

FACULTY OF SCIENCE EDUCATION

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

RESEARCH REPORT

**EXPLORING THE TEACHING OF CRITICAL THINKING IN THE ENGLISH
LANGUAGE CLASSROOM
PALLISA DISTRICT**

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DECLARATION

I **OLUK DANIEL** declare that this research report is my original work and is submitted for the award of the degree of bachelor of education of language and literature of Busitema University.

Signature ...  Date... 13th/11/2023

ENDORSEMENT BY THE SUPERVISOR

This research report has been prepared under my supervision (MS. NAKAZINGA RACHEAL) /mentorship upon appointed by Busitema University.

Signature.....  Date.... 13th/11/2023

Summary of the report

The researcher proposes to explore the teaching of critical thinking in the English language classroom.

The study will be based on three objectives;

1. To Explore the ways of teaching critical thinking.
2. To examine the significance of critical thinking in the English language classroom.
3. To examine the ways in which technology can be used to teach critical thinking.

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Introduction and Background to the study

1.0 Introduction:

In today's world, critical thinking skills are becoming increasingly important for students to navigate through different situations they face in their daily lives. Developing critical thinking abilities is crucial to making informed decisions and judgments, solving problems, and evaluating information. Therefore, incorporating critical thinking instruction into classrooms is essential to prepare students for life and the workforce.

thinking critically will boost creativity and enhance the way you use and manage your time (Hader, 2005) and critical thinking not only describes the ability to think in accordance with the rules of logic and probability, but also the ability to apply these skills to real-life problems, which are not content-independent. . Critical thinking can provide you with a more insightful understanding of yourself. It will offer you an opportunity to be objective, less emotional, and more open-minded as you appreciate others' views and opinions. By thinking ahead, you will gain the confidence to present fresh perspectives and new insights into burden some concerns.

Critical Thinking

“Critical thinking is thinking about your thinking while you’re thinking in order to make your thinking better.”—*Richard W. Paul*

When the term of ‘Critical Thinking’ is searched, it is understood that there are meanings of it which are suggested in the frame of philosophy and psychology sciences but in general sense this term has not got a definite meaning. ‘Critical’, derived from the Greek word *kritikos* meaning to judge, arose out of the way analysis and Socratic argument comprised thinking at that time.(McGregor, 2007) and then the word *kritikos* passed to Latin as ‘*Criticus*’ that is the type of spreading to world languages from it (Hançerlioglu, 1996). According to Critical Thinking Cooperation (2006) critical thinking is an ability which is beyond memorization. When students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts. Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learning. Students are frequently conditioned in their approach to learning by experiences in teacher-cantered, textbook-

driven classrooms (Sharma & Elbow 2000). This situation is a disturbing case for contemporary educators, and for this reason they would rather choose the latest models and methods which are more effective in directing students to thinking. Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion. The aim of Critical Thinking is to promote independent thinking, personal autonomy and reasoned judgment in thought and action. This involves two related dimensions:

1. The ability to reason well and
2. The disposition to do so.

Critical thinking involves logic as well as creativity. It may involve inductive and deductive reasoning, analysis and problem-solving as well as creative, innovative and complex approaches to the resolution of issues and challenges.

1.1 Background:

However, the traditional teaching methods followed by most educational systems, particularly in the English language classroom, focus more on memorization and rote learning rather than enhancing students' analytical and problem-solving skills. English language teaching materials are generally designed to improve students' vocabulary, grammar and language proficiency, and little attention is given to developing critical thinking abilities.

Teaching critical thinking in an English language classroom involves equipping students to think creatively, analytically, and reflectively. It considers different perspectives, examining and evaluating information critically, and arriving at informed conclusions, all of which are essential abilities in the 21st-century workforce. Therefore, exploring effective ways to integrate critical thinking instruction into the English language classroom is crucial in preparing students for the challenges they will face in their personal and professional lives.

