage, time and the conventional ways of assessment. Time constraints. We are given syllabus which we have to complete so we cannot spend much time on other activities. These are some of the hurdles faced by university teachers with regard to teaching second language teaching along with CT.

Possibility of Fair Assessment.

Last question was about teachers' assessment. How they make it possible to assess CT skills of the students fairly. Responses were in the form of suggestions related to activities that if these activities are assigned then students can be assessed better and fairly. A teacher uses to assign task in groups and randomly evaluates their performance.

As per opinion of one, if a teacher himself has a clear idea of critical thinking ability and has unbiased approach, then it is possible to judge critical abilities of a student. Another said by taking test of critical thinking. To be fair in pointing or marking out the mistakes.

Let the things happen. Let the ideas flow. I don't put full stop on their thinking. Rather ask them to come up with more convincing statements, assignments and feedback. First of all, professional honesty on my part. Also, I design the assessment in such a way that the students are evaluated on different subtests instead of one major test.

A more convincing statement was given by a teacher who said 'actually, if a teacher isn't unbiased, he or she can't be titled as a teacher. I guide and train them equally. I give them equal time to watch/read. Then I look for students who can't cope with the challenge due to some reason. We have a general discussion in the class and sometimes in free time too so feel relaxed to share their experiences and opinions with me. Once, the confusions are cleared, I check their assignments according to the given standard pattern.

CONCLUSIONS.

Current research is intended to explore current language teaching practices with regard to CT at university level in public and sector both. Critical thinking plays a vital role in learning any language as language may not be learned by cramming, but success of implementation of CT depends upon various factors such as teacher training, availability of resources, learners' willingness, time constraints, class size etc. This research has considered only one factor and that is teachers' perspective.

For this purpose, interviews of twenty university language teachers have been conducted. Their answers revealed that due to lack of or less teacher trainings, most of the teachers are not very well aware of the actual definition of CT. Still they think that there is strong relationship in between both

and stressed on the need of having CT trainings for language teachers. Currently, these teachers are implementing CT with the help of various activities in their classrooms though they don't know CT theories.

Teachers judge students on the basis of their response. If a student has analytical skills, comparing and contrasting ability, capability to infer facts independently without any bias, it can be said he has critical thinking trait. In order to make their assessments fair, teachers use to assign tasks in groups, check them randomly and according to the guidelines provided. Unfortunately, these results are not satisfactory. It shows pathetic condition of CT teaching in language classrooms. Thus, there is a dire need of arranging CT trainings at schools and university levels so that it can be taught and learned well.

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Appendix

Interview Questions

- How you would define critical thinking?
- Did you receive any kind of formal training addressing critical thinking?
- What connection do you see between communication skills in second language and critical thinking?
- What steps do you take towards supporting your students' ability to think critically?
- What typical signs do you look for in a student that can critically examine texts written in English?
- What kind of texts you usually use for critical thinking activities?
- What are major hurdles in implementation of critical thinking?
- Which procedure you use to follow to do an unbiased assessment of the students' critical abilities?