

Critical Thinking Perspective in ESL New English Textbooks: A Case Study of Pakistan

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ABSTRACT

This study examines ESL textbooks of English language of grade 9th and 10th of Punjab model schools in Pakistan. In order to achieve the goals of research, the qualitative method was used and applied Paul Elder's Critical Thinking Model (2008) on the text books of grades 9 and 10. The collected data was analyzed qualitatively. Activities mentioned in the textbooks of grades 9 and 10 of Punjab textbook board were extracted and analyzed in the light of Paul and Elder's CT model. ESL teachers' interviews regarding the said textbooks serve as an insight into the role of critical thinking among learners. Mention the period of analysis. There relevance exists between the exercises given in English textbooks with the model of critical thinking prosed by Paul and Elder. However, the teachers of Government schools are unaware of the critical thinking perspective and some sessions of critical thinking training need to be offered to the English school teachers of Government schools. The results of the study have significant implications for material developers. The study recommends that the Government of Punjab may provide a training program to the teachers who may get some sort of training and implement on the students the best of teaching practices in Pakistan. In the same context, the analysis of interviews shows that teachers have been playing a passive role in the promotion of CT in the teaching process. Hence, there is a need to organize some training sessions to make them aware of the basic concept and importance of CT in Pakistan.

Key words: ESL, Critical Thinking, EFL Classroom, Textbooks, Pakistan

INTRODUCTION

English, as the official language of Pakistan, gathers extra importance and carries extra weightage in the education field and is deemed necessary, resulting in the teaching and learning of the language, willingly and/or unwillingly in households and schools all over the country. In view of its importance, there has been a lot of development in English language teaching in Pakistan and hence, its textbooks are prepared by experts of English language, researchers and policy makers. It is exceptionally important to investigate if these textbooks help English as Second Language (ESL henceforth) learners to think critically or not. Epstein (2006) views that CT has become a necessary part of learning in every field of life as it helps in analyzing our experience, study and jobs seeking as well.

Similarly, the perceptions of the teachers who teach a foreign language need to be effective, efficient and active in promoting such activities which will help to create curiosity among the learners to think critically. ESL teachers should understand why CT is important for the ESL learners.

In light of this emerging demand, a few steps have been taken to encourage CT in Pakistan by the National Curriculum Authority (NCA). Curriculum for 9th and 10th classes was altered and modified in order to introduce the concept of CT among the learners.

There are different factors which influence educational processes to improve CT among English learners which have influenced the pundits of the educational sector. CT needs to be enhanced among English learners due to its significance in developing effective language learning. Promoting CT skills is considered to be one of the tasks to be undertaken by the language teachers. They can achieve this task through various ways, one of which is by using appropriate methods of assessment because its practice usually determines the learning objectives of the English language learners. This can only be achieved if the English language learners use textbooks during the class as these textbooks are devised on the basis of strategies planned in NCP.

The textbooks play a pivotal role in the development of CT among the ESL learners and prove to be an effective

scaffold. The textbooks used in the government model schools at Secondary School Certificate (SSC) level were subjective in nature. The only Emphasis was on reading and writing skills in which exercises were made up of questions and answers to polish mentioned expertise only. In order to bring change, with regard to critical thinking, the Punjab Government sought the help of educationists and experts to plan curriculum and devise English textbooks on the basis of four skills, reading, writing, speaking and listening, coupled with phonetic transcription which is taught at school level. The Government anticipated notably better outcomes from the teachers to develop and cultivate critical thinking among the learners efficaciously with the change of textbooks. The Punjab Government has accentuated that one of the main goals for teaching and learning at all levels is the need to encourage and develop critical thinking skills in GMS (Government Model Schools). These skills would be fruitful in inculcating in the students the ability, and willingness, to ask productive questions related to the material that is being presented and taught.

English textbooks that have been altered are taught at secondary levels. These books are devised to develop critical thinking among the English learners at school and to make the most out of these changes, the teachers need to be trained accordingly. For this purpose, the government teachers are trained by the educationists of private sector in Pakistan to bring reforms in teaching processes and develop critical thinking among the learners.

