



UNIVERSITETI I EVROPES JUGLINDORE
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THESIS

Approaches which Enhance Critical Thinking Skill in Teaching EFL -

A Study Conducted at Public and Private Elementary Schools in Gjilan

Candidate:

Elmira LATIFI

Mentor:

Prof. Dr. Brikena XHAFERI

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Abstract in English

This thesis will shed a little light of the Kosovo's education system regarding critical thinking skills. The goal of this research is to find out how much importance English teachers give to developing students' critical thinking skills in EFL classes in Kosovo, more specifically in Gjilan. Furthermore, this research shows us a better picture on the approaches English teachers use in EFL classes to enhance students' critical thinking skills, whether teachers give enough space to students to express their opinions and also whether teachers give students homework that would enhance their critical thinking skills. Moreover, students' and teachers' work was evaluated on the type of questions the instructor was asking in the EFL classes, whether the student is given the opportunity to answer critically and independently, whether the questions challenge students' independent thought, and was the student-teacher interaction in English, Albanian, or both? This research is a qualitative one, so the data was gathered through direct observation, by being directly present in the EFL classes. After analyzing the findings, it turned out that most of the teachers are aware of the importance of developing their students' critical thinking skills since most of them put a lot of effort and through different approaches stimulated their critical thinking skills, in both public schools and the private ones.

Keywords: Kosovo education system, critical thinking skills, approaches, teacher, student, interaction, elementary schools

Abstract in Albanian

Kjo tezë do të nxjerr në pah gjendjen e sistemit të arsimit të Kosovës në lidhje me aftësitë e të menduarit kritik. Qëllimi i këtij studimi është ta mësojmë se sa rëndësi i japin mësimdhënësit e gjuhës angleze zhvillimit të aftësive të të menduarit kritik në orët e gjuhës angleze në Kosovë, më saktësisht në Gjilan. Veç kësaj, ky studim na shfaqë një figurë më të qartë mbi metodat të cilat mësimdhënësit e gjuhës angleze përdorin në orët e gjuhës angleze si gjuhë e huaj për t'i ngritur aftësitë e të menduarit kritik, nëse mësimdhënësi i japin hapsirë të mjaftueshme nxënësve për t'i shprehur mendimet e veta dhe gjithashtu, nëse nëse mësimdhënësit i japin detyra të shtëpisë të cilat do t'i ngrisin aftësitë e të menduarit kritik. Për më tepër, puna e mësimdhënësve dhe nxënësve do të vlerësohet: në llojin e pyetjeve që bënë mësimdhënësi, nëse nxënësit i jipet mundësia të përgjigjet në mënyrë kritike dhe të pavarur, nëse pyetjet sfidojnë mendimin e pavarur të nxënësit dhe a është bashkëveprimi mësimdhënës- nxënës në gjuhën angleze, gjuhën shqipe apo në të dyja. Ky studim përdor metodën kualitative prandaj të dhënat janë mbledhur nëpërmjet vrojtimit direkt, duke marrë pjesë në orët e gjuhës angleze. Pasi janë analizuar të dhënat na doli se shumica e mësimdhënësve të gjuhës angleze janë të vetëdijshëm për rëndësinë e zhvillimit të aftësive të të menduarit kritik tek nxënësit e tyre pasi që shumica prej tyre bëjnë shumë përpjekje dhe nëpërmjet metodave të ndryshme nxitën aftësitë e të menduarit kritik të nxënësve, si në shkollat publike, ashtu edhe në ato private.

Fjalët kyçe: Sistemi i arsimit të Kosovës, aftësitë e të menduarit kritik, metodat, mësimdhënës, nxënës, bashkëveprim, shkollat fillore

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1. Introduction

Critical thinking skills are one of the most required and valuable skills nowadays in the world, not only in the field of education. Furthermore, they are highly valuable since they deal and help people surpass the problems they might encounter in their everyday life in the best possible way. Similarly, since their effects and impact are being felt over the world without doubt it can be felt here in Kosovo too.

This thesis aims to find out the importance the Ministry of Education of Kosovo gives to enhancing students' critical thinking skills. Furthermore, this thesis will mirror the approaches and incorporation of these approaches by English teachers in EFL classes. The data will be gathered through direct observation, by taking part in EFL classes of different teachers and by analyzing their lesson plans to see how much importance and space they give to enhancing their students' critical thinking skills.

The research questions that will lead this thesis are as follows:

- 1. What methods are used in English as a Foreign Language classrooms to enhance students' critical thinking skill?**
- 2. How are these methods applied in these classrooms?**
- 3. Do teachers give students homework that would boost and enhance students' critical thinking skill?**

To sum up, this thesis inquires the importance the EFL teachers give to critical thinking in EFL classes, by analyzing the methods they use in the classroom, how they implement these methods and whether they give their students homework that would enhance their critical thinking skills.

1.1. Structure of content

The content of this MA Thesis comprises of six chapters

Chapter I – This chapter mirrors information that depicts the importance of critical thinking skills and also the importance of a trained teacher since he/she serves as a facilitator in the classroom. It also presents a brief overview of this research and the research questions this research deals with.

Chapter II - In this chapter is described an overview of how important it is to incorporate critical thinking skills into the curriculum. Furthermore, it depicts the thoughts and researches of many scholars regarding the importance of critical thinking skills critical thinking skills.

Chapter III - It portrays the aim of this research, relevance of study, research questions, research hypotheses and the methodology used in this research in order to bring this thesis to life.

Chapter IV - It introduces results from observation and the teachers' lessons plans so that further analysis could be drawn from them. Moreover, it describes the procedure the EFL classes are held in elementary schools in Gjilan. It also, represents the analysis of the data gathered through observation in order to see the importance EFL teachers give to enhancing their students' critical thinking skills.

Chapter V – This chapter contains some recommendations, limitations of the study and also a conclusion of this thesis.

Chapter VI – It shows the bibliography used in this research in order that this MA Thesis be more reliable.

1.2. Research Background

In our everyday life we get to face different challenges and situations that we need to take different actions in order to solve these different situations. In order to be able to solve these situations we have to be able to think critically about them. Critical thinking is a core life skill in our lives nowadays. A study conducted in America shows us that Americans do not give too much attention to learning itself as much as they give attention and put a lot of effort to teach students critical thinking (Tsui, 2016).

There have been a lot of definitions about critical thinking by different scholars.

Critical thinking has its roots in ancient times, and its usefulness can be felt nowadays too. Cognitive scientists describe it as “a subset of three types of thinking: reasoning, making judgments and decisions, and problem solving”. They also say that “Knowing that one should think critically is not the same as being able to do so. That requires domain knowledge and practice” (Willingham, 2007, p. 11 & 13).

