

**Critical Thinking and Academic Writing: A Case of
Pakistani University Students**

Thesis Submitted by

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(Signature)

A handwritten signature in black ink, appearing to read 'Mubina Rauf', with a long horizontal flourish extending to the right.

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Abstract

Critical thinking (CT) is recognized as the foundation of Western university education and a required outcome of higher education (Atkinson, 1997; Barnett, 1997; Davies & Barnett, 2015; Higgins, 2014). Research on theoretical aspects of CT across disciplines has fostered their advancement (Paul, 2007). The literature also includes teachers' perceptions of CT in higher education (Cassum et al., 2013; Choy & Chea, 2009) and teaching strategies for CT development (Elander et al., 2006; Ikuenobe, 2001). However, there is a paucity of research on students' understanding and little evidence of CT in their work, specifically in academic writing assignments.

Working within the interpretive paradigm, this phenomenological case study has attempted to fill the identified research gap. Rich data were obtained via multiple methods, using tools designed specifically for this study. Firstly, institutional documents, including Student Learning Outcomes (SLOs) for undergraduates from the National Qualifications Framework (NQF) and for specific courses were analyzed to check the provision for developing students' CT. Next, a CT model was designed to find evidence of CT in three undergraduate students' academic writing (SAW) on courses in English Language, Business Studies, and Psychology. Semi-structured interviews were conducted with these same students, as well as with six faculty members teaching the selected courses, in order to gain insights into their understanding of CT in general and specifically, in academic writing.

The results indicate that although students' understanding of CT is vague and concepts of CT unclear; examples of CT were found in the selected SAW samples. However, despite the SLOs including CT skills and competencies, these were insufficiently visible in students' work. Moreover, the teachers were aware of CT and its importance in higher education, but had limited opportunities to encourage its development.

This study has significant implications; the text analysis suggests changes in teaching strategies, emphasizing CT through a developmental approach. It is

also recommended to allocate resources and trained staff who can build self-efficacy among students, and teach writing with an integrative approach. This would engage students in generating new ideas with their CT skills. The study also has implications for specific teacher training, with an emphasis on CT in SAW within disciplines. Areas for further research are also suggested.

Keywords: Critical thinking, academic writing, argumentation, text analysis.

Dedication

To my parents

Acknowledgements

Writing a doctoral thesis is the loneliest of journeys. It is like plodding single-handedly in pathless oceans towards illusionary lands, which can never be reached. However, with Allah's infinite grace, I did reach my destination – thankfully, it was not an illusion. However, neither was it a task that could be accomplished all alone. Therefore, I would like to acknowledge the people who supported me throughout me achieving my much-awaited goals.

Firstly, I would like to thank my supervisors, Dr. Susan Riley and Dr. Hania Salter-Dvorak for their feedback, which enlightened me at every step of the way in how to stay focused on my work and not give up. Their input and suggestions consistently motivated me to persevere and persist during the many challenging moments that arose during this time.

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Chapter One - Introduction

1.1 Nature of the Problem

'Nobody ever taught me how to think, and thinking critically? I wish I knew before what it is. It would have helped me so much in my business assignments.'

This comment was made by a university student in Pakistan, in response to my interview question: 'What do you understand by the term critical thinking?'. The student, who was reading Business, asked me to first explain what I meant by 'critical thinking', and how it related to his writing assignments. The interview was part of the present study on critical thinking (CT), and its link to academic writing at a university in my country of origin, Pakistan. The student's remark, clearly in a frustrated tone, suggests the lack of support that he received for his written assignments, which were substantially weighted in the final grade. It also highlights the intrinsic link between CT and academic writing. This study is an investigation of the significant relationship between students' academic writing (SAW) and CT.

Academic writing, regardless of students' native or non-native status, is a complex activity, which creates added problems for second language (L2) learners, as it involves working at various levels of content, meaning, paragraph, sentence, grammar, and lexis (Ballard & Clanchy, 1997; Biggs, 1988; Sajid & Siddiqui, 2015; Zhao, 2017). Dong (1997) notes that academic writing entails practicing a new set of academic rules, which differ across disciplines. This presents a challenge to L2 students who are developing as skilled academic writers. For example, they need to master diverse strategies and skills, like

summarizing, determining main ideas, identifying the difference between facts and opinions, presenting evidence for each argument, discussing counter-arguments that involve CT, and equally importantly, manipulating vocabulary and grammar to create meaningful texts (Fang & Schleppegrell, 2010; Hyland, 2007; Tsui, 1999).

Critical thinking has become a highly desired outcome of higher education worldwide, and is seen as the foundation of Western university education (Atkinson, 1997; Barnett, 1997; Davies & Barnett, 2015; Higgins, 2014). In the rapidly changing economic, technological, and cultural environment, the education policies of many countries are keen for students not only to acquire factual knowledge, but also skills that are transferable to a variety of fast-changing situations, where this knowledge can be applied through CT (Flores et al., 2012; Halpern, 1998; Paul, 2007). Halpern (1998) argued that the 'critical' in CT does not mean thinking about the negative aspects of an issue, but rather evaluating it with the purpose of improvement. Meanwhile, Paul (2005, p.28) suggested that 'critical thinking is the art of thinking about thinking in an intellectually disciplined manner'. However, this definition might not capture the true essence of CT: the wording, 'thinking about thinking' could be taken as trying to find fault, but it actually refers to a neutral evaluation through thinking processes.

In recent years, there has been an increase in CT research and theoretical development of CT in various fields, such as Psychology, Health Sciences, Education, Business, and teaching English as a second or official language

(TESOL) (Facione & Facione, 2008; Halpern, 1997; Hawkins et al., 2010; Paul, 2007). Arguably, on their courses and modules, students acquire a CT habit that is disciplinary in nature. Therefore, it may be assumed that different disciplines have different approaches to CT. Hence, although CT is a universal phenomenon, thinking critically within a discipline is unique and useful for the advancement of that specific discipline (Paul, 2007). This could be why CT has been conceptualized and defined in myriad ways by philosophers, psychologists, and educationists (Lai, 2011; Moore, 2013; Sternberg, 1986). In some universities, CT is even taught as a stand-alone subject on a bespoke course. Alternatively, it may be integrated into the curriculum (Ennis, 1987; Halpern, 1997). Generally, the development of CT is a gradual process, which can be rendered successful by introducing considerable changes into the education system as a whole, and more specifically, into university courses, eventually producing students who are disciplined thinkers with inquisitive minds (Bailin et al., 1999b; Halpern, 1998; Paul, 2005).

Conversely, CT has also been discussed from a cultural perspective. For instance, Atkinson (1997) claims that CT is a tacit social practice, which is embedded in Western cultures and ingrained in children who grow up in these environments. In other words, Atkinson takes a deficit view of students' CT skills outside the West. This has incited highly controversial debate, with researchers arguing that CT is a skill for the whole of humanity, in all education systems worldwide (Benesch, 1999; Paton, 2005). Furthermore, researchers have suggested adopting methods that could facilitate the development of CT among

university students through dialogic and communicative strategies (Benesch, 1999; Kuhn, 2018; Tanaka, 2014).

Researchers have established the link between CT and academic writing by asserting that CT is developed when students are given important writing tasks in an appropriate academic environment, which requires them to struggle, think, and put in their best efforts to write their assignments (Bean, 2001; Condon & Riley, 2004). Critical thinking skills involve students' use of language to give meaning to new concepts, learned by analyzing and evaluating those concepts (Bloom, 1956; Paul & Elder, 2013b). Across the curriculum, CT is manifested most clearly in students' academic writing.

Writing 'permeates' the university environment as a common skill among all disciplines, given that 'it is the tool of thinking' (Condon & Kelly-Riley, 2004, p.56). The quest for excellence in high quality SAW at university level encompasses the continuous development of CT skills. This can entail multiple aspects, the most significant being argumentation, or the ability to present well-reasoned ideas and a clear stance (Bonnett, 2001; Hyland, 2002b; Kuhn, 1992; Wingate, 2012). With ready access to endless sources of information, university students should be able to assess, analyze, and evaluate information to solve problems and further innovate in an extremely complex world (Kurfiss, 1988; Paul, 2007; Tsui, 2002). Those who fail to develop these abilities will be left behind, not only academically but also in their professional endeavours.

It should be noted that students' success in academic writing depends on connecting linguistic features with content development (Zhang, 2018). Despite

the importance of academic writing in CT development, research on L2 learners' CT skills has generally focused on identifying the CT skills that students already possess, and how these skills are manifested from a non-linguistic point of view. For example, research has been conducted on the effective questioning skills of teachers and students (Ikuenobe, 2001; Saeed et al, 2012) and how teachers and students perceive CT (Cassum et al., 2015; Choey & Cheah, 2009; Stapleton, 2009). However, research on the CT skills of L2 learners in relation to academic writing is sparse. Among the few studies that exist on the topic of academic writing and CT skills in ESL [English as a second language] and EFL [English as a foreign language] contexts, Liu and Stapleton (2014) found that teaching counter-argument to Chinese college students improved their CT skills of analysis and evaluation in writing. McKinley (2013) also claimed that practice in argumentative writing offers an effective way of enhancing students' CT skills of analysis and evaluation, with regard to different opinions and evidence.

Furthermore, along with lack of research, there seems to be a dearth of praxis that could otherwise facilitate student writers' acquisition of CT skills, so that they become successful academic writers who make appropriate language and content choices (Fang & Schleppegrell, 2010; Pally 2001). Condon and Riley (2004) argued that the prerequisite for using CT skills in academic writing will depend on clear instructions being given to students for different writing tasks. In contrast, Hyland (2007) asserted that students become good writers when, through scaffolded teaching, they grow familiar with the purpose, context, audience, and grammatical features that give meaning to their writing.

In the Pakistani context, Haider (2012b) posits that, generally, there is a continuous monologue in university classrooms. Students are often silent, which hinders the development of CT skills that would enable them to analyze, evaluate, and formulate concepts by themselves in their writing. Other studies in Pakistan have revealed writing anxiety, lack of suitable vocabulary and ideas, and poor expression, all leading to problematic writing (Fareed et al., 2016; Haider, 2012a, 2012b; Sajid & Siddiqui, 2015). Paul and Elder (2007, p.4) suggested that students are 'poor writers', not because they are unable to learn to write, but because they are not taught how to write well. The above authors further argued that the development of CT skills can cause students to interact with the content of their studies at a deeper level. This can move them from the 'knowledge telling' stage to 'knowledge transformation', where they are able to communicate their ideas and stance clearly in written form (Bereiter & Scardamalia, 1987; Paul & Elder, 2007).

This interpretive study was carried out with undergraduate students and teachers in a university in Pakistan. The course material and medium of instruction in all Pakistani universities is English. With reference to CT in the Pakistani context, the higher education system faces numerous predicaments; students enter universities from a variety of backgrounds, which include state and private schools. These schools fall into two main categories: schools for low- and middle-income groups, and state-of-the art elite schools, reserved purely for the rich (Ramazan, 2015; UNESCO, 2017). However, whichever the school, as a Pakistani who was educated in this system, my assumption is that CT and academic writing are not taught explicitly or implicitly in Pakistan,

whether in schools, colleges or universities. On the contrary, in compulsory English courses at undergraduate level, the emphasis is on teaching and assessing itemized grammar exercises, and memorizing textbook-related answers to questions, summarizing poems, and essay writing. Moreover, there would seem to be less than the necessary support for writing assignments in different disciplines.

Students' beliefs about good learning are shaped by the beliefs held by their teachers. In this context, teachers are considered as knowledge dispensers, who expect complete submission from their students. Arguably, this denies students the intellectual freedom to develop independent thought (Macfarlene, 2017). Students are merely expected to record and memorize knowledge, demonstrating in exams how much they are able to retain accurately. The whole system is a continuous cycle of feeding knowledge (the teacher), memorizing knowledge (the student), and showing retention (exams).

Hoodbhoy (2009, p.592) observed that 'it is the value system that shapes modern education and a modern mindset built upon critical thinking. Pakistan's educational system... discourages questioning... it is important to break the absolute tyranny of the teacher...'. Hoodbhoy further claimed that closed minds, barred from critical thought and built upon passive obedience, 'will repeat the dysfunction of the past'. That said, since the inception of the Higher Education Commission (HEC) in 2002, despite numerous difficulties, there has been a surge in research at university level, and the number of post-graduates has been gradually increasing (Sajid & Siddiqui, 2015). Enhancing academic writing

ability is the precondition for promoting and perpetuating this research culture. However, traditional English language courses at school and tertiary level cannot cater to these needs, and students' English language skills tend to be weak because of poor standards of teaching and learning (Sajid & Siddiqui, 2015).

The HEC has been working on developing Quality Assurance procedures and in this context, introduced the National Qualifications Framework (NQF) in 2009, which clearly identifies the social context of knowledge, reflective thinking, logical critical expression, consciousness of human rights, social justice, equality, and diverse cultural values as the key learning outcomes for university students. However, research shows that these objectives and learning outcomes have not made their way into the university classroom. A recent study on culture and CT in a Pakistani university (Mannan & Mehmood, 2015) found teacher-centred pedagogies and non-participation of students as the key reasons for students' disinterest in the development of critical thought and open-mindedness.

1.2 Rationale for the Study

The potential significance of CT skills in academic writing, combined with conceptual confusion over CT being limited to Western universities, is considered either as a decontextualized cognitive skill, or as a distinct cultural/social behaviour; the question of whether or not it can be taught highlights the need for further research into this concept. As mentioned earlier,

on examining the literature on the CT skills of Pakistani university students for this study, there appeared to be a paucity of investigation with a specific focus on the link between CT and SAW. The extant research on writing is based on product- and process-oriented writing (Haider, 2012a), diction and expression (Sajid & Siddiqui, 2015), linguistic proficiency and writing anxiety (Dar & Khan, 2015; Fareed et al., 2016), the role of cognitive development in writing (Haider, 2012b), and error analysis (Ahmed et al., 2016; Butt & Rasul, 2012a). A few studies on CT in the classroom have identified a lack of opportunities for students to develop this ability (Mannan & Mehmood, 2015; Nauman, 2017; Saeed et al., 2012).

Against this background, the purpose of the current study is to investigate evidence of CT in SAW among undergraduates in Pakistani universities. Moreover, the relevant official documents will be examined, including the education policies of the Pakistani government, the NQF's undergraduate level student learning outcomes (SLOs), and the SLOs of undergraduate courses. Also explored will be what faculty members and undergraduate students understand by CT, what faculty members expect from students, and what challenges students face in this regard. The focus here is to analyze SAW based on CT skills, which include clarity of thought, developing a stance, and argumentation. Argumentation involves making claims, providing evidence, evaluating assumptions, and making informed judgements.

Miles and Huberman (1994, p.7) noted that researchers who adopt the interpretive paradigm 'have their own understandings, their own convictions,

their own conceptual orientations; they, too, are members of a particular cultural specific historic moment'. Interpretive researchers are the main instrument in executing their research procedures. As such, it is necessary for them to consider and clarify their own position, biases, limitations, and views throughout the research process. Therefore, it is important for me, as the author, to discuss my personal rationale for this study.

Educated in an elite English medium school and then a state university in Pakistan, I fully understand the privilege of English language proficiency for upward mobility. My long career in education has led me to teach hundreds of students from all kinds of backgrounds. This insider position has made me acutely aware of the issues that these students face in their academic writing and CT. My view is that they have to struggle with both the language and CT, depending on their level. Moreover, I do not blame the teachers, as they are part of the same system and were trained by similar teachers.

1.3 Significance of the Study

As mentioned earlier, studies on CT in Pakistan are few in number, but also quite recent, which identifies CT as an emergent theme in the Pakistani higher education scene. To my knowledge, a study to find evidence of CT in SAW, along with ascertaining the understanding of CT among faculty staff and students. has not been conducted previously in this context. The present study will be undertaken from the assumption that CT is an essential component of academic writing, and it should be developed among students at undergraduate

level through explicit or implicit teaching. In order to discover how critical independent thought could be developed among students, several key areas of student writing need to be addressed. Specifically, a more accurate analysis is required of how arguments are expressed, assumptions are evaluated, and opinions are formed. For this purpose, working through the definitions, taxonomies and frameworks of CT, a CT model was developed to find evidence of CT in SAW. This included specific criteria that were appropriate for the needs of undergraduates in Pakistani universities.

The interpretive paradigm and a case study approach were selected for this study. The aim, in addition to analyzing students' text to find examples of CT, was to identify emergent themes through thick descriptions of deep and rich data, from a variety of perspectives and based on various understandings of CT. This could provide insights for future researchers and educationists to reflect on, in the search for more effective and useful techniques to develop CT in SAW at university level.

1.4 Contribution to Knowledge

As the main part of data analysis in this study, it was determined that text analysis would assist in identifying the aspects to be developed, in order to improve students' writing quality. The ultimate goal is for students to be able to think critically and write clearly. This includes both CT skills and awareness of the nature and value of CT in academic writing. The issues identified during this

text analysis and the findings on how teachers and students understand CT could provide a direction for future goals and planning.

Although this study was restricted to three disciplines, the findings could equally help course developers across disciplines to set new targets, specifically in bridge courses and embedded academic writing courses. Generally, this study may shed light on how CT and academic writing could be developed in the context of higher education in Pakistan.

1.5 Research Questions

Accordingly, this study was guided by the following questions:

1. To what extent do the education policies, higher education institutions, and university courses at University X help students acquire CT in academic writing that is essential for university studies?
2. What evidence is there of CT (if any) in these students' academic writing?
3. What do teachers understand by CT as part of students' academic writing, and what are their expectations of students?
4. What do students understand by CT in academic writing, and what challenges do they face in developing CT in academic writing?

1.6 Structure of the Thesis

This thesis is divided into seven chapters. Following this introductory chapter:

Chapter Two describes the context of the study by presenting background information on Pakistan's education system.

Chapter Three subsequently reviews the literature.

Chapter Four describes in detail the research methodology adopted, justifying the selected paradigms, approaches, and methods in a detailed explanation of the study's philosophical position.

Chapter Five presents the research findings with comments linking the findings to the relevant literature, in relation to the main constructs. The research questions are answered in this chapter.

Chapter Six interprets and discusses the findings in more detail, with reference to each research question and the main constructs, in light of the research literature.

Chapter Seven summarizes the findings and discusses the implications of the study. Recommendations for improvement and suggestions for further research are also discussed. The chapter concludes with the researcher's personal reflections on the doctoral journey.

Chapter Two: Context

2.1 Introduction

This chapter sheds light on key aspects of education in Pakistan, specifically the teaching of English and issues associated with it. Although the themes of this study revolve around higher education and CT, it is important to provide a brief overview of the situation of school education, which critically influences students' achievements at university level. Insights into the socio-political and educational context will illustrate the challenges and potential opportunities presented in language teaching and the development of CT among university students. A detailed overview is also provided of the institution in which this study took place, with a special focus on English language teaching – specifically, writing assignments in compulsory English classes and other disciplines.

2.2 Socio-political Issues

Pakistan emerged as a nation state on 14th August, 1947 when British India was partitioned into India and Pakistan. According to Retallick (2005, p.33), 'it was a difficult birth' for various reasons. Because of its multi-ethnic and multi-lingual background, it took 23 years for the country to finalize an agreed constitution and become the Islamic Republic of Pakistan with a parliamentary form of government. However, its chequered history of 72 years has been dominated by long periods of military intervention and dictatorship.

Pakistan is the fifth most populous country in the world, with an annual population growth rate of 2.4%. The latest census (Pakistan Bureau of Statistics, 2017) shows the population to be over 200 million in the four Provinces of Punjab, Sindh, Khyber Pakhtunkhwa, and Baluchistan. Out of this population, 60% are less than 30 years of age. Moreover, nearly a third of Pakistanis live in poverty, and the literacy rate stands at just 58% (Pakistan Economic Survey, 2017), with the Pakistani government's education expenditure amounting to 2.7% of the GDP. In the Human Development Index of 2017, Pakistan is at the lower end of the 'Medium Development' group of nations, ranking 150th out of 182 countries (UNDP, 2018).

Unfortunately, Pakistan is known in the world for all the wrong reasons, like terrorism, extremism, and security issues. In fact, much of the annual budget allocations are for security, rather than development and education, and this is the main reason for depleting educational resources and inadequate teacher training. The combination of poverty, illiteracy, and political volatility creates a bleak picture of the country's future. However, the continuity of fledgling and controlled democratic governments in the last decade (2008-2018) has improved school education prospects radically in major urban and rural areas.

2.3 Pakistan's Education System

The education system in Pakistan consists of five levels (UNESCO, 2010), as shown in Table 1.

Table 1: Structure of education in Pakistan (UNESCO, 2010)

Level	Grades	Ages	Awards
Higher Education	Postgraduate	20-22 +	Masters and Doctorates
	Undergraduate	18+	Moving to 4 year degrees
Intermediate	11-12	17-18	Higher Secondary School Certificate
High (Compulsory)	9-10	15-16	Secondary School Certificate
Middle (Compulsory)	6-8	11-14	
Primary (Compulsory)	1-5	5-10	

The Constitution of Pakistan has emphasized the significance of the state providing uniform and effective education (NAP, 1973). It clearly declares that the 'State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time' (37B). However, a new Article has been added to the 18th amendment, section 9 of the Constitution Act (2010), which reads as follows: '**Right to Education [25-A** The state shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law].' The above statement shows how far the Pakistani government is committed to the cause of education. However, the challenge lies in the implementation of this Article in the absence of efficient resources or political will (Pakistan Economic Survey, 2014-15). At present, Pakistan has the second highest number of children out of school, with an estimated 22.8 million children aged 5-16 not attending: a figure that represents 44% of the total population in this age group (Pakistan Education Statistics, 2016-2017; unesco.org, 2018).

2.3.1 School Education

Pakistan has parallel systems of education at school level. There are government schools where education is free; low-cost private schools that cater to middle- and lower-middle class students; high-cost private schools for the more affluent, and religious schools, which, along with religious education, provide free food and general education to students. Thus, Pakistan has four categories of school-level education:

- Government schools
- Religious schools
- Private high-cost schools for the wealthy
- Private low-cost schools for middle-income groups and the less well off.

Due to the low quality of education in public sector schools, private institutions have emerged as the main stakeholders in delivering education. This private sector is diverse in Pakistan, catering to all sections of society, be it the elite, who go to high-cost private schools, or the lower-income groups who attend inexpensive private schools, which are prevalent in both urban and rural areas. The main cause of concern in these low-cost schools centres on untrained teachers (I-SAPS, 2010). This is unlikely to have improved in the interim, as these low-cost private schools are still run on half the budget of government schools, and teachers' salaries are extremely low in such schools, compared to their government counterparts (Naviwala, 2016; SAHE & Alif Ailaan, 2014). Despite this, graduates with a private school background, expensive or

otherwise, generally have access to more job opportunities than students from government schools (Nasir, 1999; Rizwan et al., 2018).

Every year, government economic surveys identify the challenges faced by the school education system. Some of these consist of a shortage of trained teachers, large classes, and lack of resources. However, the teaching approach also presents a challenge. The school curriculum is content-dominated, and learning and teaching purely involves transferring and receiving knowledge. The focus of students' work is therefore rote learning, based on the assumption that it is the best way to pass exams. This goal significantly hinders the development of wider skills, including CT (Bashiruddin et al., 2012).

In this context, the National Education Policy (NEP, 2009/2017) has stressed the need for a radical shift from teacher-centred classrooms to student-centred activities, which can significantly reduce the dominance of rote learning and memorization. The implicit policy may be assumed as providing students with an environment that facilitates reflective and critical thinking (NEP, 2009). The government of Pakistan regularly publishes education policy documents every 8-10 years. These documents, as mentioned above, are loaded with positive statements and the intention is certainly sincere. However, with each new policy statement, it may be observed that the previous policies were not implemented.

The main issues in Pakistan's education system relate to the way in which education is governed and organized, with three levels of authority. The federal government is responsible for major policy decisions, curriculum development,

and the approval of textbooks, but policy implementation is carried out at Provincial level. Textbook development and exams are also the prerogative of the Provincial textbook and examination boards. The third layer consists of the District Education Office, which is responsible for budgets, teacher recruitment and training, and the monitoring of schools. However, there is no shared implementation strategy for policy decisions across these levels of authority (Shamim, 2008).

2.3.2 Higher Education

Pakistan's Higher Education Ordinance (HEC, 2002) entails education on bachelor's and higher degree courses, including postgraduate certificates, diplomas, and research and development activities. Thus, higher education broadly entails post-school academic and professional education, leading to the award of degrees. When Pakistan gained independence in 1947, there was only one institute of higher education: Punjab University, based in Lahore, which was established in 1882 by the British. After Independence, the Pakistan government made a huge investment in developing public sector universities, and over the next 30 years, 20 universities were established in all regions of Pakistan, along with numerous affiliated colleges. A large open university for distance education was also set up – based in Islamabad, the nation's capital city (Isani & Virk, 2003).

After leaving school, many students in Pakistan prefer to enrol in public sector universities and their affiliated colleges, where education is highly

subsidized. These institutions were the sole providers of all higher education until 1983. However, the Pakistan government realized its inability to cater to the demands of a rising population, and allowed the establishment of private universities. The number of private universities is now rapidly increasing, as more and more students access higher education each year (Mahmood, 2016). According to the Pakistan Economic Survey (2018-19), released by the Ministry of Finance, there are 194 government and private universities in Pakistan at present, with a total enrolment of 1.6 million students. The gross enrolment ratio (GER) at higher secondary level was 43% in 2018 but at tertiary level, it decreased to 9%. However, the percentage of university students increased from 6.8% in 2009 to 9% in 2018 (UNESCO, 2018; World Bank, 2016).

Nevertheless, despite the rise in numbers, there are no standard mechanisms for checking the quality of education in these institutions (Hoodbhoy, 2009; Raouf et al., 2011; Tarar, 2006). According to Raouf et al. (2011, p.94), 'quantity expands rapidly; quality is at risk'. To deal with this situation, the Pakistan government set up the HEC in 2002 to address issues of quality and access to higher education. The HEC is an autonomous organization, operating directly under the Prime Minister, with a broad mandate to improve and promote higher education and research. It also has the role of ensuring that higher education institutes cater to the needs of industry and employment markets, which is important for the country's socio-economic development. All universities, whether public or private, follow the NQF provided by the HEC for curriculum development and assessment. As the current study

concerns undergraduate students, Figure 1 shows the SLOs for Level 6, which is undergraduate level.

Figure 1: National Qualifications Framework – Level 6 (undergraduate level)

National Qualifications Framework for Higher Education in Pakistan Key Student Learning Outcomes of Level 6*					
1. KNOWLEDGE	2. SKILLS	3. COMPETENCES			
-Theoretical -Conceptual	-Cognitive -Practical	Competence to Work Independently and Take Responsibility	Learning Competence	Communication and Social Competence	Field Specific Competence
<ul style="list-style-type: none"> • Possess higher level theoretical and practical knowledge supported by textbooks with updated information, practice equipment and other resources. • Complete a required core of General Education Courses. • Bilingual proficiency in Urdu and English. • Logical persuasive critical expression. • Reflective thinking to solve problems 	<ul style="list-style-type: none"> • Use of advanced theoretical and practical knowledge within the field. • Interpret and evaluate data, define and analyze problems, develop solutions based on research and proofs by using acquired advanced knowledge and skills within the field. • Problem solving skills through application of knowledge acquired. • Writing report of innovative research activities 	<ul style="list-style-type: none"> • Conduct studies at an advanced level in the field independently. • Take responsibility both as a team member and individually in order to solve unexpected complex problems faced within the implementations in the field. • Planning and managing activities towards the development of subordinates in the framework of a project. • Work collaboratively in teams. • Interactive problem solving • Appreciate diverse opinions 	<ul style="list-style-type: none"> • Evaluate the knowledge and skills acquired at an advanced level in the field with a critical approach. • Determine learning needs and direct the learning. • Develop positive attitude towards lifelong learning. • Demonstrated use of Urdu and English for professional communications. • Efficient use of scholarly and practical tools 	<ul style="list-style-type: none"> • Inform people and institutions, transfer ideas and solution proposals to problems in written and orally on issues in the field. • Share the ideas and solution proposals to problems on issues in the field with professionals and non-professionals by the support of qualitative and quantitative data. • Organize and implement project and activities for social environment with a sense of social responsibility. • Monitor the developments in the field and communicate with peers by using both Urdu and English • Use informatics and communication technologies with at least a minimum level of European Computer Usage Advanced Level software knowledge. 	<ul style="list-style-type: none"> • Act in accordance with social, scientific, cultural and ethical values on the stages of gathering, implementation and release of the results of data related to the field. • Possess sufficient consciousness about the issues of universality of human rights, social justice, equality, cultural values in a diverse world and also, environmental protection, worker's health and security. • Demonstrate academic integrity in all academic and practical activities.

2.3.3 Role of English in Pakistan's Education System

According to Kachru's (1985) 'three circles' classification of English, Pakistan is included in the 'outer circle', where English is spoken as a second language (L2). The national language of Pakistan is Urdu, with at least six major languages spoken in the country's four Provinces. However, English is the language of power; a marker of elitist social status associated with the ruling class, and a significant and desired skill for lucrative employment in the country

(Rahman, 2002, 2005; Shamim, 2008, 2011). In a survey conducted by the British Council (2017), only 6% of students disagreed with the statement: ‘English language proficiency plays an important role in a student’s ability to secure and maintain entry-level employment’, while in a Euromonitor report, the salary gap between those who spoke English and those who did not was 10-15% (Pinon & Haydon, 2010).

Therefore, improving students’ English language proficiency is a significant aspect of developing the quality of education in Pakistan. Experts consistently recommend the policy of making English the medium of instruction for all university education, as the latest scientific and technological knowledge is only available in English (Aly, 2007; Rahman, 1999). The National Education Policy (2009, 2017) does not specifically mention the issue of medium of instruction in higher education. It is assumed that the primary medium of instruction in higher education is English, and will remain so (Rassool & Mansoor, 2007). The central role of English in social development can also create opportunities to develop a wider range of skills, including CT among all students, irrespective of their backgrounds. However, the dilemma of Pakistani students is that English is compulsory from Grade One at school to undergraduate level, although in schools, the notion that learning a second language is a matter of skills development is non-existent:

The reproduction of set texts and the provision of memorised written answers to questions about those texts mean that the teaching of English neglects speaking, listening and critical reading. Moreover, English teachers [...] tend to teach the language through the medium of Urdu or a local language because their own competence in English is poor or

because they have so little confidence in their own competence. (Coleman, 2010, p.17)

When students enter college/university with this background, the change is dramatic, in that the course material will be in English and the medium of instruction will also be English. Moreover, functional English and academic writing are a compulsory part of core courses at this level. It is difficult for students to cope with the burden of constantly trying to come to terms with the complex language of their coursebooks, while at the same time learning new concepts in their chosen subject areas.

Since its inception in 2002, the HEC has tried to bring about changes in the teaching of English through reforms. It launched the project, 'English Language Teaching Reforms' (ELTR) to improve English language teaching (ELT) in universities by initiating mandatory professional development courses for English language teachers (HEC, 2004). According to Khattak and Abbassi (2010), the teachers who took these courses rarely apply the training in their teaching, for the examination system constrains them from experimenting with the new teaching methodologies and assessment procedures that they were exposed to during the training. When asked whether the training had been beneficial, one teacher of English to undergraduates replied:

I found the course content to be quite good and interesting but it was not proximately relevant to my academic needs as the courses I teach at my college are mainly literature based and my teaching is usually dictated by the examination system and nothing else. (Khattak & Abbasi, 2010, p.4916)

2.3.4 Academic Writing in Higher Education

As noted earlier, English is the main language of higher education in Pakistan. Pakistani university students need to write their assignments, theses, and essays predominantly in English. Therefore, English language proficiency is necessary for better academic performance (Khan et al., 2016). In Pakistan, undergraduate students have compulsory English language courses during their university studies. On these courses, they write descriptive, narrative, and argumentative essays. Meanwhile, within their disciplines, they are required to carry out research projects, write reports on their projects, and critically analyze the texts that they read while taking different courses.

However, despite the ubiquity of English in Pakistani universities, students and teachers face many challenges in learning and teaching the language. For example, admission to universities requires adequate English language skills. Khan et al. (2016) claimed that even if a student succeeds in obtaining a university place, he or she will constantly struggle with English for academic purposes (EAP).

2.4 The Research Context

This study took place in a private higher education institution in Pakistan. The undergraduate programmes in this institute include 136 credit hours of study, out of which 12 credit hours are allocated to compulsory English courses. It should be noted that four credit hours for each English course is equivalent to four contact hours in the classroom per week during the semester. There are three compulsory courses of English: English I, II, and III. The course materials

include books on grammar, vocabulary and usage, prose, and fiction. All departments have these compulsory English courses in their syllabi, as prescribed by the HEC. Moreover, almost all courses across all disciplines include a comprehensive research component, which entails a substantial amount of academic writing.

2.4.1 Compulsory English Courses

Table 2 shows an example of the weekly schedule for a typical English writing class in the first year at undergraduate level.

Table 2: Weekly schedule

Week	Topics	In-class Activities	Home Assignments/tasks	Learning Outcomes/Objectives
13				
Day-1	Cause & Effect	Lecture, discussion on model essay, controlled writing	Assignment 5: write a five-paragraph essay 'Causes & effects of noise pollution'	Student will be able to define and give an example of a cause and an effect.
Day-2	Cause & Effect	Essay writing on cause & effect topic, free writing	Due in week 15	Student will be able to give an effect for a given cause, or give a cause for a given effect.
		Self-assessment activity		Student will be able to write their own cause and effect essay.

Writing is weighted at 15% for English I, and 10% for English II and III. During the semester, students are required to complete writing assignments, which are

graded. Moreover, during the final exam, in addition to grammar, vocabulary, and reading comprehension questions, students must also write an essay on a given topic. Moreover, they must pass all three courses with a score of at least 50%, in order to be promoted to the next level (semester). The failure rate is 10-15% and because it is a compulsory course, as directed by the HEC, those who fail have no option to retake the exam, but are obliged to repeat the semester.

It should be noted that as students come from different backgrounds, their level of language proficiency varies. As a rough estimate, they can generally be placed between A2 and B2 of the Common European Framework of Reference (CEFR) (COE, 2020).

2.4.2 International Business at the School of Business and Economics (SBE)

The participants in this current study included teachers and students from the School of Business and Economics (SBE), and the main points of their curriculum are as follows:

Student Learning Outcomes (SLOs)

On completion of this course, the participants should be able to:

- Better understand the dynamics of an international business environment
- Have a clearer picture of the fundamentals that affect and play a pivotal role in international business.

- Have the requisite understanding to start or work for an international organization
- Understand the basics of strategic management issues relating to international business
- Have hands-on experience of starting and managing an international business.

It should be noted that written assignments and the research project constitute 10% each of the final grade. The mid-term and final exam, making up 35% and 25%, respectively, of the final grade also include a substantial academic writing component.

2.4.3 Positive Psychology

As the participants in this current study also included teachers and students from the Psychology Department, the main points of their curriculum are set below:

Student Learning Outcomes (SLOs)

- To understand the basic assumptions, principles and concepts of positive psychology.
- To investigate positive psychology phenomena in real life.
- To critically evaluate positive psychology theory and research.
- To apply positive psychology approaches in daily living.

Assignments and final exams, which include a sizable academic writing component, are 20% and 40%, respectively, of the final grade.