Critical Thinking in Pakistan

CT can be defined as the ability to think clearly and logically about what to do or what to believe. It includes the aptitude (ability) to engage in cogitative and independent thinking. CT is independent, self-disciplined and self-monitored and does not involve just the gathering of information. An individual with a good memory and who knows a lot of facts is not essentially considered to be a good critical thinker. English language teaching has been part of Pakistani education system since its inception and it clearly specifies in the NEP that English is the official language of Pakistan. English has been taught, in Pakistan, through various methods such as Grammar Translation Method (GTM), Direct Method (DM), Audio-lingual Method (ALM) and Total Physical Response (TPR). Private schools have adopted new methods in the teaching process of English language in Pakistan. Especially, the medium of instruction has been given more standing that leads to exceptional results by the teachers, particularly in the private sector. Conversely, government schools followed a traditional approach in teaching English language due to different constraints in the educational system; such as lack of trained teachers, lack of awareness, and the learners' motivation. Keeping in line with the traditional methods of teaching, learners of English language were not given the chance to actively participate in the class. However, activities of the textbooks were based on the typical objective approach rather than inculcating subjectivity that supports critical thinking. NEP provides objective based curriculum that promotes development of critical thinking among the learners along with suggestions of various strategies and methods to use in certain activities to encourage

the actual application and use of critical thinking. The students who know the benefits of critical thinking and who are capable of tackling issues themselves, get the maximum advantage of using their skills in achieving information and then resolving their issues. The use of critical thinking improves the chances of bringing clarity to ambiguous problems and simplify for the learners what was earlier on complicated.

CT is more about the perception, analytical usage of mind and helps the pupils in solving complex activities. Fisher (2005) has identified CT as, the processes of perception, memory, concept formation, language and symbolization as the fundamental cognitive skills underlying the ability to reason, learn, and solve problems. According to Paul & Elder (2008) educational writings are replete with strong statements that advocate the development of critical thinking skills in formal education. but there is less data that clearly establishes the meaning of the phrase 'CT' or how to develop it and measure its development. The Paul and Elder Model (2001) for CT is the most suitable approach for the present study and it is based on the ordinary and natural languages (all languages) that we speak in our daily routine. The present study uses as methodology, the application of the Paulin approach to CT. Elder (2001) suggests a developed language for CT and a theoretical framework that can be included into the core of teaching and learning at all stages and is directly applicable to expert reasoning in every area of human life. Paul-Elder's (2001) framework for CT advances a fair-minded, strong conception of CT across teaching and civilization

Research Questions

This study evaluates these textbooks to identify the extent to which the transformation in textbooks has facilitated in promoting critical thinking in ESL learners in government schools. In order to above the aforementioned goals, the focuses on the following research questions; How do the exercises in the new English textbooks relate to Paul-Elder's model of CT? and What is the perception of English teachers in developing CT among the English learners at government model schools?

REVIEW OF LITERATURE

English as a second language has always been a subject under discussion in the field of education for many of the researchers. Language is used by the learners, not only to shape their conversations; but also how they negotiate their sense of who they are and how they view relationships with the world. Canagarajah (1999) argued that second language learning is an important area of research. But there is insufficient research to investigate the impact of ESL on learners in a non-native context, especially in postcolonial cultures where English is neither native language, nor it is taught by the native speakers, whereas, it is taught in formal education as a second language.

Moreover, research shows that, as far back as 1967, Raths, Jonas, Rothstein, and Wassermann (1967) shared their frustration with a lack of emphasis on thinking in the schools. They said that, "memorization, drill, homework and the quiet classroom" were rewarded, while "inquiry, reflection, and the consideration of alternatives were frowned

upon" (Carr, 1990,p.88). This stream is reflected in the work of the well-known researcher such as Rath (2001), who was later acknowledged as the master of promotion of CT in the classroom. Adding to the complexity of this topic, other researchers e.g., Lippman (1991), & Perkins (1992) believe in a systems approach to thinking skills instruction. They (1991, 1992) suggest that there is a need for strategies to infuse thinking skills instruction into all subjects taught at all grade levels.