It has also been defined as an important tool in life that means reflecting deeply and reasonably about different problems. It also entails using different strategies and methods in order to come up with the best and most appropriate solution (Lipman, 2014). Furthermore, critical thinking is the core skill every student should have in order to face the challenges of this changing world and it should be the most important aspect the education system should focus on (Paul & Binker, 1990). Today it is seen as a weapon of intellect, especially in the education system.



Fig. 1 . Critical thinking, (n.d). Retrieved from <https://www.monash.edu/rlo/research-writing-assignments/critical-thinking>

This thesis will shed a little light of Kosovo's education system regarding critical thinking skill. Since nowadays we all witness that critical thinking is the core life skill and as mentioned before a weapon of intellect, this thesis will show us whether Kosovo focuses in developing and enhancing student's critical thinking skill. Through this thesis we will gather information about whether students are given enough space to develop and enhance their critical thinking skill and what methods teachers use to develop that skill, which they would need in their future.

1.3 The Role of Teacher in Enhancing Students' Critical Thinking Skills

For the sake of defining and understanding the importance of critical thinking skills we have to clarify what teaching and teacher is. Teaching is a complex process and it is hard to give a clear definition to it because there are a number of criteria that should

be taken into consideration when describing it. However a broad definition of teaching should be given. Halmos describes teaching through his experience as a teacher and it can be described as a process which involves organization of different knowledge and information and where students are taught different information by the teacher including different activities in the classroom and outside it (Halmos, 1994). Furthermore, Armstrong (1957) considers teaching to be the core of the education of one's individual. So, it is very important it to be correctly delivered to students because this reflects students attitudes and opinions about different phenomenon.

Teacher is someone who gives and transmits knowledge to students about a specific topic and helps them build their own opinion about that topic. According to Reynolds (2000) the role of the teacher is even more than that. He stated that the role of the teacher is not only to give students information about a topic but rather to help and guide students through the learning process and to boost them themselves seek information about a topic too, and make the students think critically about it and shape their new, own opinion about the topic.

Nowadays, teachers' goal in teaching should be focused in teaching students an essential life skill that helps them become independent learners and thinkers about different problems that they might encounter in life. This skill is a core skill that every student should be equipped with that is called critical thinking skill.

Schafersman (1991) makes a division of education by categorizing it into two categories, "what to think" that supports the idea of learning the content of the topic, sometimes even memorizing it, and "how to think" that is based in making students evaluate and analyze the arguments given. Thus, according to him, teachers should themselves be prepared well with that skill because it is in their hands to lead students towards success if they do it properly.

Therefore, since critical thinking skills are a lifelong skill, good teachers put a lot of effort in trying to teach their students it. Developed critical thinking skills in EFL results

in developed fluency, accuracy, communication, proficiency and enlarge students' vocabulary in English (Hairaj& Hajrullah, 2017).

Teachers' duty is to try and boost their students' critical thinking skills. There are different ways to do it. According to Wood & Anderson (2001) teachers should focus on giving students directions that would result in developing students' critical thinking skills.

Hall (2001) believes that debates are a good method to use in EFL classes because they contribute to enhancing students' critical thinking skills. According to his survey, debates proved to help students become more professional when expressing their own opinion regarding different topics, thus making them even more confident and fluent when talking in the target language.

In his survey Hall noticed how students were able to analyze their arguments in details about a specific topic. He was impressed how debate could make students think in details to defend their arguments but also to be prepared of the opponent opinions. Therefore debates prepared students to think deeply in whatever situation they might find themselves in the future and make the best decisions.

According to Schaferman (1991) another method of enhancing critical thinking skills is by giving students homework. It prepares students to be good critical thinkers.

Different homework, especially written homework, gives students more space to improve their critical thinking skills by analyzing and organizing their thoughts when writing.

Wood & Anderson (2001) believe that a strategy of well-organized questions leads to students' critical thinking enhancement. They state that appropriate questions asked by the teachers may stimulate students' thinking skills, by making them evaluate the topic in different angles and making them come up with the right decision in the end.

1.4 Research questions of this thesis are as follows:

- 1. What methods are used in English as a Foreign Language classrooms to enhance students' critical thinking skill?**
- 2. How are these methods applied in these classrooms?**
- 3. Do teachers give students homework that would boost and enhance students' critical thinking skill?**

1.5 Conclusion

In this chapter is described the importance of critical thinking and its role on students' success. It is even seen as a weapon of intellect since it mainly deals with human brain and it makes students see and evaluate different phenomena from different angles in order to come up with the best possible solution. In order that students master that skill, critical thinking should be part of the curriculum so that students get used to using it even unconsciously and do not face difficulties in the future. Furthermore, this chapter also describes that critical thinking can be developed by different approaches and methods used by teachers in the classroom, hence highlighting the importance of good teachers.

2 Literature Review

This chapter presents different articles and readings related to critical thinking skills; what critical thinking is and how to enhance students' critical thinking skills since this is a core skill and also its impact on students' success. While reading I have come across many online articles and books that has provided me enough information about critical thinking skills , but none about enhancing students' critical thinking skills pertaining to elementary students in Gjilan.

Critical thinking is related to human's brain since it is considered a cognitive skill and it is considered by no means of great importance when it comes to reasoning and solving everyday tasks. Furthermore, people who are able to think critical thinking about any problem raised are the ones who solve the problem effectively (Snyder & Snyder, 2008).

Since its importance and impact in human lives is great it should be highly recommended to be incorporated and developed as young as students are.

2.1 The implementation of critical thinking in EFL classes.

Below are described some articles that show the importance many scholars give to critical thinking and also some methods on how to apply it in EFL classes.

Undoubtedly, one of the most important skill in the 21st century is critical thinking skills. It is defined as a skill that helps one evaluate and judge different situation (Thaiposri & Wannapiroon, 2015). According to them critical thinking skill is highly developed when students discuss, evaluate and share ideas in the classroom through different activities.

According to Shirkhani & Fahim (2011) critical thinking is of high importance when it comes to developing different skills, in fact it is highly important in developing writing skills, language proficiency, language acquisition and problem solving in the target language.

Scott (2008) indicates that debates and presentation in the classroom result in enhancing students' critical thinking skills as they lead students to investigate arguments, analyze them and demonstrate or find a solution to the topic or problem. Furthermore, these debates and presentation are more efficient when using technology devices in the classroom to show them examples of the topic being discussed.

Zhao, et al., (2016) claim that appropriate teaching methods in the classroom by the teacher helps them enhance critical thinking skills. Moreover, they claim that even though there are not clear methods that could be best in enhancing critical thinking skills, the way some methods are implemented in the classroom can be very helpful.

