

CRITICAL THINKING IN ELT CLASSROOMS: TEACHERS' PERCEPTIONS
AND PRACTICES

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AN ABSTRACT OF THE DISSERTATION OF

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This study was conducted to understand the perceptions and practices of English language teachers using the practices of critical thinking in English language teaching. In the changed scenario of education, 'Critical Thinking' has been one of the approaches to foster learning among students, and it has been in practice in classrooms for quite a long time now. This study was carried out using the procedures of qualitative research method. Six English teachers were the participants; among them three were from 'lower secondary level' and the rest were from 'secondary level'. The data were collected through interviews and classroom observations. After collecting data, they were analyzed, interpreted and discussed using the principles of interpretive paradigm.

The findings are shaped as per the 'research questions'. The key findings of the present study are: The research participants are positive towards the use of critical thinking in teaching English language, and they have been adopting this approach as much as possible. However, they had certain limitations such as lack of trainings and guidance due to the lack of practical exposure. Most of the participants felt for adequate training sessions with experts make the classroom learning more interactive than before. As a whole, the participants found this approach in teaching very useful.

The study also discovered different practices such as using language games, project works etc. that English language teachers used to enhance the critical ability of their students. This study also revealed that such practices were of significance while transferring the 'teaching' into 'learning'.

At last, this study contributes to the English language teaching fraternity to be open on the matter of critical thinking in classroom, and its pedagogical implications paves the way to the teacher of English to the usage of critical thinking.

12 November, 2014

Aadesh Bhetwal

Degree Candidate

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DEDICATION

I dedicate this dissertation to my late grandfathers from home and maternal home. I would not have been at this point of this dissertation writing without their love.

DECLARATION

I, hereby, declare that this dissertation is my own work and has not been submitted for candidature for any other degree

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I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request.

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LIST OF ABBREVIATIONS

CT	Critical Thinking
ELT	English Language Teaching
PW	Project Work
RQ	Research Question
SC	Student Centered
TC	Teacher Centered
TESL	Teaching English as a Second Language

CHAPTER I

INTRODUCTION

This chapter starts with an anecdote as a scene setting. I have written what I had experienced as a student and as a teacher in that anecdote. That scene setting is followed by background of the study. Those ‘anecdote’ and ‘background’ were the reason for my interest in this topic. It also talks about the purpose of this study. This chapter also sheds light on the significance of this study, along with delimitations.

Scene Setting

It was the 16th of April, 2012, afternoon, the second day of the new session in the school, Kanjirowa National School, where I previously used to work. We were having workshop kind of session for the first three beginning days of the new session, and at exact the date I have mentioned, we were having two sessions. This writing is related to the second session which was about ‘critical thinking (CT) in Classroom’ and the session was going to be dealt by Kavita Shrestha (pseudonym) who is the principal of one of the renowned private schools and also works in Central Campus at T.U. as well as teaches in different colleges. As her introduction, she said it’s been almost 35 years that she has been associated with this field.

Then, she started with introduction session keeping condition that we have to choose an appropriate adjective which must begin with the first letter of our first name. Every teacher in the room started to think that what could be the suitable adjectives for them. Every teacher was panicking to find an appropriate adjective that must start with the first alphabet of their first name, and there was another condition also once chosen adjective could not be repeated. Later on she asked everyone about

their adjective along with the first name. That period was quite interesting, finding an adjective that must start with the first alphabet of the first name.

After some minute, she asked question like how many kinds of thinking are there in our opinion. Our task was to categorize the thinking and elaborate them. We were informed that we should be ready to defend her, as she will be asking question for what we have written. So, whatever we were about to write should be written carefully with some logics which meant we were not allowed to write just for the sake of writing.

To complete the task, we were divided into groups, as advantage of working in group makes us think and share together and come up with better ideas. To share ideas, everyone must speak, and to make everyone speak in group, she had a solution that one will speak at a time and others will listen until he will finish, then other who wants to speak will raise the pen and s/he will speak, and she named that particular technique 'pen in middle technique'. In this way everyone has to contribute and during that discussion period she was visiting every group to make sure that all of us were following her. At last, one from the group has to stand and speak on what we had been written. We gathered five kinds of thinking. She was asking every group why they have written so. She also used to compare the answer of one group to another, and used to ask in what way your type is different from others type. We presented our views and tried to defend every question that she asked. We were trying to be analytical with our answers.

After that, she asked that why she had asked such questions to us like think of adjective and kinds of thinking. We gave different answers. Then she gave her answer that she was just making us think for a while. Then, there I realized that she was not

doing a magic but she was showing how we can make people think. After that she shared her various classroom experiences.

She shared an explicit experience of a Nepali class where a teacher was teaching a story about a boy who used to walk some certain kilometers to cut trees and used to sell but he never used to plant another tree. Once a time came that there were no trees and no rains at all. So he left the village and he never cut the tree again. This was the story and teacher simply taught the story and asked that what was the name of boy? How long he used to walk to the forest? Why he left village at last? She was amazed the way teacher was teaching in the class. After that she asked that teacher to sit at back and she started teaching. First she made groups. Then, she asked students to read some paragraph and put some questions related to paragraph. Each group had to keep the answer written to share, one of them had to share, and she used to make sure that each of students was contributing. Then, she used to ask them to read some more paragraphs and then again same activity, some question and their answers. In this way she finished her teaching and asked every group to find out the moral. After that, again she made the groups discuss and share their idea, and at last they came up with the moral that 'Deforestation is harmful and we must plant another tree if we cut one.' This way, she said she made the teacher realize how to make lesson more thoughtful. The story was fruitful.

After that, I started to think "She was probably correct. Did our English teacher ever make us think in any matter? No, not only English but teachers from other subjects rarely made us think. They were rather busy on describing every contents and giving lectures only. I can still remember that my English teacher used to dictate each answers of the question without any pause and let student write without thinking. He barely made me write answers on my own. As for the reading activity he

used to read himself, I was passive listener, and used to translate in Nepali, so that I don't have to think of anything. Now, I realize when I look back how he was discouraging, indirectly, a student to be a learner.

As a student of English Language Teaching (ELT), my future working area most probably will be teaching English stuffs. So for my better career and for experience I taught for some months in a school, while teaching in class also I used to give students some tasks, and used to make sure that students may get chance to think. In that case I was somehow trying to make them think. Also being a grammar teacher, I was using inductive approach, in which teacher provides examples first and tries to generalize the rule, and keeping the fact in mind that this approach demands thinking, but I was rather an impatient teacher who used to give little time to think and used to tell the answers if they weren't able to answer shortly. I followed '3p' model in grammar teaching that is 'presentation, practice and production', but the problem was that I expected answer as soon as possible from my students, so somewhere I was doing injustice.

Another story, I can still remember once when my sister was in class 9, being a student of B.Ed. majoring in English, I asked her how her teacher teaches English in classroom. She replied that he just gives the lecture and asks to listen silently. No one is allowed to ask anything during his lecture, and it was the teacher who used to answer all the questions related to the content, and the only thing students had to do was recite all the answers because those would be the answers for exam. Students were just being prepared for examination rather than for the life. After that conversation also, I had realized that how poor the students are that they were not even allowed to raise question where they had queries, and how poor the teacher

himself was that he even had no idea that his students were find to answer the question on their own, or at least try themselves.

Ultimately, my point is that this has remained as a problem in ELT class since long back. Teachers, mainly, focused on teaching rather focusing on thinking aspect of students, assuming that learners are still kids and they know nothing about the topic they are being taught, but while thinking about those scenarios, I deduct that the teachers were indifferent to accept that students can create; they have potential to think or make what Teachers had not thought of lately. Teacher's one mind can just create one idea but 30 or more than 30 students can create much more ideas. And this is the fact, which teachers should realize, and should be ready to modify and change (if necessary) what is being practiced in our English teaching learning process. Here, while talking about 'thinking', I do not mean just sitting and imagining something, I'm talking about CT.

But now days I got to hear that the scenario has been changed. Teachers have focused on child center learning and started CT practice inside the classroom. So, I was curious to find out the teachers' attitude and belief towards the ELT teachers and their practice of 'CT in ELT' classroom.

Background

All of my experiences, which I stated in the scene setting, were to show students' CT aspect were not given priority by the teacher, but CT is an important aspect to develop. We had a belief that teacher is a think tank who has all the knowledge, and never makes any mistake, and we still follow the same notion which is not entirely true, but that was the kind of practice that we had been following from past, and our teacher also might have experienced such practices in their student life. That's why I think, my teachers may not have had any ideas that students are not

blank sheet of paper where they can imprint what they want rather students are like the box of Pandora in a positive way and if they open that box they may find new ideas, creations and innovations. According to Lipman (2003, p.221), “Critical thinking is applied thinking. Therefore, it is not just process – it seeks to develop a product. This involves more than attaining understanding: It means producing something, said, made, or done.” Teacher has to have the knowledge, but it’s a student who also has to have knowledge and experience of the content, and the teacher should work just a guide, director or instructor for that. That is a notion which we need to follow in our context.

As I gave the example of my learning period in school, and I gave example of my teaching experience where I was an impatient teacher who used to allow the student to think but I was so impatient that if they were not able to answer in some seconds, I used to tell the answers. I was aware of students’ CT, and was trying to use their CT. It was the beginning of my career, and I was a newly appointed teacher, so I was worried and panicking that how I would give a direction to my job, and how I would be a good teacher. In that very instance, I tried to use my learned knowledge, but may be the lack of practical knowledge; my efforts were not up to the maximum level. That was the kind of practice that I started, though I was in the beginning of my teaching career. But I had seen in my school that other colleagues, especially from the English department, they were quite conscious about students thinking capacity, though they never talked about the matters of CT, may be they were not aware of the topic like CT but they were practicing that in the name of creativity, art and many others forms. Chance (1986) opines something similar, he asserts that CT as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems. They were

pretty conscious about the student centered learning and inductive approach of grammar teaching which are some of the ways to practice CT. Those practices that were existing in the school where I used to work shows that teachers being unaware were practicing CT and they had pretty good attitude on the CT of students, they were very much into ‘student centered learning’.

Issue Statement

In my experience, teachers who taught me and most of them whom I have known, follow easy and errorless way by telling every answer, and making students read and learn those answers. This does not mean that we can’t equip students with the skills that are required to become a critical thinker, but we are indifferent. This is also related to in what ways a teacher can decide that a student is not enough to think and cannot come up with any ideas. Therefore, on the one hand, it’s responsibility of teacher that they have to recognize the level of the students and should try to develop the CT of student and on the other hand, it’s the teachers who must recognize that students are the creators of the knowledge; they being aware or unaware can create knowledge. But the experience that I had tells there was no effort by teachers, even teacher of English. So this became an issue to me.

Purpose of the Study

This study aimed to find out teacher’s beliefs regarding critical thinking of students, and the pedagogical practices they were implementing inside ELT classroom to foster students’ CT.

Research Questions

After going through the literature that I reviewed, gap that I noticed which appears in upcoming chapters and working on purpose I came up with these research questions (RQs).

- a) How do English language teachers perceive critical thinking approach in classroom teaching?
- b) How are students being encouraged to think critically?
- c) What sort of techniques do teachers use to foster critical thinking in English language classroom?

Significance of my Research

Why, collectively, do we perform educational research? At first glance the answers seem clear. We want to learn about effective programs and teaching methods to help students learn. We want to discover relationships between variables in educational settings to plan interventions. We want to understand cultural contexts of schools to create schools that embody justice and reduce prejudice and inequality. So, there is significance for doing research.

The main significance of my research is to develop insight into the issue that I have raised. The sole significance will be the outcome of the research which will be helpful in many ways for me, teachers, and many ELT practitioners. Rana (2014) explains that in order for a good learning to take place, three perspectives- materials, methodology and pedagogy play pivotal roles, therefore, all these three aspects should simultaneously be changed.

Teachers will be benefitted if they are interested in CT. They will get the ideas about other teachers' practices which they can follow in their classes.

To see more, it will be beneficial for those ELT practitioners who are pursuing their career in the ELT environs. Other researchers can use this research for the sake of reference and to add information.

Similarly, it will be beneficial for me if I pursue career in teaching because it will help me to scrutinize my students and diagnose the issues they acquire within

them. I will be able to find out the difficulties and the problems, study and help to solve those issues, make teaching learning activities more effective and help students to learn properly.

Delimitation

The issue CT is vast in itself; I strictly focused on two aspects. Firstly, I focused on the study of beliefs of teachers of English regarding critical thinking of students. Secondly, I also directed this study to the side of those teachers' pedagogical performs to foster students' critical thinking.

Chapter Summary

Here in this chapter, I talked about my past experience as a student and as a teacher. Those experiences were the driving force for me to choose this topic. This chapter had mentioned the purpose of this study. This chapter also dealt with the significance of this study. Furthermore, this chapter showed research question as a boundary which would not let my study go out of context. And delimitation of this research is also focused in this chapter.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on the literary review aspect of CT. This chapter defines CT in wider prospect with the scholars' view. It also incorporates the skill for CT. Two theories has been explained which relates to this study. Furthermore, this chapter includes some previously done studies on CT to find out what has been done, and how it has been done. The research gap is mentioned. At last, this chapter includes figure of 'conceptual framework' to show how this study will proceed.

Thematic Review: Critical Thinking

I advocate that teachers of English and students should take advantage of CT. They should be able to assess the opinions to prove their points. Just thinking without any appraisal with zero claims to be made is like an act of thinking. So, there should be some evaluation while thinking. To comply with my idea, Moore and Parker (2007) state, "Critical thinking requires evaluating arguments that support the claims we are considering, and weighing them against those that support alternative or contrary views" (p.4). Similarly, according to Dewy, (as cited in Fisher, 2011, p. 5), "Active, persistent and careful consideration of belief or supposed form of knowledge in the light of the grounds which support it and further conclusion too which it tends". Dewy used to call that thinking a reflective thinking. He is also supposed to be the father of modern CT tradition. Again Fisher (2011) adds, "...that critical thinking attaches huge importance to reasoning, to give reason and to evaluating reasoning as well as possible" (p.6).

Paul (1995, p.136-137) gives five criteria of critical thinking and that are given below:- a) the art of thinking about your thinking while you're thinking so as to make your thinking more clear, precise, accurate, relevant, consistent, and fair; b) the art of constructive skepticism; c) the art of identifying and removing bias, prejudice, and one-sidedness of thought; d) the art of self-directed, in-depth, rational learning; and e) thinking that rationally certifies what we know and makes clear wherein we are ignorant. These five criteria clearly explain the realm about critical thinking. 'Fisher and Scriven' tell that critical thinking is skilled and active interpretation and evaluation of observations and communication, information and argumentation. (Fisher, 2011, p. 10)

The singular interpretation of all the definitions is that CT consists of mental processes of discernment, analyzing and evaluating. It includes all possible processes of reflecting upon a tangible or intangible item in order to form a solid judgment that reconciles scientific evidence with common sense.

We may think that thinking is merely an easy task. For me it's one of the most difficult tasks. When it comes to a wider way of thinking; it needs a lot of brainstorming that links to CT. Similarly Moore and Parker (2007) state, "Critical thinking is more than just thinking or making decisions or acting selectively. Thinking critically means screening your ideas to see if they really make sense" (p. 2). Therefore, CT is not just an act of thinking; it needs serious pondering into our ideas. We can't simply think and speak whatever we think in every time; sometimes we need to be rational which is only possible by applying to CT. For that reason, Nooris and Ennis (as cited in Fisher, 2011, p. 4) define, "Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do."

CT also referred as ‘critico-creative thinking’ by Fisher (2011, p. 13) who further states that ‘critical thinking sound more like thinking negatively but it’s not how we interpret, just commenting is not a critical thinking.

Moore and Parker (2007) present four terms under ‘critical thinking basics’ i.e. claims, argument, subjectivism and value judgments. Further, Moore and Parker (2007, p. 3) explains, “When you state a belief or opinion, you are making a claim. When you present a reason for thinking a claim is true, you are giving an argument.” Regarding subjectivism, Moore and Parker (2007) articulate, “The idea that one opinion is as good as next, or that what is true is what you think is true. This concept is known as subjectivism” (p. 6-7). Similarly for value judgment Moore and Parker (p. 8) justify that many people see value judgments are subjective but value judgment is not subjective always. Value judgments obviously include decisions that are among the most important we make. Moore and Parker (2007) believe that if we possess this four terms while thinking or if we can make students use these four terms in their daily activities, they gain or we gain the critical thinking and it’s a basic step.

