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HOW TO INCORPORATE CRITICAL THINKING INTO EFL READING AT BANGLADESHI EDUCATIONAL INSTITUTIONS: A PRACTITIONER'S SUGGESTIONS

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Abstract

Critical thinking (CT) is high order thinking and according to experts, it plays an important role in shaping the way students learn and think. Many people think it automatically develops among students as their study progresses, but experts disagree. And based on what experts have said, my view, too, is that there is a need for systematic direct instruction aimed at nurturing and infusing effective critical thinking skills into the students of English in Bangladesh and that only through a systematic direct instruction, could CT skills be infused into students. Starting with defining and discussing CT, this paper, with a detailed sample unit plan, aims at suggesting ways of nurturing the CT skills in students of English by incorporating CT skills into reading lessons, thus providing EFL practitioners in Bangladesh with a framework for creating teaching methods that could provide effective direct instruction for the development of critical thinking skills of their students.

Keywords: critical thinking, high order thinking, EFL, teaching strategies, formative and summative assessment, Ennis-Weir Critical Thinking Essay Test

Introduction

What is Critical Thinking?

Critical thinking (CT) is not a new concept. It is a rich concept that has been developing for thousands of years. In fact, Socrates introduced this approach of thinking more than two thousand years ago (Fisher 2001). According to *the Critical Thinking Community*, CT is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its best form, it is based on universal intellectual values that transcend subject matter divisions such as clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Dewey (1933), known as the father of modern CT, defined it as: "active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends" (p. 9, as cited in Fisher 2001). In a seminal

study on critical thinking and education in 1941, Edward Glaser (as cited on the *Critical Thinking Community* website 2013, p.1) defined critical thinking as follows:

> The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.

CT means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is by regarding it as reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do (Schafersman 1991). Cottrell (2005, p.16) has provided a detailed definition of CT, which is as follows:

> Critical thinking is a complex process of deliberation which involves a wide of skills and attitudes including: identifying other people's positions, arguments and conclusions; evaluating the evidence for alternative points of view; weighing up opposing arguments and evidence fairly; being able to read between the lines, seeing behind surfaces and identifying false or unfair assumptions; recognizing techniques used to make certain positions more appealing than others such as false logic and persuasive devices; reflecting on issues in a structured way bringing logic and insight to bear; drawing conclusions about whether arguments are valid or justifiable based on good evidence and sensible assumptions; presenting appoint of view in a structured, clear, well- reasoned way that convinces others.

Similarly, Fisher (2007) has defined it as "a kind of evaluative thinking—which involves both criticism and creative thinking and which is particularly concerned with the quality of reasoning or argument which is presented in support of a belief or a course of action" (p. 13). Fisher (2007) and Fisher and Scriven (1997) have argued that critical thinking should be seen as a basic academic competency, similar to reading and writing, which needs to be taught. CT refers to the awareness of a set of interrelated critical questions, the ability to ask and answer critical questions at appropriate times and the desire to actively use the critical questions (Browne and Keylee 2007). According to Vaughn (2008), CT is 'the systematic evaluation or formulation of beliefs, or statements by rational standards. Critical thinking is systematic because it involves distinct procedures and methods. It entails evaluation and formulation because it is used to both assess our or someone else's existing beliefs and devise new ones. And it operates according to reasonable standards in that beliefs are judged according to the reasons and reasoning that support them' (p.16). Paul and Elder (2009) have defined CT as 'that mode of thinking about any subject, content, or problem - in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them' (p.4). CT is the skill of correctly evaluating arguments made by others and composing good arguments of one's own about any subject (Rainbolt and Dwyer 2012).

What is not Critical Thinking?

There are a lot of misconceptions among educated people about what is critical thinking and what is not. Therefore, the following is my attempt to clear up those misconceptions on the basis of Barry (1984, pp.5-6) and Tittle (2011, p.6).

Contrary to common perception, CT is not the same as disagreement. There is a considerable difference between disagreement and critical thinking. A disagreement is a clash of views. When we assert an opinion and we deny it or state an opposing opinion, it means we are disagreeing but not thinking critically.

Contrary to popular perception, CT does not aim to embarrass or humiliate anyone, and it does not allow us to dominate somebody else, either. CT does give one a kind of power. If we can determine and assess the reasons for a belief, and make a discussion more enlightening, we have a good chance of getting to the nub of an issue, solving problems, gaining greater control over our life, and attaining truth. In short, CT does help us gain knowledge, and knowledge, as is commonly observed, is a kind of power.

