Identifying Critical Thinking Skills of 2nd Year, Bachelor of Language and Literature students at Taktse, Trongsa

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Abstract

This research study aimed to focus on writing critically in any kind of essay or short responses of the second year Bachelor of Language and Literature in an academic writing. A preliminary survey was carried out with five language teachers; to identify their understanding and beliefs on teaching and learning critically. Critical thinking skill is one of the tools that are required even in the job market or any kind of research skills. This research tested students' (n=55) critical thinking ability through the Cornell Critical Thinking Tests CCTT Level X (2005). The findings indicated that the critical thinking ability of students was 46%≥ 54% lower compared to the standard level of tertiary education. In order to successfully prepare students for the workplace, a solid foundation in subject matter knowledge, critical thinking and effective communication skills should be well established. Comparably, thinking and writing are compatible, synergistic processes. As we teach students how to write, we are teaching them how to think. This research discusses as ways forward to integrate both principles and pedagogical practices in both small and large classroom to develop students' critical thinking skills.

Keywords: *Critical thinking, Cornell Critical Thinking Test, Pedagogical practices, Induction, Credibility, Deduction and Assumption, Six Thinking Hats*

Introduction

This research cross-examines teachers' pedagogical teaching practice in the context of why students are not able to analyse and think critically in terms of academic disciplines such as writing. Teaching at the tertiary level for more than 2 and half years, I have realized that students are not able to respond to questions critically in writing any kind of essay or short responses. This motivated the researcher to further inquire the understanding of critical thinking skills of both students and teachers. The respondents teachershave taught the same classes in different English literature module in four semesters.For qualitative data, the data were collected from the teachers by using a set of semi structured survey questionnaires, who had taught the same classes in the previous semesters. The questions were divided into two parts: A and B. They were about their beliefs on teaching and learning, and their views on critical thinking skills. The analysis survey questionnaires data were collected from two sections Bachelor of Language and Literature the second year learning Literary

Genre II module. This subject in itself demanded and confirmed four areas of concern on writing activities practised in the classroom, the attitudes to classroom questioning and answering, thinking and writing anxieties to develop positive attitudes to critical thinking. On-going data about the effectiveness of the intervention strategy was verified by the research committee and by maintaining a self-reflective diary. However, it was more feasible in the areas of developing critical thinking skills of students using another effective mode of teaching and learning strategies.

Literature Review

This research focused on the critical thinking level of college students. The performance is judged by productive skills in most of the situations, be it in the class or job interviews. According to Joe and Jonathan (2007, p.1) "Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes engaging in reflective and independent thinking such as the critical thinkers can understand the logical connections between ideas and can solve the problems systematically". Critical thinkers can deduce consequences from what they know, and they know how to make use of information to solve problems and to seek relevant sources of information to inform them. Similarly, Rosita and Rosna (2008, p.2) state that in the present information era, university students are expected to be able to think critically, so that they will be able to keep up with the changes brought by new technological innovations and have better chances of employability. These studies also showed that one of the reasons for high unemployment rate was due to lack of critical thinking and English language competency. Willingham (2007, p.8) claims that "critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms ideas, reasoning dispassionately, demanding that claims be backed up by evidence, deducing and inferring conclusions from available facts, solving the problem". Recent studies show that thinking is not that sort of skill, but it is the process of thinking that is intertwined with the content, domain knowledge or practice (Willingham, 2007). Such findings reflect that the school attendance and academic success are no guarantee that a student will graduate with an effective thinking in all situations. This means that anything you hear or read is automatically interpreted in light of what you already know about similar subjects.

Arguments based on experience or observation is best expressed inductively, while arguments based on laws or rules are best expressed deductively. It is said that most arguments are mainly inductive, so we could find the participants have performed well in inductive reasoning than in deductive reasoning skills. Inductive reasoning would come naturally than deductive reasoning. Inductive reasoning requires specific details and observations to the general underlying principles (2008). Inductive reasoning is open-ended and exploratory at the beginning. It is assumed to support the conclusion, but do not guarantee it. Thus, the conclusion of an induction

is referred to as a hypothesis. On the other hand, deductive reasoning deals from general facts to an exact conclusion. It releases with an unrestrained explanation and persists with speculation for particular observations supporting it. Deductive reasoning is constricted in nature and is based on experimenting or verifying a hypothesis. For example, a false idea can lead to a false outcome. Such reasoning leads to a logical response. It assures the correctness of a conclusion. If learners can make a stronger argument or hypothesis by adding information, then they are using inductive reasoning. If students cannot improve their argument by adding more evidence, the learners are using deductive reasoning.