On the other hand, Hughes, Lavery and Doran (2010) put ‘reasoning’ as main aspect in CT. Moore and Parker also talks about it when it comes to claim an argument where reasoning is need to make claim an argument. But they did not emphasize more on reasoning the way trio do. Fisher (2011) also supports the idea that if someone is trying to persuade his point by reasoning than s/he is “presenting an argument”. So the reasoning must be there. What Hughes et al. (2010) argue, “When we are merely thinking, our thoughts simply come to us, one after another; when we reason, we actively reason thoughts in such a way that we believe that our thought provides support for another thought” (p. 19). So, they are claiming that one needs

reasoning power to acquire CT or we need to develop reasoning on the part of students if we want to develop CT inside students.

Now let's discuss on what various authors have talked about the CT skills. According to Chance (1986), (as cited in Alagozlu, 2006, p. 61) states, "critical thinking as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems". Moreover, Taylor (2001) (as cited in Alagozlu, 2006, p. 63) explains that critical thinking skills aim at teaching the learner how to think rather than what to think. So, CT skill is all about how to think not what to thinking.

Moore and Parker (2007) state 'argument' as a main skill of critical because it needs an opinion or a claim first and when you support your opinion with logics or reason that will be an argument and that argument must persuade to be a strong argument.

Unlike Moore and Parker (2007), Fisher (2011, p. 8) lists out some of basic skills for critical thinking i.e. identify the elements in the reasoned case, identify and evaluate the assumptions, clarify and interpret expressions and ideas, judge the acceptability, evaluate argument of different kinds etc...

Uzma (2003), (as cited in Alagozlu, 2006, p. 64) lists skills that critical thinking involves are as follows:- a) Asking questions; b) Defining a problem; c) Examining evidence; d) Analyzing assumptions and biases; e) Avoiding emotional reasoning; f) Avoiding oversimplification; g) Considering other interpretations and h) Tolerating ambiguity.

Rana (2014) in the first paragraph of application section writes,

The application of critical thinking in EFL or ESL classrooms is quite possible, because the strategies such as Think Pair Share (TPS), quick write,

know- want to know- learned (KWL), pen in the middle, jigsaw, predictions by terms ,debate etc. prescribed by critical thinking are almost familiar to the teachers of English. Similarly, the ABC (Anticipation, Building knowledge, and Consolidation) framework followed in teaching following critical thinking is very much similar to the PWP (Pre-, While and Post) or BWA (Before, While and After) framework used in teaching reading and listening.

The skills that are presented above which can be used to foster the CT of the students helped me to see the kind of skills and activities could be used by the teachers of English to enforce the CT of the students. I did not try to seek only those skills that I had mentioned or cited, because I should be aware that there could be much more skills which teachers of English being aware or unaware had been using inside the class which also had to be taken into the account.

Those skills, mentioned above, were not merely skills for the level to map or path the CT of the students but those were some primary skills which ensure to foster the CT of the students. I also used these skills as a reference whether teachers use those or those kind of skills to empower the CT of the student.

Theoretical Review

There exists various theories propagated by various scholars and those theories have been hypothesized through tests as well in various context. Let me review some theories which are related to this study:

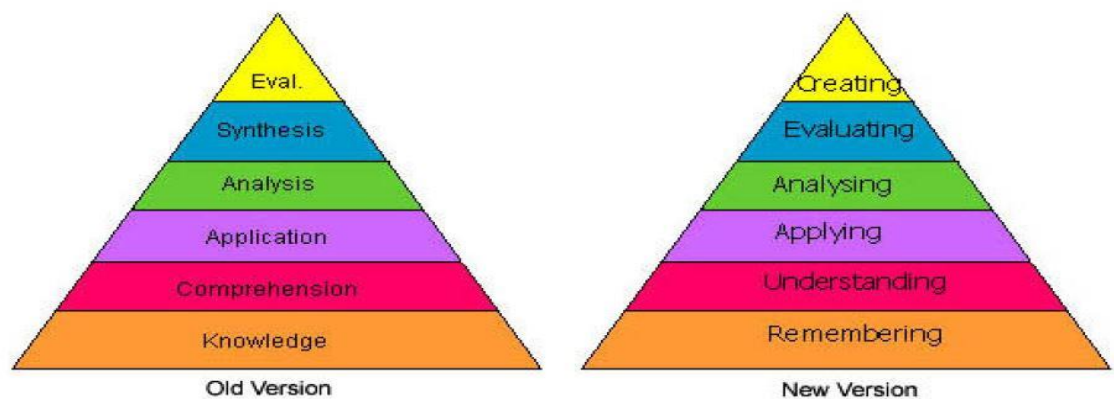
Bloom's Revised Taxonomy

The old theory, but useful, and will remain useful for future as well i.e the 'Bloom's Taxonomy' which states three main domain of learning viz. cognitive domain, psychomotor domain and affective domain. The cognitive domain has been divided into six level i.e. knowledge, comprehension, application, analysis, synthesis

and evaluation. Among those six levels the later three viz. analysis, synthesis and evaluation captures the elements of critical thinking more. What Duron, Limbach and Waugh, (as cited in Pokhrel 2010), have to say regarding this is analysis, synthesis and evaluation are the critical thinking focused on their parts and their functionality as a whole; putting parts together to form a new and original whole; and valuing and making judgments based upon information respectively.

Forehand (2012) states that later during the 1990's, a former student of Bloom's, Lorin Anderson, led a new assembly which met for the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. Those six levels were revised where this all nouns are changed into verbs and some hierarchy has been changed. The revised levels were 'remember, understand, apply, analyze, evaluate and create.' It seen seen that knowledge has been changed into remember, comprehension has been replaced by understand, application has been replaced by apply, analysis has been replaced by analyze, now the hierarchy has been twisted evaluate has been used instead of evaluation in fifth level and the last level is create which is used instead of synthesis. These action verbs are used because these can be applied and seen in the behavior of learners than those nouns.

Fig 1. Bloom's taxonomy and Bloom's revised taxonomy (Forehand, 2012)



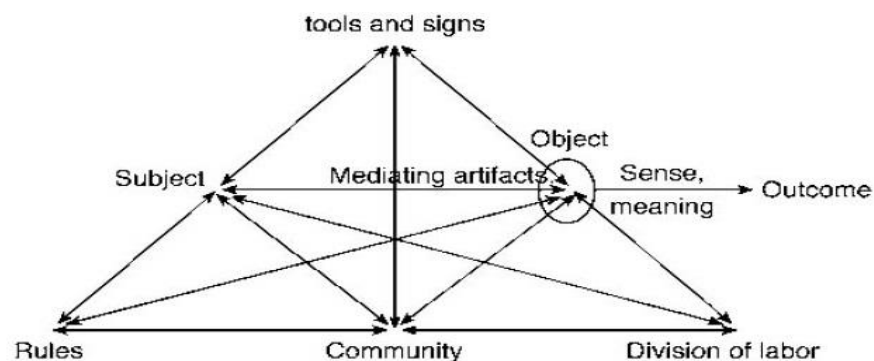
This theory has a significant value in my study. The six levels are the guidelines to uplift our practice from one level to another, but our instructional practice is only stuck up to remember and understand, which means to get CT one has to uplift his/her practice. Forehand (2012) claims that the structure of the revised taxonomy levels "provides a clear, concise visual representation" (Krathwohl, 2002) of the alignment between standards and educational goals, objectives, products, and activities. So, the kind of practices was being implemented inside the ELT classroom would clarify in which level s/he was working on. And that level would be a proof to know that they were on the way to CT.

Activity Theory in Learning Process

To make students learn is a difficult task; until and unless students learn, they will not make any progress. Thus, learning should be activity based to get hands on experience and feel the content lively. That activity should make students think critically. For that, there is a theory in existence called 'activity theory in learning process'.

Regarding 'activity theory', Engestrom (1999) developed a model of the pedagogy in the discourse. It has subject, tools and signs, object, division of labor, community and rules as a component.

Fig 2. The structure of a human activity system Engestrom (1999)



In this theory, 'subject' is teacher, 'object' is student. Rules are hidden or used inside the classroom or followed during instructional practice in classroom's community. Division of labour is the division between work for teacher and students. Last 'tool' and signs incorporate teacher's mastery over content and students' recognition.

As Engestrom (2010) states, "Activity theory can be summarized by five principals: 1) a collective, artifact-mediated, and object-oriented system, 2) a community of multiple points of view, traditions and interest, 3) historicity, 4) the central role of contradictions as a source of change and development and 5) the possibility of expansive transformation in activity systems." (p. 136-137)

Its basic idea is to engage students in activity, especially in dialogue, so that they will participate and show their potential and do learn by doing communicative activities.

This theory has also significant value in this study. The ways students made active inside ELT classroom, and the kind of activities are used inside ELT classroom can be sought. Students' participation and outcomes will be evaluated to see how much CT has groomed.

Previous Studies

So many researches have been carried out in the field of critical thinking but it was difficult to find out the research done in critical thinking regarding English Language Teaching.

Reed (1998) for her dissertation for Ph.D. in Curriculum tells in discussion section that despite widespread interest in developing students' CT abilities, both educational reformers and critics of the system contend that students are not being taught to think critically. Among other hindrances, a lack of consensus on a definition

of CT, dissenting theoretical bases, and a variety of competing models for developing critical thinking (many untested) currently hamper efforts to include more critical thinking in our nation's classrooms .

The purpose of this study was to examine the effectiveness of a general model for CT that can be integrated into the content and activities of an academic course lasting one semester. Further Jennifer (1998) explains that Students in the control group read the same primary source documents as students in the experimental group, but they were not given the CT packets or the "Reasoning about History" worksheets, nor were they taught to apply Richard Paul's model for CT to document analysis. Rather, they answered questions on the documents provided by the authors of the source reader (i.e. a required text for the course). With the exception of training in Paul's model, all sections in the study used the same textbooks, participated in the same activities, and were taught in the same manner.

Cosgrove (2010) also conducted a study entitled 'Critical Thinking: Lessons from A Continuing Professional Development Initiative in a London Comprehensive Secondary School'. In this study Cosgrove (2010, p. 54) claims,

As Nosich (2000) points out, a main strength of the Paul/Elder model is that it is concept based, and each major concept in the framework can be applied to every subject area or domain of human thought. Teachers in this study did not seem focused on, and students did not seem to understand, this broader level of significance of the critical thinking terminology they were using.

Further Cosgrove (2010, p. 54) states, "In sum, teachers and students clearly developed skills of teaching and learning critical thinking, though their skills and understandings were limited to a few of the fundamental concepts in the Paul/Elder framework".

In the paper 'Critical Thinking in Language Education' Rezaie (2011) says, Regarding the teaching of critical thinking as the teaching of a set of generic reasoning skills, such as deductive and inductive reasoning, Solon (2003) conducted a controlled experimental study that aimed to investigate the impact of different critical thinking instruction approaches on the critical thinking test scores of community college students (p. 772).

The findings of the study revealed that 'different levels of treatment can lead to significantly different levels of improvement' and that 'the critical thinking course intervention had more impact than the infusion approach'. Here also, Rezaie clearly states that teacher must pay attention to the level of student to foster the CT of the students. Rezaie further adds that the skills are more important to foster the CT of the students.

Likewise, Rezaie (2011, p. 773) further cites, "Higher-order reasoning or critical thinking can be woven into a large enrollment class, but their inclusion requires moving beyond the traditional lecture and exam mode. Active learning methods offer the best solution. When students really ponder a question, discuss it in groups, or explain their answers to others, they are more likely to use skills at the more advanced levels of Bloom's Taxonomy (Yuretich, 2004). Here also Rezaie is asking everyone to think out of box, which means let's start beyond the old methodologies which always linger with exam and lectures, but rather use new activities like debate, discussion, explanation, elaboration etc.

Dugar (2010) conducted a study in 'The Role of Critical and Creative Thinking in TESL'. He talks about the TESL context in India where memorization was mostly used which was not a good practice in teaching rather critical thinking must be used through various skills to improve TESL. Dugar (2010) says, "In the

absence of thinking (self-directed or critical and creative thinking) most students are unable to do anything on their own in a language class. Thinking is crucial to learning a language. Thinking implies involvement of the entire personality in the learning process” (p. 10). After that, Dugar (2010) further tells questions provide direction to vague, confused, and chaotic thinking which tends to degenerate into daydreaming and fantasizing—purposeless thinking. Questions create cognitive pressure on students to think in a precise and clear manner, to look for the right expression, to defrost their vocabulary, and to apply the grammatical knowledge of the target language. He also talks about asking the questions and more skills should be used to foster the CT of the students.

We can see that in all the four research they have focused on the skills to foster the CT. These findings pave me the way to see how the CT is being practiced by the ELT teachers in the classes of Nepal, and if they use such kind of activities then they certainly have positive and good attitude towards CT, and they might have recognized the CT ability of the students. These all findings, researches and research papers will be the guidance for me to way my research for the further level and to come up with something genuine idea.

Pokhrel (2010) study entitled ‘Critical thinking practices in Mathematics classroom in Nepal’ has focused on the perceptions and practices of teachers of mathematics in Nepal. This study has been conducted under ‘constructive research paradigm and critical research paradigm’. The study discovered that perceptions of teachers of mathematics regarding CT are both positive and negative. He has linked it to the students saying “Positive students can think if given time, and negative students cannot do so” (p. 167). Though, he has not mentioned anything regarding labeling mechanism of students as a negative one or positive one. “Practices of three teachers

are seen different...The practices of these teachers seemed to be complementary but not mutually exclusive practices” (Pokhrel, 2010, p. 169). Perceptions differ as per the character of students, and practices differ as per the nature of teachers. This point has been the point highlighted by Pokhrel.

Gap I Noticed

This study was significant to draw the ongoing practices of CT, and the perceptions of the teachers of English which has not been sought till now. So this was also one of blank which led me to go into this study.

Many studies have been in CT and some of them I presented as a related research to my study but still a number of researches done in the field of ELT are less. What I found, in many materials, is they give projection on the thematic aspect of CT, and its advantage and tries to foster that it should be used to make learners a wider thinker rather than making students stuck with the chapter lines without any rationality.

Some of the studies talk about the use of CT in other disciplines like ‘nursing and IT’ but again when it comes to ELT; there is no certain way mentioned to follow CT, and foster CT. Though different methods are in existence and followed, and new methods are being evolved but there has been no precise method to make common use of CT.

In case of Nepal I could find a single research done in CT keeping ‘ELT and classroom setting’ in mind. Study by Pokhrel (2010) has only focused on mathematics classroom. Even though, some of the articles in NELTA forum give some insights on the importance of CT to use in our context with the example lessons but that is not enough to show how it is being practiced and in existence in our schools’ classroom as well as how the students are being inducted to it, and what are the modes that are

being adopted to foster it or to make proper use of it? And the answers to these questions were not encrypted anywhere because as I said in these areas no researches has been done or let put this way still need to be done.

Hence, that gap I noticed embarked me to pursue this study.