Also contrary to common perception, CT does not entail nitpicking. A nitpicker is one who is unduly preoccupied with minute details. The critical thinker, by contrast, is concerned with substance, but not with trivial issues. While it is true that thinking critically requires analysis, which in turn calls for attention to details. But the details in which the critical thinker is interested are both relevant to a position and significant in its support. They are not side or trivial issues.

Unlike what most people believe, CT requires information and creativity. Some people mistakenly view CT as a dull exercise in analysis. Although it is true that CT requires careful analysis, it also can require creative thinking because it sometimes requires the formulation of examples to discredit a position.

Contrary to common belief, CT can be applied not only to the beliefs and positions of others but also to our own beliefs and positions. Although it is true that we can apply CT to refute the claims that we encounter, its application is by no means confined to the views of others.

Why Critical Thinking in Bangladesh (and elsewhere)?

It is now widely recognized by educationists that learning to think critically and creatively is a lifelong skill with broad applications and implications both inside and outside the classroom. In many western countries, educators usually view learners' enlightenment and exploration of fact as the mission of education, so the cultivation of critical thinking ability of students receives enough attention in all fields of education including language teaching. I think teaching English in our country pays too much attention to cultivating students' knowledge of the English language and skills, while the cultivation of students' CT is often ignored or does not receive its due attention. But if we expect our students to contribute most significantly to society, they should be equipped with critical understanding, thinking and adaptability before they step into the professional world. In this respect, all proponents of CT skills have argued that nurturing thinking skills must be a compelling priority for educationists. The prominence given to higher-order thinking skills reflected in current approaches to education, especially in the West, originated in the writings of John Dewey, who contended that nurturing reflective thinking must be at the core of education (Giancarlo and Facione 2001). Brookfield (1987)

pointed out that educational systems should make an endeavor to "awaken, prompt, nurture and encourage the process of thinking critically and reflectively" (p. 11). In a similar way, Meyers (1986) also argued that teachers can foster CT through the activities they assign, the tasks they set, and the feedback they provide.

According to Beyer (2001), teaching CT skills is worth considering for the crucial role it plays in teaching, learning, and daily life since CT is different from mere thinking. While Ennis (2001) thinks of it as helping learners in 'reasonable and reflective thinking that is focused on deciding what to believe or do', Nosich, as cited in Alwehaibi (2012, p. 194) has found its pivotal role in learners' making intelligent decisions as it is 'a metacognitive, reasonable, and authentic process that involves high standards and such issues as accuracy, relevance, and depth'. Costa (2001) has emphasised the importance of learners developing certain "habits of mind" necessary to becoming good critical thinkers. Nokes, Dole, & Hacker, as cited in L.G. Snyder and N.J. Snyder (2008) also found in a study investigating students' learning that students who used heuristic techniques to solve problems consistently scored higher on content-based assessments than students who learned by traditional textbook and lecture methods. Heuristic teaching methods encourage students to "learn, discover, understand, or solve problems on [their] own, as by experimenting, evaluating understand, or solve problems on [their] own, as by possible answers or solutions, or by trial and error" (Dictionary.com). Paul & Elder (2009) have pointed out such attitudes and approaches as good critical thinkers would habitually exhibit: they would 'ask crucial questions, gather and assess relevant information, think objectively, communicate effectively, and come carefully to well-reasoned conclusions about and think up solutions to complex problems' (p. 4). Swartz, Arthur, Barry, Rebecca, & Bena, as cited in Alwehaibi (2012) have also suggested replacing 'the old terminology of "thinking skills," or thinking dispositions and habits of minds, with the ultimate goal, which is skilful thinking' (p.193).

Swartz (2001) believes that teaching skilful thinking not only enhances students' thinking abilities and learning in the content areas but also greatly improves the quality of their lives, including their professional work, after they complete formal education. He also noted that such thinking also improves their self-image and their motivation to learn. Beyer (2001) has indicated that mastery of at least four thinking skills, namely, comparing, classifying, sequencing, and predicting, is essential for students to become effective readers, writers, and learners. Paul and Elder (2009) have claimed that CT provides the tools for the mind that people generally need to use while thinking up solutions to problems in both studying and daily life. As thinking skills develop, students gain instruments that can be used effectively to reason better through the thinking tasks implicit in their future goals. Brookhart (2010) have concluded, after reviewing a number of studies on the impact of CT on teaching and learning, that using assignments and assessments that require intellectual work and critical thinking contributes to increased student achievement. In a word, the western countries have made CT integration and instruction an integral part of their education systems in recognition of the great value of CT.