In case of credibility, it is a judgment of how much belief to put in a basis of information. For credibility, it is to take everything on trust without question or to believe nothing. Conversely, examining the subject carefully may perhaps help to refine and substantiate these judgments. Credibility issues are different from issues of argument. Deductive arguments are either valid or invalid, but credibility is constantly a matter of a certain degree. Credibility is judging assumptions, and we are not so much to do with claim or evidence. An assumption is a supposition of belief where people think without realizing what they think. The conclusions regularly stand on assumptions that without critical thinking. So whilst students attempted the questions in this section of credibility and assumptions, they have not paid attention and were incorrect and misguided. Students need to think carefully about their assumptions when finding and analysing information but also think carefully about the assumptions of others. This indicates that the author's assumptions could be the author's conclusion in their scholarly articles. One could also say that to be a critical thinker, one must have an ability to respond to the material by distinguishing between facts and opinions or personal feelings, judgments and inferences, inductive and deductive arguments, and the objective and subjective.

Paul (2004) agrees that educators must develop higher order or cognitive intellectual abilities as critical thinking is central to both personal success and national needs. This could be explored by pedagogical practices that could effectively develop student critical thinking knowledge, skills, and dispositions across the academic disciplines. Further, students could apply it in the academic environment to their professional and personal lives. Nonetheless, educators should have a clear idea about what is critical thinking before implementing pedagogical practices for students. As educationist students must be taught through the problem-solving method by letting students to logically analyse, compare, and evaluate within the contextual field of study. Thinking should be divergent that is interlinked and integrated with content. In addition, this would be one of the factors affecting students not being able to think and write critically.

Literature in the Bhutanese context have shown that teacher dominated teaching and lack of opportunity for the students to learn critical thinking skills have a negative impact on the overall quality of education (MoE, 2014; REC, 2009; Sherab & Dorji, 2013). As a school teacher for 9 years and a lecturer for over 3 years, the quality of my own instruction has always been a concern for me, mainly because I did not have in-depth knowledge of how to develop critical thinking level of students. It was indeed a challenge for me to expect critical answers to critical questions in any kind of academic disciplines. Lecture method and rote learning are still practised in the present scenarios of the college in case of Dzongkha modules because the subject content demands it at a larger scale. However, it has been more than two years since we adopted the learning-centred teaching approach in the class (Gyatsho, 2017, Personal Communication). However, there is lack of research on the critical thinking skills in the Bhutanese context.

This research, therefore, aimed at finding and understanding the levels of the 2nd year students' critical thinking. So, that the researcher can cross-examine her own practices to promote and improve the levels of critical thinking students to facilitate their academic experiences while writing in the modules taught as a way forward. It is also a hope to promote the approaches of critical thinking skills such as six thinking hats to practice in the class activities to improve the critical thinking skills of students. Furthermore, it would help other educators in the college to use them effectively while teaching.

The research question is what do we know about the Critical Thinking Skills of 2nd Year Bachelor of Language and Culture Studies students in CLCS?

The objective of the study

The core objectives of the study are: firstly, to identify the levels of critical thinking in the two cohorts of 2nd Year students I teach. Secondly, to identify approach(s) to develop students' critical thinking abilities.

Methodology

This research employed quantitative approach (Cohen, Manion, & Morrison, 2011). To identify the level of students' critical thinking skills and also to identify approaches to develop students' critical thinking abilities. A survey design was used to collect information on the levels of critical thinking, characteristics, and attitudes of the two cohorts of 2nd year students that the researcher taught in the previous semester. A survey questionnaire was also employed for the teachers to understand their beliefs about teaching, learning and critical thinking. A standardized test called Cornell Critical Thinking Test (CCTT) was administered to determine students' critical thinking ability (The Critical Thinking.Co, 2005). Furthermore, observation of the

students' behaviour while the teaching was going on was also used to collect information.