Mahboob (2009) observes English is important and therefore, since the independence of Pakistan in 1947, it has been a central part of Pakistan in official, economic and educational spheres despite the fact that Urdu is the national language. In one of his articles, Mahboob (2009) focused on the high status of English language from the inception of Pakistan that may be viewed by the inaugural speech of Quaid e Azam Muhammad Ali Jinnah, the founder of Pakistan who was the first governor general of Pakistan and delivered his speech in English to the first constituent assembly on the occasion of Pakistan's independence. He (2009),further, argues that by the time Pakistan gained independence; English language had been so deep-seated in the socio-political fabric of the country that it was constitutionally kept as one of the official languages. He (2009) in his article also highlights that there is a lack of local research related to English language teaching and learning and its impact on learners. However, it is teaching methodologies of teachers and the learning capabilities of students, that to what extent the teachers are able to benefit the students.

According to Rahman (1997) English is considered as a prestigious language in our society because of the cultural needs, and it enjoys a superior position, more than Urdu in the elite and social circles. The elite schools of the country give more importance to English because it is the symbol of honor and prestige, and opens the doors to higher education and better job opportunities in the country and abroad, and therefore considered a very important language. This makes ways to more concentrated and exhaustive measures to ensure that the students become proficient users and speakers of the language. The predominance of English in Pakistan can be witnessed in almost all spheres of life including higher education, science and technology, media, as well as in youth culture. As mentioned earlier, Rahman (1997) states that there is very less economic support provided to Urdu medium schools as compared to English medium institutes thus imposing learning of the latter with more gusto and rigor. We can also say that, to some extent English language is attached to power, status and superiority in Pakistan.

Fisher (2005) views that it is a false belief that creative thinking is not related to CT. The former includes addition of some aspects; re-integration of these elements or thinking about an issue with a different perspective, whereas CT involves the analysis of a problem critically and logically. So, if CT refers to finding new solution of an issue, then it requires looking and judging a point critically, and any framework which centers around one of them to the detriment of the other is losing. Similarly, Facione (2006) views CT as thinking skills which are against thinking without reasoning. He (2006) further elaborates that this kind of thinking is considered as a very important factor in the development of CT

which also includes derivation, assessment, interpretation, analysis, self-regulation and explanation.

Critical reading plays a key role in making the mind of the learners more attentive in learning process. This process rests on the involvement of the learners into different activities such as reading, writing and/or any other task based learning. However, reading is of various types i.e., reading between the lines, reading and guessing the meaning out of the visuals available in the texts, scanning, or skimming. Moreover, the learners have to identify the main idea of the passage they read during the reading process. In this connection, Paul & Elder (2002) argued as reading is an important step which comprises of brainstorming activities such as searching main idea, clues, or context from the given text, help learners to improve their CT in this step of learning.

In addition, teaching of reading skills involves various strategies which are devised by the teacher before the class. McLaughlin & DeVogd (2004) discuss the pattern and text to be followed in teaching critical reading skills and say that critical reading increases the knowledge of the learners. So readers' reading skills rely upon how they handle reading task. They are enlightened if they question the perspective of the writer, and their own, but they deceive if they read book and do not question it. There is a need to keep an equal status between the relationship of the reader and the author. On the other hand, Freeley & Steinberg (2008) argue that the basic purpose of instruction in CT is to prepare students to be able to criticize, explore, to give reason deductively and inductively and to advocate ideas.

THEORETICAL FRAMEWORK AND METHODOLOGY

CT plays a pivotal role in teaching and learning process. Incorporation of CT into a curriculum provides true insight to make teaching successful and of high standard. Paul & Elder (2008) describe CT as "the art of analyzing and evaluating thinking with a view to improving it" (p. 2). The present study uses Paul and Elder's CT model in the analysis of curriculum of ESL textbooks in Pakistan. Paul's CT model provides the in-depth analysis of curriculum, and focuses on the overall progress of thinking abilities of the learners. The model comprises various steps such as intellectual standards, intellectual traits, and element of reasoning. Following Figure 1 shows the overall steps involved in the practical implication of CT model to analyze curriculum.

