

DEVELOPING CRITICAL THINKING SKILLS IN YOUNG  
ENGLISH LANGUAGE LEARNERS

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A THESIS SUBMITTED IN THE PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE M.PHIL APPLIED LINGUISTICS  
DEPARTMENT OF ENGLISH LANGAUGE AND LITERATURE, SOCIAL  
SCIENCES UNIVERSITY OF MANAGEMENT AND TECHNOLOGY

2015

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## **Abstract**

The study examines the extent to which critical thinking is promoted in English language teaching in Pakistan. The challenge to develop critical thinking skills in students is of dual nature, as at primary level learners are supposed to do higher order thinking in a foreign language. This though seems difficult, but this is the right time to develop critical thinking skills among the learners. For getting teachers' responses survey method was employed using a questionnaire on likert scale. Gap analysis between traditional modes of teaching and learning and new interactive modes of teaching and learning was done through pre- activity and post activity by using convenient sampling. The activity of role play was used to teach the lesson.

The results from the data gathered from the teachers showed mixed responses. The teachers were divided in opinion regarding critical thinking skills. The data gathered from the students showed that the learners were able to produce more new words in the post -activity as compared to the pre- activity in which some learners were not able to produce a single new word. However the unexpected result in the survey conducted to collect data from teachers is an eye opener. The attitude of teachers should be positive towards the extent to teach English in order to enable the learners to think critically in that language.

## TABLE OF CONTENTS

	Pages
ABSTRACT	iii
TABLE OF CONTENTS	iv
CHAPTERS	
1. INTRODUCTION	
1.1 purpose of the study.....	1
1.2 Background of the study.....	3
1.3 Rationale of the Study.....	4
1.4 Problem Statement.....	6
1.5 Objectives.....	6
1.6 Research Questions.....	6
1.7 Significance of the Study.....	7
1.8 Delimitations.....	7
1.9 Research Procedure.....	8
1.10 Organization of Thesis.....	8
2. LITERATURE REVIEW	
2.1 Significance of English.....	10
2.2 Situation of Language teaching in Pakistan.....	11
2.3 Critical Thinking and Language Learning.....	12
2.4 Critical thinking Skills and Asian students.....	19
2.5 English Language Teaching Methods.....	22

2.5.1	Grammar Translation Method.....	22
2.5.2	Audio-lingual Method.....	23
2.5.3	Natural Method .....	24
2.5.4	Direct Method.....	24
2.5.5	Total Physical Response Method.....	25
2.5.6	Community language Teaching Method.....	25
2.5.7	The Silent Way.....	26
2.5.8	The Communicative Approach.....	26
2.5.9	Suggestopedia.....	26
2.5.10	Eclectic Approach.....	27
2.6	Teacher Centered VS Student Centered Approach.....	28
2.6.1	Teacher Centered Approach.....	28
2.6.1.1	Direct Instructions.....	28
2.6.1.1.1	Formal Authority.....	29
2.6.1.1.2	Expert.....	29
2.6.1.1.3	Personal Model.....	29
2.6.2	Student Centered Approach.....	29
2.6.2.1	Facilitator.....	30
2.6.2.2	Personal Model.....	30
2.6.2.3	Delegator.....	30
2.7	Role of Teacher in Language Classroom.....	30

2.8 Role of Material and Activities in Promoting CT.....	37
2.9 Role of Role play.....	39
2.10 Questioning Pedagogy and Critical Thinking.....	39
2.11 Why Young learners.....	40
<b>3. METHODOLOGY</b>	
3.1 Methodology.....	42
3.2 Sampling Technique.....	42
3.3 Instrument.....	42
3.4 Data Collection.....	43
3.4.1 Data from Teachers.....	43
3.4.2 Data from Students.....	43
3.5 Ethical Consideration.....	44
3.6 Tools for Data Analysis.....	44
3.7 Variables.....	44
3.7.1 Independent Variable.....	44
3.7.2 Dependent Variable.....	44
3.8 Coding.....	45
3.9 Reliability and Validity.....	45
<b>4. DATA ANALYSIS</b>	
4.1 Data Gathered from Teachers.....	46
4.2 Data from ESL learners.....	57
4.2.1 Treatment.....	58

4.2.2	Posttest.....	58
4.2.3	Analysis of new words.....	59
4.2.4	Analysis.....	61
4.2.5	Analysis of tables.....	63
<b>5. FINDINGS, RESULTS &amp; RECOMMENDATIONS</b>		
5.1	Findings.....	64
5.2	Results.....	66
5.3	Conclusion.....	67
5.4	Recommendation.....	68
5.5	Future Recommendations.....	69
<b>REFERENCES.....</b>		<b>71</b>
<b>APPENDIXES.....</b>		<b>79</b>

## AKCNOWLEDGMENT

All praises be to Allah the most Merciful the most Beneficent Who sent Prophet Muhammad (SAWW) Rehmatulil-Alameen for the guidance of mankind. I thank My Allah for His help and blessings.

I specially thank my husband for his kindness and support for being with me and helping me through the process of completion of my thesis. I wish I could ever be able to thank him for his support. I am thankful to my parents for their love, support and prayers.

I express my utmost gratitude to all my teachers and most of all Mr. RaoJaleel for his guidance. I am much obliged to my family members for their support. I would like to pay special thanks to the participants and teachers who provided valuable data for this research. It is with their hard and timely support that my efforts for thesis were fulfilled.

I specially thank all my friends for their honest and sincere cooperation and thanks to my well-wishers whose prayers stood by me all the time. I would like to thank all my critics in life whose criticism made me stronger.