Sample profile

The sample of this study is drawn from two sections of Bachelor of Language and Literature in 2nd year at Taktse, Trongsa. The Bachelor of Language and Literature programme aspires to produce modern Bhutanese with traditional knowledge through a dynamic and forward-looking curriculum. The modules are Translation and Interpretation, Literary Genre, Bhutanese Etiquette, Buddhist Poetry and Sanskrit, Linguistics and Languages of Bhutan. (CLCS, Website, 2018). While conducting this study; there were five sections of students studying Bachelor of Language and Literature consisting of 32-35 in each section. They were selected randomly out of 150 plus students in BLL 2nd year programme. Both classes were taught by the researcher in the previous semester and were more familiar with the teaching and style. The student participants' age ranged from 21-25, only two were in-service students (28 and 38 years old).They had 13-15 years of English language exposure. It was an assortment of various subject backgrounds such as humanities, science, commerce and 'Rigzhung' Rigzhung subjects include Ngennga (poetry), Choejung (history), Dayig (grammar II),Translation and Sumtag (grammar-I) Dzongkha, Tsi (Astrology), nghencha (music), Driglam (discipline), and Gyalrab (King's biography) (RUB module 2011). Majority of the students were from the Rigzhung background and very few were from science, commerce and humanities (arts) required intensive study. Therefore, random sampling was carried out to understand students' standard within five classes. For teachers' ideas on critical thinking skills; five teachers responded to the self-administered questionnaires (see Appendix I).

Instruments

In this research, three tools were used such as self-administered questionnaires (My beliefs in teaching, learning and critical thinking) for teachers; standardized test (Cornell Critical Thinking, CCTT), and survey questionnaires for students to collect data. The student questionnaire consisted of items based on six specific themes identified with the help of the literature: background information, writing activities, attitude to classroom questioning and answering, thinking and writing anxieties, attitudes to critical thinking, and expectations of students. Secondly, Cornell critical thinking test was conducted to test students' critical thinking ability. The survey questionnaires for both the students and teachers included semi-structured and unstructured questions to inquire about how both teachers and students perceptions about critical thinking skills. The survey questionnaires provided information about students based on achievement grades, language exposure, sex, age and to find their aptitude in different fields. The teacher (respondents) answered the self-administered form designed by NSW University (2018). However, few refused to

participate and some did not like to observe their classes. The researcher did not observe any of lessons. The study aimed at increasing learner's consciousness about their learning and involving them in critical thinking activity using writing tools. The researcher did not intervene in normal classroom teaching. In each set of question, there were relevant subheading questions, Section A comprised of nine questions followed by three alternatives such as agree, disagree and unsure. In Section B, the teachers had to write additional comments or reasons; if incase they answered unsure or disagree in section A. Section C had four questions regarding what they knew about critical thinking approach and skills to be taught in the classroom. The classroom behaviours of students were noted while teaching in the class. In addition, to maintain ethical consensus, respondents were informed that all data will be destroyed after the study is published.

Administering the Cornell Critical Thinking Skill Test –Level X

In the case of students' standardized instrument, the questions were divided into 4 sections. The test consists of MCQ items followed by three alternatives (A, B & C). There were 71 items wherein students had to answer 67 questions, 4 questions were answered with examples. This test helped to identify the aspects of critical thinking in students such as induction, credibility or observation, deduction and assumption. If a student scored high in the test, it indicated higher achievement in critical thinking ability. For some purpose, the time limit was extended to 1 hour 15 minutes to meet the requirements of the participants. The first fifteen minutes were effectively used for instruction and one hour for writing. The administrator allowed 20 minutes to complete the first two sections, and 12 minutes for each of the last two sections. They had to assume that the information given is true. Students read a small situational and analytical comprehension passage given and respond accordingly. The evaluation was conducted using the manual 'Cornell Critical Thinking Test level X manual fifth edition (Robert, Jason & Thomas, 2005). The test is designed for evaluation and teaching experiments for appraisal of the critical thinking ability. Few students did not attempt most questions and were considered as missing data. Only 29 students from BLL C and 26 students from BLL E took part in critical thinking test. This administration has collected the scores made by individual students further looking at the performance of each class in terms of four aspects of critical thinking skills (The Critical Thinking Co., 2008), (see Appendix III). The administrator computed data using Microsoft Excel and calculated the mean score of individual participants.