Experts on the Role of Instruction in Teaching CT skills

There is now no doubt among most experts about the role of instruction in nurturing CT skills in students. A considerable amount of research exists on the effectiveness

of teaching critical thinking skills. According to Schafersman (1991), children are not born with the power to think critically, nor do they develop this ability naturally beyond survival-level thinking. So CT is a learned ability that must be taught and most individuals never learn it. L.G. Snyder and M.J. Snyder (2008) think that CT is a learned skill that requires instruction and practice. According to Hashemi and Ghanizadeh (2012), CT skills are teachable and can be reinforced via different techniques and activities implemented in the classroom setting. However, CT cannot be taught reliably to students by peers or by most parents. Trained and knowledgeable instructors are necessary to impart the proper information and skills.

A major finding from Reed's study (1998) has indicated that community college student' abilities to think historically and critically improved in a U.S. history course when a critical thinking model was integrated into the course. Higgins, Hall, Baumfield, & Moseley, as cited in (Alwehaibi 2012) have reported on the results of a meta-analysis of studies that evaluated the impact of the use of thinking skills programs and approaches on students' cognition, achievement, and attitudes. Higgins and his colleagues examined 29 studies from all over the world, mostly from the United States and the United Kingdom, which were used in primary and secondary schools in literacy, mathematics, and science.

Higgins et al.'s analysis supports the conclusion that thinking skill interventions and facilitative activities are effective in improving students' CT, content area achievement, and motivation. By introducing the focused CT training in a San Diego area twelfth-grade rhetoric and composition class in the U.S.A., Scanlanas, as cited in (Alwehaibi 2012) also found that there had occurred dramatic improvement in students' composition in all of the five key areas in writing that were measured in the study. Savich's study, as cited in (Alwehaibi 2012, p.194) also found that teaching CT skills were effective for high school students in achieving 'a more in-depth and meaningful understanding of history, and achieving' higher scores in tests, quizzes, and assignments. Sezer (2008) has also suggested putting emphasis on teaching CT, arguing that teaching CT skills, even in one course, can have positive effects on students' attitudes. Galloway (2009) has also reported that students' writing achievement had improved significantly with the use of skilful thinking processes and writing maps.

Furthermore, Bensley, Crowe, Bernhardt, Buckner, & Allman (2010) have found in their research that a group of college students who had received explicit CT skills instruction in a research methods course showed significantly greater gains in their argument analysis skills than the groups who had received no explicit CT skills instruction. Indeed, there are numerous researches that strongly advocate the importance of CT skills in a student's life in line with the researches cited above.

Steps toward Incorporating CT skills into the Curricula

Although there is a consensus among experts that CT is a human cognitive process which enables one to use a core set of cognitive skills, a lot of controversy also exists over which skills should be taught to develop such thinking. Experts agree that it is not very easy to nurture CT skills in students and development of CT skills addresses many complex issues in teaching and learning. Most researchers working in the critical thinking field have produced a list of thinking skills or abilities that they consider as basic to CT. In 1990, a group of international experts identified the cognitive skills and mental

abilities involved in CT and included 'interpretation, analysis, evaluation, inference, explanation, and self-regulation at the very core of critical thinking' (Facione, 1990, as cited in Alwehaibi (2012, p.194). Swartz and Parks (1994) have claimed that development of CT requires the teachers to engage students in various types of thinking and that thinking skillfully and carefully about causal explanation, prediction, generalization, reasoning, and the reliability of sources will not only nurture the students' CT skills and abilities, but will also become essential in their lives and future professional work.