2.5 Conclusion

This chapter has aimed to provide a contextual overview of the education system in general, and higher education in particular, in Pakistan. Additionally, a brief synopsis of the institutional system where this study took place is given, with a specific focus on the teaching of compulsory undergraduate English language courses, in relation to the disciplines of Psychology and Business Studies.

Chapter Three: Literature Review

3.1 Introduction

This chapter discusses the key concepts that have informed this study. Its purpose is to outline the literature that has contributed to the current conceptualization of CT and its relationship to higher education, particularly SAW at undergraduate level in Western and Pakistani universities, the latter being the present research context. Firstly, the complexities in understanding the CT concept will be explored. Subsequently, selected models of CT will be examined, where they have had a significant impact on higher education. This is followed by highlighting the common themes of CT and a discussion of the available literature on its application in higher education, with reference to SAW.

As this study investigates evidence of CT in SAW, as well as teachers' and students' understanding of CT in SAW, relevant studies are reviewed here, with an evaluation of their methods to discover how teachers and students understand CT. Their expectations and challenges regarding this issue are likewise explored in this chapter. The chapter concludes with a discussion of some specific features of CT in the prevalent CT models, which can be used to create a model to find evidence of CT in SAW in the present research context.

3.2 Understanding Critical Thinking (CT)

A tradition of CT started in Ancient Greece, with Socrates, Plato, and Aristotle in the fourth and fifth centuries. These philosophers are known worldwide to have

been the founders of reason, sound argument, and unbiased rational thought, out of which critical and sceptical approaches to learning developed (Florence, 2014; Paul et al., 1997; Young, 1980).

In the contemporary context, CT is a highly valued outcome of university education (Barnett, 1997; Liu et al., 2016). University education is therefore not only concerned with information transfer, but also with the way in which knowledge is conceptualized, structured, and implemented for the betterment of society. Thus, it entails both the acquisition of information and construction of knowledge. Studies show that along with knowledge and skills in their respective fields, students in Western universities are expected to contribute to the world as responsible citizens, who can think effectively and learn independently (Barrie, 2004; Costa, 2001; Ten Dam & Volman, 2004). Tapper (2004) argued that employers look for graduates who can transfer their CT abilities to the workplace.

As it is considered to be the foundation of higher education and a significant attribute of university students, the process of exploring and defining the concept of CT from a variety of perspectives has been ongoing in educational research (Moore, 2013; Stapleton, 2001; Tian & Low, 2011; Wilson, 2016). However, Davies and Barnett (2015) stressed that despite this continuous research, the concept remains elusive and difficult to explain. The myriad definitions of CT make the situation more perplexing, as some overlap but others are markedly different (Tian & Low, 2011). Therefore, it is important

to understand CT from a conceptual perspective, in order to apply it in theory and pedagogy.

3.2.1 Different Perspectives of Critical Thinking (CT)

An ever-expanding body of literature displays the significance of CT, but there is still no agreed definition of it. Various reasons have been put forward for this lack of consensus. Generally, influenced by their context and interests, individual researchers emphasize the aspect that they find most appealing and wish to be the focus of all research and discussion, while developing their definitions and models of CT (Atkinson, 1997; Hatcher, 2000; Hemming, 2000). Moreover, Norris (1992) suggested that the vagueness in the CT construct is the consequence of a lack of empirical basis while arriving at a definition. Meanwhile, Moore (2013) asserted that there are more theoretical studies that define CT on the basis of reflection, compared to those that use empirical data to gain an understanding of CT through actual practice.

As stated earlier, the first proponents of the development of CT were philosophers. Fisher (2001) posited that among the philosophers of the 20th century, John Dewey stands apart as the father of critical thought in education. Dewey's (1910, 1916) philosophy of education was based on the reflective thinking that comes with suspended judgement, healthy scepticism, and a rational approach. In his seminal book, *How We Think* (1910), written specifically for teachers, he agrees with Sumner (1907) that critical thinking cultivates the patience to wait for evidence, weigh it, and come to a final

decision. Dewey directed teachers to instil in students the notion that only reflective thinking could improve their learning. Other philosophers have followed this tradition and focused on perfection of critical thought and the qualities of the ideal critical thinker (Paul, 1992; Sternberg, 1986).

Philosophy has based CT on informal logic, deductive and inductive reasoning, and analysis, as can be observed in earlier versions of the Watson-Glasor Critical Thinking Appraisal (WGCTA) test, which measures five CT skills: inference, recognition of assumptions, deduction, interpretation, and evaluation of assumptions (Jones-Devitt & Smith, 2007; Kahlke & White, 2013; Watson & Glaser, 1980). At present, the above test includes multiple-choice questions to measure these skills. The WGCTA test has led to specific courses in US universities, aimed at enhancing students' CT skills. Broadly, CT is viewed by philosophers as a skill relating to rational judgement. Table 3 highlights some of the definitions of CT from a philosophical perspective:

Table 3: CT definitions (Philosophy)

Dewey (1910, p.6; 1916)	Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it tends, constitutes reflective thought.
McPeck (1981, p.8)	The propensity and skill to engage in an activity with reflective scepticism.
Ennis (1985, p.45)	Reflective and reasonable thinking that is focused on deciding what to believe or do.
Lipman (1988, p.39)	Skillful, responsible thinking that facilitates good judgement because it 1) relies upon criteria, 2) is self-correcting, and 3) is sensitive to context.
Siegel (1988, p.23)	The ability to assess reasons properly... the willingness, desire, and disposition to base one's actions and beliefs on reasons.
Paul (1992, p.9)	Disciplined, self-directed thinking that exemplifies the perfections of thinking appropriate to a particular mode or domain of thought.
Paul & Elder	The art of thinking about your thinking while you are thinking in order to

(2002, p.316)	make your thinking better: more clear, more accurate, more defensible.
Paul & Elder (2007, p.6)	The process of analyzing and assessing thinking with a view to improving it.

Dewey's (1910) definition of CT, which he termed as 'reflective thinking', suggested a complete change in personality to become more effective through the mental operations of thinking. This involves suspending judgement, adopting a healthy scepticism, and maintaining an open mind. McPeck (1981) argued that CT entails using scepticism appropriately, along with experience, to find suitable solutions. Siegel (1989, p.21) suggested CT to be the 'educational cognate' of rationality, whereas Lipman's (1988) definition is comprehensive, in that it includes both criteria and context. This sensitivity to the context and responsible judgement not only develops with decontextualized cognitive skills, but also out of a willingness to accept the situation as it is. Interestingly, the definitions have evolved with time. Paul and Elder (2007) claimed that although the essence of CT remains the same, it can be defined in many ways, depending on its purpose, which is evident from the various definitions that they propose. Similarly, Ennis revised his previous definition of CT, namely, the 'correct assessing of statements' (1962, p.84) by adding reflective and reasonable thinking (Ennis, 1985).

Conversely, a different perspective of CT has been offered by psychologists who do not agree with the perfectionist ideals of philosophers. Instead, psychologists focus on how people actually apply CT in the real world, along with barriers of limited access, time, and working memory capacity (Lai, 2011; Lewis & Smith, 1993; Sternberg, 1986). Davies and Barnett (2015)

argued that there was much more to CT than reasoning and logic, further asserting that philosophical definitions are not effective in reference to broader areas of CT when applied to higher education.

The CT approach in the psychological tradition suggests integrating CT across entire curricula and teaching for the contextual transfer of CT skills (Ennis, 1989; Halpern, 1998; McPeck, 1981). Studies show that this has led to a broader definition of CT in the humanist tradition, relating it to creativity, emotion, and political ideas (Brookfield, 1987; Kahlke & White, 2013; McLaren, 1994). In the wider educational context, CT is viewed by psychologists as a cluster of cognitive skills, which are goal-directed and lead to the desired outcomes, while also being used to solve problems, understand new concepts, and make decisions through complex mental processes and a wide range of skills and attitudes (Cottrell, 2005; Halpern, 1998; Sternberg, 1986). Table 4 shows some of the definitions of CT from a psychological perspective:

Table 4: *CT definitions (Psychology)*

Sternberg (1986, p.3)	The mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts.
Halpern (1998, p.450)	Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desired income.
Willingham (2007, p.8)	Seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems.

The commonalities between Sternberg (1986) and Willingham (2007) are obvious, as both include problem-solving, and take into consideration new concepts and evidence that can change present styles of thinking and working.

Halpern's (1994; 1998) definition is centred on goal achievement; she argued that the word 'critical' in critical thinking does not have a negative connotation, as is usually understood. Rather, it is associated with evaluating both the negative and positive aspects of an issue and assessing the 'outcomes of our thought processes'. In the same vein, Willingham's (2007, p.8) idea of CT focuses on various perspectives and the willingness to change views when new concepts emerge.

Barnett (1997, p.17) looked into CT in higher education with a different approach, claiming that the established definitions of CT encourage thinking 'without a critical edge'. In response to the multiple definitions of CT, he introduced the all-inclusive term of 'criticality' for CT. Along with the skills of argumentation, judgement and reflection, criticality emphasizes action through having the essential dispositions for applying these skills. Hemming (2000) claimed that it was important to reflect on these varying perspectives from a pedagogical point of view, as they influence the decisions of educational practitioners, with regard to incorporating CT in curricula and assessment. However, as Lipman (2003) pointed out, it is difficult to choose a particular definition of CT, because none cover all aspects of CT. Having said that, it does not seem reasonable to believe that a specific definition will cover all features of CT. At this point, it is probably more important to identify what CT entails in academic contexts than it is to establish an agreed definition of the concept. Therefore, a model would probably be more suitable to delineate CT skills and competencies.

3.2.2 Models of Critical Thinking (CT)

A model presents an existing, complex state or situation in simplified form. It provides a clear picture of a phenomenon under study and links its components to each other in a well-defined manner, backed by theory and the research purpose. Models are significant in that they provide a heuristic through which an issue can be explored, and 'a framework through which important questions are investigated' (Hendrick, 1994; Miller & Salkind, 2011, p.2). Some characteristics of models include their relatedness to other models, complexity, flexibility, testability, and ease of interpretation and analysis (Leimkuhler, 1972; Zeide, 1990). Although there are many CT models in the literature that include detailed taxonomies of CT skills, which incorporate all aspects of CT, the models that have been significant in developing CT skills in higher education will be discussed in this sub-section.

One well-known American educational psychologist and reformer, Benjamin Bloom (1956), together with his associates, developed a framework that is closely related to the CT concept, for the purpose of assessment at school level. Often envisioned by educators in the form of a pyramid, it is known as Bloom's taxonomy of educational objectives. However, CT is not mentioned in the name, because Bloom (1956) was more concerned with educational objectives than with CT.

Figure 2: *Bloom's taxonomy (1956)*

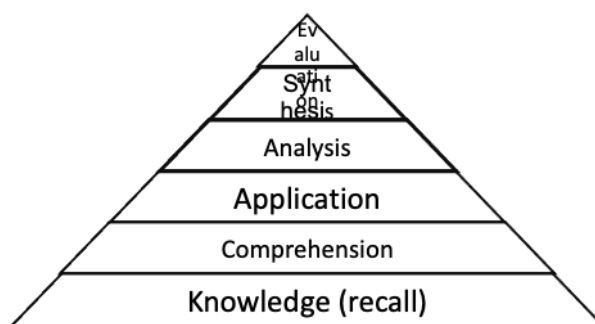


Figure 2 presents the Bloom's (1956) taxonomy pyramid with categorized levels of reasoning skills, which students might use for effective learning. Initially, the taxonomy consisted of six key categories of cognitive skills: Knowledge (Recall), Comprehension, Application, Analysis, Synthesis, and Evaluation. These categories were identified to classify exam questions. One reason for formulating this hierarchy of skills was that higher level skills can only be used after gaining mastery of the lower level skills. For example, analysis or synthesis cannot be carried out without knowledge and comprehension. Thus, CT for Bloom (1956) consisted of first mastering these cognitive skills and then choosing a suitable one for use in the task or situation.

Bloom's taxonomy has been used extensively for assessment purposes with considerable success. It has been modified several times with changes to the sub-categories of knowledge, and more added to the affective and psychomotor domains (Anderson & Krathwohl, 2001; Krathwohl, 2002). It has also been adapted for use in higher education (Draper, 2016). This taxonomy is beneficial in that it leads from the simplest to the most complex cognitive skills, and proficiency in these skills is easy to evaluate (Bloom, 1956). However,

researchers have questioned the emphasis on recall and value neutrality in the taxonomy. Paul (1993) stated that CT is about making value judgements and looking into multiple perspectives, which Bloom (1956) has ignored. Education cannot be value neutral. However, the question of knowledge and recall can be debated, because it raises the point of whether CT is generalizable or subject-specific. Moreover, the neutrality factor is not suitable for CT, in that looking into multiple perspectives and adopting a position is the main feature of CT and argumentation.

Ennis (1985) posited that the idea of 'higher order critical thinking' in Bloom's taxonomy cannot be related to CT, as it is a vague term, unsuitable as a teaching or curriculum guide. Similarly, Sternberg (1986) claimed that educational taxonomies do not have as strong a base as the rigour and consistency of CT in philosophy or psychology. Arguably, Bloom's taxonomy is a set of skills that can be mastered without involving the critical aspect. That said, Paul (1993, p.526) affirmed Bloom's taxonomy as 'ground-breaking work filled with seminal insights into cognitive processes and their interrelations'. Lai (2011) has also highlighted it as one of the most recognized educational tools, used successfully in education to assess higher-order thinking skills.

Robert Ennis has been writing about CT in higher education since 1962. Interestingly, his definitions have evolved with time. For example, Ennis revised his previous definition of CT from 'the correct assessing of statements' (1962, p.84) to 'reasonable reflective thinking deciding what to believe or do' (1985, p.45; 1989, p.4; 2018, p.166). According to Ennis (1991), this definition has

evolved in light of suggestions by other scholars and his own experiences in teaching.

Table 5: A taxonomy of critical thinking skills (Ennis, 1985)

A Taxonomy of Critical Thinking Skills	
Clarity	
<i>Basic Clarification</i>	<i>Advanced Clarification</i>
Having a focus and pursuing it	Define terms and judge definitions
Argument analysis	Handle equivocations
Asking and answering questions for clarification	Identify and judge assumptions
Basis	
Judging the credibility of a source	
Assessing evidence (observing and judging)	
Using background knowledge and knowledge of situation	
Inference	
Deducing and judging deduction	
Making material inferences	
Making and judging value judgements	
Interaction	
Suppositional thinking	
Integrating dispositions in making and defending a decision	

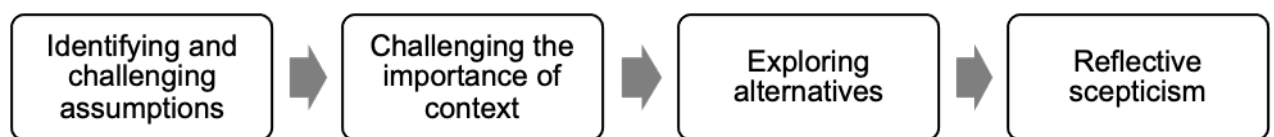
Table 5 shows Ennis's (1962; 1985; 2013; 2015; 2018) taxonomy of CT, which he has continued to develop over the years, stating that whoever claims to be a critical thinker must manifest these skills and dispositions. Ennis's (1985) definition of CT suggests it to be an act of decision making. This decision to act, according to Ennis (1991), will depend on some kind of problem or basis, which might include previous decisions, experiences or statements. This basis becomes a reason for inferring the decision, which could be inductive, deductive

or value judging. The one who infers, according to Ennis (1991), should be able to use their CT dispositions and skills and defend the decision convincingly.

Strangely, however, as Moseley et al. (2004) pointed out, 'reflection' is missing in this taxonomy, despite it being a major component of Bloom's definition. Moseley et al. further suggested that the basic value of the taxonomy is rationality, with little attention to emotion. Therefore, following this taxonomy, CT can be used practically, but with a sense of detachment. Nevertheless, it is simple and comprehensible and can be implemented successfully (Ennis, 2015), providing an exhaustive list of CT abilities. However, it lacks the criteria to judge their quality. For example, there is no means of deciding whether an interpretation is accurate, or if an inference is made through surface level or deep learning.

More specifically, Brookfield (1987; 1997; 2012) focused on training teachers to teach and assess CT skills among students, presenting four components of CT, as shown in Figure 3 (1987, pp.8-9).

Figure 3: *Brookfield – components of critical thinking*



Brookfield's first component involves identifying and challenging assumptions. It is pertinent to note that our assumptions shape our perspectives and worldviews. The second component consists of challenging the importance of context, while the third relates to imagining and exploring alternatives. The final component is reflective scepticism. When they recognize assumptions, context

and alternatives, critical thinkers do not take the accepted behaviours and social structures as universal truths, but rather reflect on and explore superior alternatives.

Figure 4: *Brookfield – phases of critical thinking*

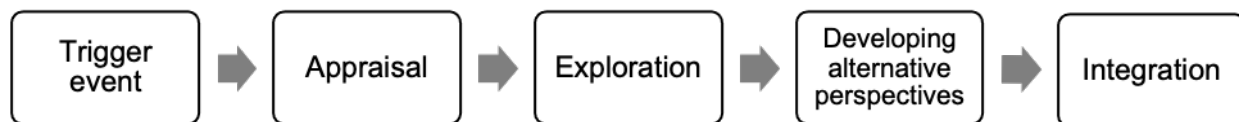


Figure 4 shows the five phases suggested by Brookfield (1987) to explain how the process of CT unfolds. This is similar to Ennis's (1985) ability to decide on an action. Brookfield (1987) posited that CT is triggered when an unexpected complex event occurs and causes uneasiness. The appraisal stage is likewise in line with Ennis's (1985) ability to identify the problem and select criteria to judge solutions, but perhaps with more depth. Appraisal encompasses self-reflection, curtailing or denying a problem, identifying and clarifying a problem, and interacting with others who have the same problem. The third phase is exploration, in which the critical thinker looks for new solutions to the problem. This relates to Ennis's (1985) ability to seek alternatives. In the fourth stage, one of the most apparently suitable solutions is selected, which is equivalent to Ennis's (1985) deciding on what to do. In the final (integration) stage, there is either a complete change or improvement to an existing situation. Similar to Brookfield (1985), Ennis's (1985) last step was to select a solution and monitor its implementation, although perhaps without the depth of Brookfield's (1987) integration step. However, both models point to the result of a decision made in the final stages.

Among the eminent CT scholars, Richard Paul also stands out for his concept of weak versus strong sense CT, reflecting his moral concern with pervasive bias and ego-centric and socio-centric thinking. Like Ennis (1987; 2015), Paul and Elder (2006) created a CT model to address both skills and dispositions, but Paul (1993) placed more stress on the thinker than on the thought. In particular, the model addresses the quality of the thinking, which is lacking in other models.

Table 6: Paul and Elder's (2006) CT Model

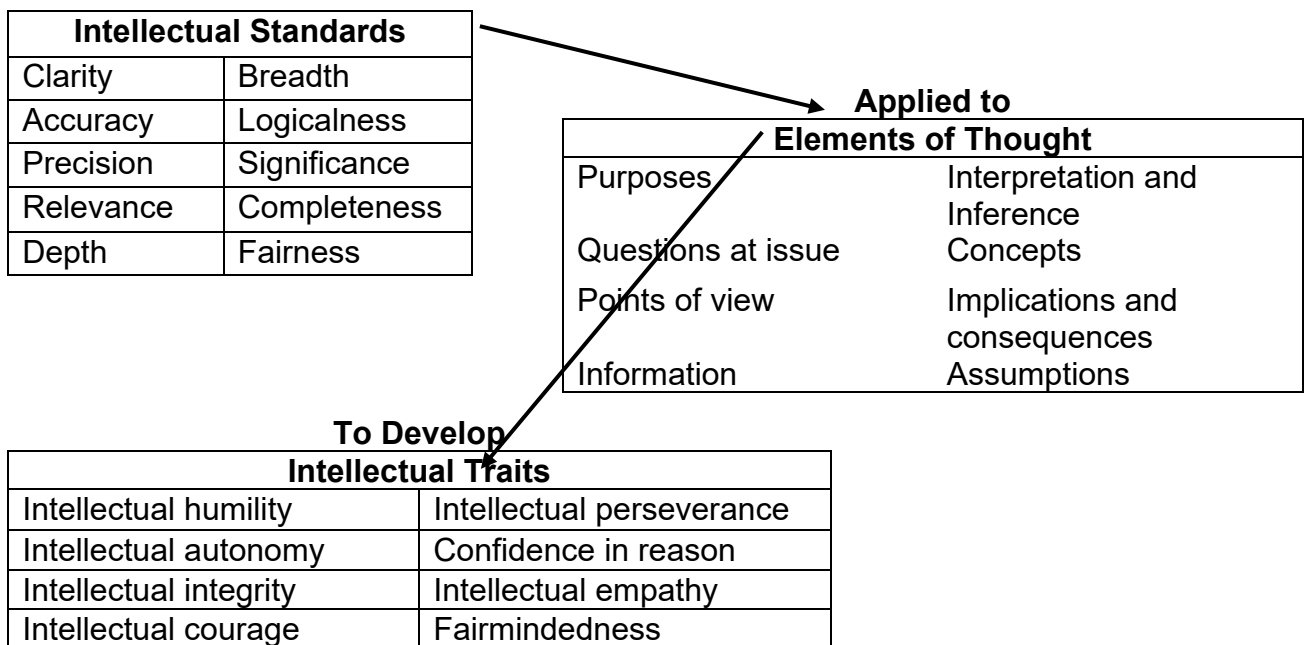


Table 6 shows Paul and Elder's (2006) Model of Standards and Elements for CT. As mentioned before, Paul (1993) identified a clear distinction between a strong and weak sense of CT. This reflects his strong moral concern with pervasive bias and self-centred thinking. The intellectual traits in Paul and Elder's (2006) CT model establish the difference between thinkers with a weak sense: those who use their CT skills to serve their own interests and object to

the views of others, rather than looking into the weakness of their own perspectives – as opposed to the perspectives of those who set their biases aside – recognize and evaluate their own arguments, and adopt a morally preferable alternative. This moral dimension (Paul & Elder, 2006) is not as evident in other CT models.

Paul (1993) stressed that the content in all disciplines should be taught as a mode of thinking (for example, science as scientific thinking and sociology as sociological thinking). His model contains elements of reasoning about a field of study, according to the standards and traits for that field. Some of the standards in the model are universal, such as clarity and precision, regardless of the field or issues considered. Moreover, intellectual traits generally facilitate the elimination of bias and identification of false assumptions. Paul and Elder's (2006) model also advocates teaching students to be aware of and assess their own thinking patterns. According to Paul (1993), those who are not capable of assessing and evaluating their own thinking are not critical thinkers.

Meanwhile, Diane Halpern is a psychologist who has worked extensively on CT for college students. She focuses on 'higher-order thinking' that is reflective, sensitive to context, and monitored (1994, p.29). Keeping in mind that developing CT skills and using them with a suitable attitude needs time and 'conscious effort', she has presented a CT model to guide the thinking process (Moseley et al., 2004). Her four-part model is practical in the sense that it targets college students, based on four questions to guide the thought process:

- What is the goal?

- What is known?
- Which thinking skill will get you to your goal?
- Have you reached your goal?

Table 7: Halpern's Four-part Critical Thinking Model (1998)

Halpern's Four-part Critical Thinking Model for College Students
Dispositional and attitudinal component
Instructions in and practice with critical thinking skills
Structure-training activities
Metacognitive component

The first two parts of Halpern's (1998) model (see Table 7) are associated with instruction in CT skills and dispositions, such as 'argument analysis, problem solving, decision making, willingness to plan and engage in complex tasks and open-mindedness'. The third part is 'structure training', which makes students aware of which CT skill to use in which context. The aim is to familiarize students with the structure of CT skills in such a way that they can use them in multiple ways, both in familiar and new contexts. The last part is 'metacognitive monitoring', which means awareness of one's own thinking process. Students' CT skills can be enhanced once they know how to use the knowledge that they already possess to improve their thinking processes. Later, in her updated CT model, Halpern (2014) included memory, which plays a key role in monitoring our own thinking. However, this model lacked the affective approach to thinking, as Halpern is more interested in action, which is manifested in the wording, 'willingness' and 'persistence' in her model.

From the models discussed above, it may be observed that the CT models designed by Ennis (1985) and Halpern (1998;1999; 2014) were created for CT instruction, not evaluation. However, they could form a firm basis for building a model to find evidence of CT in SAW for this current study. Brookfield's (1987) CT model does not have the same broad focus as that of Ennis (1989), but it has more depth. Reflective scepticism, which does not appear in either Ennis's (1989) or Halpern's (1999) models, is included as an advanced CT skill in Brookfield's (1987) model. It could add to Ennis's (1989) notion of what to believe and do. Another important factor in Brookfield's CT model is quality, which is incorporated in all its components, thereby potentially adding depth to Ennis's (1989) CT model.

Halpern (2014) emphasized the importance of memory skills in her CT model, which have been ignored in other CT models. It should be noted, however, that the concept of memory in Halpern's (2014) CT model is not related to rote learning or memorization. It means using key words and images as memory cues, organizing the information through recall, and making abstract concepts meaningful. Background knowledge is not achieved through memorization, but rather through the effective use of memory skills by monitoring attention, and retaining and retrieving information at the right time, in order to develop, analyse, and synthesize arguments (Halpern, 1998). Nevertheless, Halpern's (2014) CT model is similar to Paul and Elder's (2008), in that both lack the affective factor, being based on rationality and logic. Paul's (1992) understanding of CT also includes an ethical dimension. The significant similar features of these models relate to identifying assumptions, drawing

conclusions from evidence, recognizing problems or questions, finding effective solutions, and inferring conclusions and generalizations from evidence.

However, Paul and Elder's (2006) model is a step ahead, as it includes the element of reasoning with the intention to improve the process.

3.2.3 Significance of Critical Thinking (CT) Dispositions

Scholars have focused on two aspects of CT: skills and dispositions (Ennis, 2015; Facione et al., 2000). Students should develop the skills of analysis, inference, and dispositions or the propensity to apply these skills (Davies & Barnett, 2015; McPeck, 1981). Despite diverging standpoints in the various models discussed earlier, there is agreement among scholars on the skills of analysis, i.e. analyzing arguments, claims or evidence; inference, i.e. making interpretations using evidence; evaluation, i.e. judging or assessing, and decision-making, i.e. making the right choice or solving problems as part of CT (Ennis, 1985; Halpern, 1998; Lipman, 1988; Paul, 1992; Willingham, 2007). Bloom's (1956) taxonomy includes analysis, synthesis, and evaluation as higher order thinking skills. University students constantly use these skills in their learning and thinking processes. However, these skills cannot be honed without developing the dispositions, or willingness, to apply CT skills. Therefore, researchers have conceptualized CT in terms of dispositions (Brown & Rutter, 2006; Brumfit et al., 2005; Ennis, 2015).

Hemming (2000, p.175) referred to Siegel's (1988) term, 'critical spirit' as the 'inclination, or disposition, to think critically on a regular basis in a wide

range of circumstances'. Dispositions include being fair and honest in giving an opinion, clarifying meaning, interpreting, predicting, and developing a stance with respect to both sides of an issue (Anderson & Krathwohl, 2001; Ennis, 1987; Halpern, 1998; Paul, 1992; Willingham, 2007). Other dispositions include the urge to investigate reason, inquisitiveness, the desire to be well-informed, systemacity, self-confidence, truth-seeking, maturity, and flexibility with a willingness to entertain and respect the views of others (Bailin et al. 1999; Ennis, 1985, 1999a; Facione, 1990, 2000; Halpern, 1998; Paul, 1992).

Dispositions imply that CT is an attitude, a state of critical being, and a way of looking, feeling and working in and with the world; they play an important role in CT performance (Facione et al., 1994, 2000). The right disposition or attitude will help implement the skills (Davies & Barnett, 2015; Stapleton, 2001). Critical thinkers must be both 'willing' (disposition) and 'able' (skill) to think critically (Facione et al., 2000, p.61). Similarly, Hamby (2015, p.77) posited that the 'willingness to inquire' is the basic requirement of a critical thinker. He further argued that it is motivation that leads to students employing these skills and interpreting and synthesizing arguments appropriately with an open mind, taking an ethical and reflexive stance. Hence, according to Moore (2013), CT not only entails understanding the views and biases of others, but also being aware of one's own biases, and ensuring that these do not lead to unfair or inaccurate analysis, synthesis, and evaluation. To assure of this, critical thinkers need to practice self-reflection on a regular basis.

In academic writing, as stated by Paul and Nosich (1990, p.125), students' dispositions can be assessed by the clarity of their position, that is, how 'logically and consistently' they defend their position. It can also be judged by their flexibility and fairness in discussing other viewpoints.

3.2.4 Critical Thinking (CT) as Reflective Practice

Dewey (1910) emphasized that reflectivity does not involve any procedures for thinking, but is simply about being careful in one's own thought processes. In brief, one can only reflect when one is willing to question one's own suppositions. In light of this, it could be said that reflection involves dispositions. Moore (2013) suggested that university students should be self-reflexive. This means students should not only be able to critique the material given to them, but also to critique their own assumptions about that material. Similarly, Barnett (1997) recommended educating students to go beyond CT, engaging in critical self-reflection to become critical beings who can take critical action for the betterment of society.

3.2.5 Social and Cultural Dimension of Critical Thinking (CT)

Davies and Barnett (2015) concluded that skills and dispositions develop an individual, thereby constituting the individual dimension of CT. An important factor in CT, however, is its social dimension. Questions have been raised about CT being culturally biased (Ennis, 1998; Norris, 1995). As the current study involved L2 students, it is important to mention that a number of scholars have a

deficit view of CT in Asian cultures. For example, Atkinson (1997) considered CT to be a Western construct, which is a tacit, social process that develops by itself, owing to the cultural settings and traditions. He argued that CT is not a construct with a specific definition, nor is it a set of teachable skills, because it is an embedded trait in Western cultures. Therefore, it is difficult for students from outside the West to acquire it.

This view of CT being a Western construct has been widely debated. Researchers have challenged the culture-specific ideas surrounding CT and have rather associated the lack of CT skills among students from outside the West with weak language skills (Benesch, 1999), pedagogical issues (Jones, 2005; Lun et al., 2010), and cultural differences (Egege & Kutielehe, 2004; Fox, 1994). Benesch (1999) ventured that what is considered as weak linguistic ability to manage CT issues could essentially be a resistance to the imposition of particular patterns of thought, which contradict those with which the students are familiar. Distinguishing between normal and ideological choices, she suggested refraining from accusing Asian students of having poor thinking skills and instead, encouraging them to look objectively at how far their perceptions and beliefs about learning and teaching were influenced by their ideological convictions.

In response to Atkinson (1997), Gieve (1998) highlighted the need to teach dialogic CT to university students of all cultures and backgrounds. The dialogic aspect of CT leads students to uncover, examine, and debate 'the taken-for-granted assumptions and presuppositions that lie behind argumentation' (White,

1988, cited in Gieve, 1998, p.125). Similarly, Benesch (1999) claimed that dialogic CT enhances students' understanding of complex, multi-layered views, making them more tolerant people. Thus, it could be argued that CT is a common human construct, but different societies have different perceptions of what it entails (Paton, 2011; Stapleton, 2001). Interestingly, Stapleton (2001) conducted an attitude survey among 70 Japanese undergraduates, finding that they had firm grip over various features of CT, and did not hesitate to express dissenting views. Consequently, linking CT with Western thought, purely on the basis of being raised in the West and speaking a specific language, makes CT a shallow, surface-level construct (Paton, 2005; Singh & Lu, 2020).

With respect to the social aspect of CT, Davies and Barnett (2015) proposed the concept of criticality, which includes CT, critical reflection, and critical action. The above authors stated that the social aspect of CT is integrated into criticality, as it gives equal importance to the individual and action through his or her participation in the wider community. Scholars believe that CT develops better in a learning context that involves others, because it is not a stand-alone construct; rather, it needs social context and dialogue with open- and fair-mindedness by forming communities of inquiry (Davies & Barnett, 2015; Ennis, 2015; Lipman, 2003; Paul, 1993; Ten Dam & Volman, 2004).

It is interesting to consider here that almost all studies on Asian students' lack of CT skills involve students from the Confucian cultures and Middle East, attending Western universities. As discussed above, the difficulties in teaching them CT in these contexts are significant (Egege & Kutielehe, 2004; Floyd,

2011; Vandermensbrugge, 2004). However, the conditions in the current study differ, in that the sample comprised L2 students studying in their own country. This changed the perspective, in that the study sample did not consist of a small number of Asian students in a Western university. It also raises the question of how a Western construct can be imposed on an Islamic country in South Asia. Bali (2015) claimed that CT is embedded in Islamic scholarship, and primary sources of Islam invite reflective thinking, inquiry, and exploration. Unfortunately, Muslim societies do not encourage these practices, due to oppressive and dictatorial regimes that have left no space for critique in the curricula. Bali (2015) argued that in these circumstances, it is difficult for students to garner enough confidence to think critically or develop their own stance. Nevertheless, Bali (2015) refuted the idea of CT being solely a Western construct.

3.2.6 *Generalizability and Domain-specificity of Critical Thinking (CT)*

The generalizability and domain-specificity of CT has been a controversial issue in education circles (Ennis, 1989; Hemming, 2000; McPeck, 1981; Moore, 2011). Researchers have argued that it is beneficial to have stand-alone CT courses at university level, as students first need opportunities to practice general CT skills. This can then facilitate the transfer of these skills to other domains and disciplines (Ennis, 1989; Paul, 1993). However, McPeck (1981) opposed this approach and claimed that CT only takes place when there is something to think about, and that CT should be embedded within the subject matter. He further argued that the difference in epistemological beliefs, which

makes for a well-reasoned argument in one context, makes it inadequate in the other.

Students need enough information to be able to respond to a specific task, question or problem that arises in a particular context (Bailin, 2002; Brookfield, 1997; Garside, 1996). The connection between the assigned task and the thinking response will depend on background assumptions, the level of sophistication and scepticism, and an understanding of the context. The concept of the task and successful transfer of skills will then depend on the discipline and context (Bailin, 2002; Barrow, 1991; Ennis, 1989; Halpern, 2001; McPeck, 1981; Norris, 1992). This has made TESOL researchers cautious about teaching general CT skills to ESL/EFL learners (Atkinson, 1997; Ramanathan & Kaplan, 1996).

That said, McPeck (1981) has not considered the common features, which are evident across disciplines, making the transfer of CT skills and dispositions easier with practice and the essential background knowledge (Ennis, 1989; Facione, 1986). Researchers have asserted that some CT features are more generalizable and can be taught in general courses, as not all CT skills are adopted in all disciplines (Hemming 2000; Pithers & Soden, 2000; Stapleton, 2001). For example, some dispositional aspects, like open-mindedness and self-reflection, are transferable in a variety of contexts.

Tsui (2002, p.743) argued that despite the numerous diverging standpoints, there is agreement in the literature that CT in higher education is demonstrated by the ability to 'identify issues and assumptions, recognize

important relationships, make correct inferences, evaluate evidence or authority and deduce conclusions'. For example, in academic reading, evaluating the sources entails identifying assumptions and bias (Brookfield, 1987; Halpern, 1994; Stapleton, 2001), judging and analysing the quality and truthfulness of the arguments read (Ennis, 1993; Moore, 2013), identifying potential flaws (Davies & Barnett, 2015), and exploring possibilities and suitable alternatives (Brookfield, 1987; Halpern, 1993; Hamby, 2015). However, as discussed previously, disciplines differ as to which features of CT are most important. Thus, CT can take different forms, according to the structure and epistemological principles of the academic discipline concerned.