1.2 Problem statement

Critical thinking involves analyzing information, evaluating arguments, and making reasoned judgments based on evidence (Mc Gregor, 2007). The teaching of critical thinking is important in the English language classroom, it promotes learners abilities in the field of reasoning, decision

making and self-interpretation. Bean (2011, p.3). . However, many students lack the skills and strategies necessary to engage in critical thinking, which can lead to poor academic performance, difficulty in problem-solving and limited success in their personal and professional lives. In the context of the English language classroom, the problem is compounded by the fact that many English language learners may struggle with language proficiency, making it even more challenging to engage in critical thinking activities. Therefore, there is a need for effective strategies and approaches that can help English language learners develop critical thinking skills while also improving their language proficiency. One potential solution to this problem is to incorporate explicit instruction on critical thinking skills into English language instruction. This might involve teaching students specific strategies for analyzing arguments, evaluating evidence, and making logical judgments. Additionally, teachers can incorporate critical thinking activities into their lessons, such as group discussions or debates that require students to analyze different perspectives and defend their own viewpoints.

1.3 Objectives of the study.

To explore the teaching of critical thinking in the English language classroom

The purpose of this study is to explore the teaching of critical thinking skills to learners in the English language classroom in secondary schools. Developing strategies in a classroom to teach critical thinking and also to know why critical thinking skills should be taught to the learners in the English language classroom. Similarly, its aiming at knowing how teachers can be trained to effectively teach critical thinking, then identifying the barriers and challenges to teaching critical thinking,

1.4 Main objectives of the study.

Aimed at exploring the teaching of critical thinking skills in the English language classroom, the strategies that can be used by teachers in secondary schools to effectively teach critical thinking, the methods of teaching matter and how important these skills are.

1.5 Specific objectives of the study

1. To explore the ways of teaching critical thinking.
2. To examine the significance of critical thinking in the English language classroom.

3. To explore the ways in which technology can be used to teach critical thinking.

1.6 Research questions

How can critical thinking be taught in the English language classroom?

Examine the significance of teaching critical thinking in the English language classroom?

In which ways can technology be used for teaching critical thinking?

1.7 Significance of the study.

The study is to offer teachers various methods of teaching critical thinking and how to equip them as well, with knowledge about critical thinking and also to provide learners in the English language class room the ability to evaluate and also to apply the skill of critical thinking in real life situations. It as well aims at making learners more proficient as far as the use of English language is concerned the following authors gave views about the significance of critical

One author who has extensively written about the significance of critical thinking is Richard Paul. In his book "Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World," Paul argues that critical thinking is essential for personal growth and success in today's complex world. He emphasizes that critical thinking helps individuals develop intellectual skills such as analysis, evaluation, problem-solving, and creativity. According to Paul, critical thinking enables individuals to overcome biases and prejudices, make rational decisions, and effectively communicate their thoughts and ideas.

Another influential author in the field of critical thinking is Linda Elder. In her book "Critical Thinking: The Nature of Critical and Creative Thought," Elder highlights the significance of critical thinking in education. She argues that critical thinking should be integrated into the curriculum at all levels of education to foster intellectual growth and prepare students for the challenges of the modern world. Elder emphasizes that critical thinking helps students develop cognitive skills such as analysis, interpretation, evaluation, inference, explanation, and self-regulation. She believes that by teaching students how to think critically, educators can empower them to become active learners who can navigate through complex information and solve problems effectively.

Peter Facione is another prominent author who has contributed to the understanding of critical thinking. In his book "Critical Thinking: What It Is and Why It Counts," Facione emphasizes the

significance of critical thinking in decision-making and problem-solving. He argues that critical thinking enables individuals to make well-reasoned decisions by considering multiple perspectives, evaluating evidence, and identifying logical fallacies. Facione believes that critical thinking is crucial for effective problem-solving as it helps individuals identify and analyze the root causes of problems, generate creative solutions, and evaluate their effectiveness.

1.8 Scope of the study

This sets the;

Geographical scope - The geographical scope locates the area of the study.

The geographical area of the study should be easy to trace on the world map.

Population: The population is described in finer details in the methodology section, hence a brief mention of it is required in this section.

Content: The content scope includes the operational definitions of the study variables,

Temporal boundaries of the study: the measurements used.

CHAPTER TWO

2.1 Literature review

This section provides the literature review and has several headings and analysis of the objectives of the study

Introduction

Critical thinking is an essential skill that enables individuals to analyze, evaluate, and synthesize information to make informed decisions. In the English language classroom, teaching critical thinking skills has become increasingly important as it helps students to develop their language proficiency and engage in meaningful communication.