Integrating CT skills into Bangladeshi EFL Curricula

Educators and researchers have emphasized integrating CT skills instruction into the English as a foreign or second language (EFL/ESL) curriculum for its effectiveness in developing learners' CT skills and EFL skills as well. Research evidence has demonstrated that language and thinking competencies shape each other (Rojas 2001). Renner (1996) has claimed that higher order thinking skills promote higher order learning skills, which in turn enable students to reach higher levels of English language proficiency. Davidson and Dunham (1996) have found in their research that 36 Japanese students in a women's junior college in Osaka, Japan, who had received additional training in critical thinking skills scored significantly higher in the Ennis-Weir Critical Thinking Essay Test in EFL classes, compared with a group who had received only content-based intensive English instruction. Through designing and implementing a content-based junior high school EFL syllabus, Liaw (2007) reported significant gains in the students' English language proficiency test scores, besides gaining mastery of CT skills and content area knowledge. A study conducted by Sokol, Oget, Sonntag, & Khomenko (2008) has showed that upper high school students in Latvia, taught with the thinking approach to foreign language teaching and learning, demonstrated a significant increase in their inventive thinking skills in comparison with the control group. Davidson and Dunham (1997) have also argued that CT skills could be taught as part of EFL instruction. In fact, there is a lot more research to vouch for the claim that incorporating CT into EFL curriculum accelerates learning of English as a foreign or second language.

The findings and recommendations of the research cited above indicate that students' academic achievement in EFL and other areas and their quality of thinking can be improved if educational institutions in Bangladesh and elsewhere properly integrate and implement critical thinking instruction into their EFL/ESL curricula.

However, there are effective techniques and strategies associated with EFL curricula that can play a significant role in the development of students' critical thinking skills. Therefore, this researcher believes that those strategies and techniques should also be integrated into the curricula and followed by teachers. When balancing course coverage with CT, it is important to clearly differentiate between the content of a course and the process by which the content is mastered. The course learning outcomes provide guidance on the content goals, while CT guidelines provide instructional strategies for approaching and learning the specific course content. As such, Dumke (1980) as cited in Mandernach (2006) has commented:

> Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively and to reach factual

or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief (p.44).

With the above purpose in view, Duron, Limbach and Waugh (2006, p.161) have suggested a five-step model to move students to CT skills in the classroom as shown in the figure below:

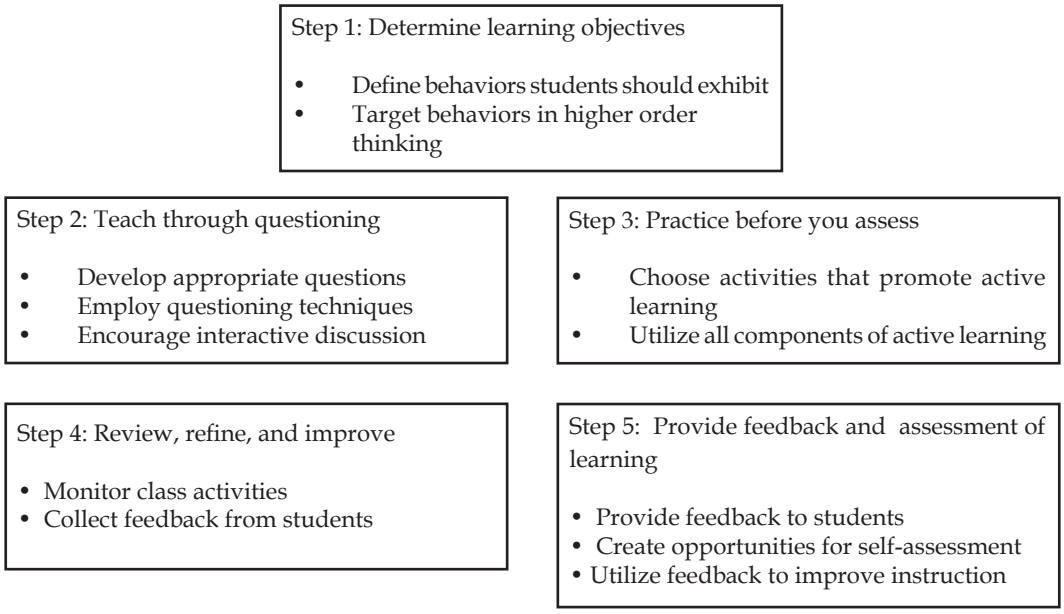

FIGURE 1
5-Step Model to Move Students toward Critical Thinking.