3.2.7 Teaching Approaches to Critical Thinking (CT)

Although the quality of L2 students' CT skills has been much critiqued, teachers who make a sincere effort have successfully experimented with explicitly teaching CT to their L2 students (Tsui, 2001). Elander et al. (2006) claim that CT skills are personally transformative, encouraging students to move from being mere passive receivers of knowledge to becoming active social beings. Elander et al. (2006) included CT in 'complex learning', which leads to the construction of new knowledge and enhances students' employability prospects. Pithers and Soden (2000, p.237) stated that university students who are trained to think critically, think 'well' and 'smarter than before'. Hence, it is important to teach CT in the classroom.

In this regard, different teaching approaches have been experimented with to try and develop students into efficient critical thinkers. The first approach described here is a developmental approach suggested by Ikuenobe (2001). It begins with introducing general principles of CT, such as developing arguments, testing fallacies and truth, and then integrating them into the discipline-specific context. In order to implement this approach, however, it is essential to have teachers who have been trained in the use of various teaching approaches, because, as declared in the scholarship, it is usually flawed teaching methods that hinder the development of students' CT skills (Davies, 2006; Hemming, 2000; Pithers & Soden, 2000). The second approach described in this subsection is the dialogical/dialectical method of teaching CT, as discussed in subsection 3.2.5, with an example provided in Table 8 (Tanaka, 2014).

Ennis (1989) proposed four approaches to teaching CT, which have been used flexibly by educators. These are illustrated in Figure 5, below.

Figure 5: Teaching approaches (Ennis, 1989)

The General, Mixed, Infusion, and Immersion Approaches to Teaching Critical Thinking

	Makes General Principles Explicit?	Uses Content?	Uses Only Standard Subject-Matter Content?	Uses Standard Subject-Matter and Other Content?
General				
Abstract (only)	Y	N	N	N
Concrete (also)	Y	Y	N	Perhaps both
Mixed	Y	Y	N	Y
Infusion	Y	Y	Y	N
Immersion	N	Y	Y	N

As shown in Figure 5, Ennis's (1989) four approaches to teaching CT are 'general', 'infusion', 'immersion', and 'mixed'. The general approach includes

teaching generalized CT skills on a bespoke CT course. Conversely, with the infusion and immersion approaches, CT instruction is embedded into the teaching of content. While the CT instruction is explicit in the infusion approach, students are led to ‘thought provoking subject matter’ in the immersion approach, wherein they go deeply into the subject without explicit CT instruction. Finally, the mixed approach combines all three teaching approaches. It will depend on the practitioners’ position in the generalizability debate, which approach suits them contextually to implement in practice.

Table 8 presents a list of studies on approaches to teaching CT.

Table 8: Studies on teaching critical thinking (CT)

Study #	Year	Title	Author/s	Participants	Teaching Approach	Research Method
1	1997	Critical Thinking in ESL: An Argument for Sustained Content	Pally	Adult ESL learners	Mixed approach (Ennis, 1989)	Sustained content study in EAP classes
2	2013	Effective and Practical Critical Thinking-enhanced EFL Instruction	Yang & Gamble	EFL students	Infusion approach (Ennis, 1989)	Pre-, post-test method
3	2014	A Dialectical Approach to Critical Thinking in EAP Writing	Tanaka	7 Adult L2 speakers of English	CTI model based on Paul’s (1995) model of dialectical and dialogical thinking	Interviews after teaching the course using the dialectical/dialogical approach
4	2014	A Content-based	Brown	46 Pre-Master’s	Content-based	Survey questionnaire

		Model for Developing Critical Thinking and Language Skills in EAP		Students	instruction using CT framework adapted from the Delphi Project (Facione, 1990)	e
5	2014	Impact of Contextualized Text on Students' Learning of Writing Skills at Tertiary Level	Saqlain et al.	80 business school undergraduates	Use of contextualized texts to teach business writing	Control and experimental groups, pre- and post-tests
6	2015	Impact of Contextualized Text on Students' Learning of Thinking Skills at the Tertiary Level	Saqlain et al.	80 business school students	Use of contextualized texts to teach CT	Control and experimental groups, pre- and post-tests
7	2017	Teaching and Assessing Critical Thinking in Second Language Writing: An Infusion Approach	Dong	44 English undergraduate students divided into two groups	Infusion approach (Ennis, 1989)	Control and experimental groups, pre- and post-tests Semi-structured interviews

Pally (1997) applied a sustained content approach to develop different courses, in which students worked on CT skills, along with language skills like expository writing. Pally argued that students can benefit both ways by learning the rhetorical forms of a genre and studying the socio-political aspect.

As suggested by Ennis (1989), Yang and Gamble (2013) used the infusion approach to teach language and CT to EFL students, so that they could go on to teach four CT skills, namely, metacognition, evaluation of information sources, problem-solving, and selecting suitable strategies and solutions. The results showed that the post-test scores for proficiency were significantly higher for the group that had received explicit CT instruction through the infusion approach, compared to the control group who did not receive this instruction. Language proficiency also improved significantly in the group who had received explicit CT instruction.

Conversely, Brown (2014) adapted a framework of cognitive skills and sub-skills from the Delphi Project (Facione, 1990) to teach CT to pre-Master's students in China. A three-stage content-based model curriculum was used, consisting of input, critical processing (tutorials), and assessment. After the course, the students reflected that the authentic and thematic input had helped them link ideas, discuss them with their peers, and then formulate and express their own opinions.

As discussed before, the dialogic CT method of teaching, suggested by Benesch (1999) and Gieve (1998), has been used successfully in pedagogy. Tanaka (2014) adopted Paul's (1995) dialogic CT approach in undergraduate classrooms to teach academic writing. With this method, students are involved in continuous debate and evaluation of all possible points of view that originate from completely different belief systems. When they engage in these discussions, the students explicitly address the issues of egocentrism and

sociocentrism, while evaluating other people's points of view. Eventually, there is no final categorical answer, but rather a 'heightened understanding of the issues that is negotiated by the students themselves' (Tanaka, 2014, p.57). After developing their own views in a fair-minded manner, students should be able to discern the dissenting voice. Dialectical and dialogical CT involves a dialogue between opposing perspectives, in order to critically understand the truth (Tanaka, 2014).

Dong (2017) worked with two groups of students to investigate the development of their CT skills, using the infusion approach (Ennis, 1989). The writing tasks were designed on a model based on Task 2 of the IELTS [International English Language Testing System]. The post-test scores showed that although both groups achieved high scores, the group receiving CT-oriented writing instructions attained higher CT scores than the control group, but there was no difference in the groups' writing proficiency scores. This aligns with Bereiter and Scardamalia's (1987) proposition that knowledge transformation takes place when writers go beyond their linguistic proficiency to reorganize knowledge, which not only gives them expertise in analyzing the subject matter, but also in their writing abilities, although their writing might not be without errors. Students simultaneously struggle with complex writing patterns and the reprocessing of knowledge (Bean 2001; Bereiter & Scardamalia, 1987). According to Salter-Dvorak (2019), this multi-dimensionality of content and language accuracy poses problems for L2 writers, and they need to become familiar with their disciplines, requiring constant faculty feedback to work on their language proficiency.

Nevertheless, researchers have attempted to find ways of reducing the burden of complex subject matter for L2 students. Hemming (2000) discussed the issue of simplified versions of content to make it easier for students to comprehend without having to refer to previous knowledge or sources. Creating content for L2 students in this manner is known as the 'pragmatic approach', and EAP textbooks are usually set out in this pattern. Hence, real-life complexities are ignored in these books, and reasoning and argumentation are presented in a de-contextualized and simplified manner (Ramanathan & Kaplan, 1996). The aim is to relieve students of the burden of language complexities. However, this approach can pose problems for L2 students, in that they will not be able to decide which skills to use in real life. This issue could be resolved by contextualizing the content. Saqlain et al. (2014; 2015) attempted to resolve this issue by using contextualised text. It should be noted that these texts were not easy, but followed the guidelines provided by the HEC (2004). Saqlain et al. (2014; 2015) administered an experimental study with a sample of Business Communication students, investigating how contextualized text – texts with which the students were familiar, and which related to their own context – could enhance the thinking and writing skills of tertiary level students in Pakistan. The group of students who were taught using a communicative, student-centred approach with contextualized and localized texts showed considerable improvement in their thinking and writing skills, compared with a group who were taught out of a textbook by a foreign author. According to Saqlain et al. (2014), the contextualized or localized text lowered the cognitive load that

accompanies trying to first understand complex language, followed by the concepts.

These studies demonstrate that content knowledge plays a key role in developing L2 students' CT skills, which are then manifested in their writing.

3.2.8 Teachers' and Students' Understanding of Critical Thinking (CT)

As this study is based on teachers' and students' understanding of CT, it is necessary at this point to explore CT from this aspect. Teachers' understanding of pedagogical concepts will greatly influence their teaching and instruction (Aguirre & Speer, 2000; Mansour, 2009; Pajares, 1992).

Table 9: *Studies on teachers' and students' perspectives of critical thinking (CT)*

Study #	Year	Title	Author/s	Participants	Methods
	2004	Student Perceptions of How Critical Thinking Is Embedded in a Degree Program	Tapper	21 university students across the years from a Science and Communication Department	Semi-structured interviews
1	2009	Teacher Perceptions of Critical Thinking among Students and Its Influence on Higher Education	Choy & Cheah	30 university teachers from various disciplines	Survey questionnaire
2	2011	A Survey of Attitudes towards Critical Thinking among Hong Kong Secondary School Teachers: Implications for Policy Change	Stapleton	72 high school teachers	Survey questionnaire

Table 9 shows a selection of studies conducted on how teachers understand, perceive, and apply CT in the classroom. Choy and Cheah (2009) carried out a survey among college tutors and found that most of them limited CT to a tool to enhance learning. Thus, it was purely a tool of analysis and reasoning for them, and they omitted to mention other important CT skills, like reflection and evaluation. Stapleton (2011) also administered a survey to a sample of high school teachers, finding that they had some understanding of CT, but it was narrow and limited. While the above-mentioned teachers stated that their students lacked CT abilities, Stapleton concluded that the respondents themselves needed more awareness of CT and its application in the classroom.

Finally, Tapper (2004) investigated students' perceptions of integrating CT into university programmes in Australia. This entailed CT in various disciplines, its instruction, and its manifestation in academic activities. Tapper (2004) argued that this could help transform students into Barnett's (1997) model of 'critical beings', who think, act, and bring about change. Tapper's (2004) findings revealed that the students were unclear about the nature of CT, relating it purely to subjects that involved essay assignments, as they had to select and analyze knowledge on specific topics, argue, adopt a stance, and provide evidence to support it. Tapper (2004) concluded that more activities to raise awareness were necessary for university students to prepare them, not only to think critically in their written assignments, but also in their future workplace challenges.

3.3 Critical Thinking (CT) and Students' Academic Writing (SAW)

In line with CT, writing as a construct is defined in different ways. It is taken by some as a skill that entails accuracy in grammar, while others explain it as a way of developing and clarifying ideas (Flateby, 2011). Bereiter and Scardamalia (1987, p.6) identify two models of writing, both of which are 'complex' rather than being 'easy' or 'hard'. In the first model, students use memory and language skills efficiently to manifest what they know. Hence, this model is called 'knowledge telling'. The second model is more 'problematic' in the sense that the writer must analyze the existing information, reprocessing and reorganizing it along with the burden of composing it. Bereiter and Scardamalia (1987) called this model 'knowledge transformation', as writers develop their knowledge and beliefs through the process.

The role of CT in developing SAW skills is significant, in that it requires action, which entails students applying their acquired knowledge, using their CT skills and dispositions (Davies & Barnett, 2015; Kurfiss, 1988). At university level, this action involves critical analysis of content knowledge through a variety of SAW forms (Mei, 2006; Nesi & Gardner, 2012; Shih, 1986). Students' academic writing is a specific kind of writing that promotes deep learning, whereby newly acquired information is incorporated with previous knowledge and experience. This synthesis of various kinds of information leads to 'knowledge transformation', which is achieved through students' constant struggle with CT and academic writing principles (Bean, 1996; Bereiter & Scardamalia, 1987). When students apply CT to their writing, they present clear,

accurate, significant, and logical arguments, constructing their own voice in their writings (Kabilan, 2000; Matsuda, 2001).

Students' academic writing represents a primary means of teachers measuring their students' learning and understanding in various disciplines. This makes it an observable output of CT (Wilson, 2016; Woodward-Kron, 2002). It is an integral part of assessment, and the descriptors and rubrics for assessment indicate a critical approach as its main feature. Students' academic writing tasks are demanding, as they require highly cognitive engagement to produce a good piece of writing, adequate to meet teachers' expectations of critical analysis and in accordance with the social practices of the target community (Hyland, 2003; Wingate, 2012). As mentioned previously, this writing can take different forms, based on the structure and epistemological principles of the corresponding academic disciplines. It clearly manifests itself most commonly in the form of essays, case studies, reports, theses, and dissertations (Andrews, 2007; Hyland, 2008; Melzer, 2003; Nesi & Gardner, 2012; North, 2005; Scott, 2000).

Among these forms, the essay is known to be the default genre of higher education (Andrews, 2003; Bruce, 2016; Elander, et al., 2006). Andrews (2003) asserted that an essay is always explicit and rational, without any nuances, whereupon the argument is its key quality. However, Nesi and Gardner (2012) posited that the purpose of university level essays across disciplines is often to demonstrate knowledge and comprehension of information, as opposed to presenting arguments.

According to Lillis (2001), the term 'essay' has not been clearly defined, so its nature will vary according to the context. An essay can therefore be a long assignment, written for a specific discipline, or a short piece of writing on a given topic in an L2 English language classroom. Andrews and Mitchell (2001) highlighted that the fixed patterns and rhetorical structures prescribed for students in their essay writing can be a source of frustration for them, as they might not be able to meet these requirements. Andrews (2007) likewise claimed that students can get stuck with form, grammar, and vague instructions for tasks, like discuss, evaluate, or analyze, with no further explanations. This can have a direct effect on students' performance during examinations.

As the current study was based on investigating evidence of CT in SAW, and the SAW samples included argumentative essays, it is important to throw light on this type of academic writing. Hyland (1990, p.68) defined the argumentative essay by its purpose, which is 'to persuade the reader of the correctness of a central statement' , this being the main argument. The discourse is persuasive but explicit, in that various ideas are arranged sequentially and supported by evidence, along with the writer's own comments, in order to persuade the reader. The following sub-section discusses in detail the importance of argumentation in SAW.

3.3.1 Argumentation in Students' Academic Writing (SAW)

Andrews (1995, p.3) defined argumentation as a 'connected series of statements, intended to establish a position and implying response to another...

position'. He further stated that argumentation in academic writing entails presenting a well-thought out opinion, after careful analysis of a number of conflicting sources. Kurfiss (1988) argued that CT involves justifying beliefs with argumentation as the tool. According to Andrews (2009), argumentation is a major component of SAW, and a process through which argument – the product – is developed. Argument can also be used for clarification and disagreement, but a disagreement only becomes a counter-argument when it is founded on reasons (Andrews, 2009; Cottrell, 2005).

Toulmin et al. (1984, p.14) defined argument as 'the sequence of interlinked claims that... establish content and force of the position for which the particular speaker is arguing'. Toulmin et al. (1984) divided the argument into claims, and the grounds or evidence on which the claim was based. Meanwhile, Elander et al. (2006) suggested that dividing the argument into separate components could make it easier to identify the skills for each component. Elander et al. linked analytical skills with the components of the argument and the evaluative skills to check the validity of the claims made, the evidence provided, and the balance in conclusions. Constructive skills have been linked with the way in which arguments are presented. This deconstruction of argument could help students improve their argumentation skills, but this will depend on the content and worldview of the discipline (Andrews, 1997; Elander et al., 2007). However, irrespective of the discipline, the focus of academic argument is either to defend or compare an existing or new claim with evidence (Andrews, 1997).

Studies have shown that in comparison to disciplinary arguments, generic arguments are difficult for students to analyze and evaluate, because students do not often have enough background knowledge to make claims or provide evidence (Elander et al., 2007; Mitchell & Riddle, 2000). That said, L2 students face added difficulties in discipline-related arguments. Due to their weak language ability, Mei (2006) claimed that the challenge for students in SAW is the analysis and evaluation of content knowledge, during which they select the relevant information and develop an argument and position of their own. Similarly, Freedman and Pringle (1984) emphasized that when students have enough points related to a topic, they need to group similar points, and understand and analyze the similarities, so as to find a common thread between the points, which is an abstract concept. These concepts should then be linked appropriately in writing. This is a complex task, which becomes more complex and abstract in dense disciplinary writings. Studies have been conducted on the significance of argumentation and argument in SAW, and how students and teachers perceive these concepts.

Woodward-Kron (2002) investigated teachers' perspectives of students' disciplinary writing, finding that they expected students to be able to critique and argue from the very beginning. This is a challenge for students who are struggling with both linguistic and subject-specific discourse. Misalignment of this kind between the perspectives of teachers and students could be the reason why students favour memorizing and describing content, rather than analyzing it critically and raising arguments (Mei, 2006; Woodward-Kron, 2002).

Wingate (2012, p.2) suggested that both teachers and students have 'fuzzy concepts of argumentation'. For instance, teachers expect students to demonstrate critical analysis in their writings and constantly complain that their students' writing lacks critical analysis and criticality (Le Ha, 2009; Wingate, 2012; Woodward-Kron, 2002). However, research shows that although teachers might be keen to instruct students in critical analysis or critique, they seldom do so (Choy & Cheah, 2009; Mitchell & Riddle, 2000). Mitchell et al. (2008) asked a sample of first year university students and teachers about their concept of argumentation. They found that both students and teachers were unclear on this point. Students considered it to be the process of presenting arguments and counter-arguments on an essay topic, while the teachers used argument, critique, and critical analysis interchangeably to explain the concept. Lea and Street (1998) revealed that although teachers could not explain what was meant by a 'well-developed argument', they considered it necessary for SAW. This has led SAW to become mainly about regurgitating content knowledge to achieve specific results, instead of presenting arguments in a convincing manner (Keys, 1999; Kibler, 2011; Quitadamo & Kurtz, 2007).

Wingate (2012) asserted that the definitions of 'argument' in the literature are vague, and the term is generally understood to be synonymous with critique and critical analysis. The above author presented a three-step model for developing an argument, which included analyzing the content, developing a stance, and presenting this stance coherently. Following Wingate's (2012) three-step model for the development of an argument, the analysis and evaluation of content will first be discussed in this thesis, followed by how it

poses problems to students, due to their lack of subject knowledge. Next, the issues related to establishing a position or stance will be considered, and finally, the challenges of developing and presenting an argument will be explored.

3.3.1.1 Content knowledge and students' academic writing (SAW)

As discussed before (see sub-section 3.2.6), the debate between the discipline specificity and generalizability of CT may continue, but research proves a strong relationship between CT, argumentation, and content knowledge. The content will determine how CT is understood as a concept in a particular context.

Thorough subject and background knowledge is the key factor in developing CT, as it is difficult to think of something without basic information (Andrews, 1995; Bailin et al., 1999a; 1999b; Wingate, 2012). Since argumentation in student writing is highly discipline-specific, it is necessary for students to have sufficient knowledge of the subject before engaging in analysis and evaluation to develop an argument (Andrews, 2007; Mitchell & Riddle, 2000). Looking into the challenges faced by students, scholars have identified lack of knowledge as a significant barrier to developing arguments in writing (Andrews, 1995; Wingate, 2012).

Analyzing the literature to select relevant information and evaluating claims is only possible if the person has substantive knowledge of the subject being discussed, and not just general knowledge of formal and informal logic (Garside, 1996; McPeck, 1990). This view is supported by various research studies conducted in the field (see sub-section 3.2.6). Bailin et al. (1999a) contradicted

the notion that repeatedly practicing a list of specific CT skills is equivalent to CT; instead, the focus of CT, according to Bailin et al. (1999a), is judgement and the quality of reasoning. These abilities are acquired through background knowledge of the context, as well as clarity concerning the critical concepts, rules, and standards of argumentation and inquiry for the subject matter.

While exploring the role of CT in SAW in university contexts, it is important to find out how CT and argumentation might differ across disciplines. Without an understanding of CT within specific disciplinary contexts, it can be difficult for students to implement it and for teachers to look for its evidence in students' performance. Subsequently, SAW in different disciplines is influenced by these factors. Therefore, informed CT should be an essential part of every subject at university level. This would lead to symbiotic development of subject knowledge and CT skills.

3.3.1.2 Development of a position in students' academic writing (SAW)

There is an essential link between CT and developing a position or stance in academic writing. It demonstrates the writer's distinct presence in his or her own writing (Ivanic, 2005). According to Andrews (1995, p.139), the development of a position manifests itself in 'the large-scale structuration of the essay', rather than in explaining one claim after the other. This quality is considered to be a significant component of academic writing, but is rarely made explicit to students (Street, 2009; Wingate, 2012). The common perception remains that academic

writing is impersonal discourse, devoid of authorial presence, and students are instructed not to use the first person pronoun (Hyland, 2002a).

In another study, Hyland (2002b) reported that there is more evidence of authorial presence in so-called 'soft' disciplines than in 'hard' ones. Taking a position in academic writing means evaluating a variety of perspectives, negotiating meaning, and challenging other points of view (Bruce, 2011; Guinda & Hyland, 2012). The significance of the writer's stance is linked to the nature and purpose of the writing, which aims to persuade the reader to agree to the author's adopted position within a specific disciplinary context (Bruce, 2011). The author's point of view balances the use of expert sources in writing and facilitates the writer's intrusion into the text to assert ownership of its content (Groom, 2000; Hyland, 2002b; Ivanic, 1998).

3.3.1.3 Coherence and structure in students' academic writing (SAW)

Structure is the main component of argumentation. Wingate (2012) stated that a coherent and logical piece of SAW manifests in the development of the writer's position. Thus, claims should be interlinked logically in a coherent manner, in order to establish a convincing argument in essays and dissertations (Andrews, 2007; Elander et al., 2006). Mehta and Al-Mahrooqi (2015) suggested that in the case of L2 students, in addition to background knowledge, it is also essential to consider reading proficiency, vocabulary skills, and the ability to summarize and paraphrase. The linguistic demands, added to the

cognitive load of a critical approach in writing, are significant factors that inhibit students' CT and academic writing skills.

Pakistani university students, with their often insufficient linguistic abilities and surface approach to learning, tend to find it hard to structure their writing (Dar et al., 2017; Elander et al., 2006). Being L2 students, as indicated by Salter-Dvorak (2016, p.55), Pakistani students are consequently obliged to take on the 'double burden' of comprehending the information, linking it with their ideas, and then presenting it in clear and accurate language. For them, the linguistic load is equivalent to applying critical analytical skills in academic writing (Mehta & Al-Mahrooqi, 2015). Therefore, Salter-Dvorak (2016) recommended applying 'new thinking patterns' and continuous practice to develop both content and accuracy in writing.

Wingate's (2012) three-step framework for developing arguments in academic writing might pose problems for L2 learners, including Pakistani university students, as they do not have a full understanding of how to implement these skills in their writing. They lack subject knowledge, write opinions without reference to any of the relevant literature, and present the claims of others as their own (Ramzan et al., 2012). Referring to and synthesizing academic sources poses problems for them, as they need to master additional skills, like summarizing and paraphrasing (Alagozlu, 2007; Cavdar & Doe, 2003; Channa et al., 2017; Wingate, 2012).

3.4 Studies on Critical Thinking (CT) and Students' Academic Writing (SAW) in Pakistan

As this study took place in Pakistan, it would be pertinent to discuss current perspectives of teaching approaches to CT and SAW in the context. With reference to explicit teaching of CT skills, a few studies have been carried out to improve and test the CT level of university students, specifically in reference to SAW. Research on SAW has been performed from various angles in Pakistan, but studies that focus specifically on the relationship between CT and SAW are rare, although there has been some research on teachers' and students' perceptions of CT (Cassum et al., 2013; Mannan & Mehmood, 2015), as discussed in sub-section 3.2.8. Moreover, there has been some research on teaching writing and CT skills to university students, based on a contextualized test (Saqlain et al., 2014, 2015), mentioned in sub-section 3.2.7.

The research on SAW is based on product and process-oriented writing (Haider, 2012a); diction and expression (Sajid & Siddiqui, 2015); linguistic proficiency and writing anxiety (Fareed et al., 2016); the role of cognitive development in writing (Haider, 2012b); metadiscourse (Asghar, 2015), and error analysis (Ahmed et al., 2016; Butt & Rasul, 2012a, 2012b). That said, a few empirical studies have been conducted with a focus on the need to improve students' thinking skills, while giving them space to reflect on their learning and performance. These studies are summarized in Table 10. They illustrate that along with learning academic language, it is important to be able to think

critically in the same language (Ahmed & Ahsan, 2011; Rafi, 2011; Saqlain et al., 2015).

Table 10: Studies on critical thinking (CT) and academic writing in Pakistan

Study #	Year	Title	Author/s	Participants	Methods
1	2011	Promoting Critical Pedagogy in Language Education	Rafi	53 ESL teachers; 34 CSS students	CT questionnaire; pre-post test; intervention
2	2011	The Right Approach to Teaching Writing in an EAP Setting: Some Perspectives	Ahmed & Ahsan	3 successive cohorts of 30-35 students	Action research (change in the method of teaching writing)
3	2014	Impact of Contextualized text on Students' Learning of Writing Skills at Tertiary Level	Saqlain et al.	80 business school students	Control and experimental groups; pre- and post-tests
4	2014	Enhancing Educators' Skills for Promoting Critical Thinking in Their Classroom Discourses: A Randomized Control Trial	Gul et al.	72 educators from nursing colleges	Pre- and post-intervention; observations; audio-taping teaching sessions
5	2015	Impact of Contextualized Text on Students' Learning of Thinking Skills at Tertiary Level	Saqlain et al.	80 Business School students	Control and experimental groups; pre- and post-tests
6	2013	Multidimensionality of Critical Thinking: A Holistic Perspective from Multidisciplinary Educators in Karachi, Pakistan	Cassum et al.	12 teachers from 3 disciplines (Nursing, Medicine, Education)	Semi-structured interviews; content and thematic analysis
7	2015	Facilitators and Deterrents of Critical Thinking in Classrooms: A Multidisciplinary Perspective in Higher Education in Karachi, Pakistan	Cassum et al.	12 teachers from 3 disciplines	Semi-structured interviews
8	2015	Culture and Critical Thinking in Classroom: Narratives from	Mannan & Mehmood	Survey: 101 students from 6 disciplines	Mixed methods approach: surveys, focus

		University Students in Pakistan		Focus groups: 40 students	groups, observations
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Table 10 shows the studies related to CT and SAW in Pakistan. Cassum et al.'s (2013) findings reveal significant diversity in the way that teachers from different disciplines understand CT. For example, a Nursing faculty was found to take CT to mean timely, smart thinking, which leads to looking through a fresh lens for different perspectives. Meanwhile, the Education teachers studied understood CT as good thinking, which entails questioning, reflecting, and re-examining one's own thinking. Conversely, the faculty of Medicine explained CT as an approach to dealing with a given situation and resolving a problem. These ideas show that teachers generally think about CT from the perspective of their specific disciplines. However, the Education faculty insisted that the application of CT was more important in the medical profession. In another study, Cassum et al. (2015) found that faculties were aware of the need to train their students in CT, but faced challenges like large classes, their own lack of confidence, and an obsolete curriculum and teaching methods, which acted as barriers to the teaching and development of CT. Gul et al.'s (2014, p.37) findings similarly demonstrate that teachers need 'structured training to use and foster CT in their teaching practices'.

The above studies are useful in that they give information about teachers' understanding of CT. However, the research is limited to educators and the main stakeholders, whereas the students and their understanding of CT are overlooked. This gap was filled by Mannan and Mehmood (2015), who

investigated the classroom situation in a Pakistani state university, focusing on pedagogical approaches and their effect on developing students' CT skills. Half of the participating students stated that their classroom environment was not conducive to developing CT, but they were comfortable with being silent in the classroom, as their teachers did not like them asking questions. This ingrained concept of obedience to teachers in the Pakistani education system significantly impedes students' development into what Barnett (1997, p.1) calls 'critical beings' with a heightened awareness of the need to engage with knowledge, society, and themselves.

Rafi (2011) tested the hypothesis that incorporating CT into teaching, specifically essay writing, promotes reasoning skills among students. A pre-test was conducted among 53 English language teachers and 34 Master's students, whereby the participants were asked to write an essay on any one of a range of topics, including poverty alleviation, nuclear proliferation, and suicide bombings. The teachers were also given a questionnaire to measure reasoning skills, adapted from Paul et al.'s (1997) questionnaire on basic CT concepts. Next, both groups were taught English essay writing, using Paul and Elder's (1997) E&S [elements and standards] of CT in a two-hour class every day over a period of two weeks. The teachers were given the same questionnaire after the training and before the post-tests. A remarkable improvement was noted in the post-training questionnaire, with regard to the teachers' reasoning and CT skills.

Meanwhile, after the training, the students were divided into three groups, based on their grade point average (GPA). Their writing performance was

assessed in two post-tests, using the criteria of clarity, analysis, support, organization, and grammar. It was noted that the teachers' and students' writing performance improved in all five areas of CT. Interestingly, the low-achievers among the students gained more than the high-achievers in this activity. Rafi (2011) assumed that this was due to their low affective filter and motivation to do better. According to Rafi (2011), the findings proved that explicit training of CT to teachers and students could make a significant positive difference to their metacognitive skills, and they could learn to use language to reason in their teaching and writing. Rafi (2011) also mentioned observing the participants' journals, but this data was not included in the research paper. Therefore, it cannot be said that the study was triangulated, as claimed by the researcher.

In another study, by Ahmed and Ahsan (2011), a hybrid model was proposed, integrating product, process, and genre approaches to the teaching of writing at tertiary level. The above authors argued that in the Pakistani context, it is realistic that students receive input from their teachers, as well as opportunities to write independently. Ahmed and Ahsan first shared the rhetorical patterns of academic writing to familiarize students with writing conventions and linguistic features. They subsequently put the students in pairs to brainstorm and develop an outline to share in class. After receiving feedback, the students worked independently on their outline. This method gave them considerable space to think, review, and reflect on their work. The structured format also provided them with a framework to develop their ideas. Although Ahmed and Ahsan (2011) were investigating ways of teaching academic writing, and did not specifically mention CT in their research, this was an effective CT

exercise, leading to an original piece of writing instead of a memorized answer to an essay question.

Written examinations are a key form of testing students' knowledge in Pakistani universities. However, these exams are based purely on recalling information, which leaves little space for developing arguments or expressing opinions, namely, the core requirements of CT in SAW (Hassan, 2016; Hoodbhoy, 2009; Matsuda, 2001; Nauman, 2016). This was observed by Shah et al. (2013), whose investigation focused on the CT level of examination questions spread over 10 years, with reference to Bloom's taxonomy (see subsection 3.2.2) in compulsory English courses on a BA degree at a state university. The data was tabulated and analysed using Bloom's taxonomy, producing results that revealed most of the exam questions to be at the level of comprehension and knowledge. Synthesis and evaluation questions were far fewer and almost no questions were based on analysis and application. Even though most of the questions were essay questions, which is an effective way of measuring higher order thinking skills, this did not seem to be the objective. Moreover, the researchers observed that the same essay questions had been repeated consistently during these years, and the students were already familiar with them. Therefore, a high stakes exam turned into a memorization and knowledge level activity, instead of measuring students' knowledge and analytical skills.

At this point, it seems appropriate to ascertain the significant themes in the research studies discussed in this section, in order to find out what is currently

known and understood about the concept of CT and SAW in higher education in Pakistan. Firstly, it is evident that there is a lack of clarity as to the concept of CT, for instance, what it is and what it should be, taking into account the context of Pakistani educational culture (Cassum et al., 2013). Next, teachers in Pakistan appear to have a limited view of the word 'critical', taking it as 'critique', meaning judgement or evaluation, but nothing beyond that (Cassum et al., 2015). Their simplistic explanations of CT showed their lack of exposure and deficient knowledge of the applicability of CT at university level. In addition, there is no mention of the multiple key components of CT, such as skills and dispositions. Additionally, the recurring themes in these studies are the questioning skills of teachers, and their perceptions of what the obstacles consist of in developing CT.

Finally, but no less importantly, a positive point gathered from the literature is that teachers from various disciplines seem to be generally aware of the importance of CT skills at university level. They realize their own lack of competencies and motivation, suggesting that they are willing to be trained. However, no ways have been suggested to set up a framework for thinking skills that could be integrated into university courses. Interestingly, there is no mention in these studies of the dispositions or attitudes that are essential for CT. As Halpern (2014) put it, 'Attitude + Knowledge + Thinking Skills = Critical Thinking' (p.8). Developing cognitive skills is not a cure if the dispositional dimension has not been developed (Halpern, 1998; Kuhn, 1999).

3.5 Research Questions

This review of the literature demonstrates the ever-increasing significance of CT in higher education, and the complexities relating to it. In terms of theoretical constructs, it is considered to be an essential skill for undergraduate students, although there have been attempts to categorize it on the basis of Western and Eastern cultures. There is substantial ambiguity surrounding the concept of CT among the main stakeholders – university teachers and their students. A perpetual discussion continues in higher education about the nature of CT and the suitable teaching approaches in a variety of contexts.

Regarding the manifestation of CT in SAW, the literature review clearly identifies a range of challenges that students face in their writing practices. It should be noted that out of all language skills, writing provides most opportunity for CT development. While writing, students use their cognitive abilities and higher order thinking skills to manage the length and content of their written assignments. Moreover, the focus on SAW is linked with its significance in assessment (Chatterji, 2003; Jonsson & Svingy, 2007). Despite this, little attention is given to CT skills, with more and more students struggling to write coherent and meaningful assignments (Haider, 2012b; Wette, 2014; Wingate, 2012). Therefore, further investigation for evidence of CT in students' writing and into what CT means for university teachers and students is clearly required, in order to ascertain how it is or is not related to theory.

In the Pakistani context, the extant literature reveals a paucity of empirical research focused on the significance and development of CT in universities at

undergraduate level, and specifically CT in SAW. The available literature is notable, but rarely explores SAW to find evidence of CT (see section 3.4). Moreover, along with teachers' understanding of CT, it is pertinent to identify what students understand by CT and what its importance is in SAW. In order to investigate these key areas in depth, this study will be guided by the following questions:

1. To what extent do the education policies, higher education institutions, and university courses at University X help students acquire CT in academic writing that is essential for university studies?
2. What evidence is there of CT (if any) in these students' academic writing (SAW)?
3. What do teachers understand by CT as part of SAW, and what are their expectations of students?
4. What do students understand by CT in academic writing, and what challenges do they face in developing CT in academic writing?

In the next chapter, the methodology applied to find answers to these questions will be discussed.

Chapter 4: Methodology

4.1 Introduction

The Literature Review in Chapter Three explored and gave insights into the main constructs and themes of relevance to this study. This current chapter establishes the link between the themes and overall research framework for the data collection. The chapter is divided into sections that address the choice of research framework and design, together with the underpinning philosophy. The research methodology is justified, and the sampling, data collection techniques, and analysis procedures are explained. The chapter ends with a description of the steps taken to ensure credibility and trustworthiness, as well as the ethical dimensions and limitations of the study.

