

Promoting Critical Thinking (HOTS) among High School EFL Students of Bangladesh: A Study of “Unit Fourteen” of *English for Today, Class 9 & 10*

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Abstract

Pedagogues advocating critical thinking consider it an integral part of education and believe that language learners need to be trained in critical thinking. Critical thinking requires students to be actively involved in their own learning process as they attempt to individually understand and apply the information they are exposed to during the classroom interaction. Moreover, students dealing with literary materials are expected to think critically and apply their analytical capabilities on the texts they read. The current research indicates that critical thinking strategies in the high school classroom can improve students’ academic performance. It investigates how literary texts found in “Unit Fourteen” of *English for Today, Class 9 & 10* can be used to develop Higher Order Thinking Skills (HOTS) of the L2 learners. This research is based on findings, both quantitative and qualitative, which demonstrate that, since literary texts that are authentic, enjoyable, and motivating would naturally increase both their knowledge of the target language patterns and cultural awareness, a proper implementation of Bloom’s Taxonomy with literary materials can significantly develop students’ linguistics skills along with their critical thinking skills.

Keywords: Critical Thinking, Higher Order Thinking Skills (HOTS), Thinking Aptitude

True teachers use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.

-Nikos Kazantzakis

1.1 Background

Today, the world needs individuals with characteristics of critical thinking to address up the developing difficulties; while, the training framework in the greater part of the nations is insignificant examination driven (Siddiqui 2007). The exact discoveries mirror that the educators intuitively give the instructional method of answers to the students (Kabilan 2000). Inevitably, the instructors deny the students the chances and the rights to address, and the students are

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relinquished to reason and reflect higher request contemplations (Freire 1973; Bruss et al. 1985). Paul et al. (1993) brought up in an overview examine on “Critical Thinking Pedagogy in Twelfth Grade Composition” held in California that only 9% of the teachers of K-12 bring critical thinking in their teaching and assessment. Patry (1996) deduces in an examination that basic reasoning isn't bolstered and educated in the classroom directions. The primary explanations behind this weakness are: (a) the educators are not taught in basic reasoning (b) there are less number of standard reading material accessible on basic reasoning, and (c) the instructors have no time and other instructional assets to coordinate basic reasoning into their day by day guidance (Astleitner 2002 and Petri 2002). These deficiencies tally a ton, because basic reasoning profoundly corresponds with students' accomplishments. The students may wind up capable in the English language if they are inspired and instructed how to show basic reasoning in English language utilization, which means that the students must be intelligent in their creation of thoughts, and they may fundamentally bolster them with coherent subtleties and precedents. For this, the instructors need to patch up their academic perspectives and to adjust a progressively adaptable mentality in the current arrangement of language training to abuse the metalinguistic capacities of the students. Mirman (1988) and Scanlan (2006) recommend that critical thinking aptitudes ought to be inserted in the topic and woven into language training. Although powerfully advocated by the scholars cited above, among many such voices, critical thinking yet does not seem to have a specific role in language education. The discussion about practical critical pedagogy in language training is as yet tending to occur among language organizers (Wallace 2005). The present research underwrites to supplant the old cycle of transmission instructional method with critical thinking pedagogy method in language education.

In Bangladesh, from class 5 to 10, the educators are teaching similar things of English grammar over and over. Regardless of the possibility that those things are instructed and tested for right around five years, the dominant part of students is as yet neglecting to utilize or comprehend the English Language in the distinctive circumstance from the content. The explanation for this disappointment may connote what their realizing isn't adequate to think a troublesome circumstance. In the event that the reason for existing is to influence understudies to know the utilization and use of English dialect, at that point, necessary deduction can help them to do as such. By this procedure of considering, they can be overcome prejudice against this dialect. Besides, this idea can be useful for the understudies to take a gander at any point with the alternate point of view. Besides, we opine this can help to think innovatively to acquire the Second Language (L2), English.

1.2 Hypothesis

The research assumes that by consolidating critical thinking in the classroom, guidelines advance thinking aptitudes among the understudies. The students may end up capable in language use if they are persuaded how to show critical thinking. The educators may encourage the procedure by reflecting language learning rehearses through composition ability.

1.3 Purpose of the Study

The present study aims at investigating the use of critical thinking among High School EFL Students of Bangladesh with a specific focus on “Unit Fourteen” of *English for Today, Class 9 & 10*. In the context of Bangladesh, the education system has only focused on usage in the process of learning and teaching. That is the reason; the system has faced some problems when it comes to using what we learn from our instructions. To advance our school and college education system, the critical thinking with the help of literature will be useful if it correctly applies to fulfill the purpose of use and usage of the English language. That is why; we will try to explore the proper use of this critical thinking in teaching and learning the English language.

1.4 Research Questions

The research questions were:

What is the scenario of critical thinking in English language teaching and learning at the secondary level in Bangladesh?

What are the opinions of teachers about the quality of literature?

How far is the development of HOTS taught through the literature from the Unit 14 in *English For Today, Class 9-10*?

What are some recommendations which may contribute to the improvement of learners’ language skills through the implementation of higher order thinking strategies?