Another way of enhancing critical thinking skills is through homework. It can be very helpful when it is given appropriately. Therefore, according to Foyle (1988) teachers should be very cautious when it comes to giving students' homework. They should try to give some creative homework so that students can show their creativity and ideas to many problems that surround them.

Critical thinking skills are highly improved to students when asked the questions that lead students to think critically about different situations. Appropriate questions or real life questions always are beneficial when it comes to enhancing students' critical thinking skills as students are lead to find a solution or think about how would they react to specific situations. They start analyzing and evaluating the situation in order to come up with the best possible solution, hence unconsciously, improving their critical thinking (Wood & Anderson, 2001).

2.2 Some studies on the importance of enhancing critical thinking skills

2.2.1 Mohhamad Reza Hashemi and Reza Zabihi (2012)

According to this study critical thinking skills have been defined as the skills that deals with the ability of one's to analyze, reason, judge the validity or reliability of sources of information.

The study was made with Iranian learners to see whether critical thinking skills affect their receptive skills. Furthermore the objective of this research was to see whether critical thinking may enhance students' reading and listening comprehension since according to the researcher it was neglected by EFL teachers. In order to bring this thesis to life ninety-six female Intermediate EFL learners of different academic background, aged from 15 to 38 years old, took part in it.

To collect the data needed, the instruments used in this research were: the so-called the Persian version of Watson-Glaser Critical Thinking Appraisal test and the Interchange Objective Placement Test. The first test's intension was to evaluate the students' assumptions, making deductions, interpreting evidence, and evaluating arguments. Whereas the second test consisted of three sections: listening, reading and language use since its intention was to evaluate students' listening and reading comprehension and language use.

Since critical thinking skills were neglected by EFL teachers, the hypotheses of this research were that there were no significant relationships between Iranian EFL learners' critical thinking skills and their listening, reading and language use proficiency.

After analyzing the data gathered it turned out that critical thinking skills showed a significant and positive role in English Language Proficiency. Furthermore, the scholar suggests that critical thinking be developed as much as possible as it proved to improve ones' academic performance. The researcher even states that not developing and enhancing students' critical thinking skills leads to the students' inability to make

decisions in the future and in our case students' inability to be proficient in English Language.

2.2.2 XU Qing (2013)

His research aims to define the importance of enhancing critical thinking skills when being implemented in the EFL classes. It states the necessity to develop student's critical thinking skills. According to the study, it is highly advisable to apply activities which enhance and seek for one's independent thought.

The study defines critical thinking skills as one's ability to reflect on what to believe or not. Furthermore, it states that since it is a cognitive skill it makes one analyze, reflect, and criticize ideas and reach conclusions. This study aims to understand the relationship between language and logic. The study was conducted with 180 freshmen of different genders and as instrument of research, the interviews and questionnaires were used in order to collect the data.

Based on the results it is found out that critical thinking skills helps in becoming proficient in oral English since this research was more focused in the oral English. Moreover, the research states that if one wants to be proficient in English, students must discuss ideas and support them with logical explanation.

The research also suggests that critical thinking should not separately but be incorporated in EFL classes whenever possible. Moreover, in order to enhance students critical thinking skills, EFL teachers should use reflective teaching, that deals mainly with reflective thoughts.

2.3 Meei-Ling Law (2007)

This research emphasizes the importance of incorporating critical thinking skills in EFL classes. The researcher states that language and critical thinking skills are inseparable and it is believed that developing and enhancing students' ability to think critically make them acquire more in terms of language proficiency. Furthermore, it is stated that

English language art, EFL teachers, and modern foreign educators are assertive to incorporate critical thinking into language curricula through different activities, emphasizing that it should be taught along with English Language.

In this research specific attention was given to reading and writing activities through content-based approach. It focuses on integrating content learning with language teaching aims. Moreover, the focus of content-based learning is to develop students' academic need and critical thinking and at the simultaneously achieve the teaching objectives. It is also stated that, it is crucial to focus on the content in order that students develop their language proficiency and meet their professional and personal goals.

The aim of this research was to show the impact of content-based approach to developing students' critical thinking skills and achieve reach higher levels of language acquisition.

To prove this statement, the research was made with two groups of pupils, aged 12 to 13, in Taiwan. Firstly, it was decided that students be divided in two groups taught with the same language curriculum and then take a language acquisition test to ensure they belonged to the same level in order to draw conclusions. The data were gathered through observation. The students' critical thinking skills was the main focus, but also the grasp of content knowledge and the improvement of English were analyzed. Furthermore, some writing samples and Critical thinking Test were analyzed in order to draw more accurate conclusions.

After analyzing the findings it is stated that students who took part in this research were developed not only in English language skills but they enhanced their critical thinking skills also.

2.4 Conclusion

This chapter covers mainly a summary of previous research on the importance of critical thinking skills. In these researches is highly valued and it is stated that it is a must-have skill for everyone since it helps in evaluating, judging and making decisions of different problems one might encounter in life. Furthermore, these researches presents different approaches the teachers might use in order to enhance their students' critical thinking skill.

3 Research Methodology

This chapter elaborates the aim of this thesis, research questions that this thesis has to give answers to, hypotheses, which this thesis has been built upon and also the research methods used in this thesis in order to collect the data.

3.1 Aims of the study

As mentioned before critical thinking denotes good thinking, analyzing and evaluating a problem and it also leads towards a solution of that problem (Facione, 2015).

In order that humans be able to think critically it is very important that they develop that skill while they are at school. So, each school policy should include and focus in developing their students' critical thinking skill. This can be done if students are given instructions appropriately and systematically (Aizikovitsh-Udi & Cheng, 2015).

The aim of this thesis is to determine how teachers are approaching the development of students' critical skills, how do they teach it to their students? Do they give enough space to students to express their ideas and do they discuss these ideas in class? Also the aim of this thesis is to understand what methods teachers use and how do they implement these methods in order to develop and enhance their students' critical thinking skill.

Another aim of this thesis is to see if teachers encourage their students develop their thinking skills when they go home also, not only in the classroom but by giving students different homework that would enhance their critical thinking skills since this is a lifelong skill.

This thesis will mirror the situation in both public and private schools since the information will be gathered in these schools.