4.2 Research Framework

As demonstrated in Chapter Three (sub-section 3.2.1), various definitions of the CT construct have established how experts view this phenomenon from their diverse, individual standpoints. This manifests the notion of 'multiple realities' in interpretive research (Krauss, 2005, p.760). In consideration of this, it is appropriate to situate the study in the interpretive paradigm, which is oriented towards a deeper understanding of the construct being investigated. Interpretive research is based on the basic principle that reality is embedded within social settings. It is therefore socially constructed, pluralistic, and complex in nature. Hence, 'thick descriptions', representing complexity rather than the simplistic nature of situations, are preferable (Coheet al., 2011, p.17).

Interpretivism seeks to understand the multiple perspectives of this reality, with the researcher observing, interpreting, and reflecting on the perspectives of others, in terms of what they say and do in specific social contexts. At the same time, the researcher reflects on his or her own understanding and interpretation (Neuman, 2000; Richards, 2003) in a process of 'sense-making', rather than hypothesis-testing.

When CT is taken as a concept/construct in the interpretive paradigm, as is the case in the current study, it must be reduced to an 'understandable' action of the participants (Weber, 1962, cited in Crotty, 1998, p.69), and the perspectives of the research participants must be understood. The data, which is dependent on the participants' views of the construct being investigated, is obtained through contextualized, interactive, and time-dependent relationships with those participants (Creswell, 2003). The participants are viewed as 'initiators of their own actions, with free will and creativity, producing their own environment' (Cohen et al., 2007, p.8). During the research process, the researcher remains flexible enough to be open to experience and change his or her viewpoint, in order to better understand the research construct in the specified context.

Interpretive research designs do not aim to test concepts that are established prior to the research; instead, interpretive researchers first look into how a specific research concept is discussed and understood in the relevant literature, which is an etic perspective of the research construct (Pike, 1990). However, they do not set out to test the accuracy of these understandings, but rather allow an understanding of these concepts to emerge from the context in

which they are working, especially via interactions with the research participants (Schwartz-Shea & Yanow, 2012).

Interpretive research creates a shared space between the researcher and the participants (Agar, 1996). Both have their biases, which have an impact on the research process. As a result, these biases need to be recognized, so that insights can be gained into how the research process should be designed. In order to understand the individual experiences of students and teachers at undergraduate level, regarding their thought processes related to CT and academic writing issues, as suggested by Cohen et al. (2011), the researcher cannot be an aloof observer, but rather a concerned insider. This means that as the researcher, I must share my own frame of reference with the study participants. Dornyei (2007) argued that this interaction between the researcher and the participants deepens and enriches the investigation, while also clarifying the phenomenon to be investigated. However, the results in interpretive research are context-dependent, subjective, and value-laden.

4.3 Researcher Positionality

Interpretive research sets the researcher as the primary data collection instrument. Being a human instrument, according to Merriam (2009), my own beliefs, biases, socio-cultural limitations and subjectivity could impact this research project and its outcomes. However, Peshkin (1988) argued that the researcher's subjectivities and personal qualities could also benefit a study, as he or she would view things from a unique angle and contribute this angle to the

data. Moreover, Altheide and Johnson (1994) posited that validity in interpretive studies is enhanced when the researchers neutralize their biases by stating them explicitly. Therefore, to keep this study free of unintentional personal influence, what follows is a discussion on my positionality and personal experiences in relation to this research study.

I previously spent more than 12 years teaching L2 English, with a focus on academic writing at high school and tertiary level in Pakistan. This experience made me acutely aware of the challenges faced by teachers and students in developing CT in academic writing. Being involved in assessment and designing classroom tests also familiarized me with a system that relies wholly on students' rote learning and memory skills. In addition to the impact of my professional experience, my personal background and upbringing could equally bias the research process, as I was brought up speaking three languages, including English, attended an elite English medium school, and graduated in English literature from a state university in Pakistan. However, I did not understand the privileges of being raised in this environment until I started teaching. My long involvement in school and tertiary education, combined with interaction with students from a variety of backgrounds, has made me a passionate advocate of developing students' CT skills to widen their horizon and prospects. This involvement with students and an unspoken but constant resistance within the system could be constituted as a bias.

In consideration of both my personal background and professional experience, I could not adopt a categorical position as either an insider or

outsider in this research. I therefore considered myself as an 'inbetweeners', who played both to the front and back of the stage (Milligan, 2016, p.248; Salter-Dvorak, 2017; Thomas & Gunter, 2011). In the initial stages of my interaction with the study participants, I was perceived as an outsider: a doctoral student in a Western university who did not know much about their context. However, with time, as I got more involved with the participants, they sensed my familiarity with the system and my empathy with them, and grew more comfortable.

Nevertheless, I kept moving between these positions, according to the needs of the study. For example, while going through the students' texts, I was a detached, distant researcher, objectively looking for evidence of CT in their writing. However, when studying people's perspectives, it is not easy to determine or examine their standpoint objectively through exact, enumerative measures. In order to interpret the participants' experiences and the meanings that they attributed to those experiences of CT in SAW, it was necessary for me as a researcher to adopt the emic or insider's perspective. This facilitated the collection of rich and meaningful data, whereby the participants' personal narratives and abilities as students and teachers were delineated.

4.4 Research Methodology

The research methodology provides justification for the methods applied in a study. For the current research, I adopted a case study methodology, incorporating a variety of methods to obtain evidence. Stake (2005, p.134) asserted that the 'case study is not a methodological choice but a choice of what is to be studied'. However, other researchers have identified it as a

methodology (Creswell, 2007; Denzin & Lincoln, 2005; Merriam, 2009; Yin, 2003). According to Creswell (2007, p.73), a case study is 'the study of an issue explored through one or more cases within a bounded system (i.e. a setting, a context)'. This 'bounded system' is explored 'through detailed, in-depth data collection involving multiple sources of information'. These sources may include interviews, documents, reports, and audio-visual material. The knowledge gained in this way is not absolute or rule-based, but relative and dependent on the meaning interpreted by the researcher.

4.4.1 Case Study

The case study approach allows the researcher to make sense of complex human experiences and 'the essence and the underlying structure of a phenomenon' (Merriam, 2009, p.23). Yin (2009, p.23) defined a case study as 'an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used'. The benefit of this method is that it allows for the in-depth examination of research constructs, using various kinds of evidence from interviews and the analysis of documents and artefacts (Yin, 2009). Furthermore, case studies are 'anchored in real-life situations' and they result in '... a rich and holistic account' of a particular phenomenon (Merriam, 2009, p 51). This research design allowed the researcher to gain a deeper insight into the participants' experiences.

Merriam (2009) stated that a case study is unique, and can lead to findings that might not otherwise be revealed. Case studies spread the 'net' far and wide to gather evidence, in contrast to experiments and surveys, which 'have a narrow focus' (Bromley, 1986, cited in Merriam, 2009). The results facilitate an understanding of the complexities that are directly related to the participants' lives, and ordinary everyday experiences.

In addition to providing rich, in depth descriptions, case studies are an authentic source of knowledge for other readers about the phenomenon being investigated. This leads to further questions and hypotheses for future research (Stake, 2005). The case study methodology is important to develop 'a nuanced view of reality', which means that human behaviour cannot be understood in the same way as rule-governed natural sciences (Flyvbjerg, 2011, p.303). Case study research therefore enables a better understanding to be gained of the causes of a phenomenon, and how these are linked to the outcomes of a study, as compared to a weaker understanding of the context and causes, which traditional statistical methods usually provide (Flyvbjerg, 2011).

In the current study, one university was chosen as the selected case. In order to examine minutely the presence or absence of CT in SAW, it was best to investigate just one university, so that rich data could be collected from diverse sources at a single site. A case study can allow a researcher to apply the 'funnel' approach, wherein focus is narrowed 'within a previously explored broad field' (Agar, 1996). For instance, the concepts of CT and SAW have been explored separately in Pakistan, using various methodologies. This study has

added to the literature by investigating examples of SAW and analyzing them with a specific model, before exploring teachers' and students' understanding of CT through interviews with the SAW samples used as artefacts. This study was triangulated using students' texts, interviews with teachers and students, and an analysis of key curricular and assessment documents.

4.5 Data Collection Methods

Research methods are 'techniques or procedures used to gather and collect data related to some research questions or hypotheses' (Crotty, 1998, p.3). The most suitable data collection tools for an interpretive inquiry are qualitative methods. These methods enable researchers to analyze participants' verbal descriptions and interpretations.

Researchers can apply a range of tools and sources to determine the causes of the phenomenon being researched and its link to the research outcomes, thereby ensuring the credibility of the findings (Creswell, 2013; Yin, 2009). Yin (2009, p.99) outlined 'documentation, archival records, interviews, direct observations, participant-observation and physical artifacts' as the six main sources of evidence.

In addition, McMillan, (1987, p.15) argued for multiple measures of CT to triangulate the corresponding research results. This would include 'measures of student and teacher perceptions, judgemental analyses of essay answers, and locally devised instruments...', potentially leading to a deeper understanding of

the phenomenon and consideration of how CT could be developed to make our university students better thinkers and better academic writers.

I will now turn to the methods used to fulfil the aim of this research study.

4.5.1 Document Analysis

The contemporary world is run on documentation, documents being records of events and processes (Cohen et al., 2011; Weber, 1978). Wolff (2004, p.284) defined documents as 'standardized artifacts... they typically occur in particular formats [...] as... statistics, reports and expert opinions', which are produced, shared, and used in collective and socially organized ways. Atkinson and Coffey (1997, p.47) also defined documents as 'social facts', while Bowen (2009, p.27) referred to document analysis as 'a systematic procedure for reviewing and evaluating documents'.

A document can either be public or private, with existing or elicited material that can assist researchers in making meaning and gaining insights in relation to their research (Hurworth, 2005; Merriam, 1988). A number of authors have stressed that although document analysis is an unobtrusive research method and innovative strategy for collecting and assessing data to be used with other qualitative methods as a means of triangulation, the literature on this data collection method is rare (Bowen, 2009; Caulley, 1983; Hurworth, 2005; Lune & Berg, 2017). Data from documents is examined in detail to gain a better understanding, gather facts, and access information that is otherwise difficult to collect (Caulley, 1983; Cohen et al., 2007; Corbin & Strauss, 2008; Rapley,

2007). Documents should be the most recent and authentic, especially now that documentary sources are accessible, cost-effective, contain valuable information, and are prepared by experts (Caulley, 1983; Cohen et al., 2007; Denscombe, 2010). However, Prior (2003) stated that documents are not a fixed entity, but social products, which are produced in social settings, give an identity to the institution that they belong to, and inform how institutions work on their plans (Prior, 2003; Wolff, 2004).

O'Leary (2014) categorised documents into three groups: 1) public records, including annual reports, policy statements, handbooks, strategic plans, and syllabi documents, 2) personal documents, including calendars, letters, emails, blogs, Facebook posts, and journals, and 3) physical evidence, consisting of, for example, flyers, posters, and training materials.

Documents also need to be understood in the context of their time, with reference to the educational, social, political, and economic relationship that helps clarify their contemporary meaning. Moreover, documents come in so many different formats that analyzing them with one analytical frame can become difficult. It is important to evaluate and investigate the objectivity of documents to preserve the credibility of the research (Bowen, 2009; O'Leary, 2014).

For the current research, as all the documents were related to government and institutional policies and plans, I applied Bacchi's (2009) 'What is the problem represented for?' (WPR) approach, which starts with the notion that every policy is aimed at solving a specific problem. The policy, therefore,

represents the problem that it seeks to solve in a specific way. In the WPR approach, 'a stated commitment' to a policy 'implies that there is a lack of this... condition' (Bacchi, 2012, p.22). Bacchi (1999) associated her approach with 'common sense', identifying that it is understandable that people's perceptions will influence what they think should be done about a situation. Bacchi (2012) formulated a list of questions in her WPR approach, which are used to analyze policy documents. These are set out below.

Figure 6: Bacchi's (2012) six WPR questions

1. What's the 'problem' (for example, of 'problem gamblers', 'drug use/abuse', 'gender inequality', 'domestic violence', 'global warming', 'sexual harassment', etc.) represented to be in a specific policy or policy proposal?
2. What presuppositions or assumptions underpin this representation of the 'problem'?
3. How has this representation of the 'problem' come about?
4. What is left unproblematic in this problem representation? Where are the silences? Can the 'problem' be thought about differently?
5. What effects are produced by this representation of the 'problem'?
6. How/where has this representation of the 'problem' been produced, disseminated and defended? How has it been (or could it be) questioned, disrupted and replaced?

Bacchi (2009) suggested that while performing integrated analysis, as appropriate for the research, specific questions can be applied to the analysis. Accordingly, for this study, I selected two from Bacchi's (2012) list (questions 1 and 4), as I was working with limited data, and so detailed evaluation was out of the scope of the study. The two questions are as follows:

What is the problem represented to be in the specific policy of a policy proposal?

What is left unproblematic in this problem representation? Where are the silences? Can the problem be thought about differently?

The first question concerns the nature of the specific policy problem, with the aim of identifying the implied problem representation in a particular policy by highlighting what needs to be changed and implemented (Bacchi, 2009). In this study, I uncovered the implicit and explicit problem representation of CT in university education, with a focus on academic writing, by looking into what the NEP documents say about it in Pakistan.

The second question concerns the gaps or limitations in policies, and it is in fact a combination of three questions. These questions elicit reflection on what is absent but could have been possible, and what is not considered a problem (the 'silences').

This process of analyzing policy documents helped determine the status of CT in SAW in Pakistani higher education.

4.5.2 Text Analysis

Text analysis is a method applied to all kinds of texts, including media, literature, and other written material to understand their message (Hawkins, 2018).

According to Hawkins (2018, p.1754), this method is used to obtain information about how people understand and experience life, so that the researcher can understand the overall social structures that impact the written texts – in this specific case, students' academic texts (SAW). As this method is interpretive by nature, the outcome of THE interpretation entails thick descriptions.

According to Hyland (2016, p. 122), texts are a 'major source of data' and 'objects of study'. Hyland (2016) further added that texts can be analyzed in

different ways for different purposes, either to study form or discourse.

Therefore, it is important for the researcher to identify the purpose of analysis and interpretation before selecting the texts. After selecting the texts, the researcher can look for the elements that are either present or missing (Hawkins, 2018).

The first objective of this study was to find evidence of CT in the written assignments of university students. In order to find this evidence, it was important to establish a set of criteria for the purpose of analyzing the students' texts. However, this was complicated because, as mentioned in Chapter Three (see sub-sections 3.2.1/3.2.2), there is no single definition or model for CT. Instead, each expert provides a long list of skills and dispositions that illustrates the confusing nature of CT (Chapter Three, section 3.2). Therefore, it was necessary to identify the appropriate elements of CT from the reviewed literature, according to the context of the study, which focuses on SAW. Moreover, it was necessary to identify the core characteristics of SAW that demonstrate CT.

While investigating the features of CT models through the lens of academic writing, and bearing in mind the properties of SAW, the first essential feature to be included in the CT model was clarity. Clarity of thought is the basis of CT, and this should be exhibited in SAW by providing examples, and illustrating and elaborating arguments with strong evidence. If a sentence is unclear, its accuracy and relevance cannot be determined (Ennis, 2015; Halpern, 2014; Paul & Elder, 2013). Ennis (1985) stated clarity as the first basic

area of his CT model. He further emphasized that simplicity of expression, explicitness, and accuracy in ideas leads to clarity. This can be achieved when clear statements are written, backed by clear reasons. While writing, instead of losing themselves in a mass of information, student writers can select facts carefully, so that the argument is lucid and comprehensible (Cottrell, 2005). Definitions of terms and concepts also lend clarity to SAW, which entails abstract concepts and constructs that might not be comprehensible. Therefore, clear definitions of all concepts are necessary before developing the argument.

According to Halpern (2014), clarity also identifies bias and makes abstract concepts meaningful. She asserts the use of clear language while defining terms and concepts, as well as elaborating concepts with enough appropriate examples, identifying and challenging assumptions, and most importantly, using simple language to get the message across. Explicitness in academic writing is achieved by keeping the text unambiguous and succinct, without complicating it with equivocation, verbosity, or terminology that is incomprehensible, due to the absence of definitions and clear explanations (Ennis, 2016).

The second important feature is task completion, which entails the author's awareness of the purpose of writing. Academic writing in all its forms is written with a purpose. That purpose should be stated clearly from the outset. An argumentative essay is written to convince the reader of a specific viewpoint; a business report is written to convey key information, assess benefits and risks, state the key projections, and specify the necessary skills, while an assignment based on disciplinary reading should clearly state how theory relates to purpose,

giving examples. Furthermore, student writers should be able to analyze complex concepts, evaluate and select evidence, and structure reasons for their stance in a logical manner, towards a conclusion that is directly related to the argument and evidence (Andrews, 2003; Cottrell, 2005). This can be done efficiently when students have enough background knowledge to perform in-depth analysis.

The third important element of CT in SAW is the organization of the writing. This is significant in that it makes it easy for the reader to follow the argument. According to Paul and Elder's (2006) standard of logic, it is important for the assignment to make sense as a whole, and the last paragraph must fit with the first. Similarly, Ennis's (2015) list of CT abilities includes dealing with things in an orderly manner. The writing is well-organized when similar ideas and details are grouped together, and the transitions are easy to follow when the argument changes to discuss a new or opposing point (Cottrell, 2005).

The fourth characteristic of academic writing consists of raising questions and reflecting on them. Brookfield (1987) placed reflective scepticism in the category of advanced CT skills. A sceptical approach in SAW, according to Cottrell (2005, p.2), involves questioning the credibility of an idea, concept, or assumption. Critical thinkers are cautious about this, as some assumptions can lead to wrong conclusions. It is highly likely that established theories and assumptions might not be the whole truth, and stepping back from immediate feelings in this situation is the hallmark of a critical thinker. As discussed previously, some CT definitions emphasize the suspension of judgement and

further inquiry after this suspension (Bailin & Battersby, 2009; Brookfield, 1987; McPeck, 1981).

Ennis (1987) identified the ability to reflect sceptically as an important component of CT. Judgement is suspended to gain different perspectives, collect more information, and self-reflect before drawing a conclusion. A variety of perspectives adds credibility to the writing, in that it demonstrates the writer's knowledge of opposing views (Kuhn & Udell, 2007). Cottrell (2005) explained that being sceptical does not mean, *not* believing anything, but refers to waiting until all the credible information from various sources is available, analyzed, and evaluated to form a convincing opinion.

The fifth significant feature in the CT models is argumentation. Argument lies at the heart of academic writing. According to Cottrell (2005), CT helps with understanding the argument, this being the message communicated through SAW. Argument is effective in SAW when alternatives are considered, and reasoning and evidence are presented in a clear, well-structured manner, leading to a logical conclusion (Facione, 2015). The process of developing strong, convincing arguments includes having deep subject knowledge, a variety of perspectives that are evaluated systematically, a relationship between one's own and a counter-argument, improving on current knowledge, and creating new knowledge or generating alternatives from it. An important point in argumentation is the students' own position in the argument. Students develop this position after evaluating arguments from different sources. A strong and convincing stance will depend on how well a student writer defends his or her

claim, generates alternatives, and reflects on the limitations of his or her argument (Hyland, 2005; Matsuda, 2003).

4.5.2.1 *Developing the critical thinking (CT) model*

Initially, the set criteria of the CT model included eight features: thought and language skills, clarity of thought, background knowledge, logic, argument analysis, willingness to plan, relevance, and flexibility (Ennis, 2015; Halpern, 2014; Paul & Elder, 2006). This model was piloted using a SAW sample, and changes were made accordingly (see sub-section 4.6.1). The initial list was reduced to six skills by eliminating thought and language skills, logic, and flexibility, and adding a sceptical approach to reading. This was done because some skills overlapped, and it was better to either delete them or subsume them in other skills. For example, thought and language skills were merged with clarity of thought. Moreover, the specific aim was to find evidence of CT skills, not to identify grammar and lexis errors, as long as the sample text was comprehensible.

Regarding the other deleted elements, willingness to plan is an attribute that cannot be displayed in a piece of writing. The organization of the SAW sample manifested the extent to which CT was involved in the planning and logical flow of ideas. Flexibility was initially added to identify whether the student writer had added or evaluated other viewpoints in the writing. In the second version, this was integrated with argument analysis. A sceptical approach to reading determined that knowledge was created when pre-determined theories

and assumptions were challenged, and more credible evidence was added to claims, in order to strengthen the argument (Andrews, 1995; Brookfield, 1987; McPeck, 1987).

More changes were made in the third and final version of the model, and more overlapping elements were eliminated. The final version included five features of critical thinking: clarity, task completion, organization, a sceptical approach, argument development, and analysis. Background knowledge was incorporated with argument development and analysis, and two more points were added, namely, task completion and organization. Table 11 shows the final model used for the text analysis.

4.5.2.2 Finalized critical thinking (CT) model

Table 11 shows the final version of the CT model created to analyze the SAW samples in the current study.

Table 11: A model to find evidence of critical thinking (CT)

Key							
Score	0	1	2	3	4		
Description	Unacceptable	Inadequate	Adequate	Competent	Mastery		
Criteria	Indicators	Score					Examples
		0	1	2	3	4	
Clarity	Has the student defined terms and concepts clearly?						
	Has the student used clear language to get the message across?						
	Has the student demonstrated the ideas explicitly?						

Task completion	Has the student identified the purpose of the task?						
	Has the student focused on the main topic?						
	Has the student addressed the complexities of the question in depth?						
	Is the conclusion logically tied to the range of information and varying viewpoints in the text?						
Organization	Is the material organized logically?						
	Is it clear how the ideas presented connect to each other?						
Sceptical approach	Does the student challenge established theories?						
	Does the student identify, evaluate or question assumptions?						
	Has the student identified the credibility of information in his or her own or counter-arguments?						
Argument development and analysis	Does the student have substantive knowledge and key information for discipline-specific argumentation?						
	Has the student acknowledged various perspectives?						
	Has the student evaluated other points of view?						
	Has the student developed his or her own stance?						
	Has the student provided evidence in support of his or her own claim/s?						
	Has the student acknowledged the limit of his or her own point of view?						

As shown in Table 11, A five-point scale, labelled as: Unacceptable, Inadequate, Adequate, Competent, Mastery, was used to score the selected texts. These words were chosen to pinpoint the absence or presence of CT in the SAW samples. It should be noted that although interpretive research leans

more towards qualitative data collection methods, numerical data can add further clarity and precision to the understanding of a research construct, compared to qualitative data used alone (Maxwell, 2010).

4.5.3 Interviews

Conversation is the oldest mode of human interaction. According to Kvale (2007), if we want to know how people perceive their worlds, the best way to do so is to talk to them. This way, we become familiar with what they think and feel, through their thoughts and experiences. An interview is simply a structured, purposeful, but flexible conversation to elicit information. It entails questions, responses, and the interviewees' views, opinions, hopes, and fears (Hyland, 2016; Kvale, 2007). However, it should be noted that research interviews need a considered, well-conceived and prepared design, responsible attitude, and focused listening (Mears, 2012).

Kvale (2007, p.1) defined the research interview as 'an interview where knowledge is constructed in the interaction between the interviewer and interviewee'. It provides an opportunity for the researcher to travel into the perceptions of another person about a situation or event, in order to make sense of the meaning, define its significance, and discuss that person's perspective of reality (Mears, 2012; Punch, 2009). Greener (2011) claimed that interviews are an efficient way of conducting research, as they allow research participants to share views that could not previously be shared in public.

Interviews may be structured, semi-structured or unstructured, according to the requirement of the research questions and whether or not in-depth information is sought. Semi-structured interviews provide the interviewer with an opportunity to investigate in depth by flexibly posing open-ended questions, giving clarification, respecting the time allocated, allowing the interviewee space to respond to the questions, and to express their opinions on their own terms in an informal manner (Dornyei, 2007; Edwards & Holland, 2013; Hitchcock & Hughes, 1989; Robson, 2002). Pring (2000) argued that a good interviewer is able to gather a deep understanding of a situation from the respondent. Moreover, open-ended questions elicit in-depth information and clarification, thereby leading to a better assessment of participants' understanding.

Nevertheless, interview questions should relate to concrete events and experiences, rather than 'abstract reflections' (Brinkmann, 2007, p.1120; Kvale, 2007). Kvale (2007) prioritized the lifeworld of the interviewee, reflecting the interviewee's lived experiences, whereby the interviewer tries to understand the themes from the interviewee's perspective. It is therefore the participants' own interpretations and perspectives that are most important to elicit in an interview, as opposed to preconceived ideas (Hyland, 2016; Kvale, 1996). However, interviewing is a challenging skill that requires the researcher to ensure that the interview data represents the interviewee's lived experience of the phenomena under investigation.

Partington (2001) expressed the view that the quality of information from interviewees can be enhanced by building a relationship with them, using

various techniques and skills. One of these techniques involves interviewing with the help of an artefact. The term 'artefact' is usually used in anthropology to identify relics and historical objects. However, in the broader sense, artefacts entail human-made things, used in a particular society or culture. They may include furniture, gadgets, graffiti, paintings, and books (Norum, 2012; Saldana & Omasta, 2017). They can also include photographs, policy papers, historical documents, journals, and letters. Saldana and Omasta (2017, p.78) claimed that a teacher's writing on a blackboard and Web browser history are also artefacts and a stimulus for human action, instead of being mere objects. The above authors conceptualized these 'artefacts' with the use of gerunds, for example, a book is used for 'learning' and 'reading'.

As discussed earlier, interpretivist research aims to understand individual experiences and the meaning-making process. Within it, individuals are viewed as active agents, who gain knowledge about social context through their encounters with the environment (Crotty, 2003; Schwandt, 2001). Nevertheless, these individuals might not be aware of their own thoughts, which are important for meaning-making. Kvale (1996) suggested ways of prompting increased disclosure and self-awareness during interviews. Petitmengin (2006) also identified the significance of special techniques to remind interviewees that different contexts can be beneficial for prompting diverse insights. Using student texts as artefacts during interviews is a useful way of prompting these new insights, in the case of teachers as well as students. It could provide an opportunity to gain a direct understanding of the participants in relation to the research constructs in this study (Petitmengin, 2006).

4.5.3.1 Developing the interview schedule

The interview schedule (Appendix B) for this study was based on the assumption made by Patton (2002) that the interviewee's viewpoint is credible, meaningful, and clear. In this study, it was informed by my research questions and the theoretical background of the research (see Chapter Three). In order to explore students' and teachers' understanding of the research constructs, I focused on the following categories of inquiry:

- Evidence of CT in SAW
- Evidence of CT development in the official documents
- Students' understanding of CT in SAW
- Teachers' understanding of CT in SAW
- Problems that students face in integrating CT into their writing assignments
- Teachers' expectations regarding CT in SAW
- Participants' suggestions for improving the present situation within their context.

Table 12 shows the link between the research questions and key concepts. Considering this link, I formulated the interview questions (see Appendix A).

Table 12: *Research questions and key concepts*

#	Research Questions	Key Concepts
1.	To what extent do the education policies, higher education institutions, and university courses at University X help	Critical thinking as a construct in higher education Role of the curriculum in developing CT

	students acquire CT in academic writing that is essential for university studies?	in academic writing
2.	What evidence is there of CT (if any) in these students' academic writing?	Importance of CT in academic writing Textualization of CT Features of CT (background knowledge, argument development, voice)
3.	What do teachers understand by CT as part of SAW (students' academic writing), and what are their expectations of students?	Teachers' understanding of CT in SAW Features of CT (background knowledge, argument development)
4.	What do students understand by CT in SAW, and what challenges do they face in developing CT in SAW?	Students' understanding of CT in SAW Features of CT (background knowledge, argument development, voice)

4.5.3.2 Analyzing the interview transcripts

In the current study, consistent with Braun and Clarke (2006), I used thematic analysis in an open-ended way to investigate and identify the participants' understanding of CT, as well as their expectations and challenges in this regard. According to Braun and Clarke (2006, p.79), 'Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data'. The above-mentioned authors give basic guidelines, which they say are not rules, but which can be applied flexibly for analysis. It is more of a recursive than a linear procedure. The six phases of thematic analysis identified by Braun and Clarke (2006) are listed below:

1. Transcribe, read and reread the data to get familiarized with it.
2. Look for patterns and trends within the data to identify similarities, differences and other interesting features.
3. Generate initial codes for similar data

4. Search for connections among the similar codes to categorize them (merging some together and eliminating others).
5. Define themes and give them names.
6. Review themes and produce the final report.

Braun and Clarke (2006) have repeatedly emphasized the flexibility of this method. I consequently applied a flexible approach within Braun and Clarke's (2006) guidelines to analyze the interview transcripts (see section 4.8).

4.5.4 Triangulation

Irrespective of its advantages, the case study method is not without problems. Significant challenges include unrepresentativeness and personal bias, because the meaning-making process relies purely on the philosophical perspective and researcher's interpretation (Burgess et al., 2006; Yin, 2009;). Therefore, relying on a single research method in a study could bias or misrepresent the researcher's standpoint while investigating a concept. Therefore, multiple methods may be used to study the same phenomenon (Cohen et al., 2007).

With reference to the current study, text analysis, document analysis, and interviews have long been the tested tools for interpretive educational research. Their capacity to generate rich data and in-depth analysis makes them credible sources of research data. However, I was concerned about overlooking the complexities of each method, which could be the outcome of focusing on a single method. The challenge was to relate the data collection methods to each other or 'triangulate' them and identify their contribution to the overall research

findings. This would reduce bias and distortion, as these are unethical.

'Triangulation, or the use of multiple methods, is a plan of action... above personal biases that stem from single methodologies' (Denzin, 1978, p.294).

Bloomberg and Volpe (2008) stated that the use of multiple methods makes the meaning clearer and is useful for understanding complex phenomena. Cohen et al. (2007) stressed on the value of data triangulation to obtain a holistic view, as there is the risk of a distorted picture when applying a single methodological approach in a case study.

4.6 Sampling

This study used multiple methods to investigate the research phenomena.

Therefore, different samples were required for each method, and this involved several steps.

4.6.1 Document Sampling

Flick (2006, p.249) proposed two different methods of choosing documents. The first was to randomly select a representative sample of documents of a specific kind. The second was to 'purposively select documents to reconstruct a case'.

The documents selected in this study were purposively selected, as only specific documents could help gather evidence of CT skills in SAW. The list of selected documents, along with the data analyzed, is presented in Table 13.

Table 13: *Official documents for analysis*

Source	Documents Selected	Data Analyzed
GOP	National Education Policy (2009/2017)	Words, phrases and

HEC	National Framework for Qualification (NFQ)	sentences related to CT skills
	English Learning Outcomes	
Institution where research took place	Course outline with SLOs and assessment framework (Compulsory English I, II & III)	Words, phrases and sentences that aid the development, evaluation and assessment of CT skills
	Course learning outcomes (Psychology)	
	Course outline with SLOs (Business Studies)	

4.6.2 Students' Academic Writing (SAW) Samples and Participants

The next step was to access SAW samples for text analysis from the compulsory English courses and two disciplines in the social sciences: Business Studies and Psychology. Although it was easy to obtain the SAW samples from the teachers and students who voluntarily submitted their work; for the analysis, I only selected texts by students who were willing to be interviewed. The teachers were also chosen based on their willingness and ease with the study. Therefore, the texts, students, and teachers were selected on the basis of purposiveness and accessibility (Silverman, 2000).

The purposive sampling technique is strategic, as it uses the researcher's judgement to identify respondents with specific characteristics (Boudah, 2011; Burton et al., 2008). As Denzin and Lincoln (1994, p.202) stated, qualitative researchers deploy purposive sampling to 'seek out groups, settings and individuals where... the processes being studied are most likely to occur'. Convenience sampling was also employed in that, as mentioned above, those students were selected who submitted their assignments and agreed to be interviewed (Boudah, 2011). Tables 14 and 15 indicate the pseudonyms and other details of students and teachers who participated in this study.

Table 14: Student participants

Student	Year	Course	Discipline	English Essay	Discipline-based Texts
Anna	III	Positive Psychology	Psychology	Money is all happiness. Argue	Forrest Gump— Character Analysis
Hira	III	Positive Psychology	Psychology	Money is all happiness. Argue	Forrest Gump— Character Analysis
Shah	III	International Business	Business	Population explosion	Global Business Plan

In the above Table, the colour-coded texts from each discipline were selected as artefacts for the teachers to look for evidence of CT during the interviews. Their perspectives and input, regarding evidence of CT in the SAW samples, are discussed in Chapter Five.

Table 15: Faculty participants

Faculty	Designation	Discipline	Highest Degree	Experience
Jalal	Professor	English	MA (Eng. Lit. & App. Ling)	30 years
Rania	Assistant professor	English	MPhil (enrolled in PhD)	9 years
Omar	Assistant professor	Business	MBA (enrolled in PhD)	11 years
Irfan	Assistant professor	Business	MBA (enrolled in PhD)	8 years
Sara	Associate professor	Psychology	PhD	13 years
Asha	Assistant professor	Psychology	PhD	6 years

As shown in Tables 14 and 15, the sample for this study consisted of three undergraduate students (who had submitted their written assignments) and six teachers from a Pakistani university. Two of these students were from the department of Psychology and one from the School of Business and Economics (SBE). Similarly, two teachers were from the Psychology Department, two were

from the SBE, and two were English teachers, teaching the compulsory English courses, which are the same for all undergraduate students. The teachers were full-time employees of the University, with a minimum of five years' experience in higher education. The reason for including teachers and students from different disciplines was to generate data to reveal a wide range of perspectives and experiences of using CT in a variety of written assignments.

4.7 Data Collection Procedures

Data was collected in the order shown in Table 16:

Table 16: *Sequence of data collection steps*

Pilot study
↓
Document analysis
↓
SAW analysis for evidence of CT
↓
Semi-structured interviews with students (with SAW samples written by them as artefacts)
↓
Semi-structured interviews with teachers (with SAW samples from their discipline as artefacts)

4.7.1 Pilot Study

Before starting the data collection and analysis procedures, Kvale (2007) suggested piloting the research instruments. This was not to produce results, but to check the quality of the research instruments, make changes where necessary, and ensure that rich data was generated (Dornyei, 2007; Kvale, 2007). Dornyei (2007, p.75) took it as a 'dress rehearsal' for the research procedure to guarantee its quality. Hence, piloting eliminates redundancy and

enhances the credibility and trustworthiness of the research (Glesne & Pushkin, 1992; Holliday, 2003).

Consequently, to ensure the value of my research study, I piloted the research instruments using the data collection methods in the sequence given in Table 16. I requested a Business Studies student and a professor who taught compulsory English courses in the same institute to participate in the pilot study. I selected these participants because, as asserted by Turner (2010), the participants in a pilot study should be in the same circumstances as the actual research participants. The student submitted his argumentative essay, which I analyzed using the initial CT model (as presented in Chapter Four, sub-section 4.5.2.1). Overlapping CT features were discovered during the analysis, so changes were made accordingly, as mentioned in Chapter Four, sub-section 4.5.2.1.

Next, I interviewed the student and the teacher for 40 and 45 minutes, respectively. The interview questionnaire was amended, taking into consideration the interviewees' comments and noticing that some of the questions were repetitive. For example, in the students' interview schedule, there were separate questions on different types of writing in English and other subjects, which I ultimately merged into one. Moreover, I softened the tone of the questions by adding a few light pleasantries during the conversation, and added a suggestions question at the end. In the original questionnaire, questions about the text were at the end. I later moved these questions to immediately after asking the interviewees about their understanding of CT. The

piloting procedure also gave me the opportunity to check the meeting area, the recording process, the time needed for transcription, and the analysis procedures.