Paul-Elder's CT Model (2001) entails many steps.

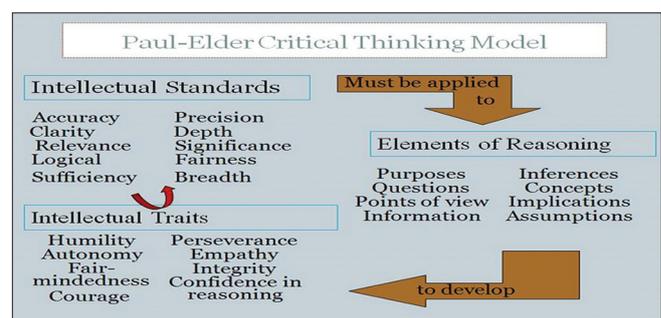


Figure 1. Paul and elder's critical thinking model

Data Collection

For this study, ten activities from two textbooks were randomly used as data because for the limitations and it is more related to the postulates of the present study. The population of the study comprises of two Govt. Modal secondary schools of Rawalpindi and Sargodha where textbook focusing on CT are being used. Then these activities were analyzed in light of the CT model given by Paul-Elder (2001). Moreover, 8 teachers from two GMS were interviewed to get their views and to compare the activities given in textbooks to get valid results. The researcher selected 10 teachers' interviews because if she used more than 8, it would be huge data and crossed the limitations of the present study. The researcher selected government models schools because the new English books had been devised particularly for these selected schools.

FINDINGS AND DISCUSSIONS

Analysis of English Textbooks of Class 9

Example 1: English Text Book Grade 9:Unit 2

1. In your opinion who is patriot?
2. Can you give an example of patriotism?
3. What kinds of qualities do patriots have?

Unit 2, Activity 1

The above example shows the complete thought process of ESL learner before the reading process begins which inculcates the development of CT among students. The students are asked to use their previous knowledge and it entails the characteristics of seeking clarification or explanation, inviting enquiry, guiding one to use one's CT skills and guiding one to search for answers. However, Paul & Elder (2001) focus on the reasoning capabilities of ESL learners before the reading process begins. The above example includes a few of the standards set by Paul and Elder (2001) in their model of CT such as clarity, logic and fairness. According to Paul and Elder (2001), the sole purpose of the elements of reasoning is to highlight the objectives and setting of the lesson which is to be taught in the classroom. On the other hand, this does not include all the phases of the model breadth, precision, accuracy, etc. which decrease the capability of learning on the part of ESL learners. Moreover, the above standards provided by Paul and Elder (2001) show that the activity in example one gears towards developing CT

Example 2: English Text Book Grade 9: Unit 3

- i. Pre reading:
- ii. How does media bring people close?
- iii. Do you know the difference between electronic media and print media?
- iv. Do you like reading newspaper? Which is your favorite newspaper?

Unit 3, Activity 2

In the above activity, which is taken from English text book Grade 9, the teachers are instructed to ask the students these questions. On the other hand, the students are instructed to use their previous knowledge about media and print media to answer the questions asked. It is a good example of developing their CT skills because they have to answer

the questions themselves by using their previous knowledge. The above example also includes a few standards set by Paul and Elder (2001) in their modal of CT which include the element of reasoning (purpose, attempt, assumption and point of view), intellectual standards (clarity, precision, relevance and fairness) and intellectual traits (courage, empathy and fair-mindedness).

Example 3: English Text Book Grade 9: Unit 4

Activity:

Answer the following questions orally

- i. Discuss the salient features of the personality of Hazrat Asma (r.a)
- ii. Name some prominent women in today's world. Share their achievements.
- iii. What contribution can women make to society in Pakistan?

The above table shows the responses and the role of oral activities in putting the students in the mode for CT and to know the performance of the students whereas the performer receives critical feedback from a potentially less threatening source. If the feedback is positive, teachers must encourage the children to have maximum good results. In the above example, the students are instructed to discuss the questions orally because focus is on the speaking skills which also help to improve their listening skills because they respond orally to what they listen to. According to Paul & Elder (2001) by applying the reasoning elements and encouraging people to come up with their reasons, they start to build confidence in their reasoning skills and think in a rational way. The above example includes some of the standards set by Paul and Elder (2001) in their model of CT such as clarity, logic and fairness and confidence in reason.