3.2 Research questions

In order to have a clear insight of the questions raised above towards critical thinking skills, the research questions of this research are as follows:

- 4. What methods are used in English as a Foreign Language classrooms to enhance students' critical thinking skill?**
- 5. How are these methods applied in these classrooms?**
- 6. Do teachers give students homework that would boost and enhance students' critical thinking skill?**

3.3 Research Hypotheses

This master thesis is conducted in EFL classes in both public and private sector. Since the private sector tries harder to appeal and have more students, logically it has to have

something more special to offer to students in order to get them. The private sector offers better learning environment by using a more sophisticated technology when needed as the young generation are more focused in having more interactive teaching methods and do not prefer the traditional ones. This leads me to believe that students in public schools will not be exposed to critical questions as well as independent thought when compared to the private sector. I think the public sector will rather apply a more traditional form of learning such as the use of textbooks and work sheets, translation exercises, as well as grammar tasks.

The hypotheses of this thesis are as follows:

H1- Critical thinking skill helps students think deeply about different problems that surround us and solve them in the best possible way.

H2- Critical thinking helps students develop different skills they would need in the future by analyzing and discussing different situations, thus making them more fluent in English and more successful.

H3- Public elementary schools use more traditional methods of teaching whereas, private elementary schools give more space to critical thinking skill

3.4 Methodolgy

To bring this thesis to life a firstly had to look at the schools which were going to be part of it. I chose a public school, “Selami Hallaqi” and a private one, “Don Bosko” in

order to make a comparison between the public and private schools, and to see which one gives more space and importance to critical thinking, if such a distinction exists.

This thesis was a qualitative one and the data were collected through direct observation. Qualitative observation is used when the target population is directly observed, in our case directly in the classroom (Dawson, 2007). I directly observed in the classroom how the teachers approached and implemented the methods that could help enhance students' critical thinking skills. For the data collection I used a structured observation and the teachers' lesson plans.

3.5 Sample

As mentioned above the schools that were part of this research were "Selami Hallaqi" school and "Don Bosko" college. The reason why these schools were chosen to conduct this research is that I wanted to make a comparison between the public school and a private one, and analyze if any distinction between them in terms of the curriculum and the approaches teachers use in the classroom.

The target population were elementary school students, approximately 200 participants, aged 11 to 14, both male and female.

3.6 Research instrument

The data of this observation were gathered through direct observation.

3.6.1 Observation

The whole data for this research were gathered through observation as a research instrument. 8 English teachers were observed in both schools: 4 teachers in "Selami

Hallaqi" school and 4 teachers in "Don Bosko" school. The number of students in the classroom differed, in "Selami Hallaqi" school the number of students were from 30 up to 35 in each class whereas in "Don Bosko" from 20 up to 25, aged 11 to 15 in each class .

Since I directly took part in the classroom, I could see whether the teachers were aware of the importance of critical thinking and whether they used activities that contributed to the development of their students' critical thinking skills in the classroom.

3.7 Procedure

This research was conducted in two elementary schools in Gjilan: A public one "Selami Hsllsqi" school and a private one "Don Bosko" school. First, I took the Principal's approval to take part in the EFL classes then I talked to the teachers I wanted to observe.

The first two weeks I went to the "Selami Hallaqi" elementary school and I started with the 6th grade. I planned to cover at least 4 academic hours in each class and took notes in each class so that in the end I would draw actual conclusions. Also, I was focused in their lesson plans and the homework, in order to see whether there was something that could make students think critically or whether they were given homework that the students could have had enough space to express their thoughts freely.

One teacher per each grade was observed.

Then I moved with the 7th, 8th and 9th grade and I covered 4 academic hours in each grade.

Then, I continued with the same procedure to "Don Bosko" elementary school, for two more weeks.

Students' and teachers' work and instructions will be evaluated on the following:

- The type of questions the instructor is asking.
- Whether the student is given the opportunity to answer critically and independently.
- Whether the questions challenge students' independent thought.
- Was the student-teacher interaction in English, Albanian, or both?

The process of observing lasted 1 month, 2 weeks in "Selami Hallaqi" and two last ones in "Don Bosko". It happened in October and November, 2019.

3.8 Relevance of the study

This study aims to provide information of whether students' are given enough space to express their thoughts freely and if they are given the chance to challenge and think critically about different situations.

Taking into consideration the importance of Critical Thinking nowadays, this research will enlighten the actual situation of the Kosovo's Education System.

Furthermore, this research will be greatly beneficial for teachers as well, as it may help them see what methods help them in teaching and enhancing their students' critical skill therefore, their students become more successful.

In addition, this research will provide the other teachers with the information of what type of homework to give students in order to develop their critical thinking skill.

3.9 Conclusion

To sum it up, the aim of this research is to find out how much space and importance is given to critical thinking skills here in Kosovo. To bring this thesis to life the data were gathered through direct observation, by being present in the classroom, taking notes of the activities that happened in the classroom and by analyzing the teachers' lesson plans. The target population of this thesis were elementary school students and their English teachers, who implemented these activities in the classroom.

4 Research results and analysis

This chapter represents the instrument and the data gathered to answer the questions raised in this research. It will provide us with the information of what are the methods used by English teachers to enhance their students' critical thinking skills, how do they implement these approaches and what homework they give to their students.

4.1 Data collection

In order to gather the information needed, I used observation as a research instrument. It made my research more reliable since I took part in English classes of 8 English teachers and I analyzed their lesson plans to see how much importance they give to developing and enhancing students' critical thinking skills and what approaches they use to enhance their students critical thinking skills and how they implemented these approaches.

4.2 Observation analysis and results

In this part, the EFL teachers' lesson plans will be shown and analyzed and the activities that were implemented by the teacher in the classroom since the teachers' work was observed and the teachers were the focus of this thesis.

Approaches which Enhance Critical Thinking Skill in Teaching EFL

“Selami Hallaqi” School

Fusha: GJUHË DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 6-të SHFMU-“Selami Hallaqi”-Gjilan,Viti-2019-2020

Rezultatet e të nxënit për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Temat mesimore	Rezultatet e të nxënit per tema mesimore	Njesite mesimore	Koha mesimore	Metodologjia e mësimdhënies	Metodologjia e Vlerësimit	Nderlidhja me lendet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burimet
All about me	<ul style="list-style-type: none"> - Comprehends and analyzes texts and relates them with their personal experience. -Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts. 	1.Present simple positive, negative questions and short answers, wh-questions 2.Present continuous... Adverbs of frequency: always, usually, often, sometimes, never 3.Like/love/hate/don't like + -ing 4.Free time: How do you spend your free time?	4	-Teaching and Learning with students on the center and Inclusion - Communicative Approach and Task Based Learning - Brainstorming -Individual work -Pair work -Group work	-Vlerësimi i përditshëm -Pyetje dhe përgjegje -Detyrat e shtëpisë -Testet -Diktim -Vlerësimi me gojë.	Gjuhë Shqipe, Edukate qytetare, Gjeografi, Muzike, Art etj.	Today! Online sources

Rezultatet e të nxënit të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

4.1.1 Results on the importance of critical thinking skills the 6th grade teacher gives to within a lesson and the methodology the teacher used in “Selami Hallaqi” School

Length of the academic hour: 40 minutes;

Number of students: 31;

4 academic hours observed

Based on the lesson plan showed above, it has been clearly stated that the 6th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts.