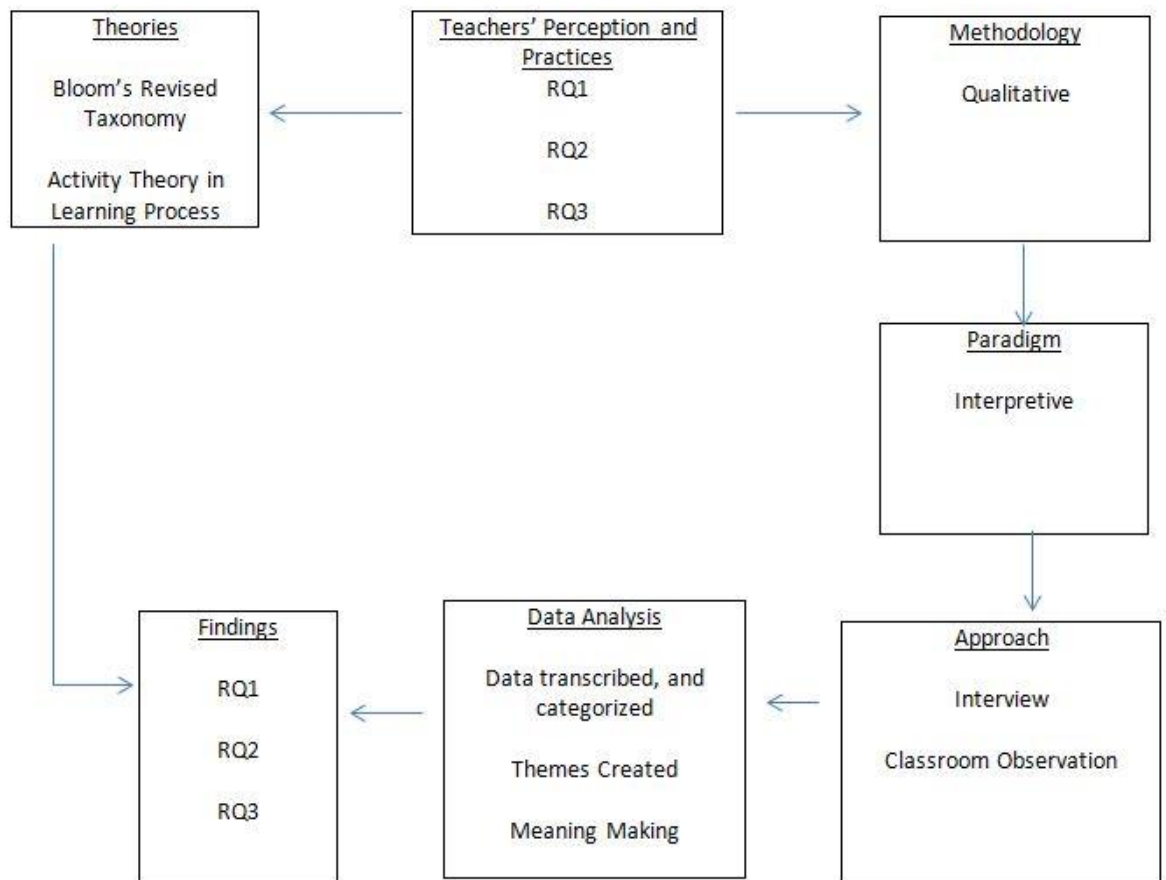
Conceptual Framework

For me, conceptual framework is a blueprint for the study. It shows how the study is going to be executed and finish in what manner. In this regard, Miles & Huerman, (1994) defines conceptual framework as “ A written or visual representation that explains either graphically, or in narrative form, the main things to be studied, the key factors, concepts or variables and the presumed relationship among them” (p. 18).

Each person sees things on their own way and makes his/her concept according to their perception, or knowledge s/he possesses. And here, in this study, upper shown graphic detail is my conceptual framework.

My research also starts with the issue in CT regarding ELT, having three research questions. That issue is linked with two theories. I followed ‘qualitative’ method of research; in align with ‘interpretive paradigm’ with the help of two data collection approaches viz. interview and classroom observation. After that, Houser’s (1998) method was used to analyze the data. Then, at last findings were generated for each research questions.

Figure 3: Conceptual Framework



Chapter Summary

In this chapter, I reviewed the literature which has connection with my research. At first, it talked about the thematic aspect of CT. (Definition of CT, Criteria of CT, and Skills for CT etc.). Thematic review is more concerned with the explanation of CT along with various scholars' ideas. Then, 'Theoretical review', that showed the theories which are related to CT. Two theories which are very relevant to CT displayed the internal system of CT which may not be visual but latent. Some of the previous researches carried out of Nepal showed the areas that had been focused. Those researches helped to find the gap. That gap clearly mentioned the area for my study.

CHAPTER III

METHODOLOGY

This chapter deals with the whole methodology part which is the guiding area. It starts with philosophical consideration. After that, methodological consideration along with data collection approach is explained. In philosophical consideration, I have presented my ontological, epistemological, and axiological assumptions regarding my study. Methodological part shows interwoven aspects of research method along with my study. Regarding data collection approach, two approaches were used viz. in-depth interview, and classroom observation. It also has data analysis, quality standards as well as ethical considerations.

Philosophical Considerations

Philosophy, itself is a big term to be defined. So to be miser it is the way the knowledge is constructed. In other term we can say that it is the underlying knowledge or belief in any subject or field. Our life is guided by our own philosophy; similarly every research is guided by philosophy. These philosophies affect the research design and method.

Richards (2003) replaces, “the term philosophical consideration by the term paradigm”, (p. 32). Further Richards (2003) opines, “Research paradigm tells a researcher his/her research position and what the implication of this might be” (p. 33). Similarly, Guba and Lincon (1994) state, “ It represents a worldview that defines, for its holder, the nature of the "world," the individual's place in it, and the range of possible relationships to that world and its parts, as, for example, cosmologies and theologies do.” (p. 107). To explain it further we can say that whatever we call it

philosophical consideration or paradigm, it has a set of belief i.e. underlying knowledge that it should have and these will be the lens to view how the research should be conducted or other methods should be chosen. To provide more information on that, Wilson (1972) concluded his philosophical reconstruction of educational research with the observation that "most people (even researchers) will do anything rather than think, and this is particularly obvious in educational research" (p. 129). As Karki (2009) says, "Richards presents the ideas denying that there is any single reality independent of our ways of understanding it, and preferring instead to think in terms of various realities created by different individuals and groups at different times in different circumstances" (p. 27).

So, as far as this "philosophical consideration" is concerned, it's all about how does researcher views his/her research and how he is going to carry out it, and all these things come under methodology. To link with above lines, Creswell (2007) asserts,

The research design process in qualitative research begins with philosophical assumptions that the inquirers make in deciding to undertake a qualitative study. In addition researchers bring their own world view, paradigms, and set of beliefs to the research project and these inform the conduct and writing of qualitative study (p. 15).

What Denzin and Lincon (2005) states, "the gendered, multi—culturally situated researcher approaches the world with a set of ideas, frame work (theory, ontology), that specifies a set for question (epistemology), that he or she then examines in specific ways (methodology analysis)" (p. 21). So the basic inside the philosophical consideration is ontology, epistemology and axiology. For me and as

for this research I'll be using my subjective point which verifies that I have my own ontology, epistemology and axiology for this research, which will be presented below:

Ontology

This means the study of reality. What Richards (2003) has to say is, "Ontology, literally science or the study of being, is concerned with the nature of reality and their stances" (p.34). Similarly, ontology is the "theory of being such as and forms the general part of metaphysics, or theoretical philosophy" (Mautner, 1996, p. 304) Likewise, Barbour (2008, p. 20) states, "Ontology refers to our views as to what constitutes the social world and how we can go about studying it." This ontology varies in every paradigm and as I am doing a qualitative research, it also possesses the different meaning in ontology.

Furthermore, ontological assumption concerns on the nature of the world and human being in social contexts (Bryman, 2001). There are different assumptions to see the world as outside individual. Therefore, ontology in positivism emphasizes that social phenomenon is independent from other factors. The world is one that there are no other perceptions. In contrast, interpretive emphasizes that the world in social phenomena has different meanings. One factor influences the change in social context. As a result, different researches can have different conclusions for one observation. On the other hand, critical theory paradigm tends to see the world as something that has to change. It involves criticizing and the social phenomena and changing it based on the interrogations of the phenomena both social and individual.

For me, we may not find the ultimate reality because for every individual reality may vary. They might have grown up in different social constructs that's why the way one perceives the thing may be different from the other one. To prove my statement Creswell (2007) states, "The ontological issues relate to the nature of reality

and its characteristics. When researchers conduct qualitative research they embrace multiple realities. Different researchers embrace the different realities...” (p. 17).

Here, Creswell clearly supports the ideas of various realities and the different realities among different researchers.

Here, in my study, the reality is teachers of ELT hardly use CT approach in Classroom. As I was taught no time for CT was allocated by the teacher. I have heard that now a day’s teachers have started using CT. So, using my ontology/reality I would like to find how does EFL teacher view and practice CT.

Epistemology

Epistemology is our perceived relationship with the knowledge we are un/dis/covering. Are we part of that knowledge or are we external to it? So, simply it is the study of knowledge. To back up my point, as Richards (2003) opines, “Epistemology, the science or the study of knowledge, refers to the views we have about the nature of knowledge and the relationship between knower and known” (p. 35).

Here also, the knowledge varies according to different paradigms. Epistemological refers to the ways to acquire the knowledge (Bryman, 2001). The knowledge those are acceptable in certain paradigms. For example, epistemological in the normative paradigm is how the social world can investigate as natural science. Hypotheses have to test by empirical approaches. The results have to be objective through scientific method. In contrast, epistemology in interpretive is acquire the knowledge by investigate the phenomena in many ways, because the social context is different from natural science. Therefore, investigation the social phenomena can result many interpretations. Furthermore, in critical theory, practical issues can

construct the knowledge. It tends to change the certain conditions through criticizing the practical, politics, and social issues. Therefore, the results can be subjective.

Researchers view will frame their interaction with what they are researching and will depend on their ontological view. Their approach, for example, will be objective if you see knowledge governed by the laws of nature or subjective if you see knowledge as something interpreted by individuals. According to Creswell (2007) states, “with the epistemological assumption, conducting a qualitative research means the researchers try to get as close as possible to the particular being studied” (p. 18).

I think knowledge is gained through experience. The more you involve in the practice and the more you live your work you gain more knowledge. So, it is the duty of teacher to make student feel their content alive. Students do not know or concern about many things and it’s the duty of teacher to make student to experience the content. And this way teachers practice the way of making students to think critically.

Axiology

‘Axiology’ is means ‘theory of value’. “Axiology is the branch of practical philosophy which seeks to provide a theoretical account of the nature of values, whether moral, prudential or aesthetic.” (Smith & Thomas, 1998).

So, Axiology is the study of values (or of one’s values). Our values affect how we do research and what we value in the results of our research. Our course on epistemology we didn’t really have us reflect upon our values; however, I thought that the process of looking at my values from the perspective of my research was a good idea. It shouldn’t be surprising, given that my religion calls for the free and responsible search for truth and meaning, that I would be interested in exploring how my values affect what I believe to be new knowledge. Similarly, Richards (2003) defines, “Axiology is concerned with truth or worth” (p. 36).

Therefore, if the research is worth or has truthfulness then it's has a value but if has not then it lacks value. Here, value in my research would be determined by the reality and the truth I have got. My lived experience is my source for this research which is my reality and the thing I learned from those experiences are my knowledge. I give value to learning by doing and I value students as a source of knowledge and teachers as a facilitator only.

Methodological Consideration

Research methodology is a way to systematically solve the research problem, for me. It may be understood as a science of studying how research is done scientifically. Cohen, et al (2000) states that the aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself" (p. 45). This methodology is my direction to this study.

Creswell (2003) states, "qualitative research takes place in natural setting. The qualitative research goes to the site (home, school, office) of the participant to conduct the research" (p. 18). By quoting this statement I am clarifying that I am doing qualitative research where my subjectivity, my own knowledge and my value will be used to do study and interpret the study, for that I visited the participants' work stations. Qualitative research has its roots in social science and is more concerned with understanding why people behave as they do: their knowledge, attitudes, beliefs, fears, etc. (e.g., why do patients prefer to be involved in decision-making about their treatment?)

Qualitative research allows the subjects being studied to give much 'richer' answers to questions put to them by the researcher, and may give valuable insights which might have been missed by any other method. Not only does it provide valuable information to certain research questions in its own right but there is a strong

case for using it to complement quantitative research methods. To support this view, Bryans (as cited in Ritchie and Lewis, 2003) says that the primary objective of qualitative research is to dig out: study, realize and interpret are the people. As far as my research is concerned it is all about qualitative inquiry because I believe in multiple realities and I respect the subjective value.

Under this qualitative research, I used interpretive research paradigm which gives more value to subjectivity. Schwandt (as cited in Gephart, 1999) says, “Interpretive research is fundamentally concerned with meaning and it seeks to understand social members' definition of a situation.” Further he adds that Interpretivists assume that knowledge and meaning are acts of interpretation hence there is no objective knowledge which is independent of thinking, reasoning humans and Interpretivism often addresses essential features of shared meaning and understanding whereas constructivism extends this concern with knowledge as produced and interpreted to an anti-essentialist level.

After studying, Gephart (1999) explanation that those who are involved in interpretive research they believes in subjectivity of knowledge. Therefore, they try to interpret the meaning, ideas and data that have been gathered so far. Here, researchers have their self-knowledge and they must recognize the self-knowledge of whom they are studying whom in research we call participants. Interpretive believes in emergence where it says uncertain problems, issues and discussion may pop-out while studying, this is one of the truths, so in such case homogeneity cannot be made because the issues coming may be different from the issues of others similar kind of research.

Here, my study is all about to find the beliefs and practices of the ELT teachers regarding CT in class, these ELT teachers share a particular community and I'm going to study a community which means I am using an ethnographic method

under interpretive paradigm. Simply we say ethnography means studying about others or any particular community. The emphasis in ethnography is on studying an entire culture. Similarly, according to Arsenault and Anderson (1998), (as cited in Cohen, Manion and Morrison, 2007, p. 170) states, “Ethnography is a portrayal and explanation of social groups and situations in their real-life contexts.” Here researcher goes to the field to study about particular culture or related to particular professional group and tries to elicit the ideas regarding to his research from their experience, like the way I would be studying about EFL teachers’ views and practices regarding the critical thinking.

Purposive Sampling

This kind of research, a qualitative one, tries to deal with natural setting, but as an academic research I won’t be able to conduct study on all the ELT teachers, schools, and the ELT environs. Cohen et al. (2008) stated that researchers must take sampling decisions early in the overall planning of a piece of research. Factors such as expense, time, and accessibility frequently prevent researchers from gaining information from the whole population. Hence, sampling is to show the part has been taken from the whole keeping time and limitations in research frame.

Here, I have done purposive sampling. It is also known as ‘non-probability sampling’. According to Cohen et al. (2008), “...in a non-probability sample the chances of members of the wider population being selected for the sample are unknown” (p. 153). Similarly, it’s a small scale individual academic study, and I alone was not able to cover the whole population. So I had to choose from what was convenient, and good for me. I chose six teachers of English (total) from three private schools of Kathmandu district.

Participants

Researchers cannot do research in isolation as we all know. They always need place and participants for the research.

I chose two participants from each school as for preliminary data collection. As I was simply looking for the perception and practices of ELT teacher regarding CT. I was just looking for those two issues. So I was doing neither comparative study, nor contrastive study (in any way gender, level or others). I chose experienced teacher as a participants. They all were male. After doing couple of round of interviews and observations of their class, I found out that those data I have collected were sufficient for my study. That's way how I chose my participants.

While transcribing data, I was clear on ethical issues, so that I came up with the idea to use pseudo name of participants. Hence, I name my P1, P2, P3, P4, P5 and P6 respectively Raman, Indra, Rishi, Pravin, Vikram, and Sudip.

Participant 1

Raman had been teaching since 2067 B.S. He did Bachelors in Education. He knew to the methods of teaching theoretically. He was teaching in lower secondary level.

Participant 2

Indra was quite old to this field. He had been teaching since last 10 years. He had seen the changes in teaching. He had done advance university degree in education, majoring in English. He was an enthusiastic teacher. He had taught in lower secondary, but right then, he was teaching as a secondary level teacher.

Participant 3

Rishi had been teaching since last five years. He had also completed Master's in Education, majoring in English. He was working as a secondary level teacher.

Participant 4

Pravin was working as a lower secondary level teacher since his beginning. He had started teaching 2 years back. He had done Bachelor's in Education, majoring in English.

Participant 5

Vikram had completed his graduation. He had been teaching since 4 years. He had started his career as a primary level English teacher, but then he was working as a lower secondary level English teacher. Due to non-education background, he admitted that he lacks pedagogical knowledge.

Participant 6

Sudip was a secondary level English teacher. He had started his career as a lower secondary level English teacher five years back, when he was studying in Bachelor's last year, but he was upgraded as a secondary level English teacher a year back. He had also completed Master's in Education, majoring in English.

Data Collection Techniques

Data is most important in any research. Data means the collected materials from the field. Similarly, in my study also I need to collect data. . What Gall et al, as cited in Houser (1998, p. 43) say, "The goal of ethnographic research is to look at cultural phenomena from the perspective of an outsider, and then [seek] to understand the phenomenon from the perspective of an insider". Just being on field is not going to help because we need to collect data which is the only weapon to make our research a worth research. There are two types of data viz. primary and secondary data where for the primary data, researchers have to involve himself to collect data, they gets first hand data but for the second type of data researchers look for the

previously used data which is second hand data. But anyway, every research needs data.

There are various data collection approaches. Among which I'll be using in my research are as follows:

Observation

Data can be collected by an external observer, referred to as a non-participant observer. Or the data can be collected by a participant observer, who can be a member of staff undertaking usual duties while observing the processes of care. To link with my view, Neuman (2006) states a great deal of what researcher do in the field is to pay attention, watch and listen carefully. They use all their senses, noticing what is seen, heard, smelled, tasted, or touched. The researcher becomes an instrument that absorbs all sources of information" (p. 396). Similarly, Cohen, Manion and Morrison (2007) opine, "The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts" (p. 396). So, in this type of study the researcher aims to become immersed in or become part of the population being studied, so that they can develop a detailed understanding of the values and beliefs held by members of the population.