In addition, the four sets of questions were based on how to explore in NICOMA where they imagine themselves to be in the second group from Earth in 2052. They have landed on the newly discovered planet Nicoma to find the first lost group, which landed on Nicoma two years earlier. The second group had to make a

report about what happened to the first group. They learn about Nicoma and find problems that need clear thinking. They cannot guess wildly at any answer. They left it blank if they had no idea about the answer. If a student had a good idea, even though they are not positive, they can answer the problem. Each question carried 1 mark.

The study test was conducted in one of the weekends during off hours of the college. The students were briefed on the test and instructed with proper direction. They were also asked to pose a question to the test taker if any. Most of the students took more than 50 minutes as given in the test manual to complete the questions. In the first part, it is on what happened to the first group? The critical thinking aspect used here is induction, it judges whether a fact supports a hypothesis. The questions help them to understand that the fact needs to provide only support, not proof. This section had 22 critical questions from question 3-25. The second part; a question from 27-50 was on examining the village on Nicoma. There are 23 questions to test credibility & observation, critical thinking aspect. Here students pay careful attention to what is said, who says it, and to the circumstances in which the statement is made. The third section was on what can be done? This has 13 items from question 52-65. It catered to test on deduction the critical thinking aspect. The final section was on reporting back and deciding what to do that would identify the assumptions critical aspects of learners. The important thing for students to understand is that they are to decide what is taken for granted. There were 9 questions from 67-76. When they finish one section, they were not allowed to visit the next part of the first other two once they have completed.

In addition, the students were asked to fill out the survey on demographic information before the CCTT test. Through such survey, it observed students nature of writing skills. This enabled to analyze why and how thinking and writing skills are compatible with each other. These students' data were deliberately used to identify the attitudes of maximum students in different modes of the learning environment. The self-administered questionnaires were designed based on the general perspectives and beliefs of teachers on teaching and learning. 8 sets of the question were distributed to English department along with teacher's consent form The set of questions; comprised of a rating scale of agree, disagree and unsure. The third section was open-ended questions designed for critical thinking concept and their understanding. To maintain the confidentiality of teacher and students respondents, pseudonyms are used; for students (three initial letters) and for teachers (Teacher A, B, C, D& E).In addition, few teachers gave reasons; why they disagreed with some of the statements.

Data Analysis and Results

The researcher used data to measure an individual's performance in the Cornell Critical thinking Test as given below in Fig 1 & 2.
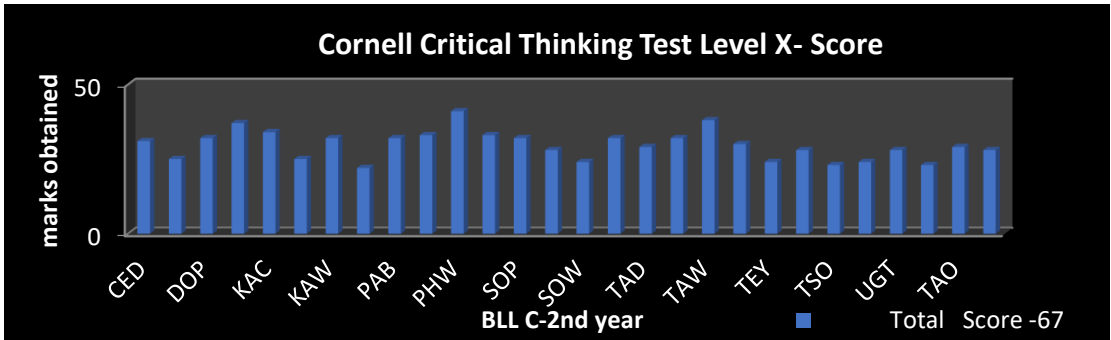