4.7.2 Collecting Official Documents

The first step in the current study consisted of document analysis. As this study concerned CT in SAW at tertiary level, it was important to initially examine the general education policy documents issued by the government and the HEC. Moreover, in order to investigate whether there was any intention to develop CT among students in the institution where the research was carried out, it was necessary to observe the institutional documents closely, especially in terms of how the SLOs were designed and structured. Once all the documents had been collected and their authenticity assured, in-depth analysis and interpretation were performed for this study.

4.7.3 Collecting Students' Academic Writing (SAW) Samples

As shown in Table 16, the second step in this research study was to analyze the students' academic writing. Six SAW samples were collected from three students, who were later interviewed. These samples included one argumentative essay from a compulsory English course and one discipline-related written assignment from each student.

English compulsory courses at undergraduate level in Pakistani universities are meant to hone students' academic language skills, which will

eventually help them in their writing assignments on their major courses and in advanced university studies. Students perform a variety of activities to improve their writing skills. These include writing reports, emails, CVs, and different types of essay. The argumentative essay samples selected for this study entailed 5-6 paragraphs of writing on a specific topic. The Psychology students were required to discuss each character of a specific film in their analysis. Meanwhile, the Global Business Plan was written in a fixed template, provided by the teacher.

4.7.4 Conducting Interviews

The last step consisted of conducting interviews with the sampled students and teachers. As mentioned earlier, three students and six teachers were selected for the interviews. I employed semi-structured interviews to help me understand the phenomenon of CT in SAW from the interviewees' own perspective, through their own descriptions and as experienced by them, and as Kvale (1996) suggested, with the belief that reality is how people look at it. I anticipated the problems that I might face in conducting these interviews. People, especially students, do not always agree to talk about complex topics. Moreover, they can show deference and refrain from expressing how they truly feel about a research phenomenon. Conversely, in this study, the interviewees might say something that they thought I wanted to hear. To mitigate these factors, I called all the teachers and students, who had agreed to be interviewed, individually; I chatted with them, and took some time to build a relationship of trust with them,

so that they would be more likely to express their true feelings and thoughts during the interviews.

I was pleasantly surprised that that most of the students were willing to share their written assignments with me for the sake of this study, but only a few agreed to be interviewed. The rest perhaps hesitated because they were not confident about their spoken skills. This seemed strange, as most of the assignments I read showed mid-level language proficiency. Even the students I interviewed were hesitant beforehand, but once they started, they spoke quite fluently.

The starting point was a brief 'preamble', which I read out to each interviewee, describing the nature and purpose of the interview and assuring of anonymity and data security (Burton et al., 2014, p.137). I repeated the research purpose in between the interviews to keep the conversation focused on the main point, which was CT in university education, specifically in SAW. I started each interview with personal questions for two reasons. Firstly, I wanted to ascertain that all the participants were well-suited to my study and secondly, I wanted to put the participants, especially the students, at ease during the interviews. Although the allocated time was 30-40 minutes, some interviews lasted from 40-50 minutes, depending on how elaborate and long the interviewees' answers were. All the respondents spoke fluent English and so the interviews were conducted in English.

Respondents need to open up about issues in semi-structured interviews, so that the researcher has ample opportunity to explore their ideas, knowledge,

values, and behaviour (Boudah, 2011; Denscombe, 2007). This will depend on how the questions are designed, the interview venue, and the interviewer's attitude. I made sure to build a rapport with the participants before conducting the interviews. Instead of being an aloof outsider, I became one of them. I asked them questions with curiosity and openness, waited for their answers, and did not interrupt, despite the occurrence of short periods of silence while the interviewees composed their thoughts.

To ensure flexibility and make the data more credible, I used students' texts as artefacts to elicit the participants' understanding of CT in SAW. First, I asked them about their understanding of CT in general, and then about CT in SAW. Next, I asked them to find evidence of CT in the texts. As mentioned earlier, following Saldana and Omatsa's (2017) idea of conceptualizing artefacts using gerunds, I used the SAW samples as 'writing' and stimuli for the participants' responses and interaction with the text, in reference to CT. After the analysis, the students' texts became 'crucial artefacts' (Boreus & Bergstorm, 2017, p.1) for eliciting responses from the participants, relating to evidence of CT in the texts. This enriched the study and revealed information that might not have been available through the interviews, where the students' writing was discussed without reference to samples.

After conducting the interviews, I transcribed them manually and got the participants to check the transcripts. However, no discrepancy was found in the transcripts.

4.8 Data Analysis

While conducting interpretive and qualitative analysis, it is challenging to transform large amounts of raw data into findings that will bring forth the essence of what the data reveal, and to analyze meaningfully and meticulously, with the inclusion of the context clues, without the data becoming disjointed (Miles & Hubberman, 1994; Patton, 2002).

In this study, the first step was document analysis. As discussed in subsection 4.5.1, once I had access to all the documents, using Bacchi's (2012) questions from her WPR approach for document analysis, I read the selected documents repeatedly, firstly to check what was included or missing with reference to CT. I looked for the absence or presence of words, phrases, and sentences related to CT. I also looked into how CT was represented or misrepresented in these documents, that is, whether the problem was highlighted or whether there were significant gaps in its representation. The goal was to look into evidence of criteria being set for CT among undergraduate students, and how these skills were promoted and assessed in the learning outcomes and assessment criteria. This process helped determine the status of CT in SAW in Pakistani higher education.

Next, I examined the HEC and institutional documents to identify the presence or absence of elements related to CT. I read and reread the documents several times, marking, highlighting, and making a list of the relevant words, phrases, and sentences. An example from the English curriculum is shown in Table 17.

Table 17: Document analysis

Raw Data from the Weekly Schedule for English					Evidence of CT
Week Nine					Similar to CT model criteria: (1. Developing stance/argument analysis and development, 2. In-depth analysis/ task completion)
Day 1	Novel Reading and Direct/indirect speech	Discussion on characters and themes. Worksheet for Direct/indirect speech	Students's analytical & critical skills	Students will able to: <ul style="list-style-type: none"> Read between the lines and interpret the text's meanings Will learn Direct/indirect speech 	
Day 2	-Listening Activity (Discussion and worksheet) -Newspaper article (Discussion)	Quiz 3			
Week Ten					
Day 1	-Persuasive Essay Writing (Provide Sample)	- The students will highlight the main theme of the essay and on what point the writer is trying to convince the audience and what arguments he is using.	Use of persuasion style in essays Assessment will be made on: <ul style="list-style-type: none"> Organization Content Stating facts and vital information. Supporting your stance with strong evidence and logical arguments.	Students will be able to <ul style="list-style-type: none"> Use persuasive essay writing skills Polish reading skills Ability to communicate effectively with peers, employers, clients and customers, friends and family members: relationship enhancement. 	
Day 2	-Reader-3 -Soft Skills (social graces, ...)	Discussion/Role Play/Worksheet			

The second step consisted of analyzing SAW samples to find evidence of CT. As mentioned earlier, I designed a CT model (see Table 11) for this purpose. I read, reread, marked, and highlighted all **six** samples to identify the evidence, following the CT model, as shown in Table 18.

Table 18: Critical thinking features in a SAW sample

Example of Raw Data from SAW Samples	Evidence of CT
1 Money is all Happiness. Argue. 2 Everyone is striving for happiness in this world. The meaning of happiness is different for 3 every individual and a unified parameter cannot be set for defining and measuring it. Some 4 people value the materialistic happiness while some consider happiness as a purely 5 philosophical pleasure to their souls. I strongly believe that happiness is not all about money 6 and it can never be all about it because money cannot buy everything that is required for 7 people to become happy in their lives. 8 Happiness is about the love, respect and emotional support that an individual gets from the 9 close relations in his/her life. Family is something that cannot be replaced by money. What if 10 a man has all the worldly possessions, but is lonely and has no pure relation in his life. That 11 man would, certainly, not be happy with his life because he truly misses the warmth of family 12 relations and the bond that each member of the family shares with one another. A rich man 13 can get the obedience of other people, but can never buy someone's love and loyalty in a 14 relationship.	Clarity of concept Stance Hypothetical situation

The last step consisted of analyzing the semi-structured interview transcripts (see Appendix C). This analysis was divided into two phases. In the first, I transcribed the interviews, had the transcripts checked by the participants, and examined the data gathered from each participant separately. The next phase was cross-analysis of the transcripts. During this phase, I read, reread, and reread all the transcripts, looking for similarities and differences in their patterns. I then created separate tables of students' and teachers' points of view of different aspects of CT in SAW. Even though my perceptions of CT were grounded in the literature that I had reviewed to try and understand the concept of CT in reference to SAW and its place in Pakistani higher education; following Braun and Clarke's (2006) guidelines for thematic analysis, I maintained an open mind and a flexible approach, in an attempt to capture both deductive and inductive themes identified during the analysis.

In the data analysis, I discovered some themes that did not seem to fall within the parameters of the research questions in this study, but were nevertheless an important and interesting part of the data. King (2004) warned against being strongly guided by research questions alone, emphasizing the need to include inductive themes to enrich the data. These themes can play a significant role in contributing background detail to the study. Therefore, I identified such themes and included them in the analysis, as shown in Table 19 (Braun & Clarke, 2006; King, 2004).

After numerous readings of the interview transcripts, I made tables of the emerging themes and sub-themes, colour-coding them for ease of analysis.

Table 19 was created and then amended later.

Table 19: Themes – Faculty

Faculty Interviews				
themes relating to the faculty's understanding of CT in SAW				
Reasoning/analyzing/processing information	Enhanced/deep thinking	Evaluating various perspectives	Creating new knowledge	Social intelligence
Themes relating to expectations from students				
Originality	Being honest to oneself	Read/be prepared	Reflect on what they write	
Role of teachers (responsibilities)				
Encouraging/discouraging students to think on their own		Teaching quality	Teacher training	Teachers' attitude
Cultural discrepancies				
Role of class discrimination and different education systems in CT development				

The application of colour-coding made it easy for me to understand each participant's views and ideas, and the themes that emerged separately. Next, I generated a different document for each of the themes using the colour-coding. An example of this is shown in Table 20.

Table 20: Theme – Evaluating Various Perspectives

Participant	Understanding of Critical Thinking (CT)
Professor Omar	<i>Enhanced ability of students to think... looking at the pros and cons of things, for yourself and others.</i>
Professor Sarah	<i>Looking at something from both positive and negative sides, and you comprehensively evaluate both sides and then you draw a conclusion of your own.</i>
Hira	<i>Critical thinking is making decisions based on your mental processes in which you decide which path you want to go based on the advantages or disadvantages of that particular decision and how you analyze it.</i>

Anna	<i>I think for each argument, there should be a counter-argument (reference to essay writing).</i>
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This helped in the cross-analysis between the nine interview transcripts: students with students, teachers with teachers, and students with teachers. The input from the teachers and students in response to the three SAW samples used as artefacts during the interviews was compared and analyzed (see Table 21).

Table 21: Perspectives of Anna's English essay

Participant	Perspective
Anna	<i>Nobody told me to do critical thinking for this essay... There is no balance... I think for each argument, there should be a counter-argument but we are told to write like this. Elaborate the argument and write one paragraph of counter-argument. This is the structure.</i>
Professor Jalal	<i>This is linear, straightforward... it could be more critical with sound arguments and counter-arguments</i>
Professor Rania	<i>I believe student has made use of critical thinking skills... a kind of philosophical streak to me. She has processed, analyzed and then written about things worth happiness... expanded her thoughts... used critical thinking by exemplifying... anti-thesis.</i>

After analyzing each data set individually, I combined the data from all sources to triangulate the findings that emerged, thereby creating a holistic picture of the significance of CT in SAW at undergraduate level, as shown in Table 22.

Table 22: Triangulating the data

Official Documents	SAW Samples	Interview Transcripts
Supporting your stance with strong evidence (English III)	There are many causes of this deplorable situation such as poverty and the lack of means of entertainment. But the main cause of population explosion in our country is illiteracy	OK, they will memorize notion 1 and they will memorize notion 2 but then they will have to work out what is common and different in them. That is the space for

	(Shah, English essay)	critical thinking . And also ‘describe and distinguish the following with examples ’. (Prof. Jalal/ English)
Students will not only know how to connect ideas, but will also learn how they can introduce a certain shift from one point to another (English I)	Health is a blessing from God Almighty and man is helpless in this matter... Furthermore, happiness is about one’s internal satisfaction. (Anna, English Essay)	Collecting the information in these sources and putting them into a coherent written form, composed of a variety of ideas. (Prof. Asha/Psychology)

The triangulation of data leads to the discovery of deeper meanings, which provide richness to the data and create a ‘conceptual web’ (Miles & Huberman, 1994, p.63).

After the cross-analysis, I made labels for each theme, indicating the definition, a short description, and what was included and not included, with examples from the data. An example of a label is shown in Table 23.

Table 23: *Theme label – Deep Thinking*

Theme	Definition and Description
Deep thinking	<p>Definition: Deep thinking is different from ordinary thinking in that it involves analyzing, creating, evaluating and justifying an action or event.</p> <p>Anna takes CT as deep thinking, where she has to challenge herself to think more deeply about things. Professor Irfan is of the view that CT is deep thinking wherein one goes into the root of the matter.</p>

The last phase consisted of interpreting the data and writing summaries of all deductive and inductive themes. The findings are described in the next chapter.

4.9 Research Quality

Certain criteria are employed to check the quality of research. These include validity, reliability, and trustworthiness. The above criteria were chosen

according to the research paradigm upon which this current study was based. Lincoln and Guba (1994) benchmarked the criteria of validity and reliability to evaluate quantitative research, and trustworthiness to evaluate qualitative research. Guba (1981) proposed trustworthiness as an all-encompassing term, which entailed four criteria for qualitative research: credibility (validity), transferability (generalizability), dependability (reliability), and confirmability (objectivity). I ensured the trustworthiness of this study by applying all four standards.

4.9.1 Credibility

Guba (1981, p.79) related credibility to how one can 'establish the truth of the findings of a particular inquiry'. It is equivalent to internal validity, which refers to the extent to which findings match reality by reflecting on the original data collected from the research participants (Lincoln & Guba, 1994; Miles & Huberman, 1994). However, in interpretive research, there is no single objective reality, but multiple realities, relative to the meaning constructed by individuals within their social context. Therefore, necessary steps should be taken to increase a study's credibility. Lincoln and Guba (1985) considered member-checking as the most important technique to ascertain credibility (p.314). I included this strategy, asking the participants to read their interview transcripts and check if any amendments were needed. However, no discrepancy was found in the transcripts, as mentioned previously.

Moreover, to ensure the credibility of the data, after performing the text analysis of the SAW samples, I used them as artefacts during the interviews, asking the interviewees to find evidence of CT in the texts.

4.9.2 Transferability

Transferability is equivalent to external validity, which refers to the extent to which the findings can be generalized and fit into other, similar contexts. This is challenging in interpretive research, due to the limited number of participants, meaning that the data cannot be representative or transferable to new contexts. However, Lincoln and Guba (1985) suggested using thick description as a way of making the research fit into similar contexts. The research process and methods are described explicitly, along with sufficient details of the analysis, thereby giving insights into the entire research process, whereupon conclusions are drawn that can be transferred to other times, settings, situations, and people (Lincoln & Guba, 1985; Radnor, 2001). Consequently, the new themes that are identified generate concepts, which open doors for further research. I have attempted to provide accurate, detailed, and rich descriptions of my data collection, analysis, and interpretation phase, so as to fulfil this criterion.

4.9.3 Dependability

Dependability is equivalent to reliability, which means the consistency with which the same findings may be observed in a similar situation (Guba, 1981; Denzin & Lincoln, 1994). However, it is hard to achieve this in interpretive

research, where the focus of investigation is people, given that, as suggested by Merriam (2009), human beings are always changing their behaviours. Consequently, they introduce multiple realities, co-constructed within their specific contexts. The significant point in this situation is that the results should be consistent with the data collected (Lincoln & Guba, 1994; Merriam, 2009). I have tried to achieve reliability by transcribing the interviews accurately, and returned the transcripts to the participants for further verification. Furthermore, I documented all research procedures, including the transcription, and data analysis reviews and drafts, following which the research could be replicated for different contexts. Dependability can also be improved by means of triangulation to ensure that the weak points of one method are compensated for by using alternate data collection methods. To achieve this, three kinds of collected data were triangulated (see sub-section 4.5.4; sub-section 4.8, Table 28).

4.9.4 Confirmability

Confirmability is equivalent to objectivity, which means the extent to which the researcher is aware of his or her own subjectivity or bias, and whether the findings produced are free from the researcher's influence. Basically, it should be accepted as a fact that there is no value-free or bias-free design in interpretive research. Hence, unlike positivist studies, objectivity cannot be claimed in interpretive studies (Denzin & Lincoln, 1994; Lincoln & Guba, 1994). Qualitative data is always the product of a process of interpretation by the researcher, who lives in his or her own lifeworld, which will be completely

different from anyone else's. Therefore, according to Denscombe (2010), ignoring the role of the researcher in interpretive research is not realistic.

In contrast, Guba (1981) suggested adopting reflexivity in interpretive research, this being an effective strategy, where the researcher maintains a diary to keep his or her own influence on the data in check. Guba (1981) did not regard confirmability as the researcher's objectivity, but as the conformability of the data and interpretation. He further elaborated that the researcher should document each interpretation from at least two sources to ascertain that the data supports the analysis and interpretation of the findings.

For the current study, I designed a tool to assess the SAW samples, drawing upon the best known existing CT models in the field of education (Brookfield, 1987; Ennis, 1985; Halpern, 1998; Paul & Elder, 2006). To achieve confirmability in the data and interpretation, I piloted the model, and then revised and improved it, before implementing it in the main study (see sub-section 4.5.2.1, Table 11; sub-section 4.7.1).

4.10 Ethical Dimensions

A researcher is required to display ethical behaviour and moral integrity, being the gatekeeper of knowledge that has been collected, and which could be disseminated (Burton et al., 2008; Hesse-Biber & Leavy, 2006). Ethical issues are rooted in the problems being investigated and the methods used to obtain reliable data (Cohen et al., 2007). Ethical considerations for the researcher include gaining informed consent from the respondents; considering the risk for

stakeholders; building trust with the participants through integrity and honesty; ensuring privacy through confidentiality and anonymity; avoiding deception; only collecting the necessary data; keeping the data secure and only for as long as it is essential, and gaining approval from the relevant ethics committee (Denscombe, 2010; Miles & Huberman, 1994; Punch, 2009). I took the following steps to prevent ethical problems during the research process.

4.10.1 Approval from the Ethics Committee

Firstly, it was necessary for me to obtain approval from the appropriate ethics committee. I therefore submitted the standard form to Exeter University's Ethics Committee, with a brief description of my research project, details of the participants and their context, details of the ethical issues to be considered before data collection, and an explanation of how I would handle them (see Appendix D).

4.10.2 Informed Consent

Informed consent has been defined as 'the procedures in which individuals choose to participate in an investigation after being informed of facts that would be likely to influence their decisions' (Deiner & Crandall, 1978, cited in Cohen et al., 2011, p.78). The participants in this study were all volunteers who had been briefed about the research, their participation in it, and the importance of their contribution through an information sheet (see Appendix D). All the participants were sent the consent form, which included a brief description of my study, and the participants' willingness to participate in it by sharing their work and being

recorded on conditions of confidentiality and anonymity (see Appendix D). The participants were likewise informed of their right to withdraw from the study at any time. I ensured that they had direct access to my contact details. Member checking of all transcripts was carried out, so that the participants could omit any inaccurate information that might cause them harm.

4.10.3 Access and Acceptance

Cohen et al. (2011) claimed that researchers do not have the automatic right to access educational institutes. Instead, they must prove their worth as a researcher and human being to obtain permission and access to the facilities to carry out their research project. Bell (1991, cited in Cohen et al., 2011) suggested requesting permission early on in the research journey, along with fully informed consent from the participants, highlighting how they could benefit from the study. It is also important that before making any contact with the people concerned at the top, the researcher should reflect upon and clarify the nature and scope of the planned research, and have a clear picture of what the project will involve, even before the overall scheme is realized (Cohen et al., 2011). I followed these procedures as discussed, and applied the relevant University's ethical criteria.

4.10.4 Privacy

Privacy is an essential feature of ethical research. An individual's right to privacy is a basic human need (Kaplan, 1982, cited in Cohen et al., 2011). Deiner and

Crandall (1978, cited in Cohen et al., 2011) have considered it from three different perspectives:

- i. *Sensitivity of information being given*: This refers to how personal and potentially threatening the information is that is being collected. I signed the consent form to assure the participants that the information provided during the research process would not be used in any way without their permission.
- ii. *The setting being observed*: This refers to the spatial privacy of the participants. The participants' private spaces were avoided by setting the meetings in a designated meeting room, where the participants felt at ease.
- iii. *Dissemination of information*: This concerns the potential to match personal information with the participants' identity. While transcribing and analyzing the data, I assigned codes and pseudonyms to the participants, so that no information could be recognized. This was part of the consent form.

4.10.5 Additional Steps

In order to ensure ethical data collection and consider the participants' convenience and comfort, I took a number of further steps:

- Interview appointments were scheduled according to the participants' convenience, and their personal and professional commitments
- Time limits were agreed and applied

- The participants agreed to check their interview transcripts to mitigate any discrepancies.

4.11 Limitations

While planning this study, I thought about the general problems that I could face in the course of the research, which gave me ideas about alleviating the issues foreseen at that time. Nevertheless, there were unexpected challenges. For example, my data collection methods originally included classroom observations. However, I could not gain access to classrooms, due to various university policies. The inclusion of classroom observations in my data could have enriched the descriptions that are essential for interpretive research.

In this study, I had also intended to work with a group of 5-6 students from five different disciplines in social sciences. All 10 students with whom I interacted sent their assignments for analysis. However, only four agreed to be interviewed. With a limited timeframe for the data collection, I had to restrict my sample to three students who were willing to be interviewed. In retrospect, a semester-long period for SAW sample analysis and interviews would have helped mitigate this situation. The findings could then have produced information that was not covered in the study at it stands. As a result, the conclusions might not be generalizable on a larger scale, due to these limitations.

If I were to conduct this study again, I would include classroom observations and probably, a quantitative analysis technique, such as corpus

analysis for the SAW sample analysis. Furthermore, a significant limitation was my own bias, which was discussed in this chapter (see section 4.3).

Chapter Five: Findings

5.1 Introduction

This chapter presents the findings derived from analyzing the data gathered from the official documents, SAW samples, and interviews. The four research questions are addressed in order, covered in different sections using the relevant data sets, as shown in Table 24.

Table 24: *Research questions and data sets*

#	Research Question	Data Set
1	To what extent do the HEC and the institution in the current study help students acquire CT in academic writing that is essential for university studies?	a. Education policy documents (GoP) b. NQF (HEC) c. Student Learning Outcomes (SLOs) and writing assessment rubrics from the curriculum documents of the institution
2	What evidence is there of CT (if any) in these students' academic writing?	a. SAW samples: argumentative essays (English) b. Disciplinary assignments (Psychology & Business)
3	What do teachers understand by CT as part of student academic writing and what are their expectations of students?	Interview transcripts (teachers)
4	What do students understand by CT in academic writing and what challenges do they face in developing CT in academic writing?	Interview transcripts (students)

The first section answers the first research question about the role of the Pakistani government's education policies and Pakistan's higher education institutions in encouraging university students to become critical thinkers. The second section answers the second question about evidence of CT in SAW. It

presents an analysis of the textualization of CT in SAW, according to the CT model (see Chapter Four, Table 11) created for this study. The third and fourth sections then answer the third and fourth research questions, respectively, concerning the teachers' and students' understanding of CT, teachers' expectations of students, the challenges that students face in CT and SAW practice, and the perspectives of the faculty and students regarding evidence of CT in the SAW samples.

5.2 Document Analysis

This section answers the first research question:

To what extent do the HEC and the institution in the current study help students acquire CT in academic writing that is essential for university studies?

In this section, I look into several official documents related to the government of Pakistan's education policy, and the planning for its implementation by the HEC and the institution where this study took place. The aim is to find the presence or absence of steps taken to develop CT among the undergraduate student population at the selected University.

5.2.1 National Education Policy (NEP) Document

The Government of Pakistan revises its National Education Policy (NEP) every 8-10 years.

Figure 7: NEP, 2009, p.45 (GoP)

Policy Actions:

1. Curriculum development shall be objective driven and outcome based. It shall focus on learning outcomes rather than content. It shall closely reflect important social issues; provide more room for developing the capacity for self-directed learning, the spirit of inquiry, critical thinking, problem-solving and team-work.]
2. The curriculum development and review process, as well as textbooks review process, shall be standardised and institutionalised within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.
3. Professional Councils like Pakistan Medical and Dental Council (PM&DC) and Pakistan Engineering Council (PEC) shall be involved in consultations for relevant curriculum development.

Figure 8: NEP, 2017, p. 17 (GoP)

Curriculum Reforms and Standard Setting

15. Revision of curriculum and teacher training system both, pre-service and in-service, to make it learner centered and IT based.
16. Development, approval and implementation of a National Curriculum Framework for harmonization of standards and national integration.
17. Setting of minimum National Standards for each subject/discipline and each grade/class preferably the core subjects.
18. Consensus based curriculum in the light of National Curriculum Framework and National Standards.
19. Uniform curriculum for all systems of education (public as well as private).
20. Revision of Natural/Physical Sciences including IT curriculum after every 5 years and other subjects after every 10 years.
21. Main focus of junior grades curricula on learning tools i.e. literacy numeracy, problem solving and oral expression; and learning contents i.e. knowledge, skills, values and attitudes. Whereas, the main focus of higher grades curricula on knowledge, understanding, analysis, synthesis and application.
22. Provision of standardized facilities and services to each school/educational institution throughout the country irrespective of gender, area, cast or creed etc.
23. Revision of Scheme of Studies to make it more comprehensive and need based
24. **Elimination of Disparities:** Gender equity and parity and remove geographical

The NEP (2009, p.45) suggests that students should be provided with ‘room for developing the capacity for self-directed learning, a spirit of inquiry, critical

thinking, reasoning and teamwork'. Moreover, '...the main focus of higher grades curricula...' should be 'on knowledge, understanding, analysis, synthesis and application' (NEP, 2017, p.17). This shows that the development of CT is part of the core standards in the Pakistan government's education policies. However, the implementation and practice of these policies and standards in university classrooms has been questioned, with reservations (Hoodbhoy, 2009; Mannan & Mehmood, 2015).

If we apply Bacchi's (2009, p.22) WPR approach (see Chapter 4) to the NEP documents, 'a stated commitment' to develop a spirit of inquiry, CT, and a focus on analysis, synthesis, and the application of knowledge means that these things either do not exist, or are insufficient in the education system. Thus, a change is desired. According to this approach, the policy of developing CT as representative of a problem is also taken as manifested in the research carried out in this context (Gul et al, 2010; Mannan & Mehmood, 2015).

Close scrutiny of NEP documents (2009/2017) revealed the focus to be on ideology, religious and moral values, and economic needs. Teacher training is subject to market demands. There is the realization of a 'shifting higher education paradigm from teacher dominated input based initiatives to student centric knowledge, skills and competency based outputs' (2017, p.82), together with an emphasis on studying English language as a compulsory subject from the elementary years onwards. However, as Bacchi (2012, p.21) points out, there are 'silences' on how to implement the policy. This might be because the policy-makers have no communication with the stakeholders, especially not

students, whose lives and careers are directly affected by the plans and strategies of those policy-makers.

5.2.2 The National Qualifications Framework (NQF)

As mentioned earlier (see Chapter Two, sub-section 2.3.2), the NQF (see Figure 1) is a HEC document that serves as a guideline for university courses all over Pakistan. It includes student learning outcomes (SLOs) for all levels of education, including the undergraduate stage at Level 6.

The SLOs for undergraduates at Level 6 in the NQF are divided into three domains: knowledge, skills, and competence. These domains are sub-divided into theoretical and conceptual knowledge, cognitive and practical skills and learning, and social, work-related, and field-specific competences.

Looking for the keywords related to CT, the term 'critical thinking' is not found in the NQF's undergraduate Level 6 learning outcomes. However, the word 'critical' appears alongside 'expression', and 'thinking' is used with 'reflective' in the knowledge domain. The absence of the term 'critical thinking' could be interpreted in different ways. Perhaps this is not a priority for the policy-makers, or it could have been taken as part of other concepts mentioned in the outcomes. It is also possible that the phrases, 'critical expression' and 'reflective thinking' are related to CT in some way. The former might be intended to mean clear expression while speaking and writing, which entails both language fluency and an analysis of subject-specific knowledge. 'Reflective thinking' is a

significant aspect of CT, which means cautiously contemplating the knowledge gained before making any decisions (Dewey, 1910; Ennis, 2015).

The skills column consists of a number of words that could be related to the CT construct. These include 'interpret', 'evaluate', 'plan', 'define', 'analyze', 'develop solutions', 'problem-solving through application of knowledge', and 'appreciating diverse opinions'. If we look back at the CT frameworks discussed in Chapter Three (sub-section 3.2.2), all the above-mentioned abilities form part of the skills and dispositions listed in these frameworks. The competence domain includes 'evaluate the knowledge and skills acquired... with a critical approach'.

However, words such as 'argumentation' and 'opinion', which are a necessary part of both CT and academic writing, are conspicuous by their absence from the NQF document. The word that comes closest to these terms is 'persuasive' in the knowledge domain. Meanwhile, the social competence domain includes the highest number of learning outcomes in minute detail. In addition, responsibility and academic integrity are also important factors in the framework. The absence or presence of certain keywords could be interpreted in various ways. The presence of 'critical expression' and 'reflective thinking' shows some link between CT and academic writing. The fact that there is no mention of argumentation could mean that it is taken for granted that it is encompassed by 'critical expression' and 'reflective thinking'. The question revolves around how students apply this in their writing, and whether they receive clear instructions for it.

Overall, although it can be seen that CT skills are identified in the learning outcomes, more focus on CT skills – for example, using words like ‘analyze’ and ‘criticize’ – could raise awareness of its significance as a necessary component of higher education (Erikson & Erikson, 2019).

5.2.3 Institutional Documents

5.2.3.1 Undergraduate Compulsory English Courses

The undergraduate students in the sampled institution complete three compulsory English courses during their four years of study: English I, II, and III. The course documents for each of these courses include course descriptions, course objectives and requirements, university policies, a list of required reading, the course delivery methods, assessment criteria, the weekly course schedule, a class participation rubric, and a writing rubric (see Appendix E1-3).

While analyzing the institutional documents, as mentioned earlier, I searched keywords related to the research constructs, using the WPR approach. I also looked into how the constructs were similar to or different from the CT model that I had created for this study, with a focus on academic writing. Looking into the course objectives of English I and II (see Appendix E1/E2), the keywords and phrases related to CT are ‘critical thinking’; ‘synthesize’; ‘cognitive skills to review critically, analyze...’; ‘exercise judgement; ‘intellectual independence’; ‘problem solving’; ‘clear, coherent and independent exposition of knowledge and ideas’; ‘reflect on their own learning’, and ‘to adapt... skills in diverse contexts’. Almost all these skills and abilities are included in the CT

models discussed in the literature (see Chapter Three). The word 'synthesize' has been used specifically with reference to writing skills:

Synthesize knowledge through composing sentences effectively into paragraphs and paragraphs into essays by using correct transitional words and connectors.

One of the objectives states: 'develop... critical thinking by analyzing a variety of texts'. Although the context is not writing, the objective encourages the development of CT through tasks that eventually facilitate academic writing. The writing rubric mentions 'clear and convincing evidence, relevant ideas, logical organization of ideas and structure'. All these words and phrases relate to CT skills and dispositions (see Chapter Three).

The English III course document (see Appendix E3) includes a separate list of learning outcomes for writing, emphasizing form, grammar, and lexis but three of these outcomes may be related to the CT model created for this study (see Chapter Four, Table 11):

Figure 9: *English writing SLOs*

- | |
|---|
| <p>Writing:</p> <ul style="list-style-type: none">• clearly identifies important features of the argument and analyzes them insightfully• develops ideas cogently, organizes them logically and connects them with clear transitions• effectively supports the main points of the critique |
|---|

The three SLOs (in Figure 9) relate to argument analysis, organization, and the logical flow of ideas, which are the main features of CT that resemble those of the CT model designed for this current study and presented in Chapter Four

(see sub-section 4.5.2, Table 11). Regarding the assessment criteria, there are writing rubrics for English I and II (see Appendix 1-2), but no rubric is included in the English III curriculum document (see Appendix E3). When I asked about this, the teachers replied that they use the English I and II rubrics to mark essays on the English III course.

Figure 10: Writing rubric for English I

English Grammar and Comprehension (English I)

EN101

Performance-Based Rubric for Writing

	Exemplary (Clear, convincing, & substantial evidence) A	Good (Clear evidence) B	Satisfactory (Limited evidence) C	Needs improvement (no evidence) D-F
Task Achievement & Response	<u>covers all requirements of the task sufficiently</u> , presents, highlights and illustrates key features and points clearly and appropriately	clearly presents and <u>highlights key features and points but could be more fully extended</u>	addresses the requirements of the task, presents an overview with <u>information appropriately selected</u>	fails to address the task, which may have been <u>completely misunderstood</u> , <u>presents limited ideas which may be largely irrelevant/repetitive</u>
Coherence & Cohesion	<u>sequences information and ideas logically</u> , manages all aspects of cohesion well, uses paragraphing sufficiently and appropriately	<u>logically organizes information and ideas</u> ; there is clear progression throughout, uses a range of cohesive devices appropriately although there may be some under-/over-use	<u>arranges information and ideas coherently and there is a clear overall progression</u> uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical, may not always use referencing clearly or appropriately	does not organize ideas logically, may use a very limited range of cohesive devices, and those used may not indicate a <u>logical relationship between ideas</u>

Adapted from IELTS

Figure 11: Writing rubric for English II

English Grammar and Comprehension (English II)
EN102
Performance-Based Rubric for Writing

	Exemplary (Clear, convincing, & substantial evidence) A (5 Marks)	Good (Clear evidence) B (4 Marks)	Satisfactory (Limited evidence) C (3-2 Marks)	Needs improvement (no evidence) D-F (1-0 Marks)
Task Achievement & Response	<u>Completely addresses all the parts of the task. Presents a well-developed response to the question with relevant, extended and Supported ideas.</u>	<u>Sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and Supported ideas.</u>	Addresses all parts of the task. presents, extends and supports main ideas, but there may be a tendency to <u>over-generalize or Supporting ideas may lack focus.</u>	Fails to understand the task, <u>ideas are not clearly presented. There may be repetition. presents relevant main ideas but some of them may be Unclear.</u>
Coherence & Cohesion	Skilfully manages paragraphing. uses paragraphing sufficiently and Appropriately.	Manages all aspects of cohesion in a well manner. <u>Logically organizes information and ideas.</u>	<u>Arranges information and ideas coherently uses a range of cohesive devices appropriately</u> although there may be some under-/over-use.	Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately.

The English I and II writing performance rubrics consist of four criteria: task achievement and response, coherence and cohesion, lexical resources, and grammar range and accuracy. Figures 10 and 11 show two of the four criteria in the two rubrics. These two criteria are linked to the CT model criteria, developed

for the current study (sub-section 4.5.2, Table 11). Both the rubrics are quite similar in their criteria and description. The underlined phrases and sentences show some link to the CT model (see Table 11). For example, the task achievement criterion includes: ‘covers all requirements of the task’, and ‘well-developed response... with relevant, extended and supported ideas’. The difference between levels may be observed from the wording, ‘sufficiently’ in English I and ‘completely’ in English II for the exemplary scale. In line with the CT model criteria (see Table 11), logical organization and the flow of ideas are emphasized. Moreover, clarity is an important feature, as repetition and unclear expression is discouraged. The English I rubric mentions that it has been adapted from the IELTS descriptors, but this is not referred to in the English II rubric. Arguably, IELTS writing courses are taught within a specific teaching framework, which is completely different from the teaching of writing in the Pakistani context (Haider, 2012b; Sajid & Siddiqui, 2015).