Sometimes a list of observations the researcher is specifically looking for is prepared before-hand, other times the observer makes notes about anything they observe for analysis later. Similarly, in my research also it is used as a useful approach to collect data because I was looking for the practices which have to do with behavior, that can be seen or examined better through observation rather than talking.

Participants' daily manners and beliefs are easily shown in their gesture, moves and expressions also, for that purpose also I had to use this approach to collect data.

I used the 'Pro forma' (see Appendix) that I have developed. First I started with observation, in which I sat at the end of class, and noted according to the teachers' activities in the Performa sheet.

Interview

According to Cohen et al. (2007), "Interviews enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view... It is part of life itself..." (p. 349). An in-depth interview demands the discussion between/among interviewer and interviewee. An in-depth interview is a qualitative research technique that allows person to person discussion. It can lead to increased insight into people's thoughts, feelings, and behavior on important issues. In such interviews, only questionnaires do not work because interviewer needs to be tactful to make question suddenly after hearing to interviewee's answers.

According to Mishler (as cited in Neuman , 2006, p. 406), "The interviewers presence and form of involvement- how she or he listens, attends, encourages, interrupts, digresses, initiates topics, and terminates responses- is integral to the respondent's account". Interviews use the same principle as a focus group, but subjects are interviewed individually, ideally in the patient's own home. Interviews in qualitative research are usually wide ranging, probing issues in detail. They seldom involve asking a set of predetermined questions, as would be the case in quantitative surveys. Instead they encourage subjects to express their views at length. One particularly useful technique is the critical incident study, in which subjects are asked to comment on real events rather than giving generalizations. This can reveal more

about beliefs and attitudes and behavior. The researcher may be able to obtain more detailed information for each subject, but loses the richness that can arise in a group in which people debate issues and exchange views.

So for this I had a set of questions as an introductory interview. It was conducted after the first observation, so they knew to my study clearly. While taking interview, I made sure that we two were only in the room as per the participant's wish, and to have a silent environment. I took the help of my mobile phone to record his answers, because taking note won't be enough to capture all what they had said. After finishing the interview, I transcribed those interviews too.

Data Collection Process

Data is inevitable aspect in any kind of research. One has to go through data collection process to get the data. The nature of study also makes effect in data collection tool and process.

I had to collect data to complete this study. This study is qualitative by nature, and for data collection process, I selected two techniques i.e. observations and interview. I went to some schools to fix the appropriate sites and participants to collect data for this study.

I talked to the principals of those schools about my study. I told them that I would conduct some interviews and observe some of the classes of their teachers. The principals were more skeptical on whether this process would affect their usual routine of classes. I assured them that this study will not hamper the usual classes; as for interview I would use the leisure time as per the teachers' conveniences, and I would just stay at the backside of the classroom and observe the teachers' teaching quietly. The principles were convinced.

After getting permission from principles, I had to talk to the teachers of English whether they would accept to be my participants or not. It was not that difficult to talk to the principles but I was bit anxious about talking to the teachers. I was worried if they say 'no' to me. Anyway, I met the teachers, and I told them everything about this study more or less similar as I had told to the principles, and even explained the 'confidentiality'. They did not object, and became ready to be the participants for the study. The one thing they strictly demanded was the confidentiality, and I told gave them my word.

They even talked about 'critical thinking' with me, and exchanged their general views during meet of permission granting.

In order to check the standard, improve the quality of 'interview questions', I started with two teachers of English of the same school for piloting with interview. This was needed to see whether interview questions would meet the purpose of this study or not.

After done with piloting and doing some changes with the interview questions, I went for the regular data collection process. I started with the next school this time. I, first, did 'observation' and then 'interview' sessions with both of the teachers of English of that school to get their views. I used the updated interview questions. I did not do both interview at the same day, rather I took two days. I did so to maintain pace, and ease. I transcribed the interview given by the first and second participant. Then, I went for classroom observations. I observed one period of both teachers of English.

Similarly, I went to more two schools and did the same. I repeated that process until I felt that I got enough data.

All of the teachers had the university degree as a minimum qualification, so they were known to the objective towards these kinds of studies. Hence, they were frank while doing interviews, and the informal chats. They even conducted their classes normally, no special adjustments were made.

In this way, I conducted the data collection process in the natural setting with real teachers' of English which is the demand of qualitative study.

Data Analysis

Data analysis is one of the core parts in any research, because only after analyzing those collected data, we can uncover the facts, ongoing, and others. After that we come to a certain conclusion.

According to Cohen et al. (2007), "Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (p. 461). To add with that Neuman (2006) opines, "Qualitative data are in the form of text, written words, phrases, or symbols describing or representing people, actions, and events in social life. Qualitative researchers rarely use statically data analysis" (p. 457). So only gathering data won't help any researchers to come up with conclusion and for findings we must do analysis of data but qualitative researcher does not go with mathematical process for the findings rather he uses various approaches.

For this analysis, Miles and Huberman, (as cited in Neuman, 2006, p. 457), have mentioned various techniques of analyzing data under four category namely 'Compare methods', 'Coding and concept formation', analytic strategy' and "other techniques'. Similarly, Houser (1998, p. 178) states three steps of data analysis vis. a) describing the circumstances or context or units of analysis b) identification of tactics

or strategies for coding and interpreting the data; and c) providing concrete examples of the data linguistically that demonstrates the theme, concepts and/or theories identified. Furthermore Miles and Huberman (as cited in Houser, 1998, p. 178) states, “usually we will describe the general analysis situation being faced, explain the tactic, then give one or more examples...we will also refer other works for examples”.

As for the data analysis I followed what Houser said in his three steps. After transcribing data, I compared the data of each participant. The interview questions were scrutinized keeping RQs in mind. Each RQ has got some interview questions, and those transcribed data of interview were analyzed for theme consideration as per Houser suggested in second step. After that Houser third step was used after analyzing the answers, and themes were created. Then, those answers under each themes were interpreted, and carefully examined to make meaning and for findings.

Quality Standards

Quality standards in research mean measuring item to find out the average excellence of the research. Second paragraph of Introduction section, Guba and Lincon (as cited in Koul, 2008), say, “Quality standards such as research and policy analysis are essential for judging the quality of disciplined inquiry. Research standards also help researchers in monitoring the process of research construction”. These lines by Guba and Lincon also signify that it is the quality standard which verifies the research how far is up to mark or worth. That’s why the need of quality standard in any research is a must. Without this quality standard the research would be a haphazard research which will be no research in result.

Similarly, if the research lacks the quality standard the value of that particular research will be valueless because the research will be like of no direction where the

researcher will have no ideas on implementing the research. One thing must be taken into account that each research is different and they do vary in their quality standard. It differs from research types or paradigms which has presupposed place for the researcher and the truth for each paradigms are different. As for the positivist view it believes in absolute view or objective view but in interpretive paradigm the case is different where the belief is on subjectivity. Unlike those two critical paradigms believes in justice and equity but in postmodern paradigm has different view like art based research and believes in verisimilitude.

Quality standard of interpretive paradigm are Trustworthiness and Authenticity.

Trustworthiness is somehow similar to positivistic study because it seeks for reliability, validity. To be trustworthy, research must incorporate four quality standards namely credibility, transferability, dependability, and conformability. Koul (2008) in first paragraph under credibility section says, "Credibility is parallel to internal validity...different methods are applied to assess the credibility of the findings." This can be done by various strategies like member checking etc. Now 'transferability' which means transferable findings where reader might be able to transfer the experience of researcher to his/her own. Then, dependability which means a reader may depend on the findings of the researchers. After that, conformability which means reassuring the data comparing to the context and person is another standard. If all these four standards are met than the trustworthiness is gained. Now, let's talk about authenticity. Authenticity criterion is about relationships between others and researcher. Educative authenticity helps researchers to understand their role as educators as well as others who influence their professional practices.

So firstly to maintain these standards, I certainly made my data collocation approach as best as possible. To collect data, my observations and interview questions tried to elicit real data which confirmed the trustworthiness in my research and it is transferable in similar kinds of other researchers where readers and other research can depend on. Secondly for authenticity, I didn't go beyond the ethical issues, my prejudices didn't work there, and data were used which I got after observations, and interviews.

Ethical Considerations

Neuman (2006, p. 129) defines, "Ethics means what is legitimate to do, or what 'moral' research procedure involves". Similarly Anderson and Arsenault (1998) opine, "All human behavior is subject to be ethical principles, rules and conventions which distinguish socially acceptable behavior from that which is socially unacceptable" (p. 16). So there are always two facets of doing thing one is socially acceptable way and the other is socially unacceptable way. Research is also done in society and some certain community. Therefore you can't escape codes of society.

Anderson and Arsenault (1998) explains that need of regulations and codes are emerged after the autocratic behavior presented by Nazis in the name of research. So we can see why this is needed. Now, question may arise who is responsible for this ethical consideration. Similarly, Anderson and Arsenault (1998) further say, "Historically, ethical responsibility for the study rested solely with the researcher, this is no longer the case. The onus has shifted to individual to regulatory bodies..." (p. 16). Regarding this issue Neuman (2006) opines, "Codes of ethics and other researchers provide guidance, but ethical conduct ultimately depends on the individual researchers" (p. 129). So, the ethical issues are the concerns, dilemmas and conflicts that arise over the proper way to conduct research.

According to Christians (2005) (as cited in Rijal , 2011, p. 59) describes four overlapping guidelines for codes of ethics namely: Informed consent where the researchers reveals about his identity and type of research, deception where no cheating, betraying are allowed, privacy and confidentiality where the personal data of participants must be hidden and secured until he is ok with revelation, or made be public only behind a shield of anonymity and the last one is accuracy where researchers can't uses his prejudices to make data the way he likes, s/he must use the accurate data.

So, being researcher clearness, truthfulness, sincerity and loyalty was not exposed during the research period. I revealed my identity and my purpose of study, then I didn't let my loyalty go during the period of research where I certainly followed the rule of confidentiality and for sure I used the real data to make my research worth.

Chapter Summary

Here, in this chapter, I explained the way I have carried out the research. Philosophical considerations guided me to view the research as a science, and to have practical findings. Similarly, data collection approach directed me on my field experience previously. This also helped me to have interview and observation.

Since I had to preserve the quality standard to make my study academic, for that trustworthiness, and authenticity are stated up there. The other vital part in study is 'ethical consideration', and for that I confidentiality was kept into account always.

CHAPTER IV

TEACHERS' PERCEPTIONS

This chapter investigates the perceptions of English language teachers on CT approach in language teaching. This chapter addresses my first RQ: What are the teachers' beliefs regarding the importance of students' thinking and input while teaching? In this chapter, there are two themes under the first RQ. Each theme consists of some views of participants, and those views are analyzed, interpreted, and the meanings are sorted out. First theme is about teachers' personal past experiences as a student, and present practices as a teacher. Second theme deals with paradigm shift in class from teacher to student. Finally, those ideas are tied with the theory.

Importance of Students' Critical Thinking

There is a saying in English; it says 'Those who don't ask any question, don't learn'. The same thing happens here in our country too. Asking question is not a mere act that is done by student just for the sake of asking question. It should be done to explore curiosity; curiosity of students. What happen most in our setting is those who ask questions most are labeled as talkative student, and are ordered to shut the mouth up. And again even after the warning, they open the mouth then they're penalized. In my own experience also, my friends and I were not allowed to ask questions while teacher was teaching, even if asked we were discouraged by the teacher's scolding for interrupting his/her lecture. Still in many places the cases are same, I have seen students are scolded and beaten, read news on effects of teacher's punishment.

Though I have seen and read about such instances, I have been hearing about changed scenario, and I wanted to see what and how changes have occurred, and to

what extent. So my primary concern was that how a teacher entertains students' inquiry, and if the teacher gives attention towards the students' queries.

Critical Thinking in EFL: Past and Present Practice

I view teaching is a dynamic process and to prove that statement we don't have to think much, as many teaching approaches and methods have evolved since the modern teaching took place. From 'lecture method' to 'audio lingual method', and now 'communicative language method' to 'task based language learning'; things are being changed and new as well as effective methods are being executed in an instructional practice.

Teaching has changed its module, and the center of attraction in the instructional process is not a teacher rather it's a student.

As one of my participants, when I asked about how he was taught, and how he is teaching, named Rishi said in return,

When I was taught, it was the teachers who used to talk, talk and talk. We were asked questions by the teachers after the lesson was over. We used to listen to them as if they were giving something precious to us. They used to give what they think was right, but rarely asked for our opinion. We, too, were afraid to ask question to them. Situation was like that. . Same was the case in the English subject too.

But, now, the scenario is different. We have to listen to students' opinion first. Their views and ideas are primary. I try to design activity by which they can experience the lesson. That is how I teach.

He showered his bitter experience to me saying though he used to have queries, but being a child and afraid of punishment stopped him from asking. But he

is a completely different teacher. He gives chances to the students to put their views. Students' participation in learning is his main agenda.

The other participant, Vikram, said,

We were allowed to ask question in English, but there was a condition, and the condition was 'after teacher had stopped explaining', and when he tells to ask question if there is any. But again there used to be few questions to ask. To compare our days with these days students, present students have so many liberty, I give. They are always allowed to ask relevant question. I focus more on students.

Though, Vikram had chances to ask, but see, queries used to be rare from student side. To know more, I had asked, 'Were questions were rare because of teacher's clear explanation?' He said '*No, we were afraid. I don't know why but we were. May be he never motivated us.*' He raised one good issue motivation here regarding the interaction between teacher and students. In his class his students are allowed to raise relevant question. It was he who allowed them, not because someone said, rather of his intuition.

Here the scenario is very clear, in those both cases. Still the classes are controlled by the teacher but in past it was strict, and teaching practice was rigid, but now they, the two of them, have changed the practice. They have, though, a bit different experience while they were students, but the notion they had adopted is similar. They are not into that traditional way of teaching; rather they have been involved in the changed theoretical aspect which they got to know by reading some books, and the trainings that they had got. Their practice shows that teaching practice is dynamic. According to Hutchinson and Waters (1978) (as cited in Dang, 2006, p. 603), "Learning a language is "not just a mental process" but "a process of

negotiation between individuals and society.” The pragmatic and organizational conditions described were both favorable for and conducive to effective learning in which the learners were actively involved in learning activities.” This line also explains how the teaching learning is not just a one way process or a process where teacher is the only giver, creator or whatever else. But learning is the negotiation among or between teacher, learners and other stake holders. Here, one thing is common that is negotiation which is the extended form of communication, or we can say discourse between or among the same above stated.

However, two participants, Pravin and Sudip, put their different views regarding their own practice. They were also taught in strict form of education as Rishi and Vikram were but they have different opinion than Rishi and Vikram. They both still believe that teacher should be authoritative, and they practice an authoritative way. As Pravin said

I think a teacher should be the one who is imparting knowledge to the students. Students should listen to the teacher carefully before putting their view. I don't like them asking question without listening to me. But if they put very good question after listening to me, I would be very happy to answer that.

He sounded a commanding teacher to me. First, students have to listen to him, and put their view. Still it is easy to figure out that he hasn't put bar to the students' genuine questions. He likes to have questions from students and answer those.

Sudip also put similar view to Pravin. He thinks a teacher is there in class to teach what is good for them, so in that case students should listen to the teacher first. He also further said that students are still kids in lower secondary and secondary, so they need to follow what the teacher say. He pointed out the level in regarded with the maturity, and because of that he thinks students should follow the teacher. But he also

said to me that 'curiousness' is in every child, and they should be explained about their curiousness. Otherwise, their mind will be on curiosity and teacher will be somewhere else.

It sounds they, Pravin and Sudip, are quite the strict teachers, but they welcome serious questions which are worth a discussion. Again, their different view also concluded the similar way. 'Questioning' still lies as a part of their instructional practice. This is what shows they have chosen to change their practice with the scenario, and that is what makes a teaching dynamic and teacher role also. According to Tudor (as cited in Dang 2006, p. 605)

These teachers realized that their roles not only as a 'knower', who, according to Tudor was "a source of knowledge in terms of both the target language and the choice of methodology", and an 'activity organizer', who "sets up and steers learning activities in the right direction, motivates and encourages students, and provides authoritative feedback on students' performance.