The literature on teaching critical thinking in the English language classroom suggests that a variety of instructional strategies can be used to facilitate critical thinking skills. One approach is to use authentic materials such as news articles, videos, and podcasts that provide opportunities for students to analyze and evaluate information. Another approach is to use inquiry-based learning activities that encourage students to ask questions, explore multiple perspectives, and develop their own arguments. Additionally, collaborative learning activities such as group discussions and debates can help students to develop their critical thinking skills by engaging with their peers and sharing ideas.

Several studies have shown the effectiveness of teaching critical thinking skills in the English language classroom. For example, a study by Li (2015) found that using inquiry-based learning activities improved students' critical thinking skills and language proficiency. Similarly, a study by Yang (2017) demonstrated that using authentic materials in the classroom increased students' motivation and engagement in learning English.

However, some challenges exist in teaching critical thinking in the English language classroom. One challenge is the lack of teacher training and support for integrating critical thinking skills into language instruction. Another challenge is the need for appropriate assessment tools to measure students' critical thinking skills accurately.

In conclusion, teaching critical thinking in the English language classroom is crucial for developing students' language proficiency and preparing them for academic and professional

success. A variety of instructional strategies can be used to facilitate critical thinking skills, including authentic materials, inquiry-based learning activities, and collaborative learning activities.

Definitions of critical thinking

The educational approach. Finally, those working in the field of education have also participated in discussions about critical thinking. Benjamin Bloom and his associates are included in this category. Their taxonomy for information processing skills (1956) is one of the most widely cited sources for educational practitioners when it comes to teaching and assessing higher-order thinking skills. Bloom's taxonomy is hierarchical, with "comprehension" at the bottom and "evaluation" at the top. The three highest levels (analysis, synthesis, and evaluation) are frequently said to represent critical thinking (Kennedy et al., 1991). The benefit of the educational approach is that it is based on years of classroom experience and observations of student learning, unlike both the philosophical and the psychological traditions (Sternberg, 1986). However, some have noted that the educational CRITICAL THINKING 9 approach is limited in its vagueness. Concepts within the taxonomy lack the clarity necessary to guide instruction and assessment in a useful way (Ennis, 1985; Sternberg, 1986). Furthermore, the frameworks developed in education have not been tested as vigorously as those developed within either philosophy or psychology (Sternberg, 1986

Objective by objective literature review

To determine the ways of teaching critical thinking

Every pupil should have an effective skill of critical thinking, and they must not accept anything for granted but how can you teach thinking critically to students? There are several ways of organizing for instruction in critical thinking: We can teach a separate course or unit, we can infuse critical thinking into all that we teach, or we can use a mixed approach. The first approach of a separate course or unit requires materials that teach specifically for critical thinking dispositions, skills, and knowledge. The downside is that there may be little transfer from what the program or materials teach to the rest of the curriculum. Infusion, the second possible approach, requires that critical thinking be taught as an integral part of all subject areas (Wright, 2002). According to Hirose (1992) employers complain about employees' lack of reasoning and critical thinking

abilities. Those abilities are essential because compared with the jobs in the past the modern work environment requires more thinking and problem solving abilities. This situation can be adapted to education, too. Teachers had better be equipped with high critical thinking skills. Critical thinking is not equal with intelligence and shouldn't be misunderstood with it. Critical thinking is skill which can be developed (Walsh and Paul, 1988). As well as critical thinking can be developed, it can be searched and analyzed with its different dimensions, so this shows that many scientists or experts hypothesize about critical thinking, because the vitality of critical thinking has been realized by many people recently. Educators are aware of the fact that critical thinking can be thought.