2. Literature Review

2.1 Literature study with critical thinking skills

The report by The Institute of Academic Excellence (1997) presented the relationship of critical thinking for the study of literature. The report highlights:

Literature-based reading has an important effect on the development of critical thinking. A reader must recognize patterns within text, fit details into these patterns, then relate them to other texts and remembered experiences (Critical Thinking and Literature-based Reading, 1997).

There are a few reasons which characterize that a relationship exists between critical thinking and writing study. Right off the bat, the investigation of writing requests mental procedure to review and recover the data with the goal that perusers might ponder the given content dependent on their encounters. In different specialists' words, this procedure is finished by, "Clarifying, analyzing, synthesizing, interpreting, evaluating, problem-solving, inferring, logical reasoning, and applying" (Facione 2007; Halpern, 1998 & Lazere, 1987) as Dias and Hayhoe (1988) guaranteed, "it is precisely the role of the reader in the act of reading that has not been sufficiently and properly addressed".

Corridor (2005) declares that writing perusing is diverse to other perusing books this is the reason it creates critical thinking skills while Langer (1997) said that writing understudies go past the given information while perusing abstract content and this makes them make authentic

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future advancement. Thus, it results in basic judgment of the content. Corridor (2005) further declared that the perusing and learning of scholarly content resembles a base up procedure where understudies end up mindful and basic masterminds. As indicated by Long and Pederson (1992), pushed is given to critical thinking skills worldwide through the investigation of writing. In particular, in Turkey, writing has been executed for the advancement of critical thinking skills (Irfaner, 2002).

Research by Khatib and Shakouri (2012) concentrated on the relationship of writing with critical thinking by examining distinctive writers' assents. Writing perusing is a fundamental component of basic reasoning (Chang and Tung, 2009). They proceed to state that as a result of writing perusing a student's psychological procedure begins, for example, "recalling, retrieving and reflecting on the experiences" while the language of abstract works gives students a few "real world scenarios" and students develop significance forever and for self since writing mirrors one's life.

Moreover, the discoveries of Hosseini et al., (2012) demonstrated that a positive relationship exists between basic reasoning abilities and perusing cognizance. They found that psychological and full of feeling techniques alongside basic reasoning abilities showed up indicators of the perusing understanding. Inverse to this, Fahim and Nilforooshan (2014) directed an investigation on 'the relationship between critical thinking and foreign language anxiety' on the understudies of English interpretation and English writing. The discoveries uncovered that educators must do their best to limit unknown dialect nervousness to improve students' basic reasoning capacities.

Especially, the connection among writing and basic reasoning is a matter of importance, and basic reasoning cannot be educated until developed through exercises in real classroom talk in light of the fact that basic reasoning is subject to an individual's "disposition" (Paul, 1983). Aura to basic reasoning requires "willingness", "motivation", "inclination" and "intention" and these require reflection (Facione, Sanchez, Facione, & Gainen, 1995). At long last, as indicated by Chang and Tung(2009),"the setting and the language and the subject matter of a literary work provide readers with a variety of real-world scenarios to construct meanings of self and life incrementally" while "Writing... is the single academic discipline that can come closest to encompassing the full range of mental traits currently considered to comprise critical thinking" (Lasers, 1987).

2.2 The importance of teaching thinking skills

The significance of creating higher order thinking skills have sources raising back to 1910, when scholar, John Dewey gave reason to education - to show young fellows and ladies to think —

“there is not adequate theoretical recognition that all which school can do for pupils, so far as their minds are concerned, is to develop their ability to think”(Dewey, 1916, p. 152).

His thoughts regarding training individuals to think were produced in his book, "how we think" (1910), and prompted a vast development dedicated to critical thinking during the 1960s. Edward de Bono (1970) upheld Dewey's motivation, and from this, his CoRT thinking program(1974)

has prompted far reaching endeavors to make thinking skills educational programs for the classroom. He proposed three basic principles underlying his method:

- 1) Thinking is a skill that can be developed,
- 2) Most practical thinking takes place in the perception stage,
- 3) The tools method is used to teach thinking.

While thinking about these three basic principles, it was discovered that the different abilities characterized in the Bloom's taxonomy (1956) were proclaimed as aptitudes major to the fate of powerful (Education Commission Of States, 1982). Accentuation on these aptitudes was resounded by McTighe and Schoenberger (1985) in a report expressing, "More elevated amount thought processes... are needed for students to function properly" (p.5). To perceive thinking as an essential credit to flourish in the workforce, Costa and Liebman (1999), stated that the understanding, information, and improvement of such thinking skills made, "self-initiating, self-modifying, self-directed thinkers... beyond just fixing problems... and search continuously for creative solutions" who are people for the future (1999, p. 14). Because of his help for creating thinking skills in the classroom, an asset book for critical thinking, called "Creating minds" was altered by Costa (2001), and has turned out to be one of the main asset books for deduction aptitudes educational modules right up 'til today, with its first version discharged in 1985, and latest in 2001.