However, even though the lesson plan shows that the teacher gives importance to developing the students critical thinking skills, the observation indicates that the teacher in the first class used a more traditional way of learning, not giving much space to students' critical thinking.

Activities the teacher performed during the four academic hours I observed included:

1st class –

- Traditional learning
- Reading and translating the text

2nd class

- Grammar
- Questioning

3rd class

- Brainstorming
- Debates
- Role-playing

4th class

- Communicative approach
- Questioning
- Brainstorming
- Pair – work

As homework the students were assigned to work on their Activity Book and their Workbook.

“Selami Hallaqi” School

Fusha: GJUHË DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 7-të SHFMU-“Selami Hallaqi”-Gjilan,Viti-2019-2020

Rezultatet e të nxënit për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënit të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimore	Rezultatet e të nxënit per tema mesimore	Njesite mesimore	Koha mesimore	Metodologjia e mësimdhënies	Metodologjia e vlerësimit	Nderlidhja me lëndet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burimet
FREE TIME	<ul style="list-style-type: none"> - Comprehends and analyzes texts and relates them with their personal experience. -Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts. 	<ul style="list-style-type: none"> 1.Verbs of emotions+ gerund form (ing) I hate falling over 2.Imperatives Must/Mustn't for rules Don't look at the ground 3.Going to for future plans, intentions, and predictions We're all going to hold hands 4.Real life issues A good friend 	4	<ul style="list-style-type: none"> -Teaching and Learning with students on the center and Inclusion -Communicative Approach and Task Based Learning -Brainstorming -Individual work -Pair work -Group work 	<ul style="list-style-type: none"> -Vlerësimi i përditshëm -Pyetje dhe pergjegje -Detyrat e shtëpisë -Testet -Diktim -Vlerësimi me gojë. 	<ul style="list-style-type: none"> Gjuhë Shqipe, Edukate qytetare, Gjeografi, Muzike, Art etj. 	<ul style="list-style-type: none"> Live Beat 2 Pears on

4.1.2 Results on the importance of critical thinking skills the 7th grade teacher gives to within a lesson and the methodology the teacher used in “Selami Hallaqi” School

Length of the academic hour: 40 minutes

Number of students: 33

4 academic hours observed

Based on the lesson plan showed above, it has been clearly stated that the 7th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts. Furthermore, the activities that happened in the classroom were directed toward enhancing students' critical thinking skills.

Activities that the teacher performed in the classroom included:

1st class

- Lecture
- Questioning

2nd class

- Questioning
- Completing various tasks in the textbook

3rd class

- Debates
- Questioning
- Group working

4th class

- Reading
- Listening
- Debates
- Questioning

As homework the students were assigned to work on their Activity Book and their Workbook.

“Selami Hallaqi” School

Fusha: GJUHË DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 8-të SHFMU -“Selami Hallaqi”- Gjilan,Viti-2019-2020

Rezultatet e të nxënit për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënit të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimor e	Rezultatet e të nxënit per tema mesimore	Njesite mesimore	Koha mesi more	Metodologjia e mësimdhënie s	Metodologji a e vlerësimit	Nderlidhja me lendet e tjera mesimore dhe me ceshtjet nderkurrikul are	Burime t
THAT’S LIFE	<p>Completes the exercises on the textbooks and analyzes</p> <p>Learns new words and new phrases.</p> <p>-Understands and demonstrates grammar tenses.</p>	<p>1.I haven’t seen the sun for weeks p.42</p> <p>2.You’ve been talking for ages p.44</p> <p>3.She used to be a Goth p.46</p> <p>4.Right or wrong Listening and Speaking p.48</p>	4	<p>-Teaching and Learning with students on the center and Inclusion</p> <p>- Communicati ve Approach and Task Based Learning</p> <p>- Brainstorming</p> <p>-Individual work</p> <p>-Pair work</p> <p>-Group work</p>	<p>-Vlerësimi i përditshëm</p> <p>-Pyetje dhe pergjegje</p> <p>-Detyrat e shtëpisë</p> <p>-Testet</p> <p>-Diktim</p> <p>-Vlerësimi me gojë.</p>	<p>Gjuhë Shqipe,</p> <p>Edukate qytetare,</p> <p>Gjeografi,</p> <p>Muzike,</p> <p>Art etj.</p>	Live Beat 3 Pearson

4.1.3 Results on the importance of critical thinking skills the 8th grade teacher gives to within a lesson and the methodology the teacher used in “Selami Hallaqi” School

Length of the academic hour: 40 minutes

Number of students: 30

4 academic hours observed

Approaches which Enhance Critical Thinking Skill in Teaching EFL

Based on the lesson plan showed above, it has been clearly stated that the 8th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts. Moreover, the 8th grade teacher was focused on activities that contributes to enhancing students' critical thinking skills. These activities included:

1st class

- Questioning
- Discussion
- Lecture

2nd class

- Lecture
- Completing tasks in the textbook

3rd class

- Questioning
- Discussion
- Lecture

4th class

- Listening
- Speaking
- Brainstorming

As homework the students were assigned to work on their Activity Book and their Workbook.

Approaches which Enhance Critical Thinking Skill in Teaching EFL

“Selami Hallaqi” school

Fusha: GJUHË DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 9-të SHFMU -“Selami Hallaqi”- Gjilan,Viti-2019-2020

Rezultatet e të nxënit për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënit të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimore	Rezultatet e të nxënit per tema mesimore	Njesite mesimore	Koha mesi more	Metodologjia e mësimdhëni es	Metodologjia e vlerësimit	Nderlidhja me lendet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burime t
LIFE STORIES	<p>Completes the exercises on the textbooks and analyzes</p> <p>Learns new words and new phrases.</p> <p>-Understands and demonstrates grammar tenses.</p>	<p>1.Past Simple Prepositions: during, for</p> <p>2.Past Continuous and past simple</p> <p>3.Past continuous and past simple with when, while, as</p> <p>4.Past simple and past perfect simple after/before + gerund (-ing form)</p>	4	<p>-Teaching and Learning with students on the center and Inclusion</p> <p>- Communicative Approach and Task Based Learning</p> <p>- Brainstorming</p> <p>-Individual work</p> <p>-Pair work</p> <p>-Group work</p>	<p>-Vlerësimi i përditshëm</p> <p>-Pyetje dhe pergjegje</p> <p>-Detyrat e shtëpisë</p> <p>-Testet</p> <p>-Diktim</p> <p>-Vlerësimi me gojë.</p>	<p>Gjuhë Shqipe,</p> <p>Edukate qytetare,</p> <p>Gjeografi,</p> <p>Muzike,</p> <p>Art etj.</p>	Live Beat 4 Pearson

4.1.4 Results on the importance of critical thinking skills the 9th grade teacher gives to within a lesson and the methodology the teacher used in “Selami Hallaqi” School

Length of the academic hour: 40 minutes

Number of students: 29

4 academic hours observed

Based on the lesson plan showed above, it has been clearly stated that the 9th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts.