Studies Conducted on 'Critical Thinking'

Initial studies conducted on critical thinking began in the years of 1960s. Researchers have intended to explain critical thinking with two main disciplines thorough these studies. Philosophical approach has dwelled on norms of good thinking, the concept and motive of human thought and cognitive skills necessary for an objective world view; while psychological approach have dwelled on thinking and experimental studies thinking, individual differences in learning thinking and the concept of problem solving which is a piece of critical thinking. Now I will give a few examples on the studies of critical thinking. Kurum (2002) put forward a study at Anadolu University Education Faculty. The goal of Kurum's study was to identify critical thinking abilities and the levels of thinking abilities that constitute this ability and the factors which influenced critical thinking of teacher trainees studying at Anadolu University Education Faculty. The results of the study showed that teacher trainees' critical thinking abilities and all levels of thinking abilities were at mid- level and that these abilities were affected by different factors such as age, high school types graduated, score type and level in university entrance exam, program being studied, education and income level of the family, and activities held for developing themselves. Paul (1989) conducted a study touching upon the adaptation of critical thinking dispositions in learning environment. In this study Paul suggests dispositions to be disciplined and self-directed thinking could be taught. He maintained that critical thinking was constructed from skills, such as spotting conclusions, examining premises, forming conclusions and diagnosing fallacies. Thus he proposed that critical thinking be constructed as 'disciplined, self-directed thinking which

exemplifies perfection of thinking appropriate to a particular mode or domain of thinking. Critical thinking conceptualized in this way must be taught with a focus on developing fair-minded, critical thinkers, who were willing to take into account the interests of diverse persons or groups regardless of self-interest. Paul called it the dialogical or dialectical thinking model.

Giancarlo, Blohm, and Urdan (2004) were interested in the measurement of critical thinking disposition in adolescents as illustrated with four successive studies. The results of their studies provide support for the California Measure of Mental Motivation (abbreviated as CM3). This study was based on the assumption that critical thinking is a disposition and provided not only evidence that critical thinking disposition exists in adolescents but also a valuable tool for assessing this construct. The authors concluded that “CM3 assess the extent to which individuals perceive themselves as willing and inclined to approach challenging problems in a systematic, innovative, open-minded, and inquisitive way.”

To examine the significance of critical thinking

Critical thinking is very significant to learners in the English language classroom

Teaching critical thinking in the English language classroom is of great significance to teachers as it equips students with essential skills that go beyond language proficiency. Critical thinking refers to the ability to analyze, evaluate, and synthesize information in a logical and systematic manner. It involves questioning assumptions, considering multiple perspectives, and making informed judgments. Integrating critical thinking into English language instruction not only enhances students' language skills but also prepares them for success in various aspects of their lives.

One of the primary reasons why teaching critical thinking is important in the English language classroom is that it fosters higher-order thinking skills. Traditional language instruction often focuses on lower-order skills such as memorization and repetition. However, critical thinking encourages students to engage in deeper levels of cognitive processing. By analyzing and evaluating information, students develop their ability to think critically and independently. This skill is crucial for academic success as well as for navigating real-world situations where they need to make informed decisions.

Moreover, teaching critical thinking in the English language classroom helps students become effective communicators. Language learning is not just about acquiring vocabulary and grammar rules; it is also about using language to express ideas and opinions effectively. Critical thinking enables students to organize their thoughts coherently, support their arguments with evidence, and communicate their ideas persuasively. These skills are essential for academic writing, public speaking, and participating in discussions or debates.

Furthermore, integrating critical thinking into English language instruction promotes cultural understanding and empathy. Language learning is closely tied to intercultural communication, as it involves interacting with people from different backgrounds and perspectives. By encouraging critical thinking, teachers can help students develop a broader worldview and appreciate diverse cultures. Critical thinking allows students to challenge stereotypes, question biases, and develop a more nuanced understanding of different cultures and societies.

Teaching critical thinking in the English language classroom also prepares students for the demands of the 21st-century workforce. In today's rapidly changing world, employers value employees who can think critically, solve problems, and adapt to new situations. By developing critical thinking skills, students become more adaptable and better equipped to face challenges in their future careers. They learn to approach problems from different angles, consider alternative solutions, and make well-reasoned decisions.

In conclusion, teaching critical thinking in the English language classroom is highly significant for teachers. It enhances students' higher-order thinking skills, improves their communication abilities, promotes cultural understanding, and prepares them for the demands of the modern workforce. By integrating critical thinking into language instruction, teachers empower students to become independent learners and active participants in society.

Assess the ways in which technology can be used to teach critical thinking

Technology has become an integral part of education, and it can be effectively utilized to teach critical thinking skills. Here are five ways in which technology can be used for this purpose:

1. **Online Discussion Platforms:** Technology allows for the creation of online discussion platforms where students can engage in thoughtful conversations and debates. These platforms provide a space for students to express their opinions, analyze different perspectives, and critically evaluate

arguments. By participating in these discussions, students develop their ability to think critically, articulate their thoughts clearly, and consider alternative viewpoints.