Cornell Critical Thinking Test Level X- Score

Fig1.Bachelor of Language and Literature section 'C' Cornell Critical Thinking Test scores

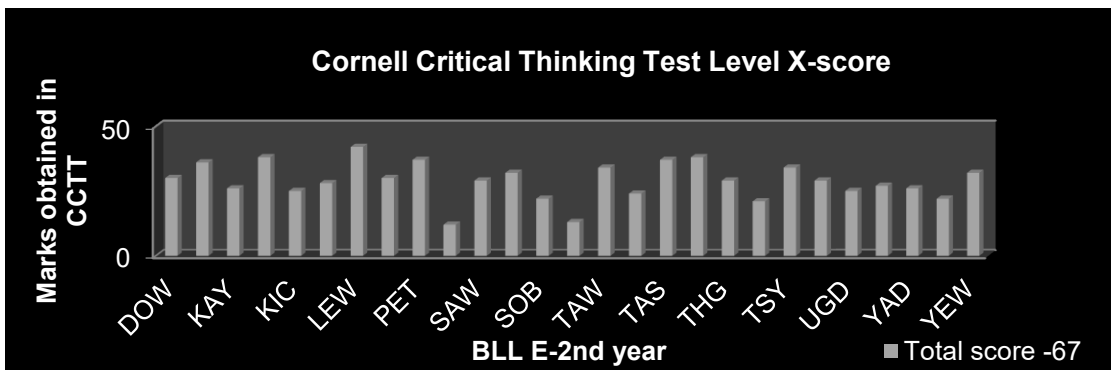**Cornell Critical Thinking Test Level X-score**

Fig 2: BLL E CCTT scores

Out of 67, LOJ (pseudonym name) scored the least with 22 and PHW scored the highest with 41 in BLL C as given in graph 1. More specifically, LOJ scoring in percentile is 32.83% and PHW is 61.19%. Likewise, in BLL E, PEY scored the least with 12 points and LEW scored 42 out of 67. In terms of percentage, PEY could score only 17.91 %; which is 14.92 % lesser to LOJ. LEW scored 62.68 % and the difference is 1.49 higher compared to PHW. Generally, BLL C performed well as compared to BLL E, with 45.83% and 43.01% respectively in terms of overall average.
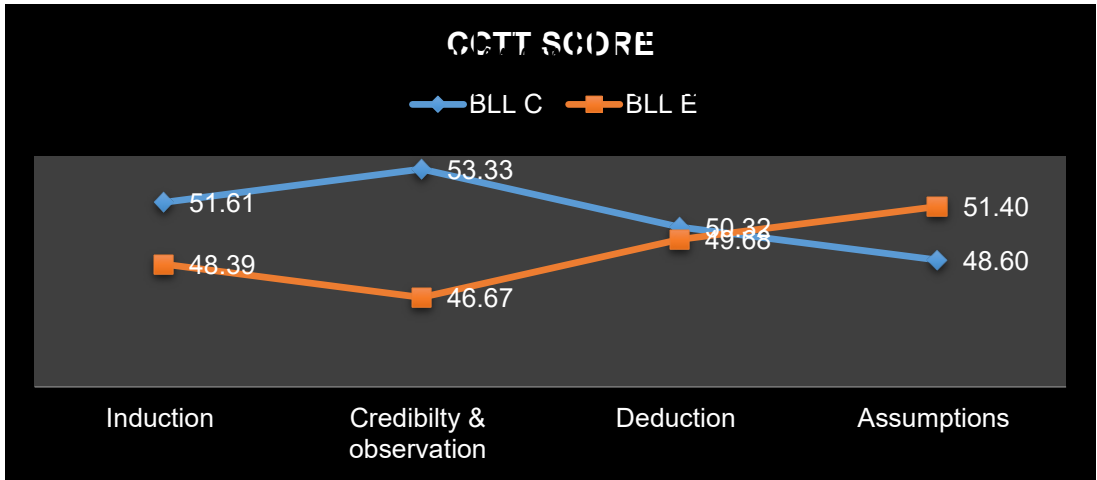
Fig 3: Critical thinking aspects of students in BLLC and BLLE