After in-depth reading of these documents, it was observed that some of the key CT skills and dispositions were mentioned in the course objectives, learning outcomes, and writing assessment rubrics. Therefore, it can be assumed that CT skills and dispositions, with reference to SAW, are promoted in the English language course documents. However, the question remains of whether they are implemented and practiced in the classroom, given that the students’ perspective during the interviews was that the term, ‘critical thinking’ was never mentioned in their classrooms.

5.2.3.2 International Business

Figure 12: *International Business SLOs*

<p><u>Course Objectives</u></p> <ol style="list-style-type: none">1. <u>Understand</u> the different challenges business face when they operate in an international environment;2. Examine the various cultural, political and legal issues that impact international business activity;3. Examine the international institutions and practices that impact international business;4. Appreciate the interaction of business and government as they relate to international commerce;5. Develop insight into the management implications of international business strategy and operations. <p><u>Learning Outcomes</u></p> <p>On Completion of this course, participants will be able to</p> <ol style="list-style-type: none">1. Better <u>understand</u> the dynamics of international business environment2. Have a clearer picture of the fundamentals that affect and play pivotal role in the international business3. Have the <u>understanding</u> necessary to start or work for an international organization4. <u>Understand</u> the basics of strategic management issues related to the International Business5. Have a hands on experience of starting and managing an international business

The course objectives and learning outcomes (see Figure 12) are part of the course outline of International Business (see Appendix E5). The verb used repeatedly in the learning outcomes is 'understand' (see underlined). With reference to developing CT, understanding is the first step towards being able to think critically. The next step is to evaluate and apply what has been learned. Following these objectives and outcomes, the students would be stuck at a basic level, unable to differentiate, evaluate, or make the judgements necessary for international business. Understanding leads to analysis and application when the student is sufficiently capable of applying the knowledge gained and making decisions. The final learning outcome is significant in that it concerns the application of knowledge to initiate and manage a process that relates to a specific discipline. The students' written assignments analyzed from this discipline manifested these skills.

Strangely, a table can be seen under the heading 'Assessment Criteria', which does not show any criterion, but rather the allocation of marks from different types of assessment during the semester. In contrast, there is no rubric for the written assignment in the curriculum or assessment documents (see Appendix E5).

5.2.3.2 *Positive Psychology*

Figure 13: Psychology SLOs

Learning Objectives

- To understand the basic assumptions, principles and concepts of positive psychology
- To investigate positive psychology phenomena in real life
- To critically evaluate positive psychology theory and research
- To apply positive psychology approaches in daily living

The objectives listed in Figure 13 form part of the course outline for Positive Psychology (see Appendix E4). The first objective begins with 'understanding', this being interpreted as knowing, or possessing information about collecting the relevant information. This is the first step towards initiating the CT process. As mentioned previously, CT is about evaluating information and a process of observation and experience, which then informs our actions. The next two objectives include the wording, 'investigate' and 'critically evaluate', which help apply CT skills in a variety of situations.

Regarding assessment, there is a rubric for written assignments.

Figure 14: Writing rubric for Psychology

Psychology Assignment Assessment			
	1-5	6-7	8-10
Content	Limited explanation, <u>superficial</u>	Most of the ideas are covered but <u>depth is missing</u>	<u>Knowledge and content is exceptionally strong. Involves literature, critical thinking.</u>
Organization	APA is not followed for references or one important aspects is missing. Very short or exceptionally long essays. copy pasting is evident	APA is followed but formatting is ignored. Plagiarism is evident in structure.	APA is followed for formatting, in text, list references. <u>Paragraphs are linked and coherent. Text is not plagiarized</u>
Research/inquiry	Did little or no gathering of information	<u>Cited information was vague, or not well supported</u> with all points being mentioned	<u>Relevant and diverse ideas were explored</u> with reference to different terms being asked
Personal ideas	No personal response is made to the concept/ issues raised in article.	Little evidence of the <u>personal response</u> being made	Extensive evidence of a personal response involving <u>reflection of learning, teaching, future experiences</u> and direction.
Synthesis and conclusion	There is no proper conclusion, the paper just ends with a <u>random thought</u>	The <u>conclusion is recognizable but several loose ends are not taken into account</u>	The <u>conclusion is strong, analytical, and covers all important thoughts covered in main content.</u>
<i>Note: 1 mark/day will be deducted for late submissions</i>			

The rubric (see Figure 14) shows that to an extent, CT has been considered as part of assessment. For example, the phrases (underlined) used to describe how ideas are explained comprise: ‘superficial’, ‘depth is missing’, ‘involves... critical thinking’, ‘coherent’, ‘diverse ideas are explored’, ‘reflection of learning’, and ‘analytical’. However, the course content seems to be more important than the analysis. The conclusion, which is usually a summary of all the points

discussed, is expected to be 'analytical'. Moreover, the difference between 'superficial' and 'depth' is not clear. The students may be confused by this, because it is generally assumed that they must cover all the points taught from the coursebooks.

To conclude, the document analysis shows that although not as significant, CT skills development is mentioned in government policy and institutional papers. At an institutional level, the need is to develop SLOs that will facilitate the development of CT skills in the context of different disciplines.

5.3 Evidence of Critical Thinking (CT) in Students' Academic Writing (SAW)

This section aims to answer the second research question:

What evidence is there of critical thinking (if any) in students' academic writing?

To find the answer to this question, samples of SAW from three student participants were analyzed, and a score was awarded to each on the basis of the CT model (see Chapter Four, Table 11). All three students submitted an argumentative essay written for their English II class. The Business Studies assignment was in the form of a report, while the Psychology students submitted an assignment containing a character analysis referring to the Hollywood movie, *Forrest Gump*, also in the form of an essay. I will present the evidence of CT in SAW samples from each of the students, Anna, Hira and Shah, in case description form.

5.3.1 Anna

Anna is a third year undergraduate student of Psychology. Talking about her background, she told me that she did not go to any ‘elite kind of school’, where students are trained to speak and write English fluently. When I told her that she was quite proficient in both skills, she replied, ‘I don’t think this system has helped me. It’s more my own effort’.

5.3.1.1 English Essay

Anna’s first text was an argumentative essay assignment, written for her English III course (see Figure 15), following the format provided for the students. The sections in bold are the ones identified as CT evidence in the analysis that follows.

Figure 15: Anna's English Essay

1 **Money is all Happiness. Argue.**
2 |
3 Everyone is striving for happiness in this world. **The meaning of happiness is different for**
4 **every individual and a unified parameter cannot be set for defining and measuring it.**
5 Some people value the materialistic happiness while some consider happiness as a purely
6 philosophical pleasure to their souls. **I strongly believe that happiness is not all about**
7 **money and it can never be all about it because money cannot buy everything that is**
8 **required for people to become happy in their lives.**
9 Happiness is about the love, respect and emotional support that an individual gets from the
10 close relations in his/her life. Family is something that cannot be replaced by money. **What if**
11 **a man has all the worldly possessions, but is lonely and has no pure relation in his life.**
12 **That man would, certainly, not be happy with his life because he truly misses the**
13 **warmth of family relations and the bond that each member of the family shares with**
14 **one another.** A rich man can get the obedience of other people, but can never buy someone's
15 love and loyalty in a relationship.
16 Moreover, happiness is about one's health because it is necessary to be healthy in order to
17 live a happy life. Health is another important component which contributes to the definition
18 of happiness. **A rich man cannot be happy in his life if he has been diagnosed with a fatal**
19 **disease.** Though, he can afford all the expensive medicines and the best medical treatment in
20 the world, but still health cannot be bought by his money. Health is a blessing of God
21 Almighty and man is helpless in this matter, regardless of all his materialistic possessions.
22 Furthermore, happiness is about one's internal satisfaction. **Many studies prove this point**
23 **that most of the people, who are suffering from depression, are the ones who are**
24 **financially stable. The reason is that they are not satisfied and happy with their lives**
25 **despite of all their money and materialistic belongings.** It is very important for a person to
26 be contented with his/her life and this contentment is not about one's wealth. **Internal**
27 **satisfaction is beyond money and is an important factor that contributes to one's**
28 **happiness.**
29 **On the contrary, there are some people who believe that money is all happiness as it can**
30 **buy all the luxuries and can provide all the public facilities to them.** They also believe
31 that happiness is all about having a strong economic status in the society and possessing
32 power over people due to their wealth. In spite of all these reasons, I firmly believe that
33 happiness cannot be defined by merely one's wealth and authority over people.
34 To conclude, I would say that all those people who think that money is all happiness, are
35 simply denying the reality that poor people can also be happy in their lives. So, my stance is a
36 rational approach towards the main point of argument. Happiness is not one's property and
37 every individual, though rich or poor, can experience it. **Money can be a part of happiness,**
38 **but it doesn't define the whole concept of happiness. Therefore, one doesn't need to be**
39 **rich in order to become happy as happiness is beyond money.**

Table 25 summarizes my assessment of Anna's essay, according to the criteria presented in Chapter Four (sub-section 4.5.2.2, Table 11).

Table 25: Assessment of Anna's English essay

Criteria	Score
Clarity	3 (competent)
Task completion	3 (competent)
Organization	4 (mastery)
Sceptical approach	3 (competent)
Argument development & analysis	3 (competent)

An initial reading showed that the essay was well planned, and that Anna had spent time making it a coherent piece of writing (see sub-section 4.5.2.2, Table 11, Clarity). The introductory paragraph begins with a brief description of the topic from different perspectives (lines 3-4), and ends with the thesis statement (lines 6-8). Anna has identified the purpose of the task right from the outset, and her focus throughout is on the topic. The task requirements are fulfilled effectively. She also gives a reflective dimension to the writing (lines 26-27). The conclusion then effectively summarizes the ideas presented throughout the essay (lines 36-38). Overall, the essay is well organized, according to the required structure. Anna has presented three points to support her stance, succeeded by counter-arguments (lines 28-29). In addition, Anna has crafted a hypothetical situation, which lends strength to her argument (lines 10-11/18-19) (see sub-section 4.5.2.2, Table 11, Sceptical approach).

As noted earlier, students are not expected to provide a list of references in these essays, so her argument referring to 'many studies' (line 22) is adequate as evidence. Aside from this, Anna has included various points that support her stance. Happiness, according to her, is associated with family (lines

12-13). Moreover, she has presented a convincing argument for the necessity of health as a factor of happiness (lines 22-25).

Conversely, Anna has attempted to present counter-arguments in the fifth paragraph, followed by a statement re-iterating her own stance (lines 28-29). Nevertheless, the opposing view has not been evaluated, and no possible weaknesses of the counter-argument have been discussed. She has wrapped up the essay by emphasizing her own point of view with examples (lines 30-35) (see sub-section 4.5.2.2, Table 11, Argument development and analysis). On the whole, the essay is well written, and Anna has not digressed from the topic. Her argument is implicit, woven together with emotion and evidence.

The essay is weighted as 10% of the final semester grade. Anna's allocated mark for the essay is 73%, which is slightly lower than the mark of 80% which I awarded to her, applying the CT criteria (see Chapter 4, sub-section 4.5.2.2, Table 11). This difference in the allocated marks could be due to the different marking criteria used by the teacher and the CT model used in this study. Using the CT model, I concluded that Anna's essay was well organized, with a logical flow of ideas and convincing arguments, supported by evidence.

Anna stated that she was unfamiliar with the notion of the role of CT in writing. When I asked her to show me evidence of CT in her essay, she laughed: '*Nobody told me to do critical thinking for this essay*'. She then pointed to lines 24-32 of her essay, saying, '*Maybe here, when I give examples to explain my point or talk about opposing ideas*'. She added that she had followed the structure given by the teacher, although she did not agree with it:

There is no balance... I think for each argument, there should be a counter-argument but we are told to write like this, 'Elaborate the argument and write one paragraph of counter-argument'. This is the structure.

Later, I asked the English faculty staff to find evidence of CT in Anna's essay. Neither of them were her teachers, although they teach this course. The first teacher, Professor Jalal, commented that the writing was good, but there was no example of CT in it:

This is linear, straightforward... not a bad piece of writing but it could be more contentious, multi-dimensional ...The question says 'argue'. Argue means what are the alternatives... In this writing, I don't see that...

The other faculty member approached, Professor Rania, commented that Anna had used her CT skills, and that she had a '*philosophical streak*' in her writing. She had '*processed, analyzed and then written about things worth happiness*'. According to Professor Rania, Anna had '*expanded her thoughts*' and '*used critical thinking by exemplifying*'. At the end, there was '*antithesis*', which meant that she could analyze claims from a variety of perspectives, so she was a good critical thinker.

The data above shows that the teachers had different perspectives of evidence of CT in SAW. They concurred that it was good writing, but Professor Jalal was not satisfied with the standard of CT. Professor Jalal's perspective seems strange, in that the task has its limitations. For instance, there is no requirement to make the writing 'contentious' (see rubrics in Appendix E1/E2). The student had presented her argument well and created situations successfully to convince the reader, which was the desired outcome of this task.

In contrast, Professor Rania followed the rubric and adhered to the basic requirements of a five-paragraph argumentative essay from her ESL student at this level. She explained:

Anna has rightly followed the structure and produced a coherent piece of writing using her CT skills...

As Moore (2013, p.507) pointed out, CT does not have a 'single, unitary definition' to be followed, and the majority of academics learn it intuitively, according to their own context and understanding. That said, as mentioned previously, the student who had written the essay, simply said that she had no instructions to think critically before writing it!

Professor Jalal is a senior teacher. but did not seem to be as familiar with the rubric as Professor Rania. The difference in approach between the two teachers from the same discipline could relate to the context, environment, experience, teaching approaches, and most importantly, personal characteristics and beliefs, on which these teachers tended to rely, rather than on objective data (Rubie-Davis, 2007).

5.3.1.2 *Psychology Assignment – Character Analysis*

Anna's second assignment (see Figures 16-17) was from the undergraduate Positive Psychology course (see Appendix E4). The students were asked to analyze characters from the Hollywood movie, *Forrest Gump*, with reference to Positive Psychology theories and research. Anna had emboldened the words and phrases identified with the qualities of each character in the movie.

Figure 16: *Anna's Psychology assignment (page 1)*

1 **Character Analysis—Forrest Gump**

2 **Analyze the main characters of the movies 'Forrest Gump' with reference to the Positive**
3 **Psychology theories studied in class.**

4 The movie is based on a novel written by Winston Groom and directed by Robert Zemeckis,
5 released in 1994. The protagonist of the film, Forrest Gump is played by Tom Hanks. The film
6 was received very well among the audiences and had won many awards including the 67th
7 Academy Awards. It is an American Drama-Comedy film, set against the background of mid-
8 20th century in the United States. The film is all about the epic journey of Forrest Gump through
9 life, who is mentally challenged but continued to become a successful millionaire despite of his
10 shortcomings.

11 The movie begins with Forrest telling his story to the strangers who sat on the bench beside him,
12 waiting for the bus. Forrest lived with his mother in Alabama. He was raised alone by his mother
13 who supported him fully and explained him about life and people in the simplest way possible.
14 He was called as a special child by Principal of the school due to his low IQ of 75. Forrest's
15 spine was crooked so he couldn't walk without leg braces as a result of which he was bullied in
16 school and his only friend was Jenny Curran, whom he loved whole-heartedly. Major events that
17 occurred in Forrest's life included him playing for All American Football team, emerging as a
18 hero in Vietnam War by saving other's lives, becoming a national celebrity by playing Ping-
19 Pong in China, becoming the first ever captain of a shrimp boat and inspiring others by running
20 across the country.

21 Forrest possessed positive character strengths and virtues. He was **persistent** and **determined** by
22 nature. He finished the tasks or duties assigned to him with grace by facing all the obstacles be it
23 his Army training days, the soccer matches or fulfilling Bubba's dream of a shrimp boat. He was
24 **brave** and had no fear of enemies as depicted by his actions in the Vietnam War. He was **honest**
25 in his answers and opinions as shown in the scene of his interviews on TV or meeting the
26 President and asking his permission to attend the nature's call in front of the national media. He
27 was **true** in his feelings for Jenny and proposed her. He lived his life with **zest** and hated to stay
28 useless in terms of physical activity. When he was retired from Army, he worked to create the
29 first ever shrimp boat, then he ran across the country. He didn't like to sit idle. According to his
30 mother, "**Life is a box of chocolates. You never know what you're going to get**", so he was
31 always ready to face the twists and turns of life.

32 He was **curious** in his nature and asked questions to his mother which he was unable to
33 understand as when his mother was on her death bed, Forrest asked about his destiny. He was a
34 man of **perspective** as he advised other people while running across America and his advices
35 made them successful in their lives. When he found out about his son while meeting Jenny in
36 Georgia, he accepted the reality with **open mindedness** and didn't question Jenny.

37 He had a **forgiving** nature and didn't hold any grudges against anyone, be it his bullies in the
38 childhood or the rude remarks of Lieutenant Dan in the hospital after the war. Despite of him
39 being the football star of the country, various appearances on the national and international
40 media, the first player to play Ping-Pong in China, several meetings with different Presidents of
41 America, a successful millionaire owning the Bubba Shrimp Gums- he never bragged about his
42 achievements as he was a **modest** man.

Figure 17: Anna's Psychology assignment (page 2)

43 He was a **kind** man who was always ready to help others by overlooking his own benefits as
44 shown in the battlefield in the war where he saved his mates including Lt. Dan, Bubba, Alex and
45 others. He was always there for Jenny in her difficult times and provided her emotional support
46 whenever she was alone and sad. He looked after his son with **love** and care. He was very
47 **generous** and donated his savings and money to Bubba's family, hospital and church in
48 Alabama. He helped Lt. Dan by making him partner in his business of shrimps and made him
49 realize the value of life. Forrest was a **responsible citizen** of America as depicted throughout his
50 service in the Army. He followed every order of his senior officers and do as they said.

51 Forrest always brought **smile** on other people's faces due to his simple and straight forward
52 answers. He was not interested in hurting others for no reason and always helped people. He
53 made Lt. Dan **hopeful** about his life when they spent time in New York and on the boat. He
54 **appreciated the beauty** of stars in Vietnam, admired the beauty of the Sun just before setting
55 when he was at Bubba's place, and cherished the clear sky and mountains during his run across
56 the country. He was a **keen observer** and observed the minute details of the natural things
57 around him. His **spiritual side** had also been shown in the movie when he prayed along Jenny in
58 his childhood and also prayed for shrimps by attending the church on Sundays at Bubba's place.
59 Moreover, at the end of the movie he acknowledged the fact that destiny and the free will of
60 man; both existed at the same time in a person's life.

61 Forrest's mother was a **courageous** lady as she raised her mentally challenged child alone. She
62 explained every little thing to her son in the simplest way possible. She gave him **confidence** at
63 every little moment be it his first day at school or the advices given on her death bed. She
64 allowed Forrest to explore his life and destiny and let him do whatever he wanted to do in his
65 life.

66 Jenny was the love interest of Forrest in the movie. Jenny had a very **adventurous nature** and
67 liked to take **risks** in her life. She was never satisfied by her life due to disturbances in her
68 childhood. She was also honest in her feelings about Forrest and rejected to marry him when he
69 proposed her. She loved her son and married Forrest at the end, for his better future.

70 Lieutenant Dan was a **determined and courageous** fellow of Forrest. He wanted to sacrifice his
71 life in the Vietnam War for his country and was disappointed when he was rescued by Forrest.
72 He changed his behavior towards Forrest due to his **loving and respectful attitude** towards him.
73 He didn't directly thanked Forrest for saving his life but showed his **gratitude** through his
74 behaviour. He changed his pessimistic outlook towards life as he was a legless man. He was able
75 to made **peace with God** and was a believer of pre-destined nature of man.

76 To conclude, I think this movie is worth watching as it has the ability to motivate a person to
77 achieve his/her goals despite of all the hurdles and difficulties. Every character in the movie has
78 some qualities which are worthy of adopting. This movie is an amalgam of all the virtues namely
79 Wisdom, Courage, Humanity, Temperance, Transcendence and Justice. Each character possesses
80 positive character strengths which are highlighted in their actions, thoughts and feelings. I would
81 recommend this movie to people belonging to every domain of life as it can inspire them to live a
82 life of dignity and truthfulness. Physically or mentally challenged people can see Forrest Gump
83 as a role model who was able to overcome his weaknesses with grace.

Table 26 summarizes my assessment of Anna's Psychology assignment according to the criteria presented in Chapter Four (see sub-section 4.5.2.2, Table 11).

Table 26: *Assessment of Anna's Psychology assignment*

Criteria	Score
Clarity	3 (competent)
Task completion	2 (adequate)
Organization	3 (competent)
Sceptical approach	2 (adequate)
Argument development & analysis	2 (adequate)

The purpose of this task was to analyze the main characters in the light of specific content knowledge. The text revolves around the main character of the movie and his relationships with the other characters. These characters are explained through examples from the movie. Their positive qualities have been highlighted in bold (lines 21-28). However, Anna has discussed all the characters with no reference to any theory, which means that she has not fulfilled part of the task. Forrest's character, however, which is the main theme of this movie review, is described vividly with anecdotes (lines 11-24).

The assignment is well organized, with an introduction to the story and a conclusion that summarizes the movie analysis. Each character is analyzed in sequence. However, the analysis has been performed with a surface level approach, narrating the events of the movie. Despite this, the story is complex, which needs to be reflected in the task (see sub-section 4.5.2.2, Table 11, Task completion). The analysis could include various viewpoints (lines 29-31/35-36). While mentioning these points, Anna could have discussed in depth how

Forrest's attitude of never getting upset about the unexpected is unusual, or she could have shed light on the comparison between life and chocolate, and the difficult task of making life choices, which was easy for Forrest because of his deficiencies (see sub-section 4.5.2.2, Table 11, Argument analysis and development).

As a character analysis assignment, questions could have been raised and addressed, concerning the complex nature of this story. For example, an in-depth analysis could have revealed that Jenny was most probably not being honest about her feelings when she refused Forrest's proposal. It is possible that she loved him, but her belief in the goodness of life had been shaken because of her past (see sub-section 4.5.2.2, Table 11, Sceptical approach).

The assignment lacks analytical bend and a critical approach, wherein a writer presents the argument from various perspectives. Moreover, there is no inclusion of the discipline-specific theories that are mentioned in the task title. Anna was expected to analyze, evaluate, and present her stance with reference to content knowledge, which has not been done. This de-contextualizes the assignment, as there seems to be no negotiation between the writer and the content knowledge (see Chapter Three, sub-section 3.3.1.1).

Anna has provided evidence of the qualities of the characters she has discussed by giving examples of the events in the movie throughout the text. She has watched the movie through a single lens, which is positive and bright. However, each story has its intricacies, and the characters face conflicts. Discussing these intricacies and conflicts could have strengthened the analysis.

Reflecting on her Psychology assignments, Anna explained that she had to study from the coursebook to complete them. However, for this particular assignment, she said:

I observed each character deeply and I spent time studying Forrest's mother. You can see it here in the assignment... We had to critically evaluate the characters in the movie... I will take a point and make my argument or it might be inspired from my personal experience and my observation and my point of view...

It may be assumed that Anna would reflect on how the film related to her own life. This is an example, as Ennis (1989) suggested, of an immersion approach in the teaching of CT, where students are exposed to thought-provoking subject matter and go deeply into the subject matter without explicit CT instruction (see sub-section 3.2.7, Table 14). The only difference is that this is not a course in CT but a Psychology course. Anna added that she had kept in mind the positive aspects of each character and written about them:

Because we studied about the positive part of human nature and how it makes life happy and easy. That was the main thing...

I asked if she could conduct the analysis from another angle, and she replied:

Yeah, I could have written much more but I just followed what our professor discussed in class.

She indicated lines 61-65 as one example of CT from her assignment, where she has discussed the attitude of Forrest's mother towards her son. Anna clarified that she explained the main character based on the qualities she had observed while watching the movie.

Anna was awarded 70% for this assignment by her teacher. However, as she had not referred to any theories or diverse ideas and neither had she cited

any references, I assigned her 60% in application of the CT model, which was lower than the teacher's mark.

5.3.2 Hira

Hira is a third year undergraduate student of Psychology. She said that she expresses herself '*through painting and through writing*'. About academic writing, she commented: '*we have covered all the aspects of academic writing in different semesters, depending on the English courses*'.

5.3.2.1 English Essay

Hira's first text was an argumentative essay assignment written for the English III course (see Figure 18). The topic sentences are highlighted in bold type.

Figure 18: Hira's English essay

1 **Money is all happiness. Argue**

2 "Money is all happiness only for those who seek pleasure in materialistic objects". **Happiness depends on**
3 **what u give most priority to.** Money can only give happiness up to a certain level because if that was the
4 case then the elite class would've been the happiest people of all. **Everyone believes that if they have money**
5 **they can buy all the happiness of life. They see their happiness in worldly luxury. Their happiness is**
6 **based on materialistic desires. But that is not how things always work. Yes money can give u happiness**
7 **but only for a short while. You can buy all the things u want in the world, still it can never give u inner**
8 **satisfaction. Hence money cannot give u true happiness, just an illusion. Happiness is not determined**
9 **by what your bank account could afford, it is simply appreciating the small things life brings you.**

10 **Money can't buy u happiness even though it is thought to be one of the most powerful things out there.**
11 **Everyone desires money because it can buy u nearly everything even humans. In today's barbaric world**
12 **people out of their creed sell human girls as slaves.** While others buy puppets in the name of friendship just
13 to please themselves. But the thing is that those puppets stay with u only for a short while because later they
14 start showing their humanly nature. Friends bought with money will only stay with u till your pockets are full.
15 As soon as their motives fulfilled they will leave u all alone in the wonders of darkness.

16 **Love is a feeling of deep affection. It is an incredibly powerful word if one knows its meaning. An**
17 **emotion like love can never be tarnished as when u love someone there is no denying it.** The joy that
18 friends and family bring into your life can never be attained through money. Friends made with genuine
19 feelings and pure intentions always remain by your side because the bond now exist between them of love and
20 trust rather than a deal or commitment.

21 Money can only be used to purchase material goods such as shelter, a bed and many more items. Many people
22 perceive that money can be used to purchase everything in this world, but what it can't buy you is life lessons
23 and knowledge. You can use all the money you want to get a good education and become an amazing musician
24 or something, but you won't learn how to deal with the real world. In reality, you'll have to deal with many
25 types of complicated obstacles and money won't be able to help

26 On the contrary, many people or should I say the elite class thinks kind of different. According to them. They
27 have money, they want their job done. The other person is desperate for it. So why not make him/her our
28 slave? There is nothing money can't do. As for friends as long as u keep feeding them they will remain by
29 your side and yes u can remain happy with all of these things. Life is perfect like this for them the concept of
30 love and happiness is give and take. It's like a commitment. You keep me happy and I'll give u money. So
31 they keep still to their point that we got luxury love friends everything with money so who says happiness
32 can't be bought? With money one can buy all the things he wants in the world. How can that not bring joy to
33 anyone? Wearing expensive clothes, living in mansions. There is no need to learn things when one can gain
34 happiness just with the help of 'the green paper, those need knowledge who have nothing do in life and need
35 a job whereas rich people look for places to spend money and don't give a damn to the spiritual or emotional
36 factors. For them money is everything. Money is happiness.

37 In conclusion, I strongly believe that money could not bring eternal joy into your life because purchasing
38 materials will only result in a limited amount of satisfaction, it cannot buy you the emotions you get from love
39 and affection and it also cannot purchase everything in world such as general knowledge and a deceased loved
40 one or the memories made with them. Yes money can make your life easier but it can't "make your life". **I**
41 **believe people living in a small house with less possessions , less to eat are more satisfied with their lives**
42 **than those living in mansions with money coming like flood because their love keeps them happy and**
43 **saves the warmth in their hearts.**

Table 27 summarizes my assessment of Anna's essay, according to the criteria set out in Chapter Four (Table 11).

Table 27: Assessment of Hira's English essay

Criteria	Score
Clarity	3 (competent)
Task Completion	2 (adequate)
Organization	2 (adequate)
Sceptical approach	2 (adequate)
Argument development & analysis	2 (adequate)

Hira's essay begins with an aggressive stance, instead of an overview of the topic. She starts with a strong quote (line 2), followed by what seems to be a neutral opinion (lines 2-4). Although her language is clear, the ideas are puzzling, in that she gives examples that are unrelated to the topic. As identified in the CT model criteria for task completion (see sub-section 4.5.2.2, Table 11), she has not focused on the main topic. She could first have established a link between the concepts and the examples provided (lines 6-8/11-12/16-17). Instead, the topic is unrelated to what is narrated in lines 12-13. Moreover, the explanation of love is irrelevant to the topic.

The task is not complete, as Hira has omitted to explain the purpose of the essay, but adopted a strong stance immediately (lines 4-7). She puts forward strong arguments, but digresses in the process. The concluding paragraph does not summarize the previous points, but adds a new example, which should have been introduced in the preceding paragraphs to strengthen her position (lines 40-43), before reaching the conclusion.

Hira has developed her argument to support her stance, and added counter-arguments. However, the ideas do not connect with each other logically,

but are rather haphazard and do not flow in a systematic manner (sub-section 4.5.2.2, Table 11, Organization). Many ideas are stuffed into a short essay (lines 7-11). All four sentences in these lines need to be elaborated with evidence. The last sentence could have been extended by adding the link between money and happiness (sub-section 4.5.2.2, Table 11, Argument development).

Hira begins the essay by challenging established theories with examples that are unrealistic. Many people are non-materialistic and aware that money cannot buy everything (lines 4-7). She has attempted to create a hypothetical situation that could have reinforced her argument if given separate attention in her writing and substantiated with evidence (sub-section 4.5.2.2, Table 11, Sceptical approach).

Hira has adopted a clear stance from the very beginning. She has developed her arguments and counter-arguments, yet these are not arranged appropriately (lines 21-25). Hira is persuasive in expressing her ideas, except at times, they do not seem to relate. For instance, she first talks about happiness, which cannot be bought with money, but the next paragraph begins with the idea of money being the source of everything (28-30). On the whole, Hira's essay is interesting to read. However, it needs to be more objective with a logical flow of ideas.

It is significant that Hira was the only student who claimed that her teachers had taught her how to think critically. About her English essay, she said:

It was an opinion-based essay and I had to give my stance. So I expressed that I was totally against it. I came to this decision based upon different life experiences...

According to Hira, her essay is full of CT examples. She specifically pointed out lines 2-9, where she has discussed the significance of both happiness and wealth.

Using the CT model, I awarded Hira 55%, whereas her teacher assigned her a mark of 73% (the same as the mark assigned to Anna's essay). This variation between the marks awarded by the teacher and myself could be attributed to the subjective nature of the task. Arguably, using the CT model, I concluded that Anna's essay went into greater depth and was more logically structured, with no digressions.

5.3.2.2 *Psychology Assignment – Character Analysis*

As with Anna, Hira's second assignment (see Figures 19-20) was also from the Positive Psychology course for undergraduate students (see Appendix E4). The students were asked to analyze characters from the Hollywood movie, *Forrest Gump*, with reference to Positive Psychology theories and research. Hira highlighted the main points in bold type.

Figure 19: Hira's Psychology assignment (page 1)

1 **Character Analysis—Forrest Gump**

2 **Analyze the main characters of the movies 'Forrest Gump' with reference to the Positive**
3 **Psychology theories studied in class.**

4 Forrest Gump is a story of a basic man and his voyage through life. His story happens during a
5 time of historical significance for a young nation. It was a time frame where inquiries of ethical
6 quality and uniformity had gone to the bleeding edge in American culture and society. Gump is a
7 young fellow who is simple minded and lives his life by a lot of esteems imparted in him by his
8 mom.

9 Early in the movie, young Forrest is observed to be physically impeded driving him to need to
10 wear supports on his legs. Alongside his low IQ of 75, he currently needed to confront his young
11 developmental years being disregarded and ridiculed by his friends and grown-ups alike. With
12 the assistance of his mom's intelligence and straightforwardness, Forrest had the capacity to
13 build up a profound feeling of "self". **With his mom's direction amid these beginning periods**
14 **of his life, he can defeat his physical impairment and become a world-class sprinter and**
15 **school football player. This story is a genuine case of the how a youngster's psyche creates**
16 **through a progression of stages. Through these stages, they build their comprehension of**
17 **the world while associating with it.**

18 **Piaget created 4 phases of cognitive development, which begin during childbirth and**
19 **advancement during that time and into adulthood. In spite of the fact that the film starts**
20 **when Forrest is most likely around 8 or 9 years of age, due to his low IQ and mellow**
21 **impediment, we can see him progress the last 3 phases.** The preoperational stage
22 characterized by Piaget, ordinarily age 2 to 6 or 7, and is the years the kid figures out how to
23 utilize language however doesn't completely see how to utilize rationale and the significance of
24 what is said.

25 Forrest will quote maxims that his mom has made up and used to clarify away the obliviousness
26 and remorselessness of others. He is inquired as to whether he is Stupid or something. Forrest
27 has a programmed reaction to the inquiry since his mom has all through his young life given him
28 away to find the individual endeavoring to put down him asleep. He answers, "Stupid is as stupid
29 does." If he was approached to clarify what he implied, he wouldn't have the capacity to, yet it
30 was sufficiently only to stagger the one assaulting him. They ordinarily wouldn't have some
31 other remark to balance his announcement. Forrest gives off an impression of being moderate to
32 move out of this phase as shown by his absence of comprehension of the sport of football when
33 he is given a grant to play football in school.

34 At the point when his GI mate, Bubba, suggests that Forest go along with him in a post-war
35 vocation in shrimp angling, Forest unassumingly says, "OK." He sets off on a multiyear run,
36 without an arrangement, without importance to, and closes it on motivation, without knowing
37 why. To put it plainly, he refers to his mom's mantra that life is like a box of chocolates, "... no
38 one can tell what you will get."

Figure 20: Hira's Psychology assignment (page 2)

39 His availability to acknowledge all that transpires, close brushes with death; inclusion with
40 world-shaking occasions, and lamentable misfortune is, in its own particular manner beguiling
41 and engaging.

42 We are reminded the *Jungian Archetype of the "Fool"* who in one hypothetical incarnation,
43 grasps the good fortune and inclination of life by encountering it all alone terms, tolerating what
44 comes without judgment, neither attempting to transform it nor howling to the sky about it. This
45 is unusually like the advanced mental accentuation on care. Forrest appears to be frequently
46 joyfully free from and safe to social partiality, focused perniciousness, or self-hatred. He isn't
47 loaded to intercede at each progression, nor does he commit the error so normal for those in the
48 American culture of seeing control where he has none.

49 **Forrest's way to deal with life's misfortune is differentiated by the story lines for**
50 **Lieutenant Dan, who angrily rejects an incredible misfortunes, and Forrest's dearest Jenny**
51 **who is headed to get away from her life.**

52 Lieutenant Dan, who should bite the dust with respect on a field of fight, battles through his
53 legend's adventure subsequent to losing the two legs and sinking into sorrow, a standoff with
54 God, and after that at last making harmony with himself. He fabricates the shrimp business and
55 makes Forrest a well off man contributing the returns.