2. Simulations and Virtual Reality: Simulations and virtual reality (VR) offer immersive learning experiences that can enhance critical thinking skills. Through simulations, students can engage in real-world scenarios and make decisions based on critical analysis. VR technology allows students to explore different environments and situations, encouraging them to think critically about the consequences of their actions. These interactive experiences promote problem-solving, decision-making, and analytical thinking.

3. Data Analysis Tools: Technology provides access to vast amounts of data that can be used to teach critical thinking skills. Data analysis tools enable students to collect, analyze, and interpret data from various sources. By working with real-world data sets, students learn how to identify patterns, draw conclusions, and make evidence-based arguments. These tools also foster skills such as information literacy, statistical reasoning, and logical reasoning.

4. Collaborative Online Projects: Technology facilitates collaborative learning by enabling students to work together on online projects. Collaborative platforms allow students to share ideas, collaborate on tasks, and provide feedback to one another. Through these projects, students learn how to communicate effectively, consider different perspectives, negotiate solutions, and critically evaluate the contributions of their peers. This collaborative approach encourages critical thinking by promoting active engagement and diverse viewpoints.

5. Game-Based Learning: Gamification can be a powerful tool for teaching critical thinking skills. Educational games provide interactive challenges that require problem-solving, strategic thinking, and decision-making. These games often present complex scenarios that require students to analyze information, evaluate options, and make informed choices. By engaging in game-based learning, students develop critical thinking skills in a fun and engaging manner.

In conclusion, technology offers numerous opportunities to teach critical thinking skills in innovative ways. Online discussion platforms, simulations and virtual reality, data analysis tools, collaborative online projects, and game-based learning are just a few examples of how technology can be effectively utilized for this purpose.

CHAPTER THREE

Research methods

This chapter is about research methods

3.0 Introduction

3.1 Research Design

3.2 Study population and sample size

3.2.1 Population

3.2.2 Sample size

3.3 Sampling criteria

3.4 Data collection methods

3.5 Research instruments

3.5 Validity and reliability of the methods proposed

3.6 Analysis procedures

3.7 Ethical considerations in the proposed research

3.8 Limitation of the study (OPTIONAL) [Focus on the geographical, content limitations or limitations on the scale of impact] NOT Time, money, hard to reach, no response from respondents.

3.1 Introduction:

This chapter will present the research design, study area, sampling size, sampling techniques and sampling procedures, data collection instruments, validity and reliability of research of research instruments, data collection procedures ,anticipated limitations of the study, ethical considerations as well data analysis.

Research methods

This refers to the behavior and instruments used in selecting and constructing the research technique.

Interviews: Interviews are one of the most widely used methods in qualitative research. They involve direct interaction between the researcher and the participant(s), allowing for in-depth exploration of their perspectives, experiences, and beliefs. Interviews can be structured (with predetermined questions) or unstructured (allowing for more open-ended discussions). They can be conducted face-to-face, over the phone, or through video conferencing. Interviews provide rich data that can capture nuances and contextual information. It will apply for both students and teachers, I will interview them to find out how critical thinking can be taught to them for learners and by them for the case of teachers.

Focus Groups: Focus groups involve bringing together a small group of participants (usually 6-10) to discuss a specific topic or issue under the guidance of a moderator. The group dynamic allows for interactions and exchanges among participants, generating diverse perspectives and insights. Focus groups are particularly useful for exploring shared experiences, group norms, and collective opinions. They can be conducted in person or online. For this case I will group learners in groups of seven students each.

Observation: Observation involves systematically watching and recording behaviors, interactions, and settings in their natural context. Researchers may adopt either participant observation (actively engaging with the participants) or non-participant observation (observing without direct involvement). This method allows researchers to gain an understanding of social processes, cultural practices, and everyday behaviors that may not be easily captured through other methods. Observations can be done overtly (participants are aware they are being observed) or covertly (participants are unaware). I will be in the classroom and observe learners and the way teachers teach the learners.