Table 1: BLL students' Critical thinking Aspects

Classes	Induction	Credibility & observation	Deduction	Assumptions	Aggregate percentile of a class %
BLL C	51.61	53.33	50.32	48.60	45.83%
BLL E	48.39	46.67	49.68	51.40	43.01%
Mean mark	50.00	50.00	50.00	50.00	50%

The CCTT test result has proven that 50%of students have equal ability in terms of critical thinking aspects. The study graph above indicates that there is not much difference. In fact, both classes could not perform at par in almost all the aspects of critical thinking questions provided to them. The finding is in all aspectsbetween 46%≥ 54%. Except for BLL E could score higher in assumptions as compared to BLL C, but lower in all three aspects. The mean score of both classes is 50% in all aspects of critical thinking. These further connote that students could not achieve good marks in credibility & observation, deduction, and assumptions. According to the guide to inductive and deductive reasoning (2008), induction and deduction are omnipresent basics in critical thinking and are also sometimes misapprehended terms.

While data were collected from the students, most common points extracted from their writings were: they preferred to participate in classroom discussion, evaluate discussion, evaluate other's opinions and learn how to write essays, craft short stories and learn grammar. However, there were few students who have low self-confidence in writing, anxious about grammar and its usage. They addressed their weakness to be argumentative rather preferred to stay quiet. They do feel anxious if they can't answer teachers' question. They face difficulty while analyzing, inferring and evaluating. Thus, this clearly specifies that there is a gap between comprehension and evaluation that requires higher order thinking level while answering such question. The interpretation reveals that there are only a few students who were very satisfied with their abilities. This designates that the interest of students' writing and speaking activities were related to experiential learning skills. Nevertheless, it is acceptable that the students' level of anxiety does matter when answering any sort of question being posed to them. Most importantly, the points signify that students are poor in grammar, argumentative skills and not confident to answer questions of teachers. The result indicated that maximum students accepted; critical thinking requires factual information by validating it using supporting evidence and also need to know how to make claim or argument. The stake in position needs to be proven by critically analyzing using relevant evidence andthe concept.

Through close observation and sharing information while evaluating students' papers and class activities; it was noticed that Rigzhung students excelled in Dzongkha subjects. Similarly, students from science background performed well in English modules. It still remains as an argument to be proven. The students with science background could answer most of the literary questions analytically and critically in the test and exams. They were divergent thinkers even when they answered verbally in the class activities as compared to other students in the class. Some students were convergent thinkers (thinking inside the box). They answered using the exact lines from the text without any critical thoughts. In this section, it also includes the responses of five English lecturers in the college; trained and holds Postgraduate certificates: PGCHE or PGDHE from Samtse College of Education. (see Appendix II).