Step 1 in the process of getting students developing CT skills is determining students' learning objectives. According to Duron, Limbach and Waugh (2006), considering the importance of a course, its placement in a program of study, and its role in providing a base of knowledge to be built upon by other courses, a teacher should first identify the key learning objectives that define what behaviors students should show when they complete a course. Duron, Limbach and Waugh (2006) have also suggested that to make CT develop in students, these learning objectives, as well as the activities and assessments must include those connected to the higher levels of Bloom's taxonomy. According to Bloom's Revised Taxonomy, as cited in Anderson, W.L., Krathwohl, R.D. et al. (2001), a well-written objective should include a behavior that is appropriate for the chosen level of the taxonomy. Bloom's taxonomy divides the cognitive abilities of learners into several levels. Bloom's Knowledge level requires an answer that demonstrates simple recall of facts, being the lowest level of learning. Questions at this level could ask students to answer who and what and to describe, state, and list things. Comprehension requires an answer that demonstrates an understanding of the given information. Questions at this level might ask students to summarize, explain, paraphrase, compare, and contrast. Application requires an answer that demonstrates an ability to use information, concepts and theories in new situations. Questions at this level may ask students to apply, construct, solve, discover,

and show. Analysis requires an answer that demonstrates an ability to see patterns and classify information, concepts, and theories into component parts. Questions at this level could ask students to examine, classify, categorize, differentiate, and analyze. Synthesis requires an answer that demonstrates an ability to relate knowledge from several areas to create new or original work. Questions at this level might ask students to combine, construct, create, role-play, and suppose. Finally, evaluation requires an answer that demonstrates ability to judge evidence based on reasoned argument. Questions at this level may ask students to assess, criticize, recommend, predict, and evaluate. Thus, a well-written lesson plan should target a specific behavior, introduce and allow for practice of the desired behavior, and end with the learner display of behavioral response. The development of well-written questions will greatly accelerate a learner's movement into CT.

Step 2 in the process of teaching CT to students is teaching students through questioning. Questioning is a vital part of the teaching and learning process. According to Duron, Limbach and Waugh (2006), it allows the teacher to establish what is already known and then to extend beyond that to develop new ideas and understandings. Questions can be used to stimulate interaction between the teacher and the learner and to challenge the learner to defend his or her position, (i.e., to think critically). Clasen and Bonk (1990) as cited in Duron, Limbach and Waugh (2006, p.164) posited that although there are many strategies that can 'impact student thinking, it is the teacher's questions that have the greatest impact.' He went on to indicate that the level of student thinking is directly proportional to the level of questions asked. When the teacher plans, he/she must consider the purpose of each question and then develop the appropriate level and type of question to accomplish the purpose. All students need experience with higher level questioning once they become familiar with a concept. Thoughtful preparation on the part of the teacher is essential in providing that experience.

Step 3 in the five-step model to teach CT skills is practicing before assessing. Nowadays, high emphasis is being placed in education on active learning. Teachers that have used this active learning approach generally find that the students learn more and that the courses are more enjoyable. Bonwell and Eison (1991) as cited in Duron, Limbach and Waugh (2006) described active learning as involving the students in activities that cause them to think about what they are doing. Fink (2003) also cited in Duron, Limbach and Waugh (2006, p.165) have indicated that the concept of active learning supports research which shows that students 'learn more and retain knowledge longer if they acquire it in an active rather than passive manner.' Duron, Limbach and Waugh (2006) think that to make learning more active, we need to learn how to enhance the overall learning experience by adding some kind of experience-based learning and opportunities for reflective dialogue.

Step 4 in the process of teaching CT skills to students is reviewing, refining, and improving. Teachers should strive to continually refine their courses to ensure that their instructional techniques are, in fact, helping students develop critical thinking skills. According to Duron, Limbach and Waugh (2006), in order to accomplish this, teachers should monitor the classroom activities very closely. To track student participation, a teaching diary can be kept that identifies the students that participated, describes the main class activities, and provides an assessment of their success. Other reflective comments can also be tracked in this journal and can be very useful when revising or updating instructional activities.

Step 5 in moving students to CT skills is providing feedback and assessment of learning. Duron, Limbach and Waugh (2006) think that teacher feedback, like assessment, compares criteria and standards to student performance in an effort to evaluate the quality of work. However, the purpose of feedback is to enhance the quality of student learning and performance, rather than to grade the performance, and, importantly, it has the potential to help students learn how to assess their own performance in the future. According to Fink (2003), cited in Duron, Limbach and Waugh (2006), feedback allows the teacher and student(s) to engage in dialogue about what distinguishes successful performance from unsuccessful performance as they discuss criteria and standards.