2.3 Emphasis on HOTS and instructional goals

An instrument was created by Raudenbush, Rowen, and Cheong (1993) to assess the accentuation of higher-order thinking through the variety of instructional objectives in the optional classroom. The instructional goals for the classroom were analyzed with the advancement of an instrument to catch higher-order thinking skills accentuation in math, science, social examinations and English. The instrument comprised of four surveys arranged with regards to math, science, social examinations and English, with every poll containing eight control explicit things, soliciting educators to rate the degree from accentuation they set on learning goals in the classrooms they instructed. Things for the social examinations and English controls were unique for this investigation, while science and math things were gotten from the National Educational Longitudinal Study 90 Survey (NELS, 1990). Teachers positioned the things, regarding the higher-request and lower-request thinking goals, on a Like rt-size of "none," "somewhat," "moderate," and "overwhelming." The example for this instrument approval pilot was included 303 secondary teachers (89 English educators, 65 social examinations instructors, 74 arithmetic instructors, and 75 sciences instructors) who had either Masters or PhD degrees in their individual fields.

2.4 Critical Thinking: Why literature?

Literature-based reading importantly affects the advancement of critical thinking. A peruser must perceive designs inside content, fit subtleties into these examples, at that point relate them to different messages and recalled experiences. (Critical Thinking and Literature-Based Reading, 1997, p. 1 as cited in Chi-A &Shu-Yin, 2009)

Basic thinking in writing builds up sharp attention to the utilization of language, not just from the stylish perspective but instead remembering the present world and its improvements, the inescapable political perspective. Understudies understand that language is certifiably not a nonpartisan marvel clarifying some officially existing reality yet words weave layers of implications making and creating their existence. The suppositions behind this contention are that language is a cognizant and purposeful decision of specific word designs which go for influencing the perusers with a particular goal in mind. Except if this example is found, language would not uncover itself as a living and reasonable power (as referred to in Jaffar, 2004, p 16).

In the similar vein, Fisher (1998) states there are solid instructive explanations behind creating thinking skills in youngsters using writing. In his correlation between progressively capable, proficient kids with less capable ones, he (1998) infers that fruitful students have:

- Knowledge of literary forms, purposes, and genre, including meta-linguistic knowledge;
- Skills and strategies for processing literary knowledge, including the ability to question, interrogate and discuss narrative texts;
- Ability to apply and transfer their learning and knowledge to other contexts.

To expand these characteristics, the instructors should bolster their understudies to answers the different assortment of inquiries to check the realities, test memory or check to understand the catchphrases with the goal that understudies can be accomplished their high order thinking. To empower the 'higher-order' thinking, in 1956, a panel of teachers led by the instructive clinician Benjamin Bloom progressed in the direction of building up an arrangement of imagined that would go past customary repetition learning in education (Hughes, 2014). Even though the scientific classification they conceived is named after Bloom, it is an idea that has been refined and adjusted throughout the years. Nonetheless, at the centre of bloom's taxonomy is a progression of abilities that educators ought to create in their students to influence their understudies to adapt all the more adequately. This scientific classification regularly spoke to as a pyramid. What is more, it comprises of a chain of importance of six dimensions of thinking starting with lower-order thinking (LOTS) at the bottom and ending with higher-order thinking (HOTS) at the top (Figure 1 below)