Example 4: English Text Book Grade 9: Unit 4

- i. What do you know about Hijrat-e Madinah?
- ii. Who accompanied the Rasool (PBUH) in this journey?
- iii. Have you ever heard about the role of a Muslim woman in this venture?

The above activity again presents an example of open ended questions which are included to encourage the learners to use their CT. It is a good example of developing their CT skills because they have to answer the questions themselves by using their previous knowledge. The above example also includes some of the standards set by Paul and Elder (2001) in their model of CT like the element of reasoning (purpose, attempt, assumption and point of view), intellectual standards (clarity, precision, relevance and fairness) and intellectual traits (courage, empathy and fair-mindedness). Moreover, the explanation carries the overall specification and fulfills the requirements. All reasoning is an attempt to figure something out, to settle some question, to solve some problem as the above example includes the pre reading questions which can help the learners to think critically. These inquiries have been encouraged to be used in the current books, and activities have been provided for the young learners which are to be practiced in the classroom for better results. It also focuses on pre-reading, while reading and post-reading strategies whereas the old books merely focused on these skills.

Example 5: English Text Book Grade 9: Unit 4

Help the students to use pre reading strategies to predict the contents of the text from topic/picture, title/headings, key words and visual, etc. by using prior knowledge, asking questions and contextual clues.

Paul and Elder (2001) believe that this part is related to the development of the ability to relate with others intellectual reasoning and avoid the confusion that comes from his own reasoning. Intellectual Perseverance and Confidence in Reason is also part and parcel of CT. Pre-reading activities were not part of the curriculum in the previous books and that is the reason that pupils who were taught from the older version of books were proficient in passive skills e.g., reading and writing rather than listening and speaking skills, which had been ignored. However, in the current books the activities are a merger of four skills but it depends on the teaching strategies and how teachers implement these exercises in practice.

Example 6: English Text Book Grade 9: Unit 5

- i. Read the poem carefully and narrate the main theme of the poem in your own words.
- ii. Explain the Wordsworth’s meaning of nature?
- iii. Explain the inner feelings of the poet in the poem. You may present through PPT (Power Point Presentation) and present in the classroom or demonstrate the feelings of the poet in the classroom.

In the above example, the learners are asked to study the text and answer the questions and make groups for better understanding. In group study, students get different opinions and have better understanding of the topic to be taught. This is also a good example of improving CT in the pupils. This activity has the element of reasoning, like purpose, attempt, assumption and the point of view. It also covers the intellectual traits like Intellectual Humility, Intellectual Courage and Intellectual Integrity. Students’ involvement within the classroom needs to be ensured by the teachers so that it may enhance their learning and interest which further encourages them to learn more and in better ways, and propels them to think deeply and critically.

Example 7: English Text Book Grade 9: Unit 5

For the teachers

- i. Conduct pre reading activity to arouse student’s interest in the topic.
- ii. Make them predict from the title and illusion about the contents of the text.

The above example also shows an effective technique for improving CT in the students. The teachers play a very important part in making sure that these instructions are followed for better learning and teaching outcome; the main focus being better performance of the students. The suggestions include a few of the standards set by Paul and Elder (2001) in their model of CT such as clarity, logic and Fairness. Pre-reading enhances the interest and motivation of the learners which is comparatively a better method which needs to be included in the exercises.

Example 8: English Text Book Grade 9: Unit 5

Specify positive and negative connotations of each of the following:

1. Gaze:-----
Stare: -----
2. Shine:-----
Glare:-----
3. Hoard:-----
Collect:-----
Use the words given in the activity in making sentences of your own.