So, pursuant to the Five Step Model above, the following is a unit plan developed by this researcher while attending a U.S. Department of State- funded course titled Critical Thinking in the EFL/ESL Curriculum online from the University of Oregon, U.S.A in 2012. If used effectively with the suggested strategies, I believe , this unit plan can play an effective role in teaching and assessing CT skills through reading lessons at any educational institution not only in Bangladesh but elsewhere, too.

Unit Plan: Focus on Developing and Nurturing Critical Thinking

Part 1. Review of Lesson	
Name of Designer: Abdul Hakim	
Type of Course: Intensive Reading	Student Age/Level & Number of students: 19-20 years old / intermediate-level / 30
Title of Lesson: The Icy Defender	
Summarize what critical thinking is practiced in the lesson, and how that relates to the critical thinking practiced in this unit:	
In the lesson, my students conduct group discussions and individual presentations about an essay titled The Icy Defender from College English Integrated Course 4 on Napoleon's and Hitler's invasions of Russia. The lesson focuses primarily on summarizing the similarities between these invasions of Russia and drawing accurate conclusions. Through the related activities, students can learn how to practice critical thinking in the cognitive domain at understanding, analyzing and evaluating levels.	
In the lesson, students conduct group discussions and individual presentations about Napoleon's and Hitler's invasions of Russia. Through this process students will practice critical thinking in the cognitive domain at the analyzing level. This lesson connects closely to the CT that will be practiced in this unit, because it is based on the former lesson focusing on new words in which students have practiced the CT in the cognitive domain at the understanding level. And this lesson also prepares students for the later lessons in which students will practice the CT in the cognitive domain at the more challenging evaluating level.	

<table>
<tr><td colspan="4">Part 2. Unit Plan</td></tr>
<tr><td colspan="4">Overview of Unit:
This unit starts with students' discussion about and teacher's explanation of new words and phrases and then goes on with reading and listening to the essay. After students grasp the main idea of the essay, they will be engaged in group discussions and individual presentation through the instructional activities. At the end of this unit, students will be required to clarify the conclusion and implication based on the results of the above activities.

This unit starts with students' discussion about and teacher's explanation of new words of this unit and then goes on with reading and listening to the essay The Icy Defender. After students grasp the main ideas of this essay through reading and listening, they will be engaged in group discussion and individual presentations on Napoleon's and Hitler's invasions of Russia and the similarities between these two invasions. At the end of this unit, students will come to the conclusions that Russian bitter winter is the icy defender for Russian people and the elements of nature must be reckoned with in any military campaign.</td></tr>
<tr><td colspan="2">Title of Unit: Fighting with the Forces of Nature</td><td colspan="2">Number of Lessons:6 lessons (spanning 2 weeks)</td></tr>
<tr><td colspan="4">Where does the lesson (from Week 6) fall in the unit?
It's the second lesson.
Last week's lesson was the second one in this unit.</td></tr>
<tr><td>I</td><td colspan="3">Critical Thinking Unit Goals
Goal one: conduct effective buzz group discussion
Goal two: clarify conclusions through critical thinking
Goal one: grasp the usage and meaning of new words of this unit
Goal two: conduct group discussion and individual presentations on Napoleon's and Hitler's invasions of Russia
Goal three: clarify conclusion based on all the results of discussion and presentations</td></tr>
<tr><td>II</td><td colspan="2">Critical Thinking Strategies & Activities</td><td></td></tr>
<tr><td colspan="2">Type(s) of Activity, and a brief description linking it to the strategy</td><td>CT Strategy (# and name) + the associated goal http://www.criticalthinking.org/resources/TRK12-strategy-list.cfm)</td><td>Frequency:</td></tr>
<tr><td colspan="2">Five buzz group discussion to compare the similarities between Napoleon's and Hitler's invasions of Russia — will help students to compare the two historical events: Napoleon's Campaign and Hitler's Invasion depicted in the essay. (S-29)</td><td>S-29 noting significant similarities (Goal 1).</td><td>5 times</td></tr>
</table>