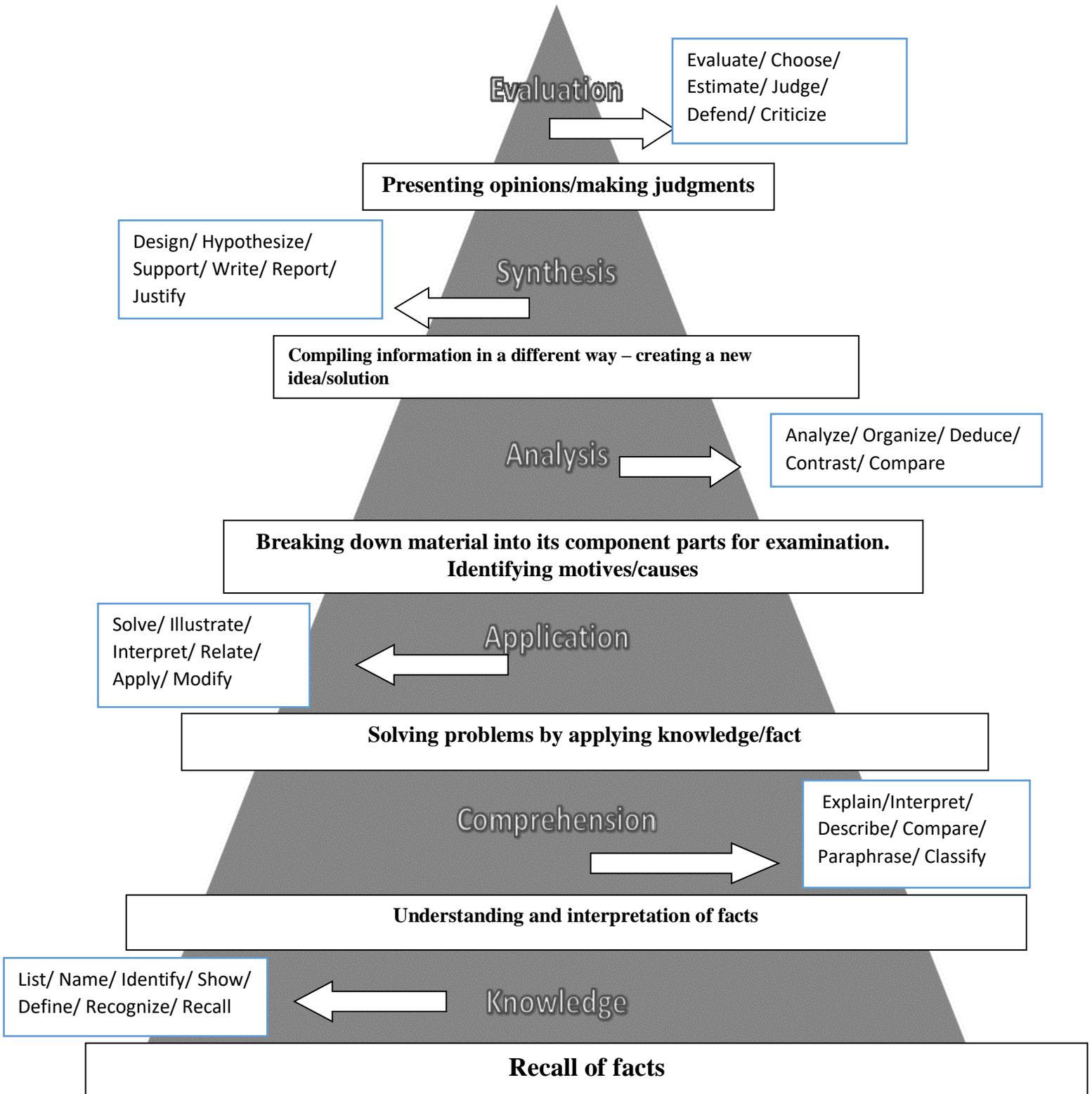


Figure 1: From LOTS to HOTS

2.6 Previous Study:

No researchers have found in Bangladesh about the issues like developing critical thinking among the secondary level student in Bangladesh except two thought it is done for the undergraduate student in this country. And they are “Introducing Literature Critically and Creatively to Bangladeshi University Students” by Nevin Farida & Begum Shahnaz Sinha and “Developing Critical Thinking: A case Study of Teaching a Hemingway Story” by Mohod.Yasin Sharif. In their study, their objectives were to develop the critical thinking through literature as a tool at tertiary level in Bangladesh because, in both studies, it has been showed that literature can help students to think not only actively but also critically and this thinking process is need to facility for undergaducate student’s futher study. As far the knowledge of the researcher goes, there is no other study to be done regarding this issue.

3.1 Methodology

This research adopted a mixed-method approach by collecting data from both quantitative and qualitative methods. Given the complexity of developing critical thinking skills, it’s believed that a mixed-method approach would provide a broader and more reliable way of investigation.

3.2 Participants and Sampling Procedures

This exploration paper has been created upon an irregular example framed by 33participants (24 guys and 9 females) chose from Chittagong region somewhere in the range of 27 and 37 years old, who trains the English language in various schools from various regions like nation and city. They have no less than two (2) years residency in the field. Among those members, I have chosen three instructors from every territory of the nation and city as a purposive example for the subjective information on the grounds that, as indicated by Wellen (2009),qualitative scientists ordinarily utilize purposive testing, wherein analysts purposefully select members who are educated about or have involvement with the central concept(s) being examined. Generally tests are little; the aim being that a relatively modest number of people can give a lot of point by point, top to bottom data that substantial size examples would not.

Participant's Gender	Male	24
	Female	9
Age	27-33 years	20
	34-37years	13
Area of School	Country	4
	City	29

Table 1 Sample Description

3.3 Adopted Methodology with Rationale

To examine the research questions further, we need to collect the data in the various methods. So, mixed method had been used. In mixed-methods research, it involves the use of both quantitative and qualitative methods in this single study. In this type of research, we used both a closed-ended question, like a survey question, for the quantitative method and an open-end question, like an interview, for the qualitative method (Wallen, 2009). In the same way, we designed the survey question for the closed-ended question but did not design any interview question for the open-ended question. Because for collecting data in interviews, we had to visit schools but by that time, every school in Bangladesh was not held for the holiday of the Ramadan month. That is why; we sent the open-ended questions to the participants in their social media like Whatsapp, IMO, Messenger and email, etc.

3.4 Research Instrumental

The instrumentals of this study were a survey question and five open-ended questions for the teachers. With the survey question, both Participant Information Sheet (PIS) and Consent letter were attached. In this research paper, we designed the closed-ended and open-ended questionnaire survey and a lesson plan under three research questions. In order to prepare the format of this survey question, we got the instruction for my course teacher and searched the Google. Unfortunately, we could not find the suitable survey question. So, we prepared my own survey questions with the instruction of the teacher and the overall searching from the Google. In the survey question, we represented a Likert scale with 6 steps from 1- very strongly disagree to 6- very strongly agree. Moreover, to organize the lesson plan and items for the survey question, I kept in mind the level of Bloom's Taxonomy and followed Ellison's (2010, p28) work (see Appendix D).