The above mentioned lines also cast light on the teacher job that is not static, and a teacher has to act differently as per the situation. The thing I extracted from Pravin and Vikram's view, in connection with Dang's ideas, is only teaching is not the job of teachers, rather they should be multi-faceted. In case, if people think only teaching is the job of teacher, then the definition of teacher is not quite enough, so the teaching should be defined in a broader sense keeping multi-task of teacher in mind.

One of my participants, Raman, put different view than others. He talked about errors and error correction. He said,

It was the teacher who used to teach when I was student. He was the same person who used to ask question. If our answers seemed wrong to him, he used to punish us. We rarely used to ask question, in order to give impression to

our teacher that we have understood everything. Today what I believe is that errors are part of learning, and mistakes are inevitable in the course of learning. I treat mistakes normally. Everybody does, even I do make mistakes still.

And I do encourage my students to ask question a lot; not only inside the classroom but out of the classroom too. Even I have shared my cell number with my students, and they are free to text and call if they have any queries. After all it's a part of experience.

Learning should be experiential. Students make mistakes, teachers should make them try again, let them realize mistakes, and gain some input from that experience which is learning. For that he has set up mechanism to learn even both tutor and students are out of classroom. If they make mistakes or get confused, they can call him and ask the questions which give them at the working liberty, and they can experience task fully. Kolb has also approved it, according to Kolb (1984), "Learning is the major process of human adaptation... When learning is conceived as a holistic adaptive process, it provides conceptual bridges across the life situation such as school and work, portraying learning as a continuous, life long process" (p. 32-33). Here, it also lights on the idea that Raman said that it should not be four walled class bounded, rather go beyond classroom learning. Just learning text from books, and knowing answer is not enough. Vomiting standard answers are also not the part of learning. Learning should be experiential, full of life, and students should feel it, that is what I find combining both Raman's and Kolb's view which I think is a great idea. Once you let your students feel the texts or content, they will find it as if they have met them and it will help them to make it as their part, and will keep in mind. In that

very process, they will make mistakes, and finding mistakes and correcting them will even put students closer with content which will be more hands on to them.

Views of my participants, also, provides ample of input to the dynamics of teaching, and the changes that has occurred in teaching.

Though they put one view in interview, but observation ultimately showed their practice. Some of them were following what they said, and some of them were little bit of their words.

In Rishi's class, I found out that students were friendly, and that was because he has created that kind of environment. Students were fully allowed to ask question on the subject-matter where they get confused, or where they get curiosity. It was his first class I observed among three classes in which Students put their view and curiosity with ease.

While observing I found out that Vikram shared a very good rapport with his students. Students were open to him, and he was too good with them. I have even noted that his class started with what I like to call 'status check' i.e. students' health. He even sometimes threw a pun with students' Facebook statuses which showed his good bonding with students that used to be rare in our days. Teacher and students used to have a big gap in-between in past but while visiting his class, I found out things are changing. The gap had been inching near.

Indra, on the other hand, as I found him, is a very politely speaking teacher with his students. He used to listen to his students very carefully, and answer their query until they were satisfied.

But, unlike 'Rishi, Vikram and Indra', 'Sudip and Pravin' were a bit strict with their students. In one of the observations, Sudip's student was trying to ask question, he said 'not now, at the end of the period' in a harsh voice. I looked at the student face; he

looked a bit down, but at last, Sudip, himself asked him what the matter was. Then, student asked question, and Sudip explained in return. Similarly, Pravin looked much focused; when he entered the class his look was of an angry young man. He did not smile, and while speaking also he sounded like a dictator which was not similar to the tone which I heard outside the classroom while having chat, and interviewing. Every student was quiet; in the end of the class he uttered 'Is there any question?' One out of 30 students asked a question, again in his dictator voice he gave the answer but he did not asked whether that was sufficient for the student or not.

Similar to Pravin, Raman was also a strict type teacher. He wanted his students to listen to him first and if there's any problem that's bothering them, then ready with questions, but in the middle of the teacher's time, 'no student's talk' was his policy, which I sensed. Still I saw some of the students were asking questions at last, and he gave the answers in his own way which is no talks in-between teacher's time.

While I analyze my participants' observation in regarding this aspect, I can clearly see, though some of them have slightly different views but they do work as per they said. Like Rishi, Indra and Vikram were quite open regarding the changed scenario, where they were taught in authoritarian style, they uttered themselves as a democratic teacher where they would listen to their students quite carefully, and they respected students' opinion, which I saw in their classroom also. On the other side, Raman, and Pravin put their view as a teacher should be the one in classroom to impart knowledge, however students' view should also be addressed. They displayed their character inside classroom as per their words i.e. being a bit reserved and authoritative.

One aspect is clear that all of them passed through the authoritarian teachers who had ultimate rights to say right and wrong, and students had to follow, but my participants, some of them were so democratic giving their students freedom to share their ideas without hesitation, and some of them were authoritarian which means they had a control over their class but they were listening to their students, and reacting towards them accordingly in a positive way.

Here, I can clearly see that they are guided by the past, but not in the same route, rather they chose not to choose the similar way that they were shown. They all have similar kind of experiences while they were students. They passed through the tough teachers. They could have followed their teachers' footsteps easily and that would have been an easy step for them. But in contrast they were carving their own way, and trying new ideas, which they found out worth trying. They were known to the fact that students of that time, and this time are not similar, the time they lived and the time their students are living is not identical, the society of that time and the society of this time is also different. Things have changed, and teaching also has been changed in the world scenario. They knew that teacher talking time in the past, and teacher talking time in the present is contrast. The changes in methodology in the different course of time also suggested them not to stick in the very practice of their teachers, though it was easy to follow.

Thus, all those scenarios that they had experienced in their student life and scenario they are experiencing as a teacher suggested that they needed to change the way of practice as per the modern educational scenario demanded.

Critical Thinking in Learning Process (Student Centered & Teacher Centered)

The two inevitable aspects of teaching learning process is 'teacher and student'. At least, the kind of teaching that I'm talking here needs a teacher and a student.

Both teacher and students have their roles. Those roles are changed, modified and modernized according to the society, methods, and demands. Birth of new methods and approaches, and new practices in teaching has also changed the roles of the teacher and the student inside the classroom, and even out of the classroom.

Learning, itself, is a difficult process where the teacher must appear as a helper, guide or an instructor as per the situation demands, and new methods suggest, whereas the student is a creator of the knowledge. To make students creator, teacher must help them to create. To help them, teachers must make their class 'student centered (SC)'. So how the classes are being SC was one of my exploration area.

In response to my question regarding SC teaching, Pravin said,

The class should both centered, teacher and student, as per the lesson and situation demands. I can't make every class SC because some time I feel the lesson is so difficult to understand, so it should be me who should explain more to my students. In such cases, teacher centered teaching is a must. But by saying this I'm not against 'SC' teaching. Getting students involved in learning is very good.

What I got after listening to his words is its content which helps him to make class either Teacher 'teacher centered (TC)' or SC. The nature of content plays vital role in his choice or decision, but he doesn't discard the importance of SC. He agrees that involving students in the learning or teaching help them to learn. Similar view has been kept in Dang's article (2006, p. 598), what Williams and Burden proposed is the quality of classroom learning could be analyzed from a social constructivist perspective in terms of four key elements in the teaching and learning process: teachers, learners, tasks and contexts. They dissect the elements of learning and one of them is context which could be the text itself. So, that gives push to the Pravin's idea

that context also known as content should be also taken into account to make class full of learning. For him, content is the key aspect to choose between TC and SC.

In contrast to Pravin's answers, Indra said 'Teaching should be student centered'. He further added that he always designs his lesson keeping his students in his mind. Their level, age and interests are also taken into account to design lesson, he said. He was so much into it. He opined that TC teaching is an outdated strategy, though it is an easy escape way, but it will be an ineffective teaching. Similar to Indra, Wohlfarth (2008, p. 68) asserts, "Learner-centered teaching involves connecting with knowledge and students at the same time. We intuitively recognize those rare teaching moments when great things are happening in our classroom because we are learning and thinking with our students." Wohlfarth also supports the sentences of Indra where he talks about thinking of students and Wohlfarth also focuses upon the connecting with knowledge and students. Without connecting knowledge with students, one cannot design activity which is apt for learner. Further Indra says that '*applying SC will not only provides them chance to play with content, but also provides a platform to blend it, module it as per their wisdom suggests*'. He also believes that it will do no harm to anyone. They might not get what teacher is looking for but they may come up with something novel but acceptable. And (it's) okay if they fails, after all he will be there to help them to create. To add with views of Indra regarding to SC, Froyd and Simpson (2008, p. 1) also supports him by saying that "Student-centered instruction is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process." Students are playing, cerating, mixing, designing, and changing which means students are the necules of the learning where contents and

teachers are neutron, and proton which helps to create knowledge as neutron and proton helps to create energy.

Sudip also agrees with the view of Indra's, but he sometimes, like Pravin, feels difficult to design the lesson keeping students in the center. He says that I do use it most of the time but sometimes it's difficult. In such cases, I do explain most of the things myself. May be lack of ideas or trainings are cause to this, I thought at that moment. Further, in explanation to his opinion, he said, *'I always try to create some kind of activities for my students. Those activities take students as core elements and they are the doers, problem solvers, finders, inventors and makers after all. Until and unless students' ideas are recognized, they will not find themselves in the content. I try it as far as possible.'* I liked his idea. At least, I got to know he believes in the student's ability as a doer, a solver, a finder, a maker, and an inventor. He was trying to categorize the SC as the National Research Council has done (as cited in Froyd and Simpson, 2008, p. 1) viz knowledge-centered, learner-centered, assessment-centered, and community-centered.

Vikram also has similar view to Sudip's view. He totally agrees to that teaching should be SC. He says

Obviously, we are there inside the class for students. So, core focus should be students. And I always try to put my students at the center of my teaching-learning activity. But may be due to lack of exposure and strategies, I fail to implement it in some lessons. I think we need more training on that.

Nevertheless, I am strongly for 'student centered' teaching.

Vikram, here in interview, highly applauds SC. But he also admits that he feels short of skills in this matter. He is well known to the fact that he is inside the

class for students, and that insight directs him to focus more on student. That's why he tries to make his every class SC.

Rishi and Raman views also support Vikram's opinion. They both feel need of SC teaching in every subject and school. They studied about its advantaged but what they lack is input, and trainings to make class more focused on students.

Rishi said he uses it in maximum level but still he somewhere feels that he is not doing enough as it has to be done. Raman says,

I have read books, I still read books on teaching, but they don't show the way, they only put paragraphs on its theoretical background, its benefit and importance, and that's it. No-one realizes that we need way, not the lecture. Regarding training, teachers of private school in Nepal rarely get trainings, and small school like ours can't afford training on every issue. Though as per my knowledge I design activities for each day, and I take help from my friends too.

They were suggesting that theoretical knowledge that they got from university classes was not helping them in real field of teaching. Though they try their level best, and they want to experiment more, but due the lack of idea, they resist it. Sometimes they fear they may fail it, and because of that they make that day lesson TC. Vikram said that (in the previous statement) to me on the aspect of difficulty in lesson, when I had asked him that what makes him to think lesson is difficult to students, and it should be TC. He told that, may be, he was afraid of failing (feeling of being fail after using that activity). I found a statement supporting to Vikram's opinion, Ramsey and Fitzgibbons (2005) (as cited in Wohlfarth, 2008, p. 69) thoughtfully suggest, learner-centered teaching requires us to move along a continuum beyond "doing something to students" (teaching) to "doing something with students" (teaching and learning) to

“being with students” (learning). But this concept is still not being followed or has been overlooked. ‘Being with student’ is a brilliant idea where teacher is not only a teacher, rather he is a co-learner, and if once teacher put himself in the shoe of co-learner, the students themselves will be motivated to work with teacher without hesitation. This is what lacking in Vikram also. He should not feel he is ‘doing something to students’, rather he should think like ‘being with student’ which, in some way, will help him to make a progress.

While observing also, I saw Indra had made his class communicative. He had thrown question to mass and later pointed someone. The first student provided the answer. Indra noted major themes from his/her answer, and put the student’s answer to another student to support or oppose. That way he finished his class with a unanimous concrete idea; blending students’ idea with his own and making ideal one to follow.

Raman on the other hand was trying writing competition. He made five groups. Each member of group has to choose a note from a different box i.e., one for each. There were topics for them to write about. He wrote some suggestions, and the rubrics for writing. Students followed the time, and they stopped. Then he wrote the five topics, and asked to find the person who has the same topic, and regroup. They sat with the friends having same topic. All of them read their write-ups in group, and group forwarded the best one which they thought, and Raman read the five write-ups provided by the group in front of the class. Raman shed light on the writing giving reference of those five write-ups which was interesting.

While going through Raman’s and Indra’s activity, I can see they were not only executing their activity rather they were invisibly promoting students’ CT by involving students in teacher plan.

After observing both of those classes, I summarized that teachers were not putting their ideas as a major idea, rather they were taking bits and pieces from the students ideas and were making a major idea. Mixing and blending was teacher's cleverness which every teacher should possess. They were not standing as a teacher there, but as a co-creator. In this regard Froyd and Simpson (2008, p. 1) in a learner-centered learning environment has cited, McCombs and Whistler (1997) state that —learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration. So here, teacher lone is not a giver or jug of knowledge, rather, students and teacher, amalgamation creates knowledge.

Sudip, in his class, where he used to teach literature mostly, used lecture method. He used some audio-video materials, but most of the time he consumed his class with his lecture. But the interesting fact is he spared last 10 minutes for the question answer section where he listened to the students answer, and gave his answers. I could see he was struggling to make his class more SC, but he was trying from his side. I even asked him after his class in informal talk, he replied these literature class demands explanation, and he can't help, but he does spare time for queries, you saw that in observation. I smiled and said 'yes'. The last observation of his class in which I saw him, he had given students written work. It was writing answers of the given questions. I was at the back of the class. I was thinking of he'll check the answers and mark it, but he did something distinct. He did not check answers himself. He asked one of the students the question, and asked for answer when the student is done with the answer. He asked the same answer to another at least one, sometimes two. After doing that he used to ask 'does anyone have different answer', if 'yes' please share. This way he crosschecked everyone answer, and if still

something was missing, then he used to add his point on that. I could view students were eager to answer and share among friends.

The shift of paradigm in ‘telling answers from teacher’ to ‘listening answers of students’ is also a step forward to SC. Past practice of teacher telling answers and students copying has changed. And also has been changed the practice of students writing answers and teacher checking those. Now, students sharing answers, correcting themselves, adding themselves, disagreeing to prove their point were the new trend in his class.

Linking with the Theory

In first theme, my participants shared their past experience, where teachers used to be all in all, and the center of knowledge was only teacher. But as they said they are not like their teachers, they do give space for students’ creativity, and they are aware of the changed scenario. Regarding past practice, Engestrom (2010, p. 136) claims, “Their problems and potentials can only be understood against their own history. History itself needs to be studied as local history of the activity and its objects, and as history of the theoretical ideas and tools.” Here it can be sensed that they have good knowledge of current of pedagogical practice, and they are trying to follow it. They are revisited what they have experienced, and they are applying what they have understood about current world practice. And because of this they are giving chance to students to speak and opine themselves. They are working much on activity based classroom which is parallel to the activity theory also.

Teachers have shifted their teaching from ‘TC’ to ‘SC’. Their focus is students now. For the time being, teachers have to transform their practice. Regarding ‘activity theory’, Engestrom (2010, p. 137) states, “An expansive transformation is accomplished when the object and motive of the activity are

reconceptualized to embrace a radically wider horizon of possibilities than in the previous mode of the activity.” Teachers are trying to embrace the change. Students’ interests are taken into account, and activities are made keeping students’ level in mind. Students get chance to learn by working on it. Since, core idea of ‘activity theory’ is to engage into activity and changing shift to ‘SC’ is to make student experience the lesson which are related to each-other.

Chapter Summary

This chapter mainly dealt with the first RQ. While grouping interview questions, some questions came under first RQ, and after analyzing those questions and answers, two themes were sorted out, and those themes were discussed in a very clinical way. Participants’ views and classroom observations were counted while doing those interpretations. After all, I linked my interpretations with the theory I had stated.

CHAPTER V

TEACHERS' ENCOURAGEMENT FOR CRITICAL THINKING

This chapter is related to second RQ of my research. This RQ has also two themes. Two themes are 'moving from teaching to learning' and 'copping with the students queries'. Both themes have opinions of participants, and those opinions are studied to make meaning. At last, both themes are linked to the theory.