56 The character Lieutenant Dan shows clear manifestations of *PTSD*. As expressed over, the
57 underlying trigger is a horrendous encounter that he couldn't survive. In Lieutenant Dan's case,
58 this trigger can be contended to be one of two things. The first is that he was shot, harmed, and
59 after that, incapacitated because of his battle in the Vietnam War. Since he came so near to death
60 and was so seriously harmed. The second trigger is when after he endures his war wounds, he is
61 compelled to live in a world he doesn't wish to be in. Unexpectedly, Lt. Dan put such a
62 significant positive reward for kicking the bucket in fight that he was damaged by being tore far
63 from his predetermination. Lt. Dan was eager to kick the bucket in the war on the grounds that
64 each man in his family tree has battled and passed on in each American war, he not kicking the
65 bucket in the field tore his desire for the main thing he needed.

66 In Forrest's loneliness, Jenny came to visit him. Forrest proposed Jenny to wed him. The film
67 finished by Forrest escorting his child to the school bus, where the dad and his child told that
68 they cherish one another.

69 *Individual Psychology* finds out about special identity of human conduct. As indicated by Adler
70 Individual Psychology is a science that endeavors to comprehend the encounters conduct of
71 every individual as a sorted out substance. Individual psychology has significant importance as
72 the best approach to comprehend human conduct. The fictional finalism, inferiority feeling and
73 compensation, striving for superiority, style of life, furthermore, inventive self, give a significant
74 direction for comprehension among human.

75 **Everybody has inferiority feeling which trouble the creativity, and it gives impact in superiority**
76 **progress of identity. The essential supposition will push one of a kind personality to build up the**
77 **imagination, to change inferiority to be superiority and to cope behavior.**

Table 28 summarizes my assessment of Hira's Psychology assignment, according to the criteria presented in Chapter Four (Table 11).

Table 28: Assessment of Hira's Psychology assignment

Criteria	Score
Clarity	2 (adequate)
Task completion	3 (competent)
Organization	3 (competent)
Sceptical approach	2 (adequate)
Argument development & analysis	2 (adequate)

In her essay, Hira has explained the concepts according to her content knowledge (lines 15-21). However, this explanation is ambiguous in that it does not specifically align Forrest's cognitive development with Piaget's four phases of cognitive development. A few terms used in the analysis, for example, PTSD (line 55), require a definition. Moreover, the last two paragraphs do not mention either the movie or characters (lines 68-76).

Aside from this, the assignment is lexically too dense to read easily (see sub-section 4.5.2.2, Table 11, Clarity). That said, Hira is well aware of the task, which is character analysis. She has analyzed each of the characters in light of the theories studied on her course. In particular, the focal point of her analysis is the hero, Forrest Gump. Other characters have also been analyzed from the perspective of Forrest's role (lines 49-51). Hira has discussed the complexities of the characters, but this explanation could have been more in-depth if she had analyzed their individual conflicts separately. The conclusion should have been a summing up of the points made, instead of presenting a theory (lines 68-76).

Hira has followed the task instructions and discussed each character accordingly. She has applied content knowledge to explain the characters. However, the link between theory and analysis has not been clearly established, especially not in the last two paragraphs (lines 75-77). It is not evident which character this description refers to; given the characters, it could be applied to Forrest, Jenny, or even Dan.

Although Hira has completed the assignment with reference to the established theories studied in the classroom, lines 13-17 seem to be explaining the development of a normal mind, while Forrest was a special case, and his worldly success entailed many other factors. Hira has not questioned or evaluated any theoretical assumptions. She could have evaluated what Forrest missed during the different phases of cognitive development, which had kept his IQ low (see sub-section 4.5.2.2, Table 11, Argument development and analysis).

In contrast, Hira has substantive knowledge of the subject. Throughout the text, she refers to a number of theories while discussing the characters. However, her references to theory seem excessive to the point of making the writing unclear. Moreover, the critical approach, for example, presenting a different perspective, is lacking. Hira could have argued that Forrest's smooth life and success owed much to old family money, which supported him and his mother. This could be a point of comparison between the characters of Forrest and Jenny, which might have developed a completely different angle on the story.

Nevertheless, Hira confidently stated that she had thought critically while doing her assignment. Regarding her Psychology assignment, she said she had compared Forrest's personality to Piaget's theory, which is an example of CT (lines 18-21). Hira was assigned a mark of 80% for this assignment, whereas her mark according to the CT model was 60%, significantly less than the mark awarded by her teacher. My interpretation is that she could have better organized the assignment and worked more on synthesizing and concluding it.

Using Hira's assignment as an artefact, I asked the faculty to look at the essay to find evidence of CT, Professor Asha pointed out that the student had adequate subject knowledge, and '*there is a combination of different ideas which are linked properly*'. She added that '*the student has also given a conclusion... which is well connected to the actual story*'. However, she acknowledged:

The student... has not put forth any ideas of her own... Otherwise, from a theoretical point of view, it is all right. She has tried.

The second teacher, Professor Sara, had different ideas. After reading Hira's Psychology assignment, she commented:

This student has tried to relate the characters to psychological theories like the one by Piaget. They... understand things in one context but they cannot precisely relate to the character they are talking about... If it is not copied,... the student has tried to do something.

Both teachers agreed that the student possessed subject knowledge and had written the assignment well. However, while Professor Asha was of the view that the student should be given credit for her attempt, Professor Sara was unwilling to give the student any credit, as she thought she might have copied the work.

5.3.3 Shah

Shah is a third year undergraduate student of Business in the School of Business and Economics (SBE). He comes from a financially comfortable rural family in South Punjab, and his desire to study in a reputable university had brought him to this institution in a big city. He was previously nominated for a student exchange programme and had spent a year in China, where he said he had developed the confidence to speak and write English out of necessity.

5.3.3.1 English Essay

Shah's first text (see Figure 21) was an argumentative essay assignment written for the English III course. The essay was on population explosion. He has emphasized the quotes in bold type to highlight the topic of each paragraph, but this emphasis seems to be haphazard.

Figure 21: Shah's English essay

1 **Write an essay on “Population Explosion”. Follow the provided structure of**
2 **argumentative essay.**
3
4 **Population Explosion**
5
6 **“We all worry about population explosion, but we don’t worry about it at right time.”**
7
8 **Population control is one of the critical issues of our time. Much can be said in pros and**
9 **cons of it. In underdeveloped countries like Pakistan, birth control is considered a sin**
10 **against God by some narrow minded people.** The fact is that population explosion is not
11 merely an economic problem, it is a big social problem. **Parents who have too many**
12 **children cannot pay attention to their mental, physical and spiritual growth. The result**
13 **is that their children feel neglected. They fall a victim to many evils.** Their sense of
14 deprived results in many problems. **In such families children are more prone to**
15 **litigation specially when their parents die and the property is going to be divided among**
16 **them. With the increase in population unemployment also increases.**
17
18 **“Real problem is not population explosion, but what the population doing.”**
19
20 Pakistan’s population is growing at the rate of 3.1 percent a year. This rapid increase in our
21 population is the main cause of our economic problem (UNDP). One out of every 4
22 Pakistanis live under the line of poverty, one out of 10 does not have the safe water.
23
24 **“Population growth is not respecting water management discrit.”**
25
26 There are many causes of this deplorable situation such as poverty and the lack of means of
27 entertainment. **But the main cause of population explosion in our country is illiteracy.**
28 About 42 million adults are illiterate. **They are under the powerful influence of the**
29 **“Mullah” who teaches them that the birth control is against the faith.** Islamic scholars
30 around the world have stated that there is no religious injunction. Villages where more than
31 80% people are illiterate.
32
33 **“The expansion of choice has become the explosion of choice”**
34
35 Islam itself presents the solution to this problem.
36
37 **“And mothers should suckle their children for two years” (Al-Quran).**
38
39 The need of the time is that we should take an impartial view of that situation and tackle this
40 problem. Pakistan cannot be put on the path to progress unless we change our view about
41 birth control.
42
43 **“You cannot control your own population by force but it can be distracted by**
44 **consumption.”**
45

Table 29 summarizes my assessment of Shah’s essay, according to the criteria presented in Chapter Four (Table 11).

Table 29: Assessment of Shah's English essay

Criteria	Score
Clarity	2 (adequate)
Task completion	3 (competent)
Organization	1 (inadequate)
Sceptical approach	3 (competent)
Argument development & analysis	3 (competent)

The essay begins with a quote (lines 6-7), which is meaningful, but instead of introducing the topic after the quote, there are two sentences about population control instead of population explosion (lines 8-10). The introductory paragraph contains useful information, but is not well structured (lines 8-16). No definition of the two terms is provided to clarify the difference in meaning (see sub-section 4.5.2.2, Table 11, Clarity). However, although Shah's essay is not well organized, Shah has clearly investigated the topic in depth from different perspectives, and has identified the social and religious factors that have led to population explosion (lines 11-13/27-29/line 18).

Under the quote in line 18, Shah presents a number of reasons why people are strongly influenced by a certain group of powerful people, which has led to this problem. However, it is virtually taboo in Pakistani society to discuss these things (lines 28-29/37). Shah writes about the link between population explosion and religion. It is a strong and valid argument but needs to be written sequentially, stating one idea after the other. The concept of 'sin' (lines 9-10) could be refuted in the same paragraph, instead of at the end (lines 29-30/35/37). In addition, this could have been contained within a single paragraph,

along with the idea of 'illiteracy' and its link with the influence of religious scholars (see sub-section 4.5.2.2, Table 11, Organization).

Although students are not expected to cite references in these essay assignments, Shah has provided substantial evidence to prove his claims, referring to sources (lines 22/37). Nevertheless, the poverty statistics (line 22) would be more convincing if details of how poverty and water scarcity are linked to population explosion were provided (see sub-section 4.5.2.2, Table 11, Argument development and analysis). Moreover, some irrelevant points like property division and litigation divert attention from the main topic (lines 14-16). Furthermore, although the quotes in bold type before and after each paragraph are substantial, they disrupt the continuity of the text (lines 6/24/33/37/43-44). In lines 43-44, Shah probably wished to say that it is not force, but rather being engaged in useful activities that could help. However, the necessary lexical complexity to express this idea appropriately in academic writing is perhaps lacking (see sub-section 4.5.2.2, Table 11, Clarity).

Shah has argued well and addressed the complexities of the topic. The challenge lies in the organization of ideas. As discussed in Chapter Three, Halpern (1999) emphasized that it is structure training that enables students to correlate concepts effectively and identify the actual topic, this being what leads them to first explain the topic clearly. In the present case, this would involve defining and explaining what constitutes population explosion, relating it to other concepts like the problems that accompany it, and the solution, which is population control. The essay concludes on a strong note (lines 40-41), but the

quote at the end is not logically tied to the points raised in the essay (lines 43-44). Shah was assigned 70% mark for this essay. Using the CT model criteria for the current study, I assigned Shah 60%. However, it should also be noted that Shah's argument goes into greater depth than the other essays analyzed. He has demonstrated sound knowledge of the subject and generally, tackled a sensitive subject objectively. However, his low score is the result of his weak organization skills.

When I asked Shah to show me evidence of CT in his essay, he seemed quite happy with his performance, stating:

To tell you honestly, I think the whole essay is critical. I describe that population is a critical issue nowadays...

5.3.3.2 *Global Business Plan*

Shah's second text (see Figures 22-25) is part of the Global Business Plan project, undertaken by undergraduate SBE students on the International Business course. As it is a year-long project, only a part of it was used for text analysis in this current study. The project also consists of a presentation, which is not part of this analysis. The written part of the project includes an executive summary, product details, financial resources, alliance with other businesses, recruitment, employee training and appraisal, benefits, risks, target market, and sustainability. The first five parts of the plan were selected for analysis.

Figure 22: Shah's Business Plan (page 1)

1	GLOBAL BUSINESS PLAN
2	Executive Summary
3	
4	The purpose of starting this business to avail the opportunity, to earn profits and
5	bringing the perfect solution for the few problems in our country as well china. The
6	major problems are related to pollution which is exceeded more than normalize in china
7	and increase in population. In Pakistan, increase in prices of fuels and electricity
8	causing result in to increase in price of other possible related things. The major thing
9	people find most problematic is increasing in the traveling cost and in china the major
10	problem is of pollution which attracts me start this idea for its solution.
11	Hybrid auto rickshaw is the combination of both electricity charging capability as well
12	as solar charging system which is the ultimate power provider and free of cost. This
13	type of vehicle provide solution for such problems.
14	This business is a sole proprietorship and globally expandable. In the first phase, I will be
15	starting this business in Pakistan which will requires total to estimate start-up cost of
16	3,810,000 to 4,594,500 Rupees. To meet such cost, I will take loan from Meezan Bank
17	limited in contract with giving them 15% of profit till I pay the loan bank. The total loan is
18	estimated 15 lacs to 17 lacs Rupees. The remaining cost will be invested by me which is the
19	estimate of 28 lacs 10 thousands to 33 lacs 95 thousands Rupees. After analyzing all the costs
20	and <u>expenses</u> I will be left with 5 lacs 5 hundred Rupees of deficit. Such cost is very enough
21	to meet all the cost required to start a business. In the beginning starting with 5 auto
22	rickshaws and expanding the number according to the demand in future.
23	Strategic alliance with SAZGAR ENGINEERING WORKS LTD and <u>sunlife</u> solar will be
24	established in order to meet the resources required for the manufacturing of such vehicle.
25	Such alliance will be more beneficial for my business as sharing of knowledge and resources
26	will be made. I will be giving them initial design of auto rickshaw and buying solar panels
27	with the design I gave and my engineers and designers will work on it to manufacture and
28	design it more convenient. This strategy is for initial phase, after the success I can hire more
29	engineers and <u>machineries</u> to manufacture more directly.
30	Such business will be very successful as the demand for ordinary auto rickshaws is very high
31	and people in Pakistan will be willing to pay some extra amount to save money in the future.
32	Another reason for the success opening is that there is no direct competitors in the market as
33	it is a unique product. The economic and geographic condition of Pakistan and china are both
34	in favor of this business. Although political stability will be causing some distraction a little
35	bit in both countries. The relation between these countries is such a good example for others.
36	The total cost required for the start-up is 4, 133,000 Rupees. I have divided this amount in
37	two parts. The first part is 2,633,000 Rupees and the second is 1,500,000 Rupees. The first is
38	the investment I will be doing it by my side and another part is Loan. The loan will be taken
39	from the Meezan bank Limited upon the agreed criteria.
40	Analyzing all the expenses and costs and comparing them with total sales in a year, it is
41	clarified that in the beginning first year, profits is in minus means there is loss but after
42	completing one year and increasing in production unit the profits started cutting off all the
43	expenses and costs. The reason for profits starting in after first year is the huge expenses and
44	input material required.
45	Product:
46	Hybrid Auto Rickshaw
47	Combination of electrically charging system as well as using solar energy by the use of solar panels
48	consist of air conditions with the capacity of four people.
49	
50	

Figure 23: Shah's Business Plan (page 2)

51 **Introduction**

52

53 This product has the best business opportunities in Pakistan in majority and china as they
54 have highly usage of these type of vehicles. The traditional auto rickshaws has the ability to
55 be operated on either petrol or gas but in china somehow there are certain vehicles which are
56 operated through electricity mean. I found this business opportunity to start business of
57 manufacturing such hybrid vehicle which will be highly demanded in Pakistan and china.

58 **This type of vehicle is highly demanded in these countries by the customers for its low**
59 **charges and more easy availability, and for short distance travelling. A lot of its**
60 **customers avoids it in summer and choose other vehicles with air conditions options to**
61 **avoid hot temperature.**

62 In Pakistan, the people are middle class in majority and unemployed and unemployment rate
63 is very high, people can uses Auto rickshaws to meet their daily expanses and a source of
64 earning with high demand. Already there are a lot of people using Auto rickshaws for their
65 daily travelling for a short miles and they will be more attracted towards this vehicle to the
66 daily routine travelling.

67 **CPEC is the best opportunity to start business in Pakistan along with china, as the**
68 **relationship between these countries will become stronger in the future. Free trade**
69 **agreement between Pakistan and china is the best opportunity for trading which impose**
70 **low tariffs and free trading between these countries.**

71 China is more attractive market, they are advancing towards more high technology, and
72 stepping towards to be more sophisticated in terms of decision making. The very clear subject
73 in production sector are now **energy-saving**, material saving, space-saving and recycling or
74 remanufacturing.

75 China has a constantly growing market due to rapid economic growth and industrialization.
76 China is the world most third largest nation with trading and will remain continue and it will
77 be the most important business partners.

78 For me it the best opportunity to avail, as far Uber and Careem both are the leading service
79 providers through Auto rickshaws, may find this vehicle best for their companies and it will
80 increase in sales of my product.

81

82

83 **Creating a strategy to increase profitability**

84

85 **Core competencies:**

86 The core competencies is the unique design of auto rickshaw that have never been introduce
87 in the market of Pakistan. The another point for core competency is the unique combination
88 of capabilities that it will contain is that it consists of solar system as well as can be charged
89 by any electric mean provides the unique capabilities to the vehicle for the proposed
90 countries.

91

92 **Through value creation:**

93 For the creation of value, the design of the vehicle is such unique that provide the advantage
94 and value for the customers for the unique combination of capabilities that they will be
95 willing to pay. For this reason, I can charge a higher cost of the high value which will be
96 created.

97 In Pakistan, majority of people belongs to middle class or lower class. The number people
98 using auto rickshaw for the source of their income are much more. For this reason, I can also
99 use low cost strategy to target them for the value creation.

Figure 24: Shah's Business Plan (page 3)

100 As such will required higher cost to manufacture, the low cost strategy will be used as using a
101 low cost as compared to the cost will should be costed for such vehicle. E.g. costing more
102 than the people can really afford in reality.

103

104 **Through international expansion:**

105 After the successfulness of doing business in Pakistan, it will be further expanded to china as
106 well. There is a good reason of choosing china because of the economic, political and
107 geographic condition and the opportunities for doing business in china. The type of vehicle is
108 already in use in china in some of the major populated areas and the reason it can be
109 successful in china is the pollution free vehicle which can be encouraged by the people as
110 well as the government.

111 CPEC is the best opportunity to start business in china, as the relationship between these
112 countries is much stronger and it will more in future which is expected and free trade
113 agreements between Pakistan and china provides such and good opportunity to expand
114 internationally. **The support of the Chinese government is rather extensive, from**
115 **incubators to subsidies, and a lot of supportive measures to facilitate entrepreneurship**
116 **and innovation.**

117 However, there is much more that makes China a great entrepreneurs, including foreign
118 entrepreneurs. The Chinese market is large and growing, they have the highest PPP in the
119 world. It is a very particular advantage that the Chinese market has; business has room to
120 grow more than in many countries. Due to this it a plus point to invest in such country and
121 starting a business.

122 In the business of very first year, it is targeted that about 30% of production should be
123 exported to china. There may be more cost to be incurred but to realize the market situation it
124 is necessary to first have knowledge about that market. After the succession of few years it is
125 compiled that to open manufacturing plant in china in order to reduce the cost and expenses.

126

127 **PRODUCT CONCEPT**

128 Customer always prefer more unique and highly beneficial products and comparing them to
129 its cost. In Pakistan majority of people are middle class related which always looks at the
130 price and its benefits first then knowing the product after and its specifications.

131 The concept of the product is related to this idea. It is unique, not much high price as
132 compare to the specifications provided and a solutions for more than four to five problems. **It**
133 **is basically a hybrid auto rickshaw which has a unique design and combination of**
134 **electrically charging and solar energy charging capacities.**

135 The combination makes a unique a solid solution for the problems of in Pakistan of high cost
136 of petrol and gasses, although electricity is also been listed as expensive in Pakistan but sun is
137 the free source of energy. Additionally, respecting the nature, it is pollution free makes it
138 more unique and can be highly demanded in polluted country like China.

139 Using compact batteries will provide long lasting charging capacity and adjusting the solar
140 panels as a rooftop of auto rickshaw. It will be the work to be done the talented designers and
141 engineers.

142

143 **PRODUCT LIFE CYCLE**

144 **Introduction**

145 This is the very first stage and most important for the organization to build its strong
146 roots and stem. The uniqueness of the product bring an advantage of no competitors
147 in the beginning in this stage. The price will be relatively low as compare to its
148 actual beneficial cost should be. Sales are low in the beginning as most of the people
149 will be unaware of the product and its usage.

Figure 25: Shah's Business Plan (page 4)

150 This stage will requires 1 years after shifting to another stage of growth.
 151
 152 **Growth**
 153 As people will came to know about this product and finally the cost of promotion
 154 and advertisement are payoff. The sales will start increasing after one year and
 155 maybe some competitors will also enter into the market. More investment will be
 156 done to provide more persuasive advertisement and at this stage Strategic alliance
 157 will help the organization to gain the competitive position due to alliance synergy
 158 the organization will provide in other to become shield guards. Changes in the
 159 product maybe required after the initial stage where people firstly experience the
 160 product their maybe more recommendations which could be used as the advantage
 161 to gain more market shares.
 162
 163 **Maturity**
 164 After such growth in sales and profit and competitors in the market, some the profit
 165 and sales will be divided in portions. Huge invest will done for advertisement
 166 purposes, customer care services and here using social benefit providers to the
 167 society like providing different packages for leasing product and focusing female
 168 privacy travelling as source to attracts more customers to gain more profits and
 169 remain loyal the customers
 170
 171 **Product extension**
 172 **The last where it is the decline stage of the product, people start making no use**
 173 **of that product or there comes another far better option for the customer to**
 174 **shift their sides. Bringing more technological advancement and extending the**
 175 **product line and bringing more changes that could be matched with the choice**
 176 **of customers on time. Here R&D will play its most important role to clearly**
 177 **identify the changes the environment, the trends, market conditions and choice**
 178 **of customers.**

Table 30 summarizes my analysis of Shah's assignment, according to the CT model criteria set out in Chapter Four (see Table 11).

Table 30: Assessment of Shah's Business Plan

Criteria	Score
Clarity	3 (competent)
Task completion	3 (competent)
Organization	3 (competent)
Sceptical approach	1 (inadequate)
Argument development & analysis	2 (adequate)

Shah has planned a joint venture between Pakistan and China. He has explained repeatedly what his product entails (lines 11-13/47-48/131-133). The business idea is explained well at the beginning (lines 51-80, Introduction) (see sub-section 4.5.2.2, Table 11, Clarity). Shah has written the assignment as per the task requirements. However, the ideas are repetitive and abruptly presented. For example, Shah writes about the demands of the product, but then suddenly switches to the idea that sales will drop in summer (lines 58-61). However, Shah has planned to launch a unique product, which in itself is challenging (lines 130-131). The purpose is explained in the Executive Summary (lines 4-10) and Introduction (lines 53-80). Shah has focused on the topic throughout the text. It is a complex task, but he has fulfilled the requirements. However, the risk factor has not been discussed in depth in the plan. Shah could have discussed the anticipated problems and proposed solutions, as this is an essential part of a business plan.

The plan contains a specific section about the product, called the 'Product Concept', in which the concept is discussed in detail (lines 126-140). Different stages of the product's lifecycle are also explained comprehensively in the section, 'Product Life Cycle' (lines 142-176). Shah likewise mentions the benefit of the China-Pakistan Economic Corridor (CPEC) for his business project (lines 67-70/114-115). However, assumptions like free trade agreements at some time in the future cannot be relied upon to invest a large sum of money. A documented example of this kind of business could have made the argument reasonable (see sub-section 4.5.2.2, Table 11, Argument development and analysis) .

Shah has discussed his Business Plan in detail, covering all aspects and making tall claims of success. He has presented strategies to increase profit (lines 83-124) and sustain the business (lines 170-176). However, there is no plan to attend to risks or any other accidental business losses, and so these must be addressed (see sub-section 4.5.2.2, Table 11, Sceptical approach). Shah therefore seems certain about the success of his plan and has only discussed it from this perspective. He has repeatedly given details of his product and its uniqueness, but does not compare it to similar products that are already easily available on the market. Neither has he considered the cost of maintaining solar panels, or the fact that the use of an auto-rickshaw is not weather-dependent; ordinary people in Pakistan use them all year round, as they are affordable and convenient. That said, Shah's assignment is organized, clear, and fulfils the task requirements adequately.

Shah was assigned a mark of 80% by the teacher. However, using the CT model's assessment criteria, I awarded his Business Plan 60%. Nevertheless, Shah had undeniably applied his CT skills, and more structured guidance could have improved his performance. He himself was quite excited about this assignment, explaining:

First of all, you need to tell exactly what the product is. You have to give the definition. and then later you have to give the example... why am I doing this business... I need to break my assignment into pieces... define what is the background. I was thinking about all this...

He then pointed out examples of CT from his work, with a focus on lines 53-61, where he describes why and how his product could be useful for the population in general.

I used Shah's assignment as an artefact and asked the Business teachers if they could see any evidence of CT in it. Professor Umar pointed towards the Introduction and said that although the student had covered all the required aspects of this project, the text needed streamlining. He hinted at teachers giving unclear instructions, which led to students working on idealistic projects:

The teacher should tell the student to be realistic... To set priorities and goals that can be achieved. The student doesn't seem to know that financing is tricky and you need to be practical about it.

Conversely, Dr. Irfan commented that on the whole, the report was okay, as it was not plagiarized work. He believed that the student had worked hard:

They don't know what critical thinking is. With this kind of work you know, there is lot of thinking. He must have done research, and from the language mistakes you can make out it is his own work so I think there is evidence of critical thinking.

Similar to Condon and Kelly-Riley's (2004) observations, the Business faculty seemed to be content with students providing the requisite information in their writing, without analyzing or synthesizing other perspectives, and without using the necessary problem-solving skills for business-planning. This could be because teachers generally teach in the same way that they were taught in traditional settings, and students are also accustomed to this comfortable setting, which provides them with what they need to get good grades (Mannan & Mehmood, 2015; Tsui, 2000).

5.3.4 Conclusion

The text analysis revealed evidence of CT in the SAW samples selected for this study. The difference between the marks awarded by the teachers and the marks assigned in application of the CT model could be attributed to the fact that while grading the paper, I focused on the CT examples in the assignments, while the teachers followed their own rubrics (see sub-section 5.2.3.1, Figures 10 and 11). The teachers might also take into account student behaviour, effort, and performance.

5.4 The Faculty's Understanding of Critical Thinking (CT)

This section answers the third research question:

What do the faculty understand by critical thinking as part of students' academic writing and what are their expectations of students?

This section is divided into four sub-sections, according to the emerging themes. The first two sub-sections present themes related to the teachers' understanding of CT in SAW, and their expectations of their students regarding CT in SAW. The third sub-section then discusses the inductive themes that emerged from the teachers' interview data, but did not seem to relate to the research questions. The fourth sub-section discusses the faculty's perspectives of CT evidence in the SAW samples used as artefacts during the interviews.

5.4.1 The Faculty's Understanding of Critical Thinking (CT) in Students' Academic Writing (SAW)

Understanding a concept is a psychological process, which differs from person to person. I applied a contextual approach and asked the participants about their understanding of CT within their context, instead of seeking a specific definition. This is because a single definition could be adequate in one context, but inadequate in another. The participants in this study were studying different disciplines; across disciplines, CT can take on entirely different meanings, and professors may have different interpretations of CT, depending on the discipline.

The participating teachers' understanding of CT in SAW was examined in this study to note any areas of convergence or divergence in their expressed views. The findings revealed that the teachers and students differed significantly in their understanding of CT. The following recurrent themes were identified (see Table 31), with reference to the teachers' understanding of CT in general, as well as in reference to SAW.

Table 31: Themes – Faculty's Understanding of CT

Themes Related to the Faculty's Understanding of CT in SAW				
Reasoning, analyzing and processing information	Enhanced, deep and honest thinking	Social intelligence	Creating new knowledge	Evaluating various perspectives

Each participant's response and the related themes are presented and discussed in detail in the following sub-sections.

5.4.1.1 Reasoning, analyzing, and processing information

Professor Jalal, who teaches compulsory English courses, literature, and linguistics, emphasized that CT entails reasoning and forming opinions from the given information.

If a teacher knows how to equip students with the skill of bridging reasoning gaps and opinion gaps rather than just information gaps, they are moving from literal translating or interpreting to critical thinking. So when we are moving from what to how, why and why not, we are moving to critical thinking.

He gave the example that if students study a few poems and short stories on the English course, they should be able to '*understand and work out dozens of poems later...*'.

Professor Rania, who also teaches compulsory English courses, literature, and applied linguistics, stated that CT relates to mental processes. In her opinion, CT is:

the whole process that is going on in the mind like in decision making, in team building in our daily communication, whatever it is, whether it is writing or speaking. So basically it is the processing of the... information and then... expressing it accordingly.

Processing information generally means storing, recalling, and transforming information in the mind. Professor Rania equated this to CT. Processing begins after understanding, so that it can be successfully achieved by disciplining oneself to think about difficult concepts for as long as one does not understand them. This is similar to Paul and Elder's (2007, p.6) explanation that 'Critical

thinking is the process of analyzing and assessing thinking with a view to improving it' (see Chapter three, sub-section 3.2.1, Table 10).

5.4.1.2 *Enhanced, deep, and honest thinking*

In contrast, the Business teachers had a completely different view of CT, equating it with high quality, deep thinking. Professor Umar, from the SBE believed CT to be an advanced form of thinking, in which one first had to be honest with oneself:

Enhanced ability of thinking of students... when we say 'think before you leap' maybe that pause before action is for critical thinking... looking at the pros and cons of things, for yourself and others. How honest are you with yourself and others? Honest in communication, in writing, what you are putting down on paper, and honest in how you are looking at things... And the result of that critical thinking should show in their written work.

Taking a pause before action is similar to Dewey (1916) and McPeck's (1981) idea of suspending judgement and reflecting before making a final decision. Moreover, it should be noted that being honest with oneself is an important disposition of CT, as identified by Ennis (2015), and Paul and Elder (2007) (see Chapter Three, sub-section 3.2.2, Table 10/sub-section 3.2.3).

5.4.1.3 *Social intelligence*

In line with Professor Omar, Professor Irfan declared CT to be deep thinking. However, Professor Omar also believed it to be the privilege of the elite and therefore related to a person's social standing. Accordingly, he claimed:

Critical thinking is deep thinking... to go into the root of things. As we have two systems of education, the concept of critical thinking is different for

different people. Critical thinking in our system depends on social factors. Children in elite schools are socially intelligent and active, so they think deeply. There is no critical thinking in traditional system of education.

Professor Omar introduced another dimension into CT by identifying it as an ability that can be learned by those who are well-equipped, both socially and economically. This can be equated with Atkinson's (1997) notion of CT as a social practice. Professor Irfan, however, related CT to those social classes who could afford to be trained in such social practices. This is the social class where, as Atkinson (1997) describes in Western cultures, CT appears in different forms early on, when children start interacting with others from the same social class. Later, they attend elite schools, where it becomes a 'common sense practice' and 'tacitly learned behavior' (Atkinson, 1997, p.77).

5.4.1.4 *Creating new knowledge*

Meanwhile, Professor Asha, who teaches Psychology research courses, thinks of CT as a skill that leads to the creation of new knowledge.

For me critical thinking is... if a concept is given to you, how would you interpret it in terms of your own knowledge and experience. Critical thinking in education also means to utilize the concepts and the theories... into a purposeful activity in a way ... to develop something out of it... Something new... So the main purpose is that when a question is given, the students should bring some novelty out of it.

This can happen, as noted by Dewey (1910), when one is aware of the limits of one's own knowledge, reflects on it, and uses it to either create or improve existing knowledge. However, reflecting on things, events, and knowledge, according to Dewey (1910), does not entail a series of thoughts, but an outcome of each idea leading to the next through critical thought. This eventually

facilitates decision-making and the creation of new knowledge, as highlighted by Professor Asha.

5.4.1.5 *Evaluating various perspectives*

Professor Sara from the Psychology Department candidly explained that up until fairly recently, she did not know what CT actually was. She clarified that in the Pakistani educational environment, it is almost impossible to understand the concept of CT:

Well, this is one concept that is not very familiar to us as Pakistani teachers. Critical here is taken as something which you take as negative, the dark side of people and things. When I first went abroad for training, I heard the term 'critical thinking' with reference to looking at something from both positive and negative sides and you comprehensively evaluate both the sides and then you make a conclusion of your own. This is my precise understanding of critical thinking. But before that it was all negative. Critical evaluation meant criticizing only, just criticism.

She understood CT in SAW to mean filling in missing knowledge:

The most crucial part of the assignment is that the student should be familiar with the background, the literature, find gaps and then build bridges to fill those gaps. For me, that is critical thinking. The critical evaluation when they appreciate that one thing exists but these are the shortcomings and now how it can be improved with their study.

Professor Sara's idea is similar to that of Professor Rania, which is, as Paul and Elder (2007) describe, using CT to improve performance. Both claimed that CT improved students' performance.

It could be seen that the faculty viewed CT as a concept in SAW through the lens of their discipline and expertise. The English faculty understood CT as a concept to be applied for reasoning and analysis, while the Business faculty took it to mean deep thought, required before planning new projects, and the

Psychology faculty's understanding of CT involved examining various points of view and improving one's performance. However, Professor Asha was of the opinion that creating new knowledge should be the goal of CT.

5.4.2 Expectations of Students

Generally, it is assumed that teachers want their students to excel in their studies. However, research on teachers' expectations of their students in higher education are rare. This could be due to university tutors perceiving students to be academically disciplined and mature (Wijnia et al., 2016). Nevertheless, there is some research to indicate that teachers generally base their expectations on the motivation and engagement of their students, and on their autonomous learning strategies as opposed to their cognitive abilities (Coertjens et al., 2017; Wijnia et al., 2016). When I asked the teachers about their expectations of students with reference to CT in SAW, the answers were diverse. They all appeared to want their students to behave in a mature manner and be independent, but most of the teachers had specific expectations. Table 32 presents a summary of Faculty's expectations of students with reference to CT in SAW.

Table 32: *Themes – Faculty's expectations*

Themes Related to Faculty's Expectations of Students		
Originality	Maturity	No expectations (role of teachers, cultural discrepancies, overall environment)

5.4.2.1 Originality

Professor Rania was clear about her expectations of her students, regarding CT and SAW, declaring:

they must not copy paste, they usually do, a lot of them, because they find it quite hard to write... if they do not copy paste, I can tell this is not their writing... they take help from somewhere else... At least be genuine, think aloud, write their mind. Whatever...

She said that she regularly made her students write, for example, journaling, descriptive writing, and dialogues. This caused them to think critically:

I think you need critical thinking skills to write anything, whether personal or general... Students who write well, whatever it is, think critically. They don't copy, paste or take help from guide books.

Professor Umar from the SBE also expected his students not to copy ideas.

About their writing, he said:

In their written work, I want to see them write what they are thinking, not made-up stuff. Get the message across clearly... if they are able to think critically, then they should be able to write that in such a fashion that they can express their thought process.

These teachers wanted their students to develop original ideas from what they read, instead of copying them. As mentioned in Chapter Three, this is in line with Bean's (1996) concept of writing as a process, during which students struggle constantly with thought.

5.4.2.2 Maturity

Professor Irfan's expectations of his students varied with their level and seniority in the university. He said that it took time for students to mature, but he expected them to think by their third year:

It takes time for them to settle down and to understand the university atmosphere. They start picking [up] in the 3rd semester. They mature after that. That is when I think they start thinking and writing on their own.