3.5 Data Collection Procedure

For collecting data, the researcher followed some procedures. At first, she took the permission from the authority by the consent letter. Before giving any permission, they took my interview. Next, we explained the purpose of this research and their privilege as a participant in the PIS. Then we gave them the survey question. During their participation, we announced that if they need any help to understand the questions, please ask me without hesitation. In these procedures, at least, we found data for the survey question. And for receiving the open-end question from teachers, we used the social media like Whatsapp, IMO, Messenger and email

3.6 Data Analysis Procedure:

For analyzing the data, MS word and MS excel 2010 have been applied.

4.1 Data Presentation and Analysis

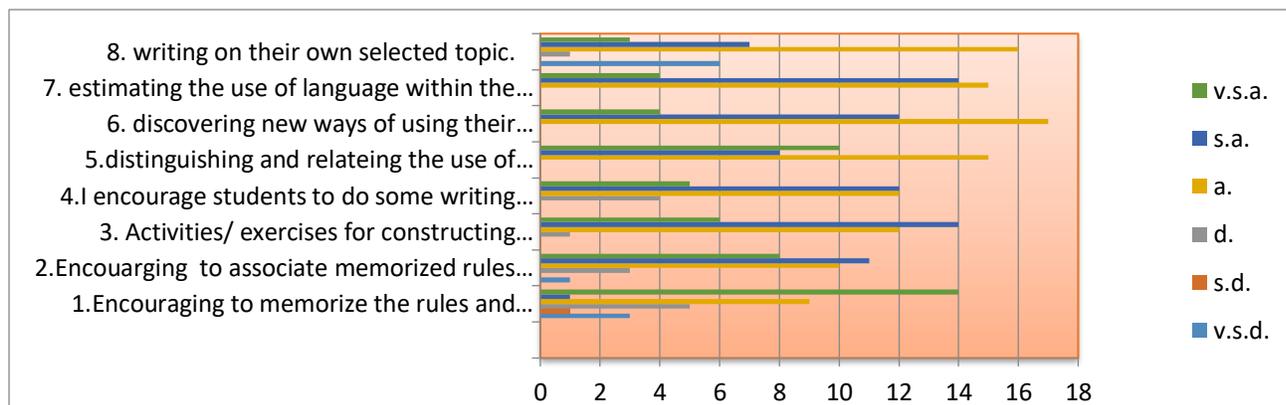
This chapter is discussed in the presentation and analysis of the finding data. To do so, at first, the quantitative data from the survey and the qualitative data from the open-ended questions have been showed and analyzed, and then have displayed. Finally, I again interpreted and explored the finding data in an overall view of analysis.

4.2 Quantitative Data Presentation and Analyzing:

Here, I have divided the survey question into three tables with three graphs based on three research questions. So according to the research questions (RQ(s)), I arranged the following tables with their graphs:

RQ.1. What is the scenario of critical thinking in English language teaching and learning at the secondary level in Bangladesh?
Survey Question:
1. Encouraging to memorize the rules and regulations of grammar.
2. Encouraging to associate memorized rules with their relevant known grammatical structures.
3. Activities/ exercises for constructing meaning from writing and graphic messages.
4. I encourage students to do some writing task by using the learned rules.
5. Distinguishing and relating the use of different sentences from each other.
6. Discovering new ways of using their linguistic proficiency in different situations.
7. Estimating the use of language within the practical situation.
8. Writing on their own selected topic.

Table 2: The Survey Question no 1 to 8



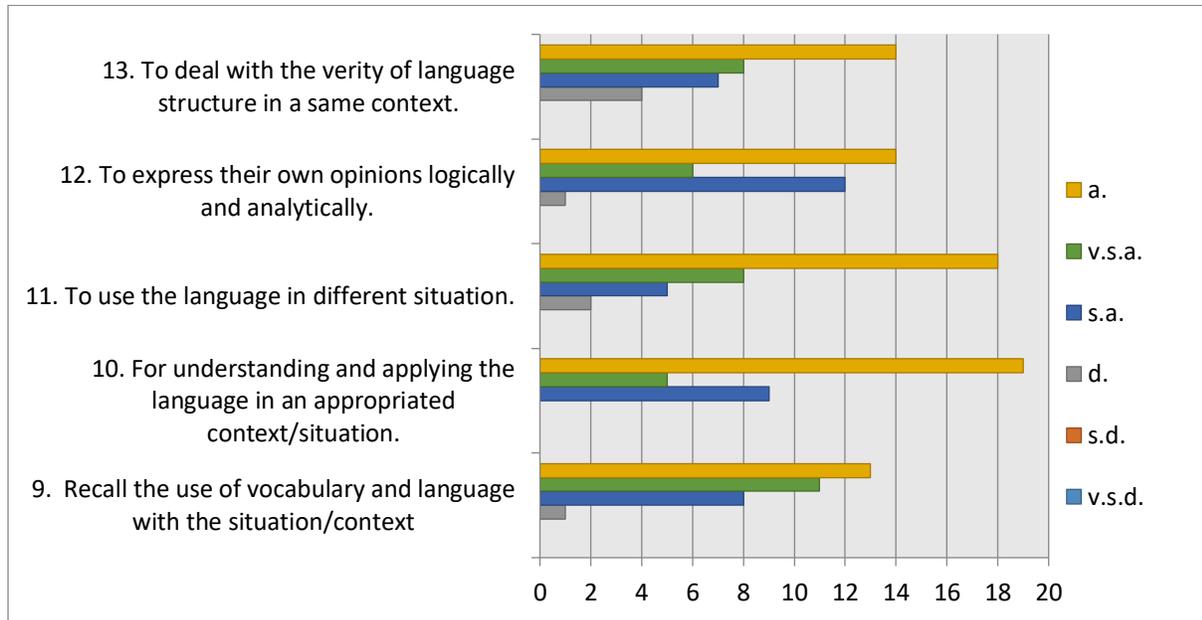
Graph 1: The Description of Responses for the Survey Question no 1 to 8.