Fig4: Teachers' beliefs in teaching and learning
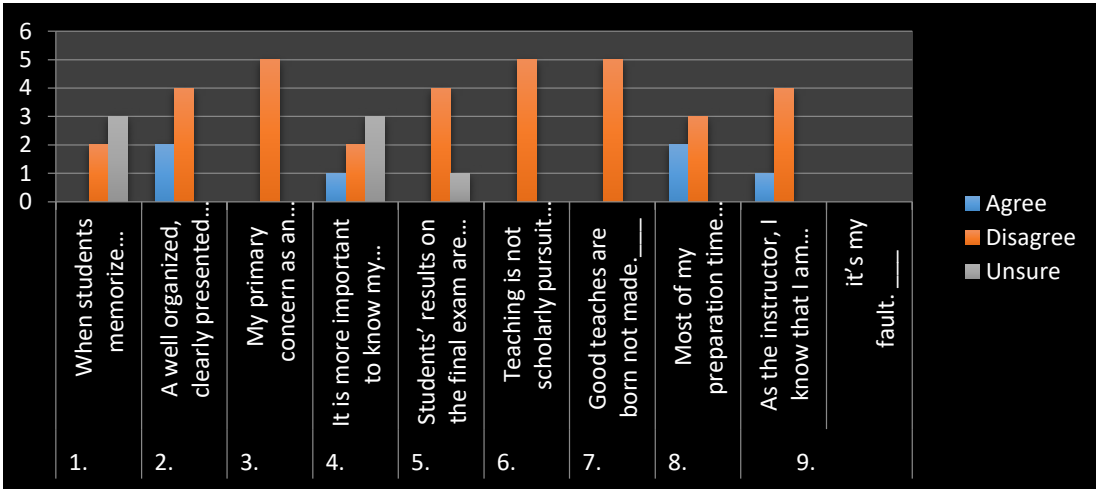
There were nine questions on teacher's content and subject matter, teaching styles, forms and function, coverage of syllabus, exam and end product result (Retrieved from http:www.lakes.nsw.edu.au**/)**. Earlier, the main idea was to interview these teachers, but most of them were engaged and could not match with the time scheduled during off periods. Some teachers were engaged in morning and afternoon classes. It was difficult to get an appointment with these teachers. Fig.4 represents that most teachers disagreed with almost all statements framed. There were only few who agreed or were unsure with few statements they answered. To maintain the confidentiality of teacher and students respondents; pseudonyms were used for respondents: three initial letters and Alphabet A-E were used respectively.

In Addition, few teachers also gave reasons for disagreed and opposed statements. Through their responses, it was observed that most of the teachers do not have a clear understanding of what is critical thinking and how it can be used to improve students' critical thinking abilities. Most of them were aware of what is important in teaching and learning, yet they could not clearly state how do they practice in the class. Had it been allowed, the researcher would have identified the common teaching and pedagogical practice pattern in the class. There were nine questions catering to teacher's content and subject matter, teaching styles, forms and function, coverage of syllabus, exam/end product result. The survey indicates that to train or expect students to be critical thinkers, teachers need to be trained first as to how to improve the critical thinking abilities of University students. Although colleges and universities offer critical thinking courses, critical thinking can be

embedded in the instruction of a variety of academic disciplines, and faculty can engineer their course focus so that it is more thinking-skills-based (Halpern, 1998).

According to the teacher respondents, critical thinking is to think logically on the topic provided students would give logical reasoning and make a personal connection. It includes logic, evidence and reflection. A teacher said, he himself is always a critical thinker. Critical thinking is being suspicious of things. CT is analytical skill on the concept without accepting directly what is being said.Do they foster critical thinking in the classroom by asking provoking questions that make students think such as –what is it about? Why do you…? How would you? To create an activity that would let those solve problems and validate claims. Teachers do practice, by setting or asking a critical question such as introducing debates in the class, without providing answers and allowing students to think from different perspectives. The usual strategies practised are WH-questions and 1 –H question, problem-solving method tasks and incorporate situational analysis in content learning. The significant obstacles faced in bringing critical thinking more explicitly into their teachings were: students do not understand what critical thinking is. They are not able to think about a topic in an objective way nor can analyze the question and respond logically. Many students do not have it naturally, and it is not something one can force upon while trying to implement or align the topics or lesson with critical thinking. It is observed that the students do not understand the question(s) or task(s) and reading materials used in the class activities. This asserts that the respondents have vague idea on critical thinking skills. Most of them are aware of what is important in teaching and learning, yet they could not clearly state how could they practice in the class using effective strategies. Further, this implies that teachers cannot expect students to be critical thinkers unless teachers themselves are critical thinkers or trained, so to improve critical thinking abilities of University students.

Discussion and Implications

Whilst evaluating their responses in the class, it is observed that students wrote facts rather than to reflect and comprehend on their reading. As a result, they are incompetent in drawing conclusion and of engaging in intricate discussion about the literature they read. The College institutionalizes students to be proficient in both the languages such as Dzongkha (National Language) and English. However, a few workshops and trainings are offered to students to acquire knowledge and skills for jobs. In language classes, students get little experience in learning effective communication and professional skills but that do not cater to the need of complex economic structure of the world. As Elder (2007) suggested that, it is not enough for students to train with narrowed defined skills both at home and abroad. It is questionable even today, whether the colleges are preparing students to become accustomed to these complexities. Therefore, it is the function of the educational

organization to endorse and expand students' critical thinking aptitudes. Nevertheless, a primary goal for teachers is to implant in their students, a questioning, thoughtful critical mind. In this 21ˢᵗ century, educators are experiencing insightful challenges, and difficulty to identify which method or strategy would best suit the instruction and assessment of critical thinking (Paul, 1995). He argues that the assessment must focus on higher order thinking, reasoning, and authentic performance. These would further help students to be successful in academic, personal life and in the workplace.