Encouraging the Students

As I already said I believe in 'students are the creator of knowledge.', but they need guidance in this concern too. Here, my primary apprehension of this question is to know how students are being encouraged to deliver their ideas and opinions. How the notion of teaching is being changed into learning? What factors are helping students to learn? So after analyzing these question I can say how their opinions turn out as a support material what I am looking for.

Critical Thinking: Moving from 'Teaching' to 'Learning'

'Teaching' and 'learning' are two different processes. 'Teaching' has been slightly a traditional notion to instructional practice. 'Is teacher still trying to teach or helping student to learn?' is the major concern of this part.

Teaching in which teacher is the giver of everything as s/he is the omniscient animate, and does right every time. Students' opinion and ideas are blatant, and not promoted because teacher is the source of knowledge, and what s/he teaches is the knowledge. This has been the 'one school of thought' and still regarded as a standard in our context.

But an education is the dynamic process, the notion has also changed in the world scenario, and the changed scenario is bearing fruit in the whole educational system. The changed scenario is ‘the school of thought for learning’. Here students are not taught, rather they are prepared to learn, to make something on their own. They are framed up to create, to produce the idea which will be the product to mark learning. Having all those belief in my mind, I had asked question to my participants regarding this aspect. Since they, all, were teachers, they had their own views.

Regarding this question Raman, who graduated majoring an English language, said,

It is a duty of teacher to make students learn. Students may learn something on their own, but with a teacher’s guidance, they can learn more. And in the case of English, it’s more needed. I don’t know why things are made complicated by distinguishing ‘teaching’ and ‘learning’, but to me it’s a simultaneous process. You may say teacher should be a guide in such cases but after all, that guidance is also a form of teaching. That is what I believe. But still until and unless students are learning, teaching should go on.

Raman argues with himself, in his opinion. He is clear that a student should learn after all, but he was not satisfied with the term used ‘teaching’ and ‘learning’ in isolation. He thinks both are aligned. He even claims helping is also a form of teaching, so one cannot escape from the other. His ideas are plausible. I clarified saying ‘my primary concern is how much do you foster learning in students than teaching yourself’. Then, he said ‘*As I said until students learn, teaching should go on.*’ I stopped and asked what if your teaching does not make student learn. He replied that he should change my technique. How you will do that was my further query. He added ‘*simply asking student where the problem is*’ and then after getting

student's problem, talking from that very point 'What else will you do?' He replied '*I will try diagrams if possible, visuals or let them read some materials if possible*'.

Then, there I sensed he is for learning, because he could switch the technique, could communicate on the problem, try other aids, otherwise just advocating for 'learning' won't make me believe in his words.

In observation also, I found out that he was more into directing to the students. He was clear with his instructions which students must not breach. Though he called it teaching, but he was more instructing students, and directing the way and it was students who were working in that class. Later on I said that I found you were instructing and directing more and teaching less. With smile, he defended that after all it was me who was directing, but do this, do that, and you'll get there is not only directing. It is also a teaching on how to get there.

Pravin, another participant, somewhere agrees and somewhere disagrees with Raman's view. He said,

Teaching is what a teacher should do. So, undoubtedly teacher should be honest with his/her job. But what we, teachers, should be careful of is, in the name of teaching we should not forget to focus on the 'students' learning' aspect too. We teach and teach, but what if our students don't learn. For example, in an S.L.C examination, English is the subject failed by most of the students. This may show that teachers don't teach, but I disagree they do teach, but don't pay attention on to what extent their students have learnt. So what I say in this regard is we have to teach, but we should be careful enough to know they're getting something out of our teaching. And I am totally aware of that.

Pravin is quite clear that teacher should be careful about how much their students have learnt. What I deciphered from his words is ‘input’ is not enough but also teacher should take care of ‘intake’ also. How much has been taught is less important than how much has been learnt. So the learning should be sought by teacher while teaching. He even gives a suitable example of our context to prove his idea which is very rationale.

After going through the view of Raman and Pravin, ‘Teaching’ still remains the core part for the teachers. Both of them advocate the duty of a teacher is to teach. And both of them agree that teaching without students not getting anything out of it is worthless. But Pravin is more aware of learning aspect of students than Raman. For Raman teaching is primary and learning is secondary, whereas Pravin says whatever we teach, they should be learning something out of it. But both of them do not deny the importance of learning.

In this regard Indra seemed more critical. He put ‘learning’ ahead of teaching. He is a guy who is teaching since long time, so he shared a different view.

For me, students’ learning comes first. If students learn nothing, then it’s a teacher who is failed not the students. So it is a task of the teacher to make lesson learnable. Gone by those days, when the teacher used to lecture and ask students to memorize everything. I came out of that notion, and started to work on the students’ learning ability. So I follow the maxim of ‘learning by doing’ inside my classroom. Though, I am there to help them out when the problem arises, but they are the one who will work and try to make meaning out of the lesson.

He looked so happy sharing this idea which is as similar to Barr and Tagg’s (1995, p. 11) idea about the learning Paradigm, knowledge consists of frameworks or

wholes that are created or constructed by the learner.” I found him (Indra) more into SC classes which I got in real in his class observation. He also said he does it by asking more questions to his students, and make sure they utter something regarding the matter asked. I got it clear that he makes his students work a lot, and come up with something of their own, and if there comes any problem in-between he would help them, but he must get call from student. But saying this he doesn’t rule out the necessary of monitoring. He feels monitoring should be there, otherwise we know students behavior, and most of them love to do mischief. Sometimes before they are misled, it’s required to guide them, and for that also monitoring is needed. And after all this is the way they make knowledge on their own, which they feel proud of and love to hold.

Rishi also shared, somehow, similar view to Indra. He expressed

I am a teacher to make student learn. So it’s me who should be careful on how students learn. Every student may not learn if I use same technique, so I have to experiment different techniques in the same class. I do design different activities to make sure that students are engaged and doing something. And what I think is if students are working themselves, then they will be able to generate something. And collaboration is another strategy, I focus on which help them to learn from each-other. That’s why I’m more for ‘learning’, though our duty changes from teaching to guiding, teaching to helping etc.

Rishi put his idea vividly. He even advocated on the techniques. Multi-technique should be used to make students learn if the same technique fails in class was his vision. He admitted that he even follows multi-technique. Collaboration was another idea which he shed light on. Making group of talented, average and poor students, and make them work together with proper work division can help learners to

from fellows. And this kind of learning will remain longer. What we need to do is make an interaction between them and teacher, and this is how he promotes learning, he concluded. Similar idea has been stated by Thurmond (as cited in Naimat, 2011, p. 672), “Interaction as the learner’s connection with the content of course, other learners, the instructor, and the medium of technology in certain course which all result in a close exchange of thoughts and ideas.”

Vikram also said that he supports ‘learning’. He agrees that teacher is for teaching, but ‘teaching means preparing for future too.’, so teaching only does not work in present state. He further says,

We have to make student work, and learn. Teacher should be a director. I, personally, do that a lot in my classroom. I give them a task, and let them work in group, pair and sometimes individually. I do workout with them if needed. This is how my students learn.

He is more task based teacher as he showed to me in the interview. Task for what, which answers in turn is ‘for learning’. He even works with students if needed, but he let them work in group, and pair to make sure they are working and exchanging the idea which is important in learning, he thinks. More head, more ideas, and more ideas, more knowledge. I felt he was following that maxim.

Teachers’ Attitude towards Students’ Queries

This is a very crucial aspect in instructional process. Students, by nature, are curious, and especially kids and teens, they’re amazing, and sometimes their questions are full of expectations. So in such cases, teachers are the only stakeholder who faces such wonders inside classroom from kids. Hence, the way teachers recognize the students’ curiousness results to be the factor for students to explore their curiousness further more.

Replying to my question, Raman said,

I do like being asked question related to lesson that is being taught. If somebody brings question which is unrelated to the thing that is being taught, I don't encourage such. But queries, related to the content and subject matter is the one which I enjoy discussing and explaining. As I said earlier, I like being asked question but only after I finish my words, till then they have to wait. But I have told you earlier too, that I have shared my cell number with students, because if they find any difficulty during study at home, they can consult me by calling. I do receive their call, and I try to make things easy, so that they can have better understanding on the problem.

He was open to share his idea. He expressed that he likes being asked on the same topic he is teaching. According to Long et al. (as cited in Nhu and Tuan, 2010, p. 3), "Questioning helps to activate the teacher-learner interaction and ensure that all students participate in their learning." 'Asking question is a vital part for learning.' has been put by Long also. Raman also likes students stay quiet until he finishes his word, and their turn will come. He had even shared his mobile number with students to let them have opportunity of sharing problems if they are at home or out of school. This instance also makes clear that he is enthusiastic to solve students' problem which will help them to learn.

Indra, in contrast to my previous participant, stated,

I prefer instant questioning that means when they are confused or if they are not satisfied, they can ask question. What they need to do before putting their question in front of the class is to raise their hand, and after my instruction, they are allowed to ask me or the whole class their question. My students ask question without any hesitation to me.

Indra's classes were very engaging whenever I observed his class. Solving students query, helping with students' problem, making them to have dialogue, working in pair and group were some of his techniques or strategies. He had found those very useful. Therefore, he had been using those time and again. The most he likes is having interaction. Making students interact with others inside class which he thinks is very useful to clarify ideas with their own discussion. Similar kind of statement is opined by Gillies (as cited in Nhu and Tuan, 2010, p. 36), "Open discussion in cooperative groups can make clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group." More, what Indra believes in is his will to help them to develop the communication skill, exchange ideas, listening to others. Multi-skills will be promoted with this, and obviously there will be some learning. His ideas were interesting; in similar way he drove his classes. Similar to the idea of Indra, Ur (as cited in Nhu and Tuan, 2010, p. 36) claims, "In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice."

Vikram thinks questions are part of learning and teaching. Sometimes teacher asks and sometimes students. Teacher asks to know whether they have learnt or not, or to what extent they have learnt. To add with that, in Ur's view (as cited in Nhu and Tuan, 2010, p. 32),

The teacher questioning serves purposes such as letting learners present their ideas, testing their understanding knowledge or skills, engaging them actively in participating in learning, stimulating their thinking and getting them to review and practice previously learnt materials. Students to get things explained or to make things vivid.

He likes to listen to the students' queries, and respond to them. It makes clear on which aspect they are still confused or need to be clarified more. So questions should be asked from both sides. He expressed,

I am kind of teacher who likes to ask questions to my students. I do often ask questions to them. Because of this situation also they have to understand most of the things. To understand this they should either understand everything or ask questions to me. To avoid the 'I don't know' factor, they do ask me questions regularly, which is a great deal to me. Because it informs me that I have still not made things clear to my students, and I happily answer to them.

The other participant, Pravin, is also a pro-query teacher. He told me that he loves being asked questions. Inside class he prefers to stick to the questions related to teaching-learning. Out of class, he is open for any kind of discussion regarding politics, sports, movies, books etc. Unlike Vikram, he said,

Questions are always welcome to my door. I don't mind being asked about any type of question related to any field. And as far as, I know something about that field I will answer them to the certain level. But inside class, only questions related to content are allowed. Some extra questions which contribute the content are also not fenced, but the questions unworthy discussing are not entertained. For me, questions should be straight, to the mark, and aligned with content being presented inside class, but out of class anything is welcomed with which they are having problem.

Questions related to the content, and questions out of content but contributing the class on subject matters are allowed, however questions out of content, and not contributing to the subject matter were not discussed inside the classroom. But out of

classroom, multi-dynamic question can be asked to him. Sports, movies, books, politics, places etc. could be the topic. He tries to answer as far as he knows.

Rishi has similar view to Vikram. He also wants to hear questions related to content only. But he only does not keep his teaching up to books. He sometimes shows movies, documentaries. Extra materials are also shown to make content clear. Regarding this he expressed,

I don't confine myself to teaching from book. I like to show videos, documentaries, and pictures which have core connection with the content. I think sometimes we don't have to use book, because what objective we make for that lesson is fulfilled by the movie. Keeping those ideas in mind, if my student asks some question putting football game in, and if that makes logic or sense than I feel very happy to discuss. Football is just an example; s/he can put movies, songs, and daily happenings etc. That kind of question even possesses great thread of discussion. Linking football with content needs creativity and teacher should also know about not only content, but also about football. These things make question even interesting.

He sounded he loves novelty in question. Just flat question is okay, and that will be discussed, but question having something extra added to it as a metaphor or as a compliment would add extra charm to him. This kind of question even makes teacher aware of the student interest. Case (2009, p. 1) has also stated similar idea to Rishi. i.e. finding out what students do and don't know will also help you spend lesson time on the most important things, and help you plan future lessons with that in mind.

Sudip has mixed feelings for the questions. He said that it is sort of 'like it or lump it' stuff. There is always going to be a question. He feels irritated when his students ask question without listening to his prior explanation. He said,

I haven't discouraged students from asking questions till now; neither have I had any intention to do so. But what happens sometimes is they don't listen to me while I am explaining. And after everything is finished, they ask question about something which has been clearly explained or discussed. This is what irritates me. I like genuine questions which have weight, but without listening to my explanation, if they ask me question then it angers me. Some of my students do listen to me and raise very brilliant questions, and I do discuss them right in front, and also tell others that questions should be like this which has gravity for discussion. But you know students are students.

I felt he was being honest. He did not use diplomacy here. He said that he even tells this is a kind of question I like to be asked from others too. He was not the type of teacher who likes to talk about other matters. He was focused to his job only, and only to his content. He confessed he had always responded to question worth for discussion, but for that his students have to listen to him very carefully.

At observations also, I found out that they were taking questions easily. Indra was most open and warm to the students' questions. He welcomed every question from the students, and answered them easily.

Linking with the Theory

Teachers were very positive towards the curious nature of the students. They all appreciated the genuine questions which provoked the learning of that period. Though teachers had their own rule for asking questions, and making queries, but they did not ruled out the importance of questioning. Krathwoh (2002, p. 215) states, "analyze means breaking constituents into small parts." To link with the above view, Students were asking questions related to the content that means they were breaking the content and trying to make meaning which relates with 'analyze'. Analyze is the

higher order skill, and after teacher's view they come up with some meaning and knowledge which (creating) is the highest order skill in Bloom's revised taxonomy.

Another side, teachers are keen to make class more meaningful and for that student's learning is a must which they are conscious of. Student's learning should be the ultimate goal of the teachers is their overall projection about 'learning'.

Engestrom (2010, p. 137) opines, "Activity systems realize and reproduce themselves by generating actions and operations." And for that activity, learner should be at the center. 'A collective, artifact-mediated, and object-oriented system' is one of the major characteristics of 'activity based learning', and here object is 'student, and teachers are trying to work for that, and they know how worth it is to make student learn by engaging in activities.

Chapter Summary

In this chapter, second RQ was a head to lead. Two themes were made in accordance with second RQ. Participants' opinions were analyzed and interpreted for meaning making. In both themes, there were some questions dealt which helped to make them concrete theme of the study. At the end, both themes were associated with the theory those are stated in 'theoretical consideration', and showed how those themes thrust those theories.

CHAPTER VI

TEACHERS' PRACTICES ON CRITICAL THINKING

This chapter finds out the real practices that are being implemented inside classroom by my participants. This chapter addresses my third RQ: What sort of techniques do teachers use to foster critical thinking in English language classroom? Games, project work, inductive teaching, and interaction are some common techniques discerned from the data analysis. 'Interaction' has also two sub themes viz. 'teacher/student', and 'student/student'. Themes are interpreted, and linked with the theories.

Ways to Critical Thinking

There are various ways to enhance CT among students but all those ways may not work in different situations. Sometimes, similar methods can be adapted but sometime things need to be modified, and sometimes you have to skip some parts. But still they are counted as techniques and methods to foster CT. This question's primary focus is to sort out some definite strategies, methods and techniques. Some of the common techniques are stated below:

Techniques

Here technique simply means method to carry out CT among students. The ways, as my participants said, they foster CT are shown below:

Game. Learning should be fun incorporated, so that students can learn without feeling bore. This notion has been maintained by those teachers. McCallum (1980, p. 9) emphasizes preceding sentence by suggesting that games automatically stimulate

student interest, a properly introduced games can be one of the highest motivating techniques. That motivation always drives learner to play more and learn fast.

While asking on the CT techniques, Raman said that he uses competitions more but not in traditional way. I further asked can you elaborate that. Then, he said

Like if I am teaching how to write an essay, after dealing with the theoretical part, I ask everyone to write one topic, collect them. Then I ask them to choose any one to each randomly. Then whatever topic they get, they have to write three small paragraphs (4-5 sentences) in class within the given time. They are not allowed to finish before the certain minimum minute. Later, I collect them, and check. If they take the time I have provided they will get certain score. Every part is counted like time, paragraphs, grammar, paragraph sizes. And the winner is announced according to the score.