The above graph shows the finding of the survey question no 1 to 8 for analyzing the first RQ. If we give a glimpse to the graph, it is seen that the majority teachers have responded the same answer for the questions no 8 to 5 and that was ‘Agree’. When we go through the rest of the graph, it is observed that the amount of ‘Agree’ responding have been decreased and the amount of ‘Strongly Agree’ and ‘Very Strongly Agree’ have been increased.

RQ.2. What is the opinion of teachers about the quality of literature?
Survey Question:

9. Recall the use of vocabulary and language with the situation/context
10. For understanding and applying the language in an appropriated context/situation.
11. To use the language in the different situation.
12. To express their own opinions logically and analytically.
13. To deal with the verity of language structure in the same context.

Table 3 : The Survey Question no 14 to 18



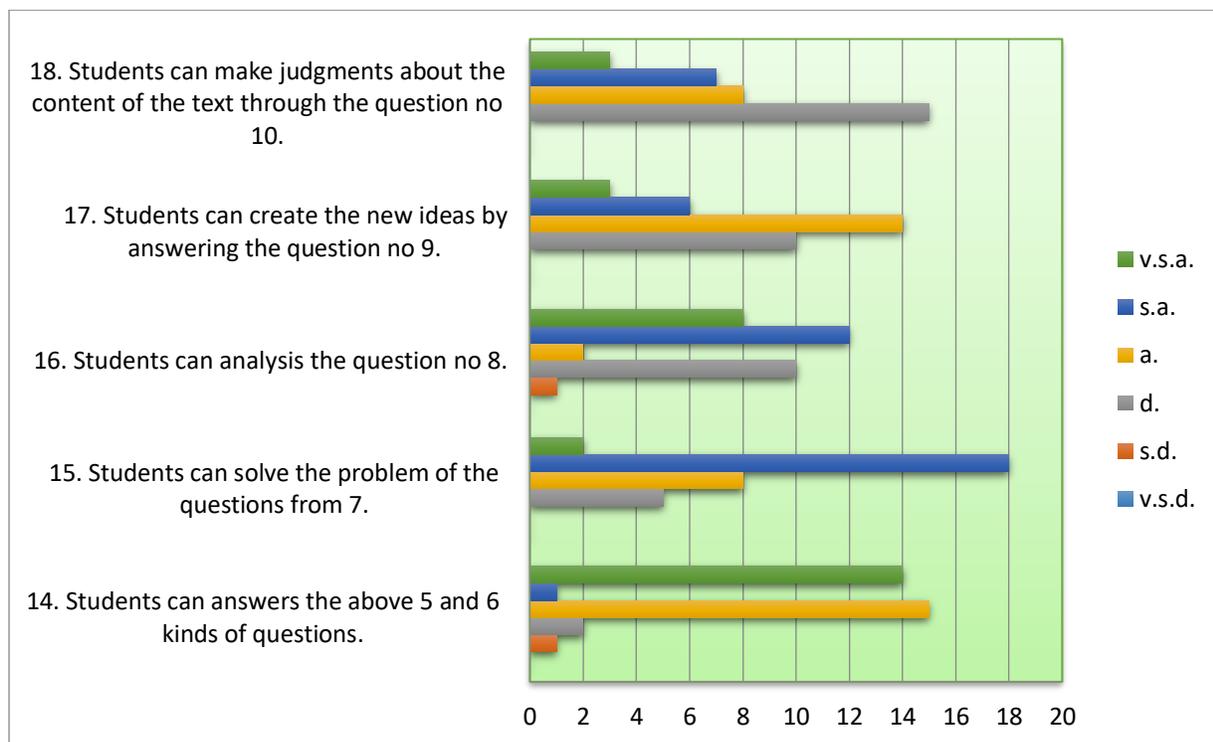
Graph 2: The Description of Responses for the Survey Question no 9 to 13.