Document analysis is a method used in qualitative research to examine and interpret various types of documents, such as written texts, photographs, videos, audio recordings, and other forms of media. It involves a systematic and rigorous examination of these documents to gain insights and understanding about a particular research topic or phenomenon. For this case, I will look at the lesson plans of the teachers and also the images in those classrooms.

3.3 Area of study

The research will be conducted on the students in pallisa district in eastern Uganda.

3.4 Study population

Main study population is students in secondary school in pallisa district, and particularly the senior two students and then some teachers of English language.

3.5 Sampling criteria

The research sampling will be done on students of different three secondary school in pallisa randomly from the various schools which are to be sampled.

3.6 Research tools and instruments

Questionnaires will then distribute on a face to face basis to gather data for the study. After all these when the time to fill the questionnaires and interview guides are elapsed, the researcher will finally collect the completed questionnaires and interview guides for analysis.

Research tools and instruments refers to the measurement tools designed to obtain data from the target population. Sample interview guides and questionnaires are to be used to get the data from the target population.

The instruments and tools will be used by the researcher to collect the data from the respondents which include; the head teachers, teachers of English in the A-Level section in randomly selected secondary schools and finally learners in those very secondary schools.

The research will use questionnaires to collect the required data. The questionnaires will contain questions on personal information, knowledge and understanding of critical thinking.

3.7 Validity and reliability of the method

The term validity refers to the accuracy of a measure or effectiveness of the test tools to be used and what they are expected to measure during the research process while on the other hand reliability is the degree to which an assessment tool produces stable and consistent results. In other words, with reliability different researchers should be able to obtain the same results under the same conditions of the assessment tools.

According to the methods that will be used by the researcher, both validity and reliability are meant by these methods

3.8 Data analysis procedures.

Bickle and bogdan (1992) maintain that data analysis is a systematic process which involves working with data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is learnt and deciding what to tell others.

Data collection procedures

The tool used to collect data is questionnaire because many respondents can be reached and also can be administered in the

3.9 Ethical considerations

The researcher will first get an introductory letter from Busitema University. The copies of these letters will be showed to the respondents in order to show valid proof of the research work. Before carrying out this research, the researcher shall seek for permission from the relevant authorities. That is to say permission from the University, head teachers of the respective schools and teachers of English as well so that the respondents are assured of the confidentiality of the information they give. Respondents more so the learners are in the same way to be sensitized about the importance of this study. This will obviously help them to know that the research is purely for an educational purpose and not for another business. The researcher is to ensure that the information collected is kept with confidentiality and human rights are to be considered.

3.8 Anticipated limitations of the study

The researcher is expected to encounter some challenges during the research process hence bringing limitations of the study. These may include;

Reluctance of the respondents to give the true information on how critical thinking is taught.

Some schools that the researcher might want to sample might not be easily reached due to the distance and transport costs.

Some respondents might have a poor response to the asked questions in questionnaires and interviews due to lack of motivation and required facilitation from the researcher.

However, the above limitations in cases they show up, they are to be solved in the following ways.

Reluctance to give information by the respondents is to be solved by constantly making the respondents to be aware of the importance of the study.

Poor response from the learners as respondents due to lack of motivation is to be solved by giving them some small gifts such that they are motivated to participate in the research. Transport costs due to the distant schools are to be solved by mobilizing enough money from all the possible corners or else to get other nearby schools to use for the research instead of opting for distant schools.

CHAPTER FOUR

Data analysis

In this chapter the data collected was analyzed to understand how teaching of critical thinking was done by the teachers in senior two in Pallisa community senior secondary school.

Very many methods were used and the data collected according to specific methods is analyzed below;

The first method the researcher used was observation, according to the researcher he observed in a class how teachers taught , in this method he observed that teachers ask learners questions that can motivate critical thinking , questions like in which way, how ,assuming. The teacher sets a situation in the class and then the learners are forced to think critically in order to come with the relevant answers

He also observed that teachers use logical questions that can boost critical thinking in a classroom. Similarly he also observed how learners interact in a classroom while critical thinking skills are being taught, it is understood that learners like to be engaged in tasks that require reasoning and thinking. According to him, observation helped him to analyze both the way teachers taught in classroom and the response from learners.

The second method used by the researcher was also interviews; in this method the following was discovered.