Based on the above group discussion and individual presentations, almost all students from each group will be able to draw the accurate conclusion that the elements of nature must be reckoned with in any military campaign. (S-13)	S-13 clarifying issues, conclusions, beliefs (Goal 2)	5 times
Students will *discuss the new words with others from the same group *infer their meanings and usages of new words based on the given sentences *report their discussion results about a few key words	S-14 clarifying and analyzing the meanings of words or phrases.(Goal 1)	5 times
Students will * answer teacher's questions on these two invasions * compare the similarities between Napoleon's and Hitler's invasions of Russia through group discussion * report the similarities between them based on the result of their discussion	S-29 noting significant similarities (Goal 2).	5 times
Students will *present their own conclusions based on the similarities they have summarized *revised their former conclusions according to teacher's explanation * come to the conclusion that Russian bitter winter is the icy defender for Russian people and the element of nature must be reckoned with in any military campaign.	S-13 clarifying issues, conclusions, beliefs (Goal 3)	5 times once once

III IV	*Critical Thinking Unit Goals & Assessment*	
CT Unit Goals (from #I. above)	CT Assessment* -- see examples at bottom of page. (You may need to use more than one assessment to measure critical thinking described in the goals.)	Brief Description of CT Assessment Method/ Technique
Goal one: grasp the usage and meaning of new words of this unit	End of unit test	The end of this unit test on new words will reflect how well individual students grasp the new words and also indicate the effect of the classroom instruction.
Goal one: conduct effective buzz group discussion Goal two: conduct group discussion and individual presentations on Napoleon's and Hitler's invasions of Russia	Observation	During these activities, teachers can observe students' performance as they express their own ideas, show their agreement or disagreement with others' opinions and evaluate others' presentation. Through the observation, teachers can assess whether students can critically compare Napoleon's and Hitler's invasions of Russia and clearly sum up the similarities between them. If some students fail to identify the similarities, teachers can offer guidance and encouragement to ensure the following instruction.
Goal two: clarify conclusions through critical thinking Goal three: clarify conclusion based on all the results of discussion and presentations	Question and Answer in the Lesson	By asking "what conclusion can we draw following the above analysis of the similarities between them?" Teachers can engage students in complex intellectual work and check whether students can draw the accurate conclusions.

V.	*Formative and/or Summative Assessment: Will your assessments above be formative or summative? Why?* Observation and Question and Answer in the Lesson will be a formative assessment to identify students' strengths and weaknesses and target areas that need work. Both summative and formative assessments have been applied in this unit, which indicate students' strengths and weaknesses and target areas that need work.
VI.	Critical Thinking Outcomes beyond the classroom: What are some far-reaching implications of the critical thinking students will learn in this unit? To respond to this question, you have to think beyond the classroom. Students will learn to compare and contrast the similarities and differences between issues and events that they will face in their future life. They will learn to draw reasonable conclusions from analyzing those issues and events from a variety of perspectives. Their improved CT skills in analyzing situations and clarifying conclusions will help them solve many problems they will come across in their real life. For example, they will be able to properly distinguish between the right policies of a government and the wrong ones and support the right ones only. Additionally, they will be able to correctly choose between a demagogue and a patriotic politician in an election. Besides, they will not be susceptible to any propaganda by any powerful quarter, forming and voicing unbiased opinions on any important issue, if necessary.

*Sample Assessments: Multiple choice, Constructed response (jigsaw, fill in the blank, and matching), Short Response (sentence to a paragraph), Extended response (essay or oral presentation), Process Performance (showing classmates how to do something, for ex. Self-reflection, Assessment Rubric.

Conclusion

Critical thinking, viewed by experts as an invaluable competence to be mastered by students at all levels, has been defined, and discussed in this paper. Some of the experts in the field of teaching CT skills have been cited to vouch for the importance, possibility and scope of incorporating CT skills into students' curricula in general and Bangladeshi EFL/ESL curricula in particular. Finally, through a detailed unit plan with different strategies to nurture and assess CT skills, I have tried to provide anyone interested to teach CT skills to their students with a framework for creating teaching methods that could provide effective direct instruction for the development of critical thinking skills. However, this article has some limitations. This study is a small step in the direction of finding out ways of incorporating CT skill into and teaching the reading lessons to Bangladeshi students of EFL, my focus being on the university level students. But there are other areas of EFL in our context such as writing, grammar, etc., and other levels of EFL study into which CT skills can and should be incorporated and taught in the Bangladeshi context so that this important skill of CT may be better nurtured in our students. So more studies should be conducted into other ways of incorporating CT lessons into reading classes of different levels of EFL, and I hope more Bangladeshi CT

practitioners will come up with more such studies so that CT skill can inform others areas of EFL as well.

Note

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