On top of the graph, it has been observed that the majority of the teachers have answered ‘Agree’ for responding the questions no 9 to 13. Though the answer to the questions no 13 and 14 are stable, the percentages of ‘Agree’ is increased in the responses of the question no 11 and 10. However, it is reduced to the question no 9.

RQ 3. How far is the critical thinking maintained through the literature from the Unit 14 in “English For Today” (Class 9-10) at the secondary level?
Survey Question:
14. Students can answer the above 5 and 6 kinds of questions.
15. Students can solve the problem of the questions from 7.
16. Students can analyze the question no 8.
17. Students can create the new ideas by answering the question no 9.

18. Students can make judgments about the content of the text through the question no 10.

Table 4 Table no 4: The Survey Question no 14 to 18



Graph 3: The Description of Responses for the Survey Question no 14 to 18.

From this above graph, it has been seen the teacher's response to the lesson plan (see Appendix). Here, from the question no 14 to 18, I asked teachers to give their opinion about the ability of their students to answers the question no 5 to 10 from the lesson plan. According to their opinion, their students can answers the question no 5 and 6 of the lesson plan so they respectively responded ‘Agree’ (a.) and ‘Very Strongly Agree’ (v.s.a.) to the survey question no 14. In the questions, no 15 and 16, the majority of teachers replied ‘Very Strongly Agree’ (v.s.a.).Moreover, to create new ideas by the students (the question no 17), the maximum teachers answered ‘Agree’ (a.). However, in the case of the question no 18, the response differed from the other responses. Here, the majority of the teachers believed that their students have not the ability to make a judgment about the content of the text. For this reason, the percentage of the ‘Disagree’ (d.) has increased.

To be explained by combining three graphs, the majority of the teachers believed that they used the critical thinking in their language teaching, literature had the qualities of the critical thinking and their students could answer all of the questions from the lesson plan except the last one.

4.3. Qualitative Data Presentation and Analyzing:

For the qualitative data, I have selected some responses from both areas (Country and City). Here; I first presented the finding of the qualitative data and eventually analyzed those data. For doing so, I have designed tables for each open-ended question to collect these responses. And later on, I studied each response in the following way:

Questions	Area of the school	Participant	Answers
19. What do you think about the given lesson plan or these questions during classroom?	Country	P1	It is important to mention the duration of a class. How long the students will get to solve the questions is essential. That is to mention time allocation for each question pattern is very important. How they will prepare the answers - individually /pair/group is necessary. How will the teachers implement this lesson plan - what is the role of the teachers? What about the vocabulary - do you assume that students know all the words in this lesson? What is the target/aim of this lesson - to develop listening /speaking /reading /writing skills?
		P2	It is good.
		P3	I think it is quit tough for the country students.
	City	P4	The given lesson plan on this questions is necessary for a student during classroom. Actually, when a teacher set the scene of a particular lesson, the students began to predict what about the topic would be. The guiding questions given the students reason to read the text and they become attentive in reading. These questions compelled the students to understand the text better.
		P5	The given lesson plan is very much interesting and amusing for tender aged students.
		P6	Students will be able to answer the questions. Students will be encouraged.
20. Do you think that this lesson plan can helpful for developing critical thinking of the secondary level student?	Country	P1	The questions in this lesson plan are thought provoking. It is helpful to develop students' critical thinking. But It will be too tough for the general (average) students.
		P2	This lesson plan is helpful but students are not capable to developing their critical thinking for their linguistic weakness.
		P3	I think it will be.
	City	P4	Yes, I think that lesson plan can helpful for developing critical thinking of secondary level students.
		P5	I firmly believe that, this type of lesson plan can be

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			helpful for developing critical thinking and developing creative faculty.
		P6	Yes, I think this lesson plan can helpful for developing critical thinking of the secondary level student.
21. Do you have any suggestion for the lesson plan?	Country	P1	This might be a good example of a question pattern, not an exact lesson plan, I think.
		P2	It is subjectively helpful for the critical thinking.
		P3	I have no suggestion.
	City	P4	Lesson plan is essential for a successful class. It must be brief easy, and concise. Because in the classroom the teacher teaches 30 minutes or 45 minutes, if the lesson is too big, the teachers waste time reading it rather than giving the class effectively. So a good lesson plan makes the lesson interesting, easy and effective.
		P5	Actually I don't have anything to suggest. But after applying the plan if there arises any problem, then it may be corrected according to needs.
		P6	Students can be evaluated by making more few questions. This lesson plan is suitable for them.
22. What do you think that the literature part of ‘English For Today (Class 9-10)’ is sufficient for developing the Critical thinking among the secondary level students?	Country	P1	The EFT is hardly taught in the class as no item from the text is set up as questions in the exams.
		P2	Yes, I agree. I think it will be good if a novel add in English 1 st paper like Bangle 1 st paper.
		P3	Yes, I agree with it.
	City	P4	English text book currently used in class 9-10 of secondary level in Bangladesh are very helpful. The literature part of EFT (English for Today) are choose careful from global and national contexts which are interesting to the learners thematically, culturally and linguistically. The literature part helps the students how to face the practical life. Though it is not sufficient to develop the critical thinking of the students. The literature part of EFT must be more developed. Many stories, poems of greatest writers must be added to increase the knowledge of the students.
		P5	I firmly believe that, this type of lesson plan can be helpful for developing critical thinking and developing creative faculty.
		P6	No, I am not agree. More literature should be included for developing the critical thinking of students like novel, drama etc.
23. Separate	Country	P1	It is really a tough question to answer. Actually, it