Rishi, on the hand, also loves to make students play game. Being a teacher of secondary level also, he makes his student participate in game. While teaching grammar, how you play game, I asked. He gave an example that he writes questions on the board after making two groups of students. Then, he asks to choose one leader from each group, and they have to run and write, after I say run. The turn will be of other if the first one finishes first. There will be similar questions for both participants, and other will decide which of them is correct. The way they get point for each right answer and the maximum scoring group will be announced the winner. That sounded interesting to me.

Sudip who teaches literature only said he also uses competition. Like while writing summary, he makes pair, and asks students to discuss for certain minutes, and certain minutes allocated to write the points, and at last each pair is allocated same time to write a very good summary. He also said everything is counted like grammar,

length of summary, strong points, handwriting, and time consideration. Why do you do that was my further query? He replied that it make students relax, enjoy and follow rule as well, and at the end learn. Hilles and Murica (2000) believe, similar to Sudip, that “Games have a goal, are organized according to rules, and are meant to be enjoyable” (p. 32).

Raman said that he does not use games much in upper level. He said that games are much suitable for lower level kids. For these secondary level children, he said he doesn't prefer to play game. Though some time, he said

I do enjoy instant debate to provoke quickness and to develop speaking power. Like I plan some like it/hate it topic. I ask one like it and other hate it random. They have to think quickly for the reasons and speak right after I pronounce the name. This one, they enjoy. I've seen, but I do those kinds of activities once a month. I do these for fun, but I do score the students, otherwise they may take it for granted. They do learn to make thinks quickly also.

As Kim (1995) argues that learning shouldn't be always serious, and it is a misconception to think that one can't learn and enjoy themselves at the same time.

Vikram was very positive about using games while I talked to him about its usage inside classroom. He said games are necessary to tear the notion of classes are boring among the students. Most of the students don't pay much attention inside classroom because of that boredom. But if you play game inside classroom, then trust me even the notorious labeled to poor labeled students will be ready to participate, and they will do better than other times inside class. This is the power of game. Kim (1995) had put many advantage of games and two of them supports the Vikram idea i.e. games are a welcome break from the usual routine of the language class, and they are motivating and challenging. Games will cease the monotonous daily teaching and

give students a fresh recreational environment. Games are motivating because everybody participates and tries to win, and winning is not easy which makes the work challenging as well.

Vikram further said that he still does 'dictation' competition in his class. It helps students to memorize vocabulary without rote learning, he explained. He told me that after finishing every two lessons, he does that. He asks them to read both lessons very carefully and come back with a notice of dictation competition, and top three winners getting prizes. They will go home and read carefully, even will memorize some difficult words to win but it will be him who will be choosing the words. He always tells the word and their spelling first in front of class and monitor no one is writing. After telling all the words and spelling, he just pronounces each word, and they write. At last I myself do not check those, he swaps the notebooks and students themselves will check those, but for that also he spells the words out. If they find spelling wrong, they will write the correct spelling also. This way they score their friends, and I list out who got top scores. This is so fun. He said that he could see my students are listening to me very carefully in order to score more. Checking friends' answers very carefully to find out where the mistakes are, and they also find their mistakes while checking others. This way they learn with fun. Least scores are not punished, rather they are asked to listen carefully, and read the lessons very carefully. Sometimes, the lower scorer has scored highest in next session, has happened, but most of the time lower always gets better than the previous time. Amato (1988) also has put similar view to Vikram, "Games can lower anxiety, thus making the acquisition of input more likely" (p. 147).

Indra has also similar view to Raman's. He also loves to play games. He uses debate competition inside his classroom. He said he does story writing, poem writing

and essay writing competitions in his class; most of the time they turn out to be fruitful. Even poor students write something on own. That is what makes him happy. Then, he does do remedial according to their performance. He also shows the mistakes done by the top scorer (in upper level) to show even highest scorer makes mistakes. Though, later he justifies it to the topper showing him a motivational strategy. And he does correct some group errors inside class, but those who have done many mistakes he counsels them personally, he expressed in cheerful voice.

Pravin became funny while asking question about games. Once he made students play a game, the next day also his students asked have a game. He said that he tries to play game which relate to text, so that at the end of day students will have fun and learn something out of it. It must be much planned; juts playing for the fun would be the game children play at home. And why should they pay for that? Sometimes it's individual and sometimes it's in pair, and even sometimes it's in group when they are made to participate. These variations of game make students an independent doer and an interdependent both. Sometimes they work alone, and sometimes they work with friends to win. Everyone plays to win, and they fight toughly to win, but teacher should be able to maintain a healthy competition. Similar to Pravin's opinion Rinvoluceri (1990) also highlights the importance of the games in language learning "I use games as a central part of the students' learning process because games encourage, entertain, teach and promote fluency" (p. 3).

All of them sounded aware of games and its importance, but they also admit that they cannot play every period, so they do often. May be, because of that reason I could not find the game part in some of my participants' classes. Sudip, Raman, and Pravin did not use games.

While in the second class of Indra, he did a debate competition. Vikram did ‘fill in the blanks’ competition. In that game students have to fill prepositions. He made four groups, and explained in which situations which prepositions should be used, and distributed the paper. Five were in each group. They were provided the same text and blanks in it. Certain times were allocated, and in that time frame they had to finish. Time finished, he swapped the papers of group, and let them read first, and told the answers. Students themselves were correcting. Rishi hosted a poetry reciting competition. He had already asked everyone to write one poem, and read in front. He had divided topics to them. Four topics mean each topic to five, the total number was twenty. Every poem was written nicely, and everyone tried to recite sweetly with gesture. Voting right was even given to students who have different topic. Either one point or half point, not less than that. And teacher has 5 points, and he would give points out of five. Those were some interesting classes, and interesting practices.

Project work. Some of them even said they do project work (PW) while teaching. To take name Sudip, Vikram, Rishi, and Pravin.

I asked Pravin informally about PW remembering he had mentioned that in one of the interview. What do you mean by PW? He said it’s like a project, you know, you are giving them a task which they would do out of classroom, and certain time period is allocated according to the nature of project. They have to finish it in given time frame. It can be group project or individual project. I asked has he done anyone of them recently. He answered, ‘*Yes. I had done with grade 8 recently.*’ He had made two groups in grade. Group L was provided the project to make a literary wall magazine, and group N was tasked the project to make a wall newspaper. The condition was news and literary creation should be of students’. He even showed me

the works pasted on the thumb-board. It was very good. He said he is planning to do it again with his seventh grade next week. Why do you do these kind of project work was my further question? He said this kind of collective effort gives them chance to work interdependently; co-operation is always fertilized by this. Other benefit is they distribute work, and their responsibility which is a very good social character they will be developing. And these products, they are the output. He was right, not only writing, and pasting but, social behavior also were some interesting but hidden characters were students developing.

Vikram also put similar view. He said he does it on every four months, and he had done one last month. It was about their grandparents. It was like an interview. Those had no grandparents were allowed to ask their parents. In this case also he made group, and told the group to decide questions to be asked. *'Of course, I helped them to finalize the questions'*, he replied while I asked about its difficulty. He showed me some good documents of project. Those were also very good. Regarding its importance, he said working with group, and working independent are the two major advantages of this task he said. Final product is scored and for that they do very honest work.

Rishi put a slightly different view to both, though his view was partially linking to them. He said he do it to boost creativity of the students. Last time, he had given a project work on book review. Everyone has to read a new book. And they have to review the book. He provided the criteria, and even showed the model. *'Students did fantastic.'* he said. I requested him to show it to if possible, but his school has provision of returning it. I could not see them, but he said he can make it available tomorrow if necessary. I trusted him.

Sudip being a literature teacher, he said he gives most of the projects related to literature. He said last project to his ninth grader was creating a book which had to have two poems: a poem at least a page, one story: not less than 1200 words and an essay: not less than 500 words. Handwritten, and compiled. It was going to be graded too. It was provided at summer vacation. I asked how the result was. They tried their best, you know writing literature is not everyone's cup of tea, and even penning on different genres of literature is even a tougher job, he replied. They did well. He just wanted to boost their creativity along with their imagination and writing skill. There was minor difference in grading, after all they had done a difficult job. He showed me one which had got top score. I didn't read the whole, but I read the front page and one poem which I liked. It was about 'earth'.

To keep in short, creativity, and use of their own skills independent and interdependent, with dividing the roles; they do it which enhances the students every skills of language and language skill.

Inductive teaching. Inductive teaching is one of the teaching approaches in language, especially in Grammar teaching. Most of my participants said they like to use this method to provoke CT. I even asked to them what it means and how it works.

Raman told me that it is a technique that he uses while teaching grammar. In this technique, first examples are provided and students are asked to generalize the rules out of the examples. According to Thornbury (2000), "An inductive approach starts with some examples from which a rule is inferred" (p.29). Thornbury's idea matches to Raman's idea. Raman further said, using this method is very provocative. It starts with examples, first similar structured example, and the different. After that students are asked to analyze the structure and find out the grammatical structure out. Like if you are teaching 'Simple Present, Past and Future in the class', you write two

similar structured sentences of each tense, and first you ask to analyze the present, then past, and at last future. In this way, students will sort out the structures of present, then past and at last future tense. They, by the end, clearly distinguish the differences. This way is the very best way to make them think, and learn for the longer period. The more students are involved in CT; the knowledge stays for longer. Regarding above mentioned sentence, Prince and Felder (2007) also says that a better way to motivate students is inductive teaching, in which the instructor begins by presenting students with a specific challenge, such as experimental data to interpret, a case study to analyze, or a complex real-world problem to solve. Students grappling with these challenges quickly recognize the need for facts, skills, and conceptual understanding, at which point the teacher provides instruction or helps students learn on their own.

Vikram also put similar view to Raman's. He said,

I know to know about two different methods, deductive and inductive, I started using inductive one. Though, unknowingly I had been using deductive which was a bit easy method to teach, but then I realize to make students learn, I should use the inductive method because it makes students use their brain to find out the underlying rules, and they break down the sentences, and they analyze the bits and parts, and at last, come up with a grammatical structure. This way of working makes students feel the lesson, and it will be learning for longer period.

Vikram's idea not different. Use of students' own mind, and creativity. Use of their previous knowledge. For all this they have to think and analyze, and again synthesize which is a part of CT. What Ke (2008) thinks is this inductive approach actively involves students in their grammar learning process, because they have to

formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.

Rishi went further and said he does apply inductive method, in three P model. That is presentation, practice and production. He said that first present examples, and then asks students to track the structure, after they are done, and whole correction is finished, then I give them some questions in which they practice, and at last they are asked to produce some new sentences. He said that this method works very well. Though, I have to work extra with some poor students but by the end they also perform well. Going inside class and telling rules, and showing examples, and giving exercises are easy way, but everyone may not pay attention, and learn, but in this method, they have to work for everything which will make them think and work correctly. Even though they make mistakes, those mistakes are not counted much. Ke (2008) has some supportive statement to Rishi, he says this inductive approach helps students to understand and establish the English grammatical rule system in a way that is simple, logical, and also consistent with their intuition or grammatical judgments about the sentence form and sentence structure. Both of them talk about thinking process which is covered by intuition and judgmental.

Pravin gave a bit different statement. He uses both methods. In lower level, he likes to start with deductive method, but in upper level most often he also uses inductive method. He said,

In lower level kids may not have any input on the grammatical rules, because of English being a foreign language, so that I prefer to give them everything and practice, but in upper level students are equipped with basic tools, they have to use that tool to make different structures of grammar. This is a very

good idea. The inductive approach pushes students to use their previous knowledge. They have to storm their brain with their previous knowledge to form a new knowledge.

Pravin was right in his sense with lower level students and higher level students. But he did not rule out the importance of inductive method with the higher level students. He said it's a good idea to use inductive method to provoke CT among students of higher level. If the ideas of higher level students are recognized they try to create more. Thornbury (2000) has also put similar view to Pravin's view. He says people are generally better persuaded by the reasons which they themselves have discovered than by those which have emerged out of the minds of others.

I had been to their grammar classes also. I saw them using the ideas what they had told me.

Vikram was teaching pronoun that day, reflexive pronoun. He started with example like 'I was not happy with myself. They were not happy with themselves. We were not happy with ourselves.' He asked his student to analyze the structure, and his students worked accordingly. Later he jotted down the students idea, and made a general rule. In this process, I saw his students were involved in brain storming, and making their own idea. Similar were the observations from other's classes also.

Interaction. Interaction is one of the key to develop students' CT one of my participants said that to me. According to River (as cited in Nhu and Tuan and Tuan, 2010, p. 29), "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals." River also states that interaction among students creates the vibe to intake something from the interaction. Interaction could be between teacher and students, and among students.

Interaction could be inter-group or intra group to. These interactions will always enhance CT.

Teacher and student. In class teacher and students interaction is inevitable. In traditional class also there used to be interaction but it used to be more teachers initiated and teachers dominated. But the paradigm has been changed. All of my participants said they believe in interaction, and they use it to foster CT.

Sudip said,

I love to have interaction related to content. Since I teach literature, I use it most often when 'I'm done explaining the story. Then, I start a discussion on the character. What do they think about the character, and why do they think so is a great deal to class? And the way they prove their idea is my interest. As I say there is nothing right or wrong, so it's matter of logic to prove only. So my students try to put their feeling with the idea. Just feeling is not enough, heart with brain is necessary, I foster this in classroom. We discuss on pros and cons of characters.

Sometimes, he said that he interact direct with my student one on one. Inside the classroom observation also, I saw similar kind of practice. He asked question to most of them with interlinking the previous or other students' idea, and notes down the major points they said, and discussed more on that. Sometimes, he told that his students ask one by one to him as per their curiosity. But that happens after he finishes each chapter. Daily question answer aspect does not come in this.

In the answer of why he does this, and how it helps to CT, he replied, it makes them think over the chapter, and jot down the ideas, which in turn helps them to think critically over the answer of the question, to prove their opinion. Yanfen and Yuqin (2010, p. 77) also put similar idea that interaction is the collaborative exchange of

thoughts, feelings or ideas, between two or more people. What he means is through the interaction with teachers; students can increase their language store and use all languages they possess.

I even saw that at the beginning of his classes he engaged his students in direct interaction. He revised the previous lesson, and asks some essential questions, sometimes close questions, and sometimes open ended questions. He threw the question in mas, and asked for the volunteer to exchange the view on his question. Similar way, he spent his some portion of time in his classes.

Raman said,

Teacher-student`interaction is one of the way to promote CT. I probe one question to one student and I can stretch the question to the whole class giving different logic, and asking which one is more plausible, and why? One to one communication boots their confidence after all they have to prove their idea, and their idea is counted. This happens to my class.

Raman also feels teacher-student interaction has great value to foster CT.

Teacher has to try to provoke the brain storming aspect by asking thought provoking question. ‘What’ questions are easy to answer, so ‘why and how’ questions should be focused.

The teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student’s answer. This is the most common pattern of language interaction between the teacher and students in a classroom. This is the situation of our classroom interaction. But Rishi thinks interaction between teacher and students should not remain limited. Teacher should always ask something that is to the level of student and student can ratify their idea. According to Wood (as cited in Nhu and Tuan, 2010, p. 32) “the aim of pedagogical

questions is to motivate, sustain and direct the thought-processes of the pupil.”

Wood’s idea is supportive to Rishi’s view. Both of them advocate for the involvement of the thinking process for the thinking process.

Pravin added something more to Rishi’s view. He says such interaction should challenge teacher’s idea. Teacher should provide generic idea, and should discuss over that. Yanfen and Yuqin (2010, p. 85) has similar views to him. Teacher talk plays an important role in provoking interactions between teachers and students. Therefore, teachers should try to understand what languages would be more efficient in creating an environment in which students feel more comfortable and more confident and become more involved in interactive activities in the language classroom.

Student and student; pair and group. They only do not confine their classroom interaction within them and students, but they do foster interaction with in students.

Indra said,

Interaction among student is good. This should happen inside the class. While doing student-student interaction, they are free from teacher’s interruption. So they can put their thoughts and logics freely. They do not hesitate to disagree, and put reservation. I do it sometimes with pair work and sometimes with group. In group also I make them interact inside group, and later each group will present their idea, and one or two group can criticize the previous view. This really helps to be students rational, and logical.

Harmer (2001) proposed that pair work increases the amount of talking time available to every learner in classroom. It allows learners to work and interact independently without the guidance of the teacher, thus promoting learners’

independence. That independence will let them put their idea forward in a stronger way.