The activities the teacher applied in the classroom were as follow:

1st class

- Questioning
- Completing tasks in the textbook

2nd class

- Lecture
- completing tasks in the textbook

3rd class

- Questioning
- Reading
- Completing tasks in the textbook

4th class

- Reading
- Analyzing the texts
- Discussion

As homework the students were assigned to work on their Activity Book and their Workbook.

“Don Bosko” College

**Fusha: GJUHË DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 6-të Kolegji -“Don Bosko”
Gjilan-,Viti-2019-2020**

Rezultatet e të nxënës për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënës të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimore	Rezultatet e të nxënës për tema mesimore	Njesite mesimore	Koha mesimore	Metodologjia e mësimdhënies	Metodologjia e vlerësimit	Nderlidhja me lëndet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burimet
IN TOWN	- Comprehends and analyses texts and relates them with their personal experience. -Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts.	1.How + adjective 2.Countable nouns Uncountable nouns How much...? How many ...? 3.Communication . 4.Science	4	-Teaching and Learning with students on the center and Inclusion - Communicative Approach and Task Based Learning - Brainstorming -Individual work -Pair work -Group work	-Vlerësimi i përditshëm -Pyetje dhe përgjegje -Detyrat e shtëpisë -Testet -Diktim -Vlerësimi me gojë.	Gjuhë Shqipe, Edukate qytetare, Gjeografi, Muzike, Art etj.	Today!

4.1.5 Results on the importance of critical thinking skills the 6th grade teacher gives to within a lesson and the methodology the teacher used in “Don Bosko” College

Length of the academic hour: 45 minutes

Number of students: 24

4 academic hours observed

Approaches which Enhance Critical Thinking Skill in Teaching EFL

Based on the lesson plan showed above, it has been clearly stated that the 6th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts.

The activities the teacher performed in the classroom included:

1st class

- Lecture
- Questioning
- Analysis of the tasks in the textbook

2nd class

- Lecture
- Questioning
- Group work

3rd class

- Discussion
- Analysis of the tasks

4th

- Videos related to the topics
- Discussion

As homework the students were assigned to work on their Activity Book and their Workbook.

“Don Bosko” College

**Fusha: Gjuhë DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 7-të Kolegji -“Don Bosko”
Gjilan-, Viti-2019-2020**

Rezultatet e të nxënës për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënës të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimore	Rezultatet e të nxënës për temën mesimore	Njesite mesimore	Koha mesimore	Metodologjia e mësimdhënies	Metodologjia e Vlerësimit	Nderlidhja me lëndet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burimet
IN TOWN	<ul style="list-style-type: none"> - Comprehends and analyses texts and relates them with their personal experience. -Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts. 	1.too + adj. (+ infinitive) (not) + adj. + enough The sea isn't warm 2.Present continuous for future arrangements When's he arriving? 3.Like and Would like I'd like a green salad please. 4.How honest are you?	4	-Teaching and Learning with students on the center and Inclusion - Communicative Approach and Task Based Learning -Brainstorming -Individual work -Pair work -Group work	-Vlerësimi i përditshëm -Pyetje dhe përgjigje -Detyrat e shtëpisë -Testet -Diktim -Vlerësimi me gojë.	Gjuhë Shqipe, Edukate qytetare, Gjeografi, Muzike, Art etj.	Live Be at 2 Pe ars on

4.1.6 Results on the importance of critical thinking skills the 7th grade teacher gives to within a lesson and the methodology the teacher used in “Don Bosko” College

Length of the academic hour: 45 minutes

Number of students : 21

4 academic hours observed

Approaches which Enhance Critical Thinking Skill in Teaching EFL

Based on the lesson plan showed above, it has been clearly stated that the 6th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts.

The activities the teacher applied in the classroom included :

1st class

- Questioning
- Lecture
- Analysis

2nd class

- Lecture
- Completing the tasks in the textbook

3rd class

- Not observed

4th class

- Debate
- Analysis
- Speaking

As homework the students were assigned to work on their Activity Book and their Workbook.

Approaches which Enhance Critical Thinking Skill in Teaching EFL

“Don Bosko”

Fusha: GJUHË DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 8-të Kolegji -“Don Bosko”-Gjilan,Viti-2019-2020

Rezultatet e të nxënit për kompetencat kryesore të shkallës: I .1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënit të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimore	Rezultatet e të nxënit per tema mesimore	Njesite mesimore	Koha mesimore	Metodologjia e mësimdhënies	Metodologjia e Vlerësimit	Nderlidhja me lëndet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burimet
City Life	- Comprehends and analyses texts and relates them with their personal experience. -Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts.	1. Too big to see it all on foot p.32 2. You can't miss it p.34 3. We throw away too many things p.36 4. Sightseeing-by land, sea or air p.38	4	-Teaching and Learning with students on the center and Inclusion Communicative Approach and Task Based Learning Brainstorming -Individual work -Pair work -Group work	- Vlerësimi i përditshëm -Pyetje dhe pergjegje -Detyrat e shtëpisë -Testet -Diktim - Vlerësimi me gojë.	Gjuhë Shqipe, Edukate qytetare, Gjeografi, Muzike, Art etj.	Live Beat 3 Pearson

4.1.7 Results on the importance of critical thinking skills the 8th grade teacher gives to within a lesson and the methodology the teacher used in “Don Bosko” College

Length of the academic hour: 40 minutes

Number of students: 26

4 academic hours observed

Based on the lesson plan showed above, it has been clearly stated that the 6th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts.

The activated the teacher applied in the classroom are described below:

1st class

- Lecture
- Discussion
- Analysis
- Essays

2nd class

- Lecture
- Reading
- Analysis

3rd class

- Questioning
- Videos
- Analysis

4th

- Reading
- Analysis
- Debate

As homework the students were assigned to work on their Activity Book and their Workbook.