In this method the researcher interviewed teachers on how they teach critical thinking and they gave varied responses, according to one of the teachers when asked he said he uses many materials to teach critical thinking for example he talked of use of audios, videos and many other things that can boost critical thinking in a classroom. He added that videos and audios are always used to motivate learners and give them situations of imaginations hence contributing to critical thinking

The other teacher said he mostly uses logical questions which involve asking questions on reasoning for example, assuming you are the head of the family and you want take your child to school which scholarly materials would you have bought for the child first he as well talked of questions that start with how, in which way , discuss and many more could as well help in building critical thinking in the classroom.

In this very method a group of learners were as well interviewed and particularly how they are taught critical thinking, the learners also talked of the use of essential materials like videos audios and as well role play. They said that their teachers used those materials in the class to teach critical thinking.

Another method used to collect data was document analysis, here the researcher checked on the learner's books, the teacher's lesson plans and schemes of work. In this method the researcher got to know that teacher in their plans indicated time for role play in a classroom and the use of audios and videos were also part of the lessons as it was indicated in lesson plan and scheme of work. Through document analysis the researcher used as one of the methods of data collections, he realized that teachers taught critical thinking skill often because it was always in the lesson plans and schemes of work.

There is also another method the researcher used and that it was focus groups, the researcher grouped learners in groups of ten to six students each group and then started a discussion on critical thinking as a topic , in this case the researcher asked learners questions that require thinking and learners were able to answer correctly which was evident that they are taught critical thinking in their classrooms. Learners exhibited skills of critical thinking throughout the discussion the researcher had with them. The learners were as well in position to critically analyze situations presented to them and came up with appropriate responses to the situations the researcher presented to them in their groups

The researcher also assessed students on the significance of teaching critical thinking and in this case the researcher used focus groups as a method of collecting the data.in this area learners shared various important aspects they have learnt, they said critical thinking helped them analyze and evaluate information, arguments and situations in logical and systematic manner. It involved questioning assumptions, recognizing biases, considering multiple perspectives and making informed judgments based on evidence and reasoning. They as well said that it has equipped them with the tools necessary to navigate complex issues, solve problems effectively, make sound decisions and engage in intellectual discourse. Similarly they also said it has enabled them to solve their own problems

The researcher as well observed how technology was used during the teaching of critical thinking, teachers used videos, audios and they as well used their phones, laptops and projectors in class to

actually demonstrate role play as an activity used by teachers to enhance critical thinking among learners in the English language classroom.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

CONCLUSIONS

This research has concluded that critical thinking can easily be taught in various ways as discussed in the report and given ways how teachers can teach critical thinking in senior two class for example using high order thinking tasks is used when teaching about critical thinking. Furthermore this research emphasizes the significance of critical thinking in education it talks of equipping learners with communication skills, problem solving skills, decision making and overall academic performance

RECOMMENDATIONS

This research is recommended for further continuity by any individual interested in extending this study for the benefit of educators, researchers and policy makers in the field of education.

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APPENDICES

APPENDIX I: RESEARCH TOOLS AND INSTRUMENTS

APPENDIX II: LETTER OF INTRODUCTION TO THE FIELD.

I **OLUK DANIEL**, a bachelor student at Busitema University is conducting research about exploring the teaching of critical thinking in the English language classroom

This is for academic purpose and the findings will help to improve on the teaching of poetry in secondary school. Participation in this study is voluntary and refusal to participate will not cause any harm. Therefore, you are kindly requested to participate in the study by answering questions that will be asked.

Thank you.

Participant.....

I the undersigned respondent, the purpose of the study has been explained to me, that the study is voluntary and I therefore willingly agree to participate in it and no consequence will result if I refuse to participate. Sign.....

APPENDIX III: RESEARCH TIMELINE.

ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
Identification of Topic				
Approval of Topic				
Proposal Writing				
Proposal approval				
Data collection management and analysis				
Writing research report				
Submission of Report				

APPENDIX IV: RESEARCH BUDGET.

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	Transport			70,000=
02	Photocopying	1 ream	10,000=	10,000=
03	Airtime			10,000=
04	Internet data			20,000=
05	Pens	5	500=	2500=
06	Typing ,printing and binding	2	25,000=	50,000=
07	Data collection			50,000=
08	Miscellaneous			50,000=
09	TOTAL			172500=