Vikram also put somehow similar idea, ‘Student interactions are amazing sometimes. They are fearless when they come to interact with their friends.’ Learners in groups are equal, and the power of the teacher within groups is also diminished or neutralized. The teacher should frequently use group work to maximize each learner’s opportunity to speak and reduce the psychological burden of public performance.

Rishi also put his own affection towards the learner-learner interaction. He said he likes to do it more after showing movies to the students. Often students divide in groups after watching movies, and that group becomes a place for brain storming. First I made them discuss on their own point in group to make it strong to oppose the other side. And I similarly motivate the other group. They also discuss in their group, and then I make them debate inter-group.

Raman told his opinion regarding to this,

This is very good method to foster communicative skill within students. They also develop logic making, analyzing, and criticizing while doing this. They are not made to talk just for the sake of talking, rather it is done to learn from each-others idea, to counter others’ idea, and to synthesize and conclude at the end.

Sullivan (2000) states that pair or group work is considered the most interactive way. It does not pay attention to the socio-cultural and personal experience that guide learners’ behavior in the classroom. It has three value systems of choice, freedom and equality. The reasons are that learners in pairs or groups have the right to talk freely and are also free from the teacher’s control.

In one of the classes that I have observed, Indra divided the group. A group had six members. In that way, there were five groups in that class. He made group randomly. Then, he distributed each group a stripe of paper which had included a thought provoking questions. Then, he gave each group fifteen minutes; ten minutes to discuss and note down, and five minutes to write as far as they could. After they finished the work, he asked every group to read out the written text. Meanwhile, he wrote down the major ideas from the texts read by the group representative. Then, he put forward the ideas of each group to other groups. He ended the period with some strong conclusions.

Linking with the Theory

‘Games, inductive approach, project work and interaction’ were common techniques which this study discovered.

PW was used to enhance exchanges of ideas in group, and interdependent learning, as well as work division was being used, and to come up with a product. Coming with something as a product means students are creating something. Regarding ‘create’ which is the highest level of Blooms’ revised taxonomy, Karthwohl (2002, p. 215) states, “Create is putting elements together to form a novel, coherent whole or make an original product.”

Inductive approach makes students apply, analyze, evaluate and create the underlying structure. After all there is a product. According to Karthwohl (2002, p. 215), “Apply is implementing, analyze is differentiating or organizing, evaluate is checking, and create is generate”. In this approach also, students implement their previous knowledge, and they try to make distinction or seek similarity, then they check their similarity or distinction which they have made, and finally, they come up with or generate a structure which is new to them.

'Interaction' was used to enhance the CT of students. As Engestrom (2010, p. 136) states, "The multi-voicedness is multiplied in networks of interacting activity systems. It is a source of trouble and a source of innovation, demanding actions of translation and negotiation." Teacher with probing questions on issues to make students' think critically which demands communications, exchanges of ideas and views are linked with activity theory's second principle. To process quick thinking, and decision making games were being used.

Chapter Summary

This chapter mainly dealt with the third RQ which is all about 'techniques' that my participants were using inside classroom frequently to foster CT. This chapter showed light on two more themes under third RQ. The first theme was overlapping techniques, which was themed techniques, and it had three sub themes viz. games, project work and inductive approach. The second theme was also a technique but that was common among all. Second theme also had two sub themes viz. 'teacher/student', and 'student/student'. Themes were interpreted, and linked with the theories.

CHAPTER VII

RESEARCH PROCESS, KEY FINDINGS, CONCLUSIONS AND IMPLICATIONS

This chapter starts with the reflection on the research process. It provides a summary of key findings on the basis of data analysis and interpretation in chapter IV, V and VI with reference to each of the RQs. This chapter concludes with the implications for teachers and all those ELT professionals, and further areas for study.

Setting Out for Research

Talking about ‘research’, except knowing the meaning of the word, I had no idea about how it is done, though I had heard that research is important.

After I entered, KUSOED, I heard the word research often used by tutors. Still, I do remember in first semester my tutor ‘Mr. Prem Phyak’ used to say ‘do research’ if you want to know more, but then, I used to think how to do this research in every issue or problem. When, I got through second semester, there was a course named ‘an action research’ which focused on teaching issue, and made me along with my friends do an action research, and to submit report. This course somehow showed the light to me on doing classroom research to find instant solution.

But till then, I had heard we have to study ‘educational research’ in third semester. In some talking with seniors, they had presented this course like a ghost; maybe I perceived those talks that way. I was scared that time, and when the third semester started, and the course also started, at first I found it really difficult. Though, Luitel sir used to teach us, but passing with each class, it started to look like a mystery to me. But gradually with tutor’s consultation, friends’ help, and studying books made the course a bit liquid. Then, I was able to grasp the basic ideas of the

course. What I feel in my personal experience is when basic ideas are set-up; other ideas can be bagged gradually.

Then we, each, were asked to write a proposal for our dissertations. The process took gradually. First we were asked to write three narratives, based on our own experience. For that, I also wrote three narratives, and at last I chose a narrative related to CT to develop a proposal on it. CT, I found as a pressing issue in that contemporary period. This way I started my journey in this study.

By the end of third, semester I had submitted two drafts of the same proposal. Now, my study was ready to go on the floor. But I was clear; I may not find things as per my understanding in the field, so I had to be ready to makes changes if things were not plausible. I made up my mind that teachers may not be ready to the participants for my study, but I should find them anyway was my determination. I had heard the other people talking about the difficulty for getting participants. They used to say teachers are scared to be the one. Any way I got the participants.

Those participants were nice, helpful, and open headed. Since they were aware of the instructional process, and they were, at least, graduate, so they knew the value of research.

Two approaches were used. One was interview which was face-to-face, direct interview with participants. The other was 'classroom observation' where I observed three classes of each participant to get the data.

Transcribing data were not a problem, but coding and creating theme was the difficult part for me, and even more difficult than that was interpretation and meaning making. For that again I consulted my supervisor, friends, read friends' and seniors' theses, and some academic books. All those things were quite helpful for me to

develop each theme, and interpret them, and go for findings. Those all processes contributed to come up with this dissertation.

While doing all those, I got so many things. The importance of research to find the way and to shove the way for problems is what I realized in a great deal. I got to know that doing such study seeks time and perseverance. To come up with something worth, time and dedication should be put maximum. Studying others' work and talking advices helped to come up with beautiful ideas which will polish the outcome of the research. Talking to participants and observing classes were vital to get hands-on data. Those first hand data showed the trend going on.

After doing all these, I got to know what research with field experiences, and I got to know the changes taken in the instructional practices, though the site was limited. Using such techniques while teaching and adding new ideas to CT is what I got from those field experiences. I know it's easy to preach by sitting here, but inside class the war is different, so how to make content integrated with CT is another idea I got from all these experiences. This whole study was beneficial for in so many ways after all. I hope that this study will be helpful to other practitioners, and academics on ELT who want to do further study in this matter, or to see how the trend is going on, or to know the techniques, and it's worth.

Key Findings

This study was carried out among the six English language teachers of Kathmandu District to find out the practice on CT among private schools of Kathmandu. My only impetus to carry out this research was to find out how the education system is changing, especially taking 'CT' into the account in ELT class. The time we studied English and current time in which students are studying English is not the same, so to find out to what extent it has been changed or has become

advance was my concern. To find this I thought I should chase the issue of students' CT capability, and how teachers are using students' thinking system in ELT.

So, I thought 'CT' which is not a new concept in western education, but still dormant (my assumption) in our country would be a nice issues to raise. I have shared my story where our thinking was not much focused, but in this changed scenario I wanted to find out how it is being fostered. Then, I started to find literature on CT, especially in ELT. But I could find literatures on practice of CT only in western context. I tried my best but I could not find any research done in CT integrating it with ELT here in Nepal. That factor became my stimulus for study in this matter.

For this study, I came up with three research questions which were the backbone for my study. Those RQs, the answers I have collected from my participants and my observation are the source for the below mentioned findings. They are as follows:-

Importance of Student's Critical Thinking

- a) Here, my all participants had almost experienced similar in their student life, but they were aware of the drawbacks of those practice. So they got rid out of the ghost of their teachers' past practice. They chose to not to follow the exact path rather to walk in new path where students are free to speak in some way. They were clear on their idea of not to be a dictator. And they were also aware of the changed scenario, and the changed practice in Education, as well as in ELT, at least theoretically.
- b) Regarding SC learning, one of my participants was not much happy with this distinction made between TC and SC. Others were keen with SC. They knew its benefit, and its importance, and other theories but technique part is lacking, they admitted, and they said they need help on that.

- c) They all were positive towards students CT which I could find in their interview and sense from the observations of their classes. They always enjoyed genuine questions. Four of them were handling students' queries coolly, and other two were also working for that which I found in observations.
- d) They were short of trainings to foster CT, though they were doing their best.

Encouraging the Students

- a) From 'teaching' to 'learning', regarding the shift of paradigm, one participant viewed both as a one, and others' were for learning. They were concerned on the amount of learning. Some advocated for 'learning' and their practices for learning
- b) Two of the participants were keen with the queries related to content. One had even shared the cell number to promote learning out of classroom. Most of them were very enthusiastic to students' queries.
- c) Two of them had allocated time for questions, and others were okay with questions anytime. One of them was even ready to answer any questions, but in class only related to the content.

Ways to Critical Thinking

- a) Regarding techniques, they said they like playing games, inductive teachings, and project works which is helpful to foster students' CT. They use games not only sake for the fun. But to promote fun learning. Some of them advocated on PW, and it's advantage. 'Inductive approach' for teaching grammar was practiced. They said they use it because it helps to students analyze, and synthesize the idea, which is also a part of CT.

- b) One technique, they said in common is ‘interaction’. Interaction supports CT, and fertilizes CT was their belief. Teacher-Student interaction, student-student interaction, group discussion, pair discussions, inter group and intra group discussions are very useful to develop CT in students, they said.

Conclusion of the Study

After working out through the study, I saw participants are aware of changed scenario of current teaching to their bitter/ sweet past experience. They seem to be familiar with the dynamic characteristics of ‘teaching’ profession. Making student think critically was their part of teaching- learning process, but the part for making think critically was still not up to the level in most of the participants’ case. But still they’re trying their level best.

Regarding students’ CT, they listen to the view of students, but still they think it as a support for knowledge gaining, not an essential aspect to create knowledge. All of them are aware to the learning aspect of the students’. They think teaching is for learning, and situation demands different roles of teacher which should provoke students’ CT.

Games, PW, Inductive teaching etc. were some of the technique being used to foster CT which shows those teachers’ are putting their efforts. Interaction was another which was common among all the participants. This technique, they think is most useful, if teacher know how to make it good. ‘Peer discussion, teacher and student discussion’ are fruitful, and worth copying from their practice. ‘Intra-group discussion’ and ‘inter-group discussions’ has positive effect in classroom. But still the finding shows, they need more support on ‘how – the skill’ part. They need more guidance on the techniques to foster CT.

Implications

This study has some pedagogical implications to those who want to foster CT among students inside classroom, and make learning more long lasting.

- a) CT is not mere a concept now, it is an action for the further learning. Every teacher should focus on this. For better learning among students and to make learning remain last, it is a must.
- b) Making students think critically is making their mind open on the matter which will broaden their scrutinizing power, and let them envision matter in wider perspective.
- c) Learning is for behavior changing, and for that CT is very useful. Students will not just take it as studying in past; they will see it as a part of their own wisdom which will help them to be a better learner, and a better person at last.
- d) Though having lack of idea, my participants were trying their best, because they find it useful to make students aware about learning, and getting a big chunk of knowledge of it. They find students' idea as a part of knowledge which after incorporating every student's idea will be a full knowledge.
- e) Techniques like games, inductive approach, project work, and most important interaction as above stated are useful for CT. These activities will not just engage them, but also makes them ponder seriously on the content which will in turn become learning. Break, make meaning, and join which sounds easy, but needs lot of thinking and analyzing that is another part of CT which inductive approach empowers. Interaction fostering the thinking aspect of students is another part of learning to the students.
- f) Learning needs to have thinking which is the major pedagogical implementation of this study.

This is the beginning study in CT inside ELT classroom. Here are some research implications presented below:

- a) This study is just of six teachers of Kathmandu district which means there are many other teachers on which study can be done.
- b) I have only taken three schools which clearly suggest other schools are out there, so studies can be further carried there to scrutinize their practice.
- c) This is a generic research on CT as a beginning; study can be carried only on techniques that are being followed to practice CT.
- d) Still, teacher perception regarding CT is needed to examine in a large scale.
- e) How CT helps students learn better could be another area of research to be carried out.
- f) Does implementing CT can ensure passing rate high could be the other area for the study?
- g) Public school where we find most failing rate in SLC. There this study can be done to find out is it because of no CT there, students are failing

Chapter Summary

This chapter sowed a summary of the findings. The key findings kept under each research question was the another part. Those findings were fully based on the data, their interpretation, and analysis. After putting key findings, this chapter provided conclusion of the study. Conclusion expressed that participants were aware of the changed scenario, and positive towards CT. Then, the pedagogical of this research that could be followed inside the classroom had been kept in detail. Also, this chapter reflected on ‘what’ areas of CT further study can be carried out. To the end, this chapter incorporated my reflection of to the whole process of this study.

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APPENDICES

Interview Questions.

- 1) How long have you been in this teaching field and how much do you enjoy teaching?
- 2) What changes have you seen in instructional process that has occurred since you were student and now you are teacher?
- 3) These days we hear 'student centered learning', how far do you agree with this idea? And why?
- 4) The notion of 'teaching' has been changed into 'learning', how do you cope with this scenario?
- 5) How often your students ask question or make queries inside an outside classroom?
- 6) How do you entertain those queries?
- 7) Do you engage your students in the productive discourse?
- 8) Do you believe that 'student's thinking' is more important while teaching? Why/ why not?
- 9) So, how do you engage the students in 'CT processes'?
- 10) May I know some techniques that you use while teaching any topic from the course and that indulges the student to ponder on subject matter? (be more illustrative)
- 11) How do you find such techniques? Is it useful or not and how?
- 12) Can you share any incident where the student has learnt soulfully by thinking themselves rather explained by you?

Pro forma

Minutes	Activities	Teacher's do	Student's do
1-5			
5-15			
15-25			
25-35			
35-45			

Interview sections

1. Raman's interview (some sections)

What changes have you seen in instructional process that has occurred since you were student and now you are teacher?

The days are not same. Many things have changed. Like I was taught in a strict surrounding, but there the practice is different. The facilities are distinct.

Can you tell me about the classroom practice in English class, how teacher used to teach, and what students had to do? What are the different practices that you do unlike your teacher?

It was the teacher who used to teach when I was student. He was the same person who used to ask question. If our answers seemed wrong to him, he used to punish us. We rarely used to ask question, in order to give impression to our teacher that we have understood everything. Today what I believe is that errors are part of learning, and mistakes are inevitable in the course of learning. I treat mistakes normally. Everybody does, even I do make mistakes still.

And I do encourage my students to ask question a lot; not only inside the classroom but out of the classroom too. Even I have shared my cell number with my students, and they are free to text and call if they have any queries. After all it's a part of experience.

These days we hear 'student centered learning', how far do you agree with this idea? And why?

Yes, I have been hearing that since I became student of Education, but still the practice was teacher centered that time. But these days, I am conscious about students, and our teaching should focus on students. So I agree with this idea. Still I lack the practical aspect of student centered learning.

Would you mind elaborating on that 'lack of practical aspect'?

I have read books, I still read books on teaching, but they don't show the way, they only put paragraphs on its theoretical background, its benefit and importance, and that's it. No-one realizes that we need way, not the lecture. Regarding training, teachers of private school in Nepal rarely get trainings, and small school like ours can't afford training on every issue. Though as per my knowledge I design activities for each day, and I take help from my friends too.

2. Rishi's interview (some sections)

These days we hear 'student centered learning', how far do you agree with this idea? And why?

I completely agree with this idea. Not only English but every subject should be taught making student centered. Though I try much, still I feel I lack of the skills to endure student centered teaching.

The notion of 'teaching' has been changed into 'learning', how do you cope with this scenario?

I am a teacher to make student learn. So it's me who should be careful on how students learn. Every student may not learn if I use same technique, so I have to experiment different techniques in the same class. I do design different activities to make sure that students are engaged and doing something. And what I think is if students are working themselves, then they will be able to generate something. And collaboration is another strategy, I focus on which help them to learn from each-other. That's why I'm more for 'learning', though our duty changes from teaching to guiding, teaching to helping etc.