In order to teach students how to think rather than what to think, the study has identified one suitable intervention strategies designed by DeBono (1985) such as six hats thinking. According to DeBono (2000), critical thinking is a planned thinking process in a meticulous and organized way. He thinks that thinking is the ultimate human resource and the main difficulty is confusion because most people try to do too much at once that is crowded with emotions, information, logic, hope and creativity. In the class, most students speak or write using mixed mode of ideas and expression and gradually, fail to convince the audiences. Therefore, the six thinking hats allow us to conduct our thinking as a conductor might lead an orchestra.

The two main purposes of the six thinking hats concept are : to simplify thinking by allowing a thinker to deal with one thing at a time, and to allow a switch in thinking "Teaching critical thinking through the 6 thinking hats requires drawing for the certain patterns of intellectual behaviours that produce prevailing results". (DeBono, 2000). The concept works best when it has common language in the class, organization, meeting… It is not how good students become at thinking but the ultimate goal is to become better Moreover, he offered six Thinking Hats as a model for integrating critical thinking. De Bono also splits thinking into six different approaches known as six coloured Thinking Hats, white, red, black, yellow, green, and blue. Each color indicates definite function of thinking in determining or implicating what facts is needed to solve or answer questions.

The function of each hat is represented in the table given in fig.5 below:

SIXHATS Thinking	Function
The White hat	When engaging in white hat thinking, students should only focus on facts, figures, and objective information.
The Red hat:	Centres emotions and feelings and students should only focus on those representations during this mode of thinking.
The Black hat	Symbolizes reasoning skills. When employing black hat thinking, students use logical, negative thoughts based on the consequences of red hat thinking.
The Yellow hat	Composed of positive, constructive thoughts whereby students seek to find resolutions, which contrasts black hat thinking.
The Green hat	Signifies creativity and new ideas. Students using green hat thinking apply the facts of a white hat thinking to create new concepts.
The Blue hat	Serves as the mediator and controls the other hats and thinking steps.
Therefore, the Thinking Hats model allows students to approach issues from different perspectives utilizing both creative and critical thought.(pp, 39-176)	

Regrettably, there has been no study to examine whether language competency affects critical thinking skills of students to perform well in academic performance. Thus, it necessitates continual study concerning the use of significant critical thinking intervention with appropriate teaching strategy and resourceful educational opportunities to facilitate teachers to produce an effective result for their students. The study also does not address what are different types of critical questions to provide students at tertiary levels. However, the teachers in the college are aware of Bloom's taxonomy that they use before they set exam papers for students. Moreover, teachers in the college prepare questions papers using a blueprint developed by Bloom, et al. in 1956; the table of specification.(Bloom's taxonomy of learning domains,1999)

Conclusion

The finding reveals identified populations of BLL, 2nd year students as in competent critical thinkers. Therefore, it is important for educators to teach students how to ask high-quality questions, to think critically, in order to succeed in responding to critical queries being posed in a particular subject we teach. This means the teacher must be critical thinkers so as to have critical thinkers. Similarly, teaching critical thinking would prepare students to live successfully in a democratic world to make sound

decisions about personal and civic affairs. To be successful employees they must be able to utilize disciplined reasoning and rethink their thinking to reason, analyze, judge, and interpret the information not just transfer the information. To enhance critical thinking knowledge of the students, the educators must develop instructional pedagogy with certain learning activities. Furthermore, teachers must have training in critical thinking pedagogical workshops. Students should be encouraged to participate in dialogues and communicative activities in the class through effective modelling methods.

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