Approaches which Enhance Critical Thinking Skill in Teaching EFL

“Don Bosko” school

Fusha: Gjuhë DHE KOMUNIKIM L.mësimore: Gjuhë angleze, Klasa: 9-të Kolegji -“Don Bosko”-Gjilan,Viti-2019-2020

Rezultatet e të nxënit për kompetencat kryesore të shkallës: I.1 I.2 I.4 I.5 I.6 II.1 III.1 III.3 III.5 IV.3

Rezultatet e të nxënit të fushës kurrikulare: I. 3. I. 6. IV. 1. VII. 1

Temat mesimore	Rezultatet e të nxënit per tema mesimore	Njesite mesimore	Koha mesimore	Metodologjia e mësimdhënies	Metodologjia e Vlerësimi t	Nderlidhja me lëndet e tjera mesimore dhe me ceshtjet nderkurrikulare	Burimet
RESPONSI BILITY	- Comprehends and analyses texts and relates them with their personal experience. -Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts.	1.Future tenses: will, going to, present continuous To be about + infinitive 2.must, mustn't, should, ought to Gerund (ing form) 3.make, let allowd to 4.A refugee's story	4	-Teaching and Learning with students on the center and Inclusion Communicative Approach and Task Based Learning Brainstorming -Individual work -Pair work -Group work	- Vlerësimi i përditshëm -Pyetje dhe pergjegje -Detyrat e shtëpisë -Testet -Diktim - Vlerësimi me gojë.	Gjuhë Shqipe, Edukate qytetare, Gjeografi, Muzike, Art etj.	Live Beat 4 Pearson

Lesson Plan

4.1.8 Results on the importance of critical thinking skills the 9th grade teacher gives to within a lesson and the methodology the teacher used in “Don Bosko” College

Length of academic hour: 45 minutes

Number of students: 23

4 academic hours observed

Based on the lesson plan showed above, it has been clearly stated that the 6th grade teacher is aware of the importance of focusing in the students critical skills since it tends to develop the students critical thinking skills in the end of each class.

In order that critical thinking skills reach its fruitfulness, the teachers had planned to use different approaches in the classroom as it can be seen in the lesson plan. Since the student centered approaches has proved to develop more students in their academic development, the teacher was focused more in approaches that foster and elicit their students critical thoughts.

The activities the teacher applied in the classroom included:

1st class

- Lecture
- Questioning
- Brainstorming
- Completing the tasks in the textbook

2nd class

- Lecture
- Brainstorming
- Questioning

3rd class

- Reading
- Essays

4th

- Listening
- Reading
- Questioning

As homework the students were assigned to work on their Activity Book and their Workbook.

This chapter mirrors the teachers' lesson plans to see the importance the school curriculum gives to critical thinking skills, whether it is focused in enhancing and developing the students' critical thinking. Furthermore, in this chapter are presented the activities that were applied in the classroom, to show the efforts the teachers were making in enhancing their students' critical thinking skills.

4.3 Analysis of the results

This subcategory of this chapter represents the evaluation of the students' and teachers' work in the classroom. Based on the results it can easily be said that the curriculum of these schools and the teachers are mainly focused towards student-centered methods with the focus on developing and enhancing students' critical thinking skills. Furthermore, the results examined the teachers' lesson plans by analyzing their performance in the classroom. It examined the teachers attitude towards teaching their students critical thinking skills, the questions the teachers asked their students and also their interactions in the classroom. Through observation it was easier to understand and get more reliable information to what happened in the EFL classes.

Q – Question

T- Teacher

“Selami Hallaqi” school

Q 1 –The type of questions the teacher is asking?

T1 (Grade 6) – Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

T2 (Grade 7) – Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

T3 (Grade 8) – Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

T4 (Grade 9)- Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

The results show that all of the “Selami Hallaqi” teachers use open-ended questions, questions related to the topics but also focusing on real-life situations that stimulated their students’ critical thinking.

“Don Bosko” College

T1 (Grade 6)- Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

T2 (7th grade) – Open – Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

T3 (Grade 8)- Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

T4 (Grade 9)- Open- Ended questions, Questions related to the topic and real- life situations that stimulated critical thinking.

The results show that all of the “Selami Hallaqi” teachers use questions related to the topics but also focusing on real-life situations and also open-end e questions that stimulated their students’ critical thinking.

Q2 - Was the student given the opportunity to answer critically and independently ?

“Selami Hallaqi” School

T1 (Grade 6) – Not every student had the chance to express their opinions

T2 (Grade 7 – Not every student had the chance to express their opinions

T3 (Grade 8) – Not every student had the chance to express their opinions

T4 (Grade 9) – Not every student had the chance to express their opinions

Even though students were asked questions about real-life situations, unfortunately, in “Selami Hallaqi” school they were not all given the chance to express their thoughts.

“Don Bosko” College

T1 (Grade 6) – Almost all of them had the chance to give their opinions.

T2 (Grade 7) – Almost all of them had the chance to give their opinions.

T3 (Grade 8) – Almost all of them had the chance to give their opinions.

T4 (Grade 9) – Almost all of them had the chance to give their opinions.

The results above show that in “Don Bosko” College, most of the students were involved in the learning process since most of them had the chance to express their thoughts about different topics in the classroom.

Q3 - Whether the questions challenge students' independent thought

“Selami Hallaqi” School

T1 (Grade 6) – The students were stimulated to express their independent thought.

T2 (Grade 7) The students were stimulated to express their independent thought.

T3 (Grade 8) The students were stimulated to express their independent thought.

T4 (Grade 9) The students were stimulated to express their independent thought.

The results show that teachers in “Selami Hallaqi” school are focused in fostering their students' independent thoughts.

“Don Bosko” College

T1 (Grade 6) – The students were stimulated to express their independent thought.

T2 (Grade 7) The students were stimulated to express their independent thought.

T3 (Grade 8) The students were stimulated to express their independent thought.

T4 (Grade 9) The students were stimulated to express their independent thought.

As in “Selami Hallaqi” school, the results show that teachers in “Don Bosko” school also are concentrated in stimulating their students’ independent thoughts.

Q4 - Was the student-teacher interaction in English, Albanian or both ?

“Selami Hallaqi” School

T1 (Grade 6) The student-teacher interaction was mostly in Albanian.

T2 (Grade 7) The student-teacher interaction was both in Albanian and English.

T3 (Grade 8) The student-teacher interaction was both in Albanian and English.

T4 (Grade 9) The student-teacher interaction was mainly in English.

Based on the results above, the student- teacher interaction was made in English and Albanian depending on the grade of their students.

“Don Bosko” College

T1 (Grade 6) The student-teacher interaction was both in Albanian and English.

T2 (Grade 7) The student-teacher interaction was both in Albanian and English.