The above example shows the complete thought process of the learner before the reading process which inculcates the development of CT among students. It includes the standards given by Paul and Elder model (2001) of CT such as clarity, depth, integrity and assumption which proves that this activity is also a good example to gear the students to think critically. As they think about negative and positive connotations about the words, they will know how to use the words according to the situation and the contextual meaning of these words. These are the major parts which enhance the thinking ability of the learners. For instance, clarity helps the learners to elaborate the questions and illustrate the answers with the help of examples. Whereas, accuracy creates the loophole to examine the examples given that the learners had used in their explanation.

Example 9: English Text Book Grade 9: Unit 6

Pre reading:

- i. What do you infer from the title and picture of the text?
- ii. Share the information you already have about Quid-e-Azam?
- iii. What was the Quid’s role in the freedom movement of Pakistan?

The table shows the role of teacher in pre-teaching phase which enhances the interest of the learners in learning process. This method had never been the tool of trade in Pakistan. Pupils usually followed a pattern which was guided by the teachers in the classroom and on the other hand teachers also used a parallel approach in teaching a text that usually started with reading phase and then word meaning process. Later, teachers provided them certain answers to memorize in the classroom or at home.

Example 10: English Text Book Grade 9: Unit 6

No	Words	Denotative meaning	Positive connotation	Negative connotation
1	Fat			
2	Notorious			
3	Spinster			
4	Stern			
5	Proud			
6	Shrewd			
7	Economical			
8	Fail			

The characteristics of inviting enquiry, seeking clarification, searching for answers and justifying one’s claims help the students think critically. In this task one must use one’s CT skills in English which can prove to be very useful for all the skills of learning the second language. Paul and Elder

(2001) claim that CT is related to developing the ability to compare with other intellectual reasoning skills and avoid the confusion that comes from student's own reasoning. The above example also includes Intellectual Perseverance and Confidence in Reason because result from the consistent and disciplined application of the intellectual standards to the elements of thought.

Analysis of Teachers' Interviews

Teacher's interview

Extract 1: analysis of teachers' responses (1-10)

The above extract highlights the concept a teacher has about CT and the activities included in the new English text book to encourage CT among the students. The extract clearly shows that the teacher puts emphasis on CT but she herself was not aware of it and did not give the answer properly. It also highlights the fact that the teacher is not sure if the learners are gaining something or not and making the term CT more confusing.

Extract 2: analysis of teachers' responses (21-28)

Extract 2 signifies that the teacher has been teaching English to grade 9th in Punjab model high schools but she was not able to give proper answers about the CT and all its elements which are present in the new English text books. Like other teachers, she is also using old methods of teaching and not interested in the new syllabus and activities. The extract also depicts that the teacher was not explaining the elements given by Paul and Elder (2001) in their model of CT. These elements, according to Paul and Elder, are compulsory for the teachers to understand because only then will they be able to teach the students in a better way. In addition, for relevance, teachers focus on the syllabus provided by the coordinator, which is to be completed in a specified time period. In addition, when she was asked about clarity in terms of Paul and Elder's model, she replied that one of the teachers who are interviewed, like the above extract, most of the teachers have the opinion that exercises that are made to relate to CT but these are too lengthy, if the students get proper sense, they are able to clarify those critical things within the lesson.

Extract 3 Analysis of Teachers' Responses (56-65)

Extract 3 shows that the teacher, like other teachers of the Model schools, is not interested in what is being instructed in the new English text books. She has her own concepts of CT and she is using the old methodologies as she said that at the end I asked different questions from the chapter. In addition, when she was asked about clarity in terms of Paul and Elder's model, she replied that "exercises that are made to relate to CT but these are too lengthy, if the students get proper sense, they are able to clarify those critical things within the lesson". She further announced the definition of clarity with the example as "when student understands anything like if we are saying "bed", student must have the idea what bed is.

Extract 4: Analysis of Teachers' Responses (66-75)

Extract 4 indicates that this teacher is also focusing on the syllabus because she thinks that students don't need to write critically in the examination and they do not have enough time to practice all these activities mentioned in the new English text books in the classroom. At one time she says that if a student is giving the answer according to what teacher has taught then it is accurate.