textbook on separate genres of English literature can be used to develop students' critical thinking. Do you agree if yes then why and if no then why not?			depends on the aim / target of the textbook. Personally, I think, literature can be used as to develop students' critical thinking skills. The way you have asked the questions in the given lesson will obviously make students think from different points to answer.
		P2	Yes, I agree. I think it will be good if a novel add in English 1 st paper like Bangle 1 st paper.
		P3	Yes, I think these kinds of text should also be include to break down the materialistic teaching system.
	City	P4	Yes, I agree, that separate, textbook on secondary genres of English literature contain varities types of knowledge. If a student reads different separate textbook of English literature, he can acquire a vast knowledge and can apply these knowledge in his practical life. These literature can broaden his store of knowledge. With the help of knowledge, he can solve different problems in his. And then he will become confident and wise.
		P5	The literature part of the text for class 9-10 is absolutely insufficient for developing the critical thinking .It's true that, the text is enriched with many articles on various topics of historical interests, recent events, famous persons but it lacks poems, short stories, dramas etc. which ultimately fails to make the text interesting.
		P6	Obviously I agree. By including separate textbook on separate genres of English literature. Students will develop their critical thinking.
24. Do you teach Unit 14 from EFT in your classroom?	Country	P1	I teach this unit when I have time.
		P2	If I like to teach this Unit I can but maximum time, I follow this guide books for practicing the model questions. Because I try my A+ students to get A+ and my average students at least to pass the board exam. As far as I know, no teachers teach this Unit.
		P3	I do not teach this Unit because it is not necessary for our exams
	City	P4	I like to teach this Unit but I had to skip for the time limitation.
		P5	I like to focus on the stories of this Unit but omit the poems if I have enough time.
		P6	I teach this Unit to break down the boredom in my classroom.

Table 5: The Responses of the Open-Ended Questions

In open-ended questions, at first, we asked their opinion about the lesson plan (see Appendix). In this question everyone responded quite positive except one, P3; for him, it was quite tough for

the countryside students. And when we asked that ‘this lesson plan can be helpful for developing the critical thinking of the secondary level student’ and ‘any suggestion for the lesson plan’, the participants from the city responded that this lesson plan is sufficient for developing the critical thinking and they also suggested to keep the time in mind and add few more questions. Though the countryside teachers had no suggestion for the lesson plan they did believe that this lesson plan is quite tough for their students (average) because of their linguistic weakness. Then we asked why they think about the literature part in ‘English For Today’ (Class 9-10) to develop the critical thinking, the maximum participants said that it is enough to extend the thinking. And when we suggested adding separate textbooks on separate genres of English literature can be used to develop students' critical thinking both areas of teachers agreed with it. Later on we also inquired about teaching the Unit 14 of ‘English For Today’ (Class 9-10) in their class, the majority of the teachers said that the majority of teachers skipped it for the time limitation and the unnecessary for the exam but a teacher from the city claimed that he taught that unit for the enjoyment of the students. In short, it can be said that literature is there to develop the critical thinking but this is not used because it is not tested.

5.1 Summary of the finding:

By seeing overall quantitative and qualitative data, it can be assumed that adding literature for enhancing the critical thinking is not an irrelevant thing to do because the majority of the teachers positively responded in both quantitative and qualitative data, except two questions. Among the two questions, one is from the quantitative data where the teachers had been asked about the capacity of their student to make a judgment about the context. And they disagreed that their students were able to do that. And another question is from the quantitative data where I inquired that whether they teach Unit 14 from EFT in their classroom or not. Here they answered that they did not give much attention to it because that unit was not so important for the exam. From these responses, it has been cleared that the secondary level students have all qualities except one, evaluating quality, for improving their critical thinking and they have the literature items as an important tool to develop their thought but it is not been used because it is not focused in the exam.

5.2 Recommendations:

To make our understudies for thinking past their course reading, we have to build up the critical thinking in our optional classroom. In the event that we effectively can incite it, our understudies can accomplish to be a basic mastermind or peruser. In doing as such, they can think past the content. That is the reason, Khatib (2012) states that critical readers in this way perceive what a content says, yet in addition how the content depicts the topic. Basic readers perceive the different manners by which every single content is the exceptional making of a one of a kind writer. Besides to accomplish the critical thinking capacity, writing can help viably more than some other materials. Since, the materials utilized in the classes are mostly biographies, logical articles and entries that do not have the strength to urge students to think critically (Khatib, 2012).

5.3 Conclusion:

This research shows that in our education system, we have included various kinds of advanced teaching technique and materials but these are not implied in the classroom because these do not play any vital role in the exam. So, for practicing the critical thinking in our classroom, we need to design the test based on it.

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