T3 (Grade 8) The student-teacher interaction was both in Albanian and English.

T4 (Grade 9) The student-teacher interaction was mainly in English.

Based on the results above, the student- teacher interaction was made in English and Albanian depending on the grade of the students.

4.4 Conclusion

This chapter represents an analysis of the results. It shows how much importance teachers give to critical thinking based on their plans. Furthermore, the results show the activities that happened in the classroom and in general the teaching atmosphere and teachers' attitude toward developing critical thinking skills. The findings will be analyzed in greater details in the upcoming chapter.

5 Discussions, Recommendations, Study Limitations and Conclusions

This chapter represents the discussion and the analysis of the data gathered from the observation. It also provides recommendations to dig deeper into this topic and develop it since it is considered as the key skill in order to be successful in the future. In the end it sums up the collected data and help us better understand the attitude of the Kosovo Education System towards critical thinking skills.

5.1 Findings

The data collected through observation give answers to the research questions raised in this research.

Research question 1: What methods are used in English as a Foreign Language classrooms to enhance critical thinking skills?

Based on the results and also it can be easily noticed on the teachers' lesson plans that all of them were aware of the importance of critical thinking and were focused on developing and enhancing their students' critical thinking skills, since all the activities that happened in the classroom were directed toward student-centered learning. Furthermore, in their lesson plans they described their methodology they used in the classrooms and also a list of different activities they applied in the classroom is listed,

to enhance this research reliability. Even though all the activities in a way or another challenged students' critical thinking; questioning, and debates were the most used activities by the teachers in the classroom, appropriate to the grade the students belonged to. Moreover, debates made students brainstorm and share different ideas whereas open-ended questions required more complex thinking thus, resulting in developing students' critical thinking skills without them being aware of it.

Research question 2: How are these applied in these classrooms?

According to the results the teachers were focused and determined to enhance their students' critical thinking skills by using different approaches and methods in the classroom. They applied these methods by giving them the right directions on how the tasks should have been completed. Furthermore, based on the results they implemented these approaches by using both English and Albanian in order to be sure everyone understood the instructions. Also, the teachers used individual, pair and group work methods with students to make them complete the tasks.

Research question 3: Do teachers give students homework that would boost and enhance students' critical thinking skills?

According to the results most of the teachers gave their students the Activity Book or Workbook as homework. Even though the students' Activity Book or the Workbook consisted of activities that could enhance their critical thinking skills, most of them did not give their students' any other homework outside their them.

5.2 Limitations of study and Recommendations

Although this research mirrors the importance English Teachers give to critical thinking skills in EFL classes, it has its own limitations as other researches. The results drawn from the data cannot be generalized since they reflect the situation of four academic hours that were observed. Moreover, another limitation of this study can be mentioned that

many other researches were not accessible online, thus a comparison of how many researchers describe critical thinking could not be drawn. However, this research depicts the way English Teachers treat their students' critical thinking skills in EFL classes.

Even though this research shows us that EFL teachers are aware of the importance of enhancing students' critical thinking skills and put a lot of effort in developing students' critical thinking there are some recommendations that EFL teachers should have into considerations

- EFL teachers should be flexible and try to use different materials, authentic materials since it stimulates students' critical thinking, in the classroom that enable every student give their opinion.
- Many researchers support the idea of incorporating technology in the EFL classes by showing students different videos, showing students different pictures, and also, making quizzes that would contribute to enhancing critical thinking but also to students' academic development, more specifically to English Acquisition.
- Ministry of Education should invest more in schools by providing schools with the needed materials, in order that students make different activities that would challenge their critical thinking skills.
- EFL teachers should also be very attentive when giving homework to students. They should give students homework that would revise the lessons but at the same time boost their critical thinking skills, and not rely only on the Activity or the Workbook.

5.3 Conclusions

The aim of this research was to find out how much importance the Ministry of Education and the elementary EFL teachers give to critical thinking skills. To collect the data needed the students' and teachers' work was observed based on the questions asked by the teachers, whether the students were given the chance to express their

opinion independently, whether the student-teacher interaction was in English, Albanian or both and also whether the questions challenged the students' critical thinking.

The first hypothesis set in this research was: *Critical thinking skills helps students think deeply about different problems that surround us and solve in the best possible way.* Since students were asked to complete different activities that challenged their thoughts and required more complex thinking, they made them think critically about what decision they should make in order to complete the task, thus enhancing their critical thinking skills. As a result critical thinking skills helps students think deeply about different problems since in the classes observed students were able to analyze different phenomena and situations in the classroom in different angles.

The second hypothesis of this research was: *Critical thinking skills help students develop different skills they would need in the future by analyzing and discussing different situations, thus making them more fluent in English and more successful.* As mentioned before critical thinking makes students think deeply about different phenomena. Furthermore, in order that students analyze and judge the topics given they unconsciously develop different skills in order to come up with a final decision in the end. Since they had to use the language in order to express their ideas and opinions they were encouraged to use English Language while speaking as it was the main objective of an English class. As a result, the more students had to analyze the tasks and share their opinions the more confident they became while speaking in English thus, becoming more fluent in English and attain English proficiency.

The third hypothesis of this research was: *Public elementary schools use more traditional methods of teaching whereas, private elementary schools give more space to critical thinking skills by using different methods and they use technology in EFL classroom to show students different materials since they are more advanced in digital tools and not just grammar and translation.* Based on the results collected the teaching was almost the same in both schools. They used almost the same approaches in EFL classes. In both schools teachers tried to enhance their students' critical thinking skills by making

them face and solve different phenomena. Even though it was hypothesized that private schools are more advanced in technology, the classes that were observed most of the teachers did not use it maybe because the teachers did not consider it being appropriate for the activities planned for these classes. The advantage of private schools in making it easier for teachers to enhance their students' critical thinking skills is the length of the academic hour, 45 minutes, compared to public schools, 40 minutes, and also the number of students in classes, the private schools had less students in class, up to 25 students, compared to the public schools classes that consisted of up to 35 students.

To conclude, this research helps us understand that EFL teachers are aware of the importance of critical thinking skills so they put a lot of effort in facilitating students acquire and develop their critical thinking skills. Based on the results, the teachers used different approaches, mainly student-centered approaches to enhance their students' critical thinking skills. This research gives us a small overview of critical thinking skills being taught in elementary schools in Gjilan so, other researches would help us dig deeper into this topic.

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APENDIX 1

The student-teacher work was observed based on the following questions:

- The type of questions the teacher is asking?
- Was the student given the opportunity to express answer critically and independently?
- Whether the questions challenge students' independent thought
- Was the student-teacher interaction in English, Albanian or both?