Extract 5: Analysis of Teachers' Responses (76-84)

Another problem, as the researcher feels is, that the teachers have not been properly selected and trained to teach English language in schools. Even model schools' teachers are not trained to teach in an effective way to achieve better results. Paul and Elder's model cannot fit in this type of environment because of many reasons. Firstly, the classroom size in a typical government school class is so large (Awan, 2011) that teachers cannot play a role of facilitator, and are left to act like a dictator in the classroom. Secondly, teachers' lack of proficiency in the subject they teach. Thirdly, the time duration of the class is also not enough to practice all these activities.

Discussion

The theoretical framework provided by Paul and Elder provides a clear cut picture of the use of CT approaches in the teaching process of classroom for desired results. All of approaches include examples, basic concepts and knowledge based activities which usually promote the concept of engaging students into thinking mode so that they start thinking unconsciously in order to learn systematically and in the process avoiding the old methods and schooling which has been blithely rejected by educationists in present times. The only substantial element in Paul and Elder's model of CT is the clarity which merely focuses on the understanding level of students and whether they are able to comprehend the true picture of the lesson or are they forced to imitate others to show their learning aptitude. The government has been trying to play a key role in providing standard education with the collaboration of private sectors.

Punjab Government has taken a keen interest in training principals of schools of government sectors by top elite school principals to provide them a clear cut picture of running schools according to new and modern approaches. In the same way, textbooks of English language have also been revised that follow the modern times adaptation of private sector aiming to promote CT abilities of learner's parallel to language teaching at school levels. In addition, these textbooks comprise of mixture of activities such as comprehension, spoken activities, drills of different pronunciation, writing exercises and open and close ended questions which are usually different from the traditional books. Traditional books as compared to these new books, comprise two basic skills; reading and writing.

Above all, through the analysis of the exercises of both the books, it was identified that exercises help in the

development of CT among the learners. The process provided by Paul and Elder in their model of CT is found in the exercises. As the world has become a global village, it is challenging to meet the criteria of the international standards. In order to maintain the standard and gain higher levels in education, the government needs to bring a change in the textbooks plans for all the levels. Curriculum change can meet the requirements according to the challenges occurring in the foreseeable future. In Pakistan, for instance the need of the working place and innovation in industry has raised the capacity building which requires substantial changes in textbooks of the schools.

The current study examines the exercises provided at the end of each lesson in the English textbooks of Punjab board in the light of the model of CT given by Paul and Elder. The model of CT comprises of various steps. Step one includes the different stages of understanding of the ESL learners such as significance, reasoning, relevance, fairness, clarity and accuracy of the students in the classroom which known as the intellectual traits. Intellectual traits are further associated to the elements of reasoning which comprise of various elements such as purpose, inferences, questions etc. Elements of reasoning further are linked to the intellectual traits which improve and develop the CT among the learners. The study found that all of the exercises given in the new books enable the learners to involve with more interest in learning the four skills during the classroom teaching.

In addition, such activities help the ESL students to recall the information and use that information in their language, while speaking and the other three skills as well. According to Paul and Elder the retrieved information helps the learners to improve their learning ability and develops the confidence in the learners which further develops CT in them. However, the interviews of the teachers revealed that teachers know nothing about certain strategies to improve the CT in the learners which raises questions. Analysis also provides with authentic examples of the targeted activities in the Paul and Elder's framework of CT whereas the teachers have been employing the previous and old traditional methods of providing the learners with the solution to the questions by asking them to memorize in order to complete the syllabus within given tenure. Interviews of the teachers were conducted in order to know and observe the teacher's perception with regard to CT in the ESL learners. However, it was identified that all the skills which are given in the books have not been utilized in the classroom which are very important in achieving the target objective; that of building CT skills in the learners.

Section 4.1 again presents an example of open ended question which is included to ensure CT in the learners. It is a good example of developing their CT skills because they have to answer them themselves by using their previous knowledge. The above example also covers a few of the standards set by Paul & Elder (2001) in their model of CT includes element of reasoning (purpose, attempt, assumption and point of view), intellectual standards (clarity, precision, relevance and fairness) and intellectual traits (courage, empathy and fair-mindedness).

CONCLUSION

The findings of the present study were based on a thorough review of the exercises available in the books after the end of each lesson of English textbooks of 9th and 10th class. All the exercises comprise vocabulary items, comprehension, subjective and objective questions, pre reading, during reading and post reading activities have significant relevance to the model of CT proposed by Paul and Elder. For example, 5, 6, 8, 10, 11, 13, 15, 17, 20 depict that these activities are helpful to improve vocabulary whereas example 1, 2, 3, 4, 11, 12, 14, 19 and 20 focusing the comprehension. Moreover, example 1, 3, 4, 6, 8, 10, 11, 12, 13, 14, 15 and 19 have been devised for the purpose of subjective and objective questions among the ESL learners. In the same context, example 2, 5, 7, 9 and 12 focus on pre reading and example 3, 4, 8, 11, 12, 15, 17, 19 and 20 are relevant to during reading post reading activities and useful to improve CT among ESL learner of Government model schools. All these activities are analyzed in the light of three postulates which are given by Paul & Elder (2010). The study examines the exercises provided at the end of each lesson in the English textbooks of Punjab board in the light of model of CT of Paul and Elder. The model of CT comprises of various steps. Step one includes the different stages of understanding of the ESL learners such as significance, reasoning, relevance, fairness, clarity and accuracy of the students in the classroom which are also known as the intellectual standards. Intellectual standards are further associated with the elements of reasoning which are comprised of various elements such as purpose, inferences, questions etc. Elements of reasoning are further linked to the intellectual traits which improve and develop the CT among the learners. The study found that all of the exercises given in the new books enable the learners to involve with more interest in learning the four skills during the classroom teaching. Reading of the lesson helps the learner's autonomy and motivates the ESL learners to understand the text. Paul & Elder (2008) argued that the students' active involvement in the classroom promotes the ability to think critically. Example 5. Example, 4, and Example 3 focus on the ability of the learners to think logically and critically and participate in the classroom discussion and in providing responses to the teachers. Books have been revised according to the planning of curriculum research committee but it would be useless if the tasks, activities, exercises are not properly taught and practiced in the classroom. These activities have a great impact in the development and improvement of learners' ability and motivation to learn the language. The study is limited to the role, effective or otherwise, textbooks play in the development of CT and how it can be applied on intellectual standards of clarity, accuracy, relevance, logic, and fair-mindedness to students' thinking of Government Model School ESL learners. Furthermore, an analysis of activities included in new text books of 9 and 10 class roughly equivalently.

Furthermore, the study highlighted the fact that teachers at these selected schools are unable to understand the true definition of CT which is a stark picture of the decline of the agenda of the new curriculum, for example, extract 2, 3, 4

and 6 signify to reveal that the selected teachers for interviews know nothing about certain elements of CT and strategies to improve it. The second part of the analysis shows that many of the selected teachers have not been properly trained which is contradictory to the objectives and aims of the curricula and syllabi provided by the government planners. Major problems are the senior school teachers who have been teaching English language for many years without any specialization in the subject. Many of the teachers who were teaching in model schools were found to be graduates of other disciplines and subjects and did not have English as a major area of study, but they were still teaching English language. Similarly, interviews with teachers as they practice the activities in the class the approach that is sometimes used during the language development process, could result in somewhat different interpretations of an activity reasoning requirements.

The study sums up that Paul and Elder's model of CT is the key to develop CT of the students in the government sector. The major focus of the CT is on the reader's attention during the reading process. Whereas, from the interviews of the teachers at the government sector, the study revealed that teachers do not have the idea of generalizing the concept of logical thoughts, inferring the information, and providing an environment free of threats to the students at Government schools. While this small-scale study furnished useful insights into the effectiveness of critical thinking practiced in Government Model Schools. The future research can expand on these findings in several ways. Due to the limitations of scope, the study sample was restricted to Government Model Schools and the employed largely qualitative methods to collect data. Future researchers can apply the intervention with a larger sample of schools and CT should be developed through the Mother tongue. So, future researchers can look into it and how important CT is for the ESL learners and teachers to be aware of having knowledge about CT and make use of more quantitative measures to ensure greater generalizability of findings.

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