Meanwhile, Professor Asha expected her students to prepare well before starting their assignments:

In their written work, my expectation is that firstly, they read thoroughly, not only what I have given in class but beyond that. Then I expect that they should come to me to ask about anything that is not clear to them. And when they come to me, I don't expect them to come with a blank page. I expect them to discuss their own ideas with me. They should come with a brief outline maybe, that this is what I searched for and now what to do next... that struggle is very important for me as a teacher. Students usually do not do this. They come to me usually with this that I am unable to understand this assignment. They won't do it like okay this is the assignment you gave me, I have explored one, two or three ideas but I am unable to integrate them or I am unable to think of more. I can't find anything else. So these are some of the expectations I have of my students.

Professor Asha wants her students to take the initiative to learn and understand by communicating with the teacher. However, what she expects from her students mainly depends on the kind of student-teacher interaction that takes place in the classroom.

5.4.2.3 *No expectations*

Some of the teachers, surprisingly, claimed that they had no expectations of their students. Instead, their view was that there should be expectations of the faculty, not the students. Professor Jalal stated that students learn from the environment, and so they cannot be blamed for not being critical thinkers:

I think that students are always at the receiving end. We can raise teachers' awareness and conscientiousness but as far as students are concerned, with a few exceptions, they are at the receiving end. So the type of teaching they receive, the type of environment, the type of culture

we will provide them, they would just be reciprocating and adapting themselves accordingly. So they are not much to be blamed. There are some exceptions. Some are intelligent and take charge of what they do. But the majority of students, they will do what they learn from their surroundings, including the teachers and general environment.

He argued that

It is the teachers, the administrators who are responsible for developing proper teacher training programmes and the whole higher education system, the HEC... A conscientious teacher... who does not hesitate switching from teacher-centeredness to learner-centeredness.

He repeatedly emphasized the significant role played by the higher administration and the faculty in transforming students into critical thinkers, but lamented that, unfortunately, this was not happening.

Meanwhile, Professor Umar spoke in detail about the problems faced by the students, and the need for teachers to encourage their students:

You see it's not easy to think and then write properly... the barrier is not about able to communicate the written matter, or what you are thinking... and you are snubbed, stopped, you are not given the right grade or not encouraged, then your thinking process stops. Critical thinking is a few steps ahead than ordinary thinking... the thinking process stops and there is no chance of critical thinking... so what happens is they are discouraged. They need encouragement.

As discussed in Chapter Three (section 3.4), Professor Umar's view echoes Mannam and Mehmood's (2015) finding that students remain silent because they are scared of the power and attitude of the faculty. Professor Umar gave an example of a typical scene in a Pakistani university classroom, where teachers expect students to write flawlessly in their L2, without giving a thought to the content of the writing (see Sajid & Siddiqui, 2015).

Professor Sara also discussed at length the problems of a system that discourages students to think on their own. She used 'we' to implicate herself, as a teacher who is guilty of failing to make students think for themselves:

We stop students expressing themselves, we restrain them... both in terms of speaking and writing. We don't allow them to write on their own... our education system at large does not allow independent thinking, because we cultivate dependence in our thinking. They don't understand what 'your own opinion' means. That is why if you give them open-ended questions, they get confused, because they don't know what to write. They haven't been trained to do this. You ask them to write 10 points about something and this is from the book; they are quick in doing it because of the rote learning and memorizing they are trained to do. When it comes to how to link these [points] with general life experiences, they cannot relate to it. So, learning is just remembering, not understanding, and that's why students are not able to write. And I don't think our teachers are trained for that either. They don't know, they don't appreciate anything... So we, in a way, do not encourage openness of thought among students. We encourage copy and paste. Whenever they want to go out of the box, we don't like it.

With regard to teachers' attitudes to students, Professor Sara added:

Our teachers are... constantly correcting and belittling students. I think if we stop judging people by their accent or vocabulary, or even grammar, we can encourage their free expression of ideas... if I cannot speak English well, it means I don't know anything... we have cultivated this kind of fear in them... We, from a collectivistic culture, we don't allow this free expression of thought...

These views by the faculty can be traced back to Hoodbhoy (2009), Mannan and Mehmood (2015), and Nauman's (2017) observations about the role of teachers in developing CT among students. Silent and passive students are favoured by teachers (Mannan & Mehmood, 2015), who have all the power (Hoodbhoy, 2009) but themselves lack CT skills (Nauman, 2017).

5.4.2.4 Cultural discrepancies

An important point raised while discussing teachers' expectations referred to the multiple systems of education in Pakistan for different segments of society. For instance, Professor Irfan pointed out how the fact of different education systems in one country had created a class system, where CT and academic writing had become the privilege of the elite:

In the traditional system, we don't encourage CT. We tell the students this is the book, this is the question... Memorize it and reproduce it and they do that... the problem is that it has created classes. These students are looked down upon. And to be honest, there is no critical thinking in those schools.

These remarks highlight that teachers are aware of their own limitations and the limitations of a system where affluent students can develop the critical spirit and become critical thinkers, whereas the less privileged cannot.

5.4.3 Role of University Courses and Institutions in Developing Critical Thinking (CT)

Table 33: Role of courses and institutions in developing CT

Role of Courses and Institutions in Developing CT	
Teachers, the most important stakeholders, need training	Lack of professional training in CT development

In addition to perusing and analyzing the official documents related to SLOs, curriculum, and assessment, I asked the teachers what they thought about the role of university courses and institutions in developing CT. Almost all the teachers stated that teachers were more important than courses (see Table 33).

Professor Jalal restated his stance:

The course and the textbook don't matter much. It is... through [the] teacher... The real challenge is how to exploit these texts ensuring the development critical thinking. For this purpose, there should be sound teacher training.

Meanwhile, Professor Rania claimed that English courses develop students' CT skills, but qualified her view, stating:

Actually it depends on the people who are teaching it. I think the teacher plays a critical role in developing students' thinking... If the teacher cannot think critically, how will the students be able to do that...?

Furthermore, Professor Omar was of the opinion that most students enter university with weak language skills, so the courses are difficult for them.

English seems most difficult:

At this level we can't be correcting their language... if the teacher is not going to challenge the boundaries of students' thought processes, who else is going to...? How much they do, I can't say anything. Pakistani teachers want to do a lot for their students but they don't know how to do it...

Professor Irfan talked about interdisciplinary cooperation to enhance students' CT skills:

Subject matter is very important. All teachers have to work on it, Finance, Sociology, Marketing, Engineering, they have to incorporate critical thinking in their courses, tests, class activities... teachers have a crucial role. They are emulated by students and When teachers are more involved with students, that will... improve their critical thinking skills...

Professor Ayesha also emphasized that it is not the course but the teachers who matter most. However, unfortunately, their expectations of students tend to be too high:

Teachers are at a higher level and they want the students to be at that level too. They don't understand that they have to be at the students' level in order to teach them new concepts. Also, they do not test the potential of students.

Conversely, Professor Sara's opinion was different. She concurred that teachers are more important than courses, but teachers need constant training in CT and to undertake other professional development courses, so that they can be effective teachers. However, she did not think that this was being done:

Our courses are fine but if a teacher doesn't know what critical thinking is, how can he cultivate it in students, whatever the course? So I think we as teachers need refreshers... They have the most important role... Teachers have to be trained in critical thinking first.

Generally, the teachers thought the courses were good, but the challenge was the methodology used to feed them. The teachers interviewed in this study emphasized that they needed regular CT training, so that they could cascade it to their students.

Regarding the role of the HEC and their own institution in cultivating CT among students, the teachers mentioned that there were training sessions, but these merely represented '*lip service*'. Moreover, they acknowledged that there were lists of learning outcomes. but '*nobody ever practices this in the classroom*' (Professor Sara). Professor Rao declared:

The university has rendered some good contributions to developing master trainers, and at the regional level they have imparted the training and all that, but since this training did not contribute to their financial positions, they were not well-attended... ..still, it was better than nothing and I still think that they have some positive contribution. Aligning them with an incentive or rewards would be more effective.

Other teachers stated that they were unfamiliar with the HEC's NQF or SLOs for undergraduates. They had received some training, but not in relation to developing CT among students. Professor Rania clarified that

critical thinking is the basis of language learning. We must do something about it. But yes, there is no training. Our training is only related to ELT.

I asked her if she was dissatisfied with what her institute was doing in this regard, to which she replied:

I am happy with everything my university is doing within the ambit of HEC policies.

On the whole, the teachers seemed happy with their own institute's role in the professional development of teachers, but not specifically related to the development of CT or the teaching of CT. However, they did not seem familiar with the role of HEC and its professional development programmes for CT.

5.5 Students' Understanding of Critical Thinking (CT)

This section aims to answer the fourth research question:

What do students understand by critical thinking in academic writing and what challenges do they face in developing critical thinking in academic writing?

This section is divided into four sub-sections, according to the research constructs and emerging themes. The first two sub-sections examine how the participating students from two disciplines understood the concept of CT in SAW, and what challenges they faced while developing CT in SAW. The third sub-section narrates students' grievances against the system – a theme that emerged from the students' interview data. The fourth sub-section concerns the students' perspectives of their own writing in English and in their disciplines.

5.5.1 Students' Understanding of Critical Thinking (CT) in Students' Academic Writing (SAW)

The four students I interviewed told me that they were introduced to Bloom's taxonomy during their orientation week on first joining the University. I asked them if they remembered anything about it, whereupon one replied: *'it was about a pyramid'*. However, none of the other students appeared to remember anything about it, because two years had already passed since then. As a concept, CT had not been referred to again in any of their classes. Despite this, they came up with interesting explanations. The recurrent themes from this data are highlighted in Table 34.

Table 34: Themes – Students' understanding of CT

Themes Relating to Students' Understanding of CT in SAW		
Reasoning/decision making	Looking through various perspectives	Deep thinking

5.5.1.1 Reasoning/Decision-making

Shah (S1-Business) stated that CT was a way of thinking, which helped students solve problems set by the teacher. When I asked him to explain this further, he added:

Okay, I give you an example of one scenario in my Business class... you are a manager... And you need to hire a few persons. I need to take the decision. I need to use my critical thinking. Like you go through a few CVs... how you are going to interview... I need to describe everything in my writing, the assignment... reason it... this is not according to my course, it's according to my thinking... In the books we have case studies of different big companies like Microsoft or Google, but it's just for understanding. However, the thing I need to write is only my idea, in my context, in my grammar [laughs].

Shah lucidly explained how he used his CT skills contextually. This echoes Ennis's (1987) areas of inference and interaction, wherein value judgements are made, and decisions are made after interaction. Ennis (2015) placed emphasis on the clarity of ideas and credibility of information while interacting, focusing on the basic purpose, being open-minded, and seeking alternatives before making a decision, as expressed by Shah. Thus, Shah explained that he would sift through CVs, plan how to execute an interview after obtaining all the information, reason it through, and then decide who to choose.

5.5.1.2 *Looking through various perspectives*

Shah defined CT in two ways:

Critical thinking, according to me, there are two perspectives. Firstly, one is the positive, and second is the negative..., when I think about critical thinking, it becomes like criticizing something..., my positive approach towards it is... like empowering something... It means you are going into the depth of the topic... and maybe something you want to take out from the topic... Analyzing and trying to understand all the perspectives.

Similarly, Hira explained CT as follows:

Critical thinking is making decisions based on your mental processes, in which you decide which path you want to go based on the advantages or disadvantages of that particular decision and how you analyze it... which one do you prefer and then you analyze the results. So, in writing essays, I think that is critical thinking.

As Willingham (2007, p.8) puts it, 'critical thinking consists of seeing both sides of an issue... deducing and inferring conclusions from available facts...'.

5.5.1.3 *Deep thinking*

Meanwhile, Anna understood CT as challenging oneself to comprehend difficult concepts:

I think this is critical thinking where I have to challenge myself to think deeper about things... In writing, I think it depends on the assignment topic, like if I am given a movie to critique, so obviously I'll watch it critically... I will take a point and make my argument or it might be inspired from my personal experience and my observation and my point of view and my stance as well.

As suggested by Brookfield (1987) and discussed in Chapter Three (sub-section 3.2.2), Anna needs a trigger, a complex event that will cause her uneasiness and lead her to analyze and synthesize difficult concepts.

It can be seen that although undergraduate students in Pakistan are not clear about the CT concept, their ideas are substantial. They take CT as deep thought or examining the benefits or drawbacks of an essay topic given to them. They also perceive it as a thought process, which leads them to make the right decision or form an opinion of their own in their writing.

5.5.2 **Challenges**

While discussing the challenges faced by the students, I realized that they were afraid of writing. The challenges that they discussed are outlined in Table 35.

Table 35: *Themes – Challenges that students face*

Students' Challenges			
Fear of making errors	Lack of ideas	Fear of judgement	Unable to focus

5.5.2.1 *Fear of errors*

Shah said that he faced many problems while writing, listing them as follows:

I have a fear like... Maybe I am writing this wrong. Like in the start... I am in this ice. I need to break this ice... Grammar mistake is the first issue. Then my idea is not going to be well and teacher will say this. Maybe the teacher ask question in front of class what you write. So how I am going to face this whole class? What I am going to say what I write?

The main issue seems to be what the teacher will think about it and what will happen when the teacher starts questioning the student in front of the whole class. It is the fear of being wrong, of being belittled in public, that becomes a challenge for the student.

5.5.2.2 *Lack of ideas*

Regarding the challenges that he faced, Shah said that he had had many, but the most difficult was when he could not explain what he wanted to. He talked specifically about his report:

I can't write much, no ideas, it is difficult. Because I don't know the English name of something, like I saw something or think about something... I am not able to name that idea in English.

Similarly, Anna declared:

I think I am not good in finding the right words or quotes, no poetic skills [laughs].

It should be noted that a lack of ideas occurs when students do not have enough background knowledge to express or substantiate their thoughts.

5.5.2.3 *Fear of Judgement*

Anna is also afraid of her writing being judged:

When I am writing, I think I have this fear of being judged from the other person or the person who will read it, the teacher in this case. Maybe that person would think about it negatively, about my opinion so yes I think it's the fear of judgement.

Thus, it is not the challenge of making mistakes or difficulty in developing an argument that Anna is scared of, but rather the fear of being judged by the teacher which suppresses her thinking abilities. It is therefore easier to follow what the teacher says, instead of giving her own opinion.

5.5.2.4 *Inability to Focus*

In contrast, when I asked Hira about her problems with writing, she admitted:

I lose focus. I actually get stuck on expressing in an organized manner. Because when I am writing English essays, my imagination goes wild.... So that is one of the major problems I face... I really have to learn to limit it according to the topic. Yes, I get diverted very easily.

5.5.3 **Role of University Courses in Developing Critical Thinking (CT)**

Table 36: *Role of university courses*

Role of University Courses		
English courses help in developing writing skills	Help to critically analyze subject matter	Help in writing in various disciplines

Table 36 shows what students think about their courses with reference to CT.

The course content is an important factor in turning university students into critical thinkers. It is given higher value than other factors, given that the

students' career prospects will largely depend on this aspect. The students highlighted that their disciplinary courses are important for their careers, and they have to learn theories and other subject matter. They talked more about how the English courses had helped them in writing other assignments. In particular, Shah acknowledged:

Writing essays in English classes I learned many things... also helped me to do my business assignments ... You need to introduce that thing, then write detail in the body, write different sides of the issue, all good and bad sides. And then what I think after attempting this question. What my conclusion is. So definitely, also teachers helped me. The teachers from business and English teacher both. This is a contribution of everyone.

Anna likewise stated that the English courses had definitely helped her to develop her writing skills:

I think they do help. We studied sentence structure and grammar in detail. So this helped me write in all other subjects.

She explained that some assignments opened her mind, as she needed to think about how to do them:

I think the assignments, like watching a short documentary or a movie and then we have to critically analyze it and write it. So I think these kind of activities, they did help in opening my mind, using my critical thinking or enhancing it.

Hira also agreed with her peers that writing essays in English had helped her in many ways:

Writing essays has helped me to think about many things... we have to critically think, like pros and cons, compare and contrast ... you have to think and focus on the decision that you made about what is your stance on the topic after discussion the pros and cons or making comparisons.

The students all appeared to think that their English courses helped them develop their writing skills, but not so much their CT skills. They regretted that

they were not taught how to think. However, looking at the SAW samples, it could be argued that while writing their assignments, they were also learning to think. The two processes of writing and thinking cannot be separated, because, as mentioned earlier (see Chapter Three, sub-section 3.2.7), writing is a process of knowledge transformation. Therefore, while writing, students are constantly struggling to analyze and synthesize information into new ideas and knowledge (Bean, 2001; Bereiter & Scardamalia, 1987).

5.5.4 Students' Grievances against the System

In addition to the issues discussed earlier, the students appeared to have reservations about the teaching styles and curriculum. They complained that the system did not help them think on their own. Table 37 shows their grievances over the system.

Table 37: *Students' grievances*

Students' Grievances	
Teacher-centred classrooms	Not allowed to think or have opinions

While discussing the concept of CT, Shah claimed that it was difficult to become a critical thinker in the Pakistani education system:

Our Pakistani system is like the teacher says this is a line, you have to follow this line and pass the exam. You are not allowed to go somewhere else by yourself. So according to this thinking in the start, lots of students have this issue like they don't know what to do.

Shah added that it never came up in the classroom that we need to think about things. The Bloom's taxonomy presentation in the first year, according to him, was not about CT, it was about how to learn. He lamented that it was:

Nothing related to thinking. This thing was not even mentioned when we were given the assignments. So now I feel like it should have been mentioned and taught. It would have helped me a lot.

Anna likewise had many grievances about the system. Regarding CT, she thought she could have excelled in her studies if she had received some kind of CT training, reflecting:

I don't remember ever that we were taught how to think and develop our opinion or how to express ourselves more effectively. There was nothing of that sort...

At another point, she exclaimed:

It is all like we have to cram the course. Even the essays!

It should be noted that this memorization of course content and essays is different from the memory skills that Halpern (2014) included in her CT model, which refer to organizing information for recall, making abstract concepts meaningful, and using keywords and images as memory cues.

These opinions suggest that the students face many different obstacles while writing, and need specific guidance to develop their CT skills. The common opinion running through most of their responses was that CT was not a familiar concept to them. From what the teachers teach, the students develop a disciplinary style of thinking, according to their fields of study, for example, Psychology and Business Studies, which helps them perform better in that discipline.

5.5.5 Students' Respect for the Faculty

Nevertheless, despite their grievances, the students demonstrated respect towards their teachers. While they complained about the system not encouraging them to become critical thinkers, they still praised their teachers for their constant support and sincere attitude. Shah stated: *'I got a lot of help from my teachers. Otherwise, when I came here I knew nothing'*. He praised his teachers and said that the problem was with the system and not with the teachers, who were always there to help students. He added that despite the difficulties and missed opportunities, the teachers were not to be blamed. He saw them as *'very fair and helpful'* whenever he sought their help. Similarly, although Anna had many grievances, when I asked her if she thought the teachers did nothing to develop her thinking, she clarified: *'I don't mean that. The teachers are fine, but they can't do much'*. Conversely, Hira had no complaints, only praise for her teachers, acknowledging: *'My teachers have been there whenever I need them... whenever I have issues I talk to them openly. I trust them and they really help me'*.

These comments are not unusual in Pakistani society, where respect for elders is an essential part of the culture. This example shows that despite the challenges faced by the students, they hold their teachers in high esteem. That said, teachers have a responsibility to create a healthy environment of openness and fairness, which will help students become autonomous critical thinkers, who can express themselves without fear of judgement or of being ridiculed for their errors, as mentioned earlier (see sub-sections 5.5.2.1, 5.5.2.3), in contrast to being discouraged or belittled, as some teachers claimed during the interviews (see sub-section 5.4.2.3).

5.6 Conclusion

This chapter has presented an analysis of SAW samples and the understanding of undergraduate students and faculty staff, with regard to the concept of CT in SAW, with myriad variations. In addition to these constructs, other themes that emerged from the data included the role of the faculty in developing CT among students, the students' grievances over the system, and at the same time, their respect for the faculty.

Chapter 6: Discussion

6.1 Introduction

This study was conducted to find evidence of CT in SAW and to ascertain the understanding of CT in SAW among faculty staff and students. It also sought to discover the expectations of faculty staff from their students, and the challenges faced by students with regard to these constructs. This chapter reflects on and discusses the key findings identified in Chapter Five by interpreting them according to the themes that emerged after data analysis.

Table 38: Themes – Findings

Text & Document Analysis				
Themes relating to document analysis				
Implicit reference to CT development in policy papers	Clear reference to CT in Compulsory English documents			
Themes relating to the analysis of SAW samples				
CT is a social practice				
Teachers				
Themes relating to the faculty's understanding of CT in SAW				
Reasoning, analyzing and processing information	Enhanced, deep and honest thinking	Social intelligence	Creating new knowledge	Evaluating various perspectives
Themes relating to the faculty's expectations of students				
Originality		Maturity		
No expectations (role of teachers, cultural discrepancies, overall environment)				
Themes relating to the role of courses and institutions in developing CT				
Teachers, the most important stakeholders, need training		Lack of professional training in CT development		
Students				
Themes relating to students' understanding of CT in SAW				
Reasoning/decision-making	Looking from various perspectives		Deep thinking	
Themes relating to the challenges students face in SAW				
Fear of making errors	Lack of ideas	Fear of judgement	Unable to focus	
Themes relating to students' grievances				
Teacher-centred classrooms		Not allowed to think or have an opinion		
Themes relating to the role of university courses in developing CT				
English courses help develop general writing skills	Help in critically analysing subject matter		Help with writing in various disciplines	
Respect for teachers				

Table 38 presents an initial summary of the findings and themes. The yellow-coded themes are the ones that emerged independently from the data.

6.2 Discussion of Findings

In Chapter Three, the review of prior studies on CT highlighted the fact that research analyzing undergraduate SAW to look for evidence of CT is rare. However, examples of text analysis to detect evidence of specific features in SAW have previously been performed, using quantitative methods (Hyland, 2016). Similarly, although there are a few studies related to teachers' understanding of CT (Cassum et al., 2013; Choy & Cheah, 2009; Stapleton, 2011), studies on how students understand CT are scarce (Mannan & Mehmood, 2015; Tapper, 2004), offering very little literature to compare or relate to this study. Drawing from the findings presented in Chapter Five, the main themes (see Table 38) that emerged from this study are discussed in the following sub-sections.

6.2.1 Critical Thinking (CT) in Students' Academic Writing (SAW)

The analysis of the SAW samples revealed that the three student participants in this study, despite stating in their interviews that they were unaware of the concept of CT in SAW, had enough potential to develop the 'critical spirit', described by Siegel (1988, p.39) as including 'certain attitudes, habits of mind, and character'. The students could therefore become critical beings by critically reflecting on 'the three domains of knowledge, the self, and the world' (Barnett, 2015, p.65). This aligns with Atkinson's (1997) perspective that CT is a social practice: an attitude that is developed subconsciously because of being in a specific environment. As mentioned in Chapter Three (see sub-section 3.2.6),

Atkinson (1997) presented CT as a Western phenomenon, which is embedded in Western societal systems and becomes ingrained in children who are brought up in those societies. However, although the students participating in this study were not raised in a Western society, substantial traces of CT could be observed in their texts, as presented in the analysis in Chapter Five (section 5.2). Chapter Three aligns this phenomenon with the idea of taking CT, not only as a social practice, but also as a common construct of humanity, which cannot be culturally specified (Paton, 2005).

Regarding the CT features in the SAW samples, the indicator most frequently displayed in the English argumentative essays is 'acknowledging various perspectives' (see Chapter Four, Table 11) which, in Paul and Elder's (2013a) terms, gives 'breadth' to writing. The students were instructed to follow a prescribed structure for the argumentative essay, which included an introduction, three arguments with evidence, three brief counter-arguments in one paragraph, and a conclusion. This may have contributed to the frequent use of this indicator.

The other features that were observed most often in the essays consisted of identifying the purpose of the writing, developing a strong stance, and adequate clarity of language to convey the meaning (see Chapter Five, section 5.3). This could be because the participating students were in their third year, and had learned to write well while advancing through their years at university. However, this does not mean that their writing displayed the 'critical edge' (Barnett, 1997) or 'depth' (Paul & Elder, 2013a) that would make it more

substantial. While a well-reasoned argument is a necessary part of academic writing and a 'way of exploring an idea to its logical conclusion' (Andrews, 2009, p.4), it requires practice and background knowledge.

The results of the text analysis show that the complexities of the essay topics were not addressed in depth. The ideas might be substantial, but it seemed difficult for some students to develop them into strong arguments. For example, Anna's essay is clear and logical, with enough evidence to make her point. She is sceptical about the opposing point of view and has created a hypothetical situation to explain her argument. She could have added more detail to the counter-argument but the structure she applied did not allow her to. Similarly, Hira's Psychology assignment manifests her background knowledge, but it seems overdone and the link between theory and analysis has not been clearly established. On the English courses (see Chapter Five, section 5.3), one reason for this could be the random essay topics assigned to the students, which might not be related to their courses or textbooks, and for which they do not have the essential background knowledge (Wingate, 2012).

It should be noted that the faculty's task includes raising consciousness among students of the importance of background knowledge for academic writing through reading and discussion. Regarding the discipline-specific writing, despite it being related to subject knowledge, the students claimed that they had to think more and work hard for these assignments. For example, they had to read and understand the related psychology theories before beginning their assignments. In other words, there is a background and context for these

assignments. In contrast, this is not so for English essays, for which topics are selected and given out to students to work on. Leki (1995) argued that ESL teachers deliberately create writing tasks that will enable their students to succeed easily, but this does not happen with discipline-specific assignments, as students are obliged to struggle with the course content and textbooks to fulfil the faculty's high expectations.

In the current study, the students were supposed to write short essays of different types on general topics, which is quite different from longer disciplinary writings based on content and theory (see Chapter Five, section 5.3). During the interviews, I realized that despite complaining about their low language proficiency, the students did not take their English essay assignments as seriously as their disciplinary assignments. This could be attributed to the significance of the grades awarded for the disciplinary assignments, compared to the English argumentative essays. The disciplinary grades are important for scholarships, further studies, and future work. Moreover, the English essay assignments were insufficiently challenging, as classroom practice tended to underestimate the students' capabilities.

As discussed earlier (in Chapter Three), undergraduate students are expected to move from 'knowledge telling' to 'knowledge transforming' (Bereiter & Scardamalia, 1987), since this transformation promotes learning. Leki and Carson (1994) raised the question of how this transformation could take place on a pre-sessional English course. Benesch (2001) suggested linked courses at this level, where both the subject teacher and English teacher plan the

curriculum according to the students' needs. In the same vein, as mentioned in Chapter Three (sub-section 3.2.7), Saqlain et al. (2014) taught CT and writing to Pakistani university students through contextualized texts. Unfortunately, this is not mainstream practice, and as discussed in Chapter Three, teachers are caught up solely with covering their courses, instead of transforming knowledge (Nauman, 2017; Saeed et al., 2012).

While discussing how their English courses had helped them in their disciplines, all three students explained that although essay writing in English classes had helped them in many tasks such as structuring their writing, they were not adequately prepared for argument development and analysis. This was manifested in some of the assignments (see Chapter Five).

6.2.2 *Understanding of Critical Thinking (CT)*

It is commonly accepted that fostering CT is an essential goal of higher education (see Chapter Three), yet there is much confusion over the definition of CT (Bailin et al., 1999b; Moore, 2013). The current study found that university faculty staff and undergraduate students from various departments place most emphasis on skills, reflection, depth, breadth, and the social dimension of CT. That said, the students declared CT to be a term that had not been mentioned by their teachers in their teaching. Nevertheless, their understanding was substantial and related to the models discussed in Chapter Three. This is similar to Tapper's (2004) sample of students, who stated that the term CT was not used in their classrooms.

Despite considerable gaps, the CT features that emerged from the data are consistent with the literature. Overall, the study found significant similarities and variations in the way that the faculty and students described their understanding of CT. Firstly, the understanding of CT as deep thinking among faculty members and students points to the reflective dimension of CT (Dewey, 1910; Ennis, 1985; McPeck, 1981). Deep thinking could be related to CT dispositions. People who think deeply go beyond face value and dig deeper for a clearer and better understanding. CT was associated with taking a pause before action, which is a reflective process, during which the thinker can hold a decision, and deliberate with an open and fair mind to examine the question or topic from different angles (Dewey, 1910).

Secondly, understanding CT means linking the reasoning gaps by transforming information, and analyzing and evaluating perspectives. This aspect of CT – analyzing and evaluating various perspectives of a topic or issue – was mentioned by almost all the participants (see Chapter Five, sub-sections 5.2.1.5/5.3.1.2), whereupon they talked about the advantages and disadvantages of a given topic in an argumentative essay, the pros and cons of a business plan, and benefits of theories. It is evident that the development of CT abilities is based on the key assumption that it enhances knowledge by open-mindedly exploring various perspectives. This provides a solid knowledge base, upon which the writer's stance can be built.

Analytical evaluation is the essence of CT, because it presents and defends opinions by comparing and differentiating ideas, recognizing their

subjectivity, and judging their validity and quality. This is done by initially breaking down the argument into smaller components and then analyzing and evaluating them. The area of 'basic clarification' in Ennis's (1985) CT model includes the ability to analyze ideas by a) identifying reasons or premises, b) identifying assumptions, c) identifying irrelevances, d) seeing the structure of the argument, and e) identifying conclusions. This detailed analysis could lead to changes in earlier beliefs and assumptions, as the new ideas may seem more logical and comprehensive than the old ones.

Thirdly, this study identifies the understanding of CT as using academic skills to create new knowledge. It could be argued that new knowledge can be created when questioning the prevalent ideas and opinions. That said, the creation of new knowledge is a complex process, which develops when there is some level of existing knowledge: the basic knowhow. A critical thinker should be able to engage with this knowledge with a sceptical approach (McPeck, 1981). The level of existing knowledge will determine the amount of newly created knowledge. This is in line with the claim (as discussed in Chapter Three) that CT occurs when there is something to think about (McPeck, 1981; Moore, 2013). Basic knowledge of a subject provides the foundation to explore it further, thereby creating new knowledge and theories. However, Pakistani university students are more at ease with existing knowledge that they can memorize, repeat, and use to obtain pre-determined results. (Isani & Virk, 2003; Mannan & Mehmood, 2015; Nauman, 2017). The reason for this could be as Shah described in his interview:

the teacher says this is a line, you have to follow this line and pass the exam. You are not allowed to go somewhere else by yourself.

Kuhn (1999) argued that without CT, people cling to their opinions as realities. According to Kuhn (1999, p 22), taking students to the level of creating knowledge through CT involves a number of complex steps, beginning with what one knows and then justifying it. At this stage, opinion is changed through 'direct observation and authority'. This is the stage where elementary CT skills are acquired, and these form the foundation for advanced skills that might develop later. It should be noted that CT skills might not develop if the conditions are unsuitable for change. This again refers to Shah's words, quoted above: 'follow this line and pass the exam'. You are not allowed to do anything on your own.

The second step in developing basic CT skills, according to Kuhn (1999, p.22), involves being aware of other perspectives and accepting that 'anyone's opinion has the same status and deserves the same treatment as anyone else's... not subject to criticism'. The final step that leads to advanced CT skills is evaluating various perspectives fairly without taking sides, making a decision, and developing a strong stance. According to Kuhn (1999, p.22), evaluating and analyzing different views is the most significant step, as it sorts out weak and strong opinions and facilitates the adoption of knowledge as a process that includes 'judgement, evaluation and argument'. Kuhn (1999) further contended that this stage is hard to achieve, unless it becomes part of regular classroom practice. Looking into the students' perspectives in this study, they complained that the term, CT was not mentioned by their teachers, and they did not have a

clear idea of how CT could facilitate academic writing. For instance, when I praised Anna for her CT skills in writing, she replied, '*nobody ever told me to think critically while writing*'. She also emphasized: '*it is more of my own effort*'. A strong knowledge base in the subject matter of their disciplines, with clear definitions, is required for students to be able to identify the skills that they need to acquire, which could eventually improve instruction and students' CT abilities, especially in terms of analyzing and evaluating points of view, and eventually, overall classroom performance (Kuhn, 1999).

The fourth understanding of CT in the current study relates it to social privileges. It is the rich who attend top class private schools, for whom CT becomes a social practice that they exercise in their limited environment. Other sections of Pakistani society do not have the luxury of learning how to think critically, as the state and low-income private schools lack resources and trained teachers, who could otherwise embed CT skills within the subject matter. This concurs with Atkinson's (1997, p.89) idea, where he 'offered evidence that some critical thinking practices may marginalize subcultural groups' of large communities, due to a specific set of social practices that are only available only to a certain social class. This also aligns with Freire's (1996, p.16) viewpoint that education is never neutral, and the acts of learning and knowing, such as academic writing, are inherently political or guided by social practices. In this situation, Cowden and Singh (2015, p.559) posit that education either tends to assimilate students into the 'logic of the present system' or becomes a 'practice of freedom'. When students achieve this freedom, they are able to 'deal critically' with the world and take an active part in bringing about change. The

key elements of the 'practice of freedom' approach are education for all, the social and psychological reasons that lead to educational inclusion or exclusion, and teaching strategies. Unfortunately, this freedom is limited to a specific class of people in the context of the current study.

Atkinson (1997, p.87) suggested a pedagogical model of 'cognitive apprenticeship' for students belonging to marginalized groups who might face educational exclusion. This model is based on the idea that CT can be taught in a highly motivating real-world environment, where students are willing to practice the complex skills that are usually in the repertoire of experts and professionals. The three instructional approaches adopted in this model are 'modelling', 'coaching', and 'fading'. Modelling is initiated by repeated demonstration of activities that are complex, focused, all-inclusive, set in a real-world context, and divided into small, easy steps for the benefit of students. Conversely, coaching entails guidance by teachers and knowledgeable students, or students working in groups, supporting each other and learning by constantly repeating activities until they become proficient. The purpose is to provide students with a stress-free, real-world environment for rigorous practice and real learning. Lastly, fading is the slow and steady process of experts withdrawing support, as students gain holistic knowledge and skills, and perform proficiently.

The challenge in the Pakistani context does not lie in access to education, since school education is free for the end-user, higher education is subsidized at state level, and there are myriad choices of education in the private sector.

Instead, the significant barriers to students becoming critical thinkers and applying CT in their performance are the traditional instructional methods, which promote cramming and rote learning (Ahmed & Ahmed, 2017; Christie & Afzaal, 2005; Nauman, 2017).

The fifth way of understanding CT, as identified in this study, is being honest with oneself while doing any assignment, project or activity. This is an example of a CT disposition: the attitude of a critical thinker. It is aligned with Paul and Elder's (2011) competency standards of fairmindedness, intellectual humility, and intellectual empathy. According to Paul and Elder (2011), critical thinkers understand what it is to be fair and exemplify it in their work and attitude. They work as equals with their peers, whether they support them or not. Most importantly, they are clear about what they do and do not know. They continuously question themselves about their aims, concepts, evidence, and stance, more forcefully than they question others. They avoid making claims about anything that lies outside their knowledge and are precise about the limitations of their knowledge (Elder & Paul, 2012). Ennis (1996, p.171) also referred to ideal critical thinkers as being disposed to 'represent a position honestly and clearly (theirs as well as others)' which, *inter alia*, includes the quality of 'being reflectively aware of their own basic beliefs'. These dispositions can be cultivated among students when such standards are part of their curriculum and coursework.

It is evident that CT, as understood by the study participants, consists of skills that include the ability to analyze, evaluate, make informed decisions, and

explain. Developing this set of skills can improve students' writing immensely, causing them to become competent writers in any discipline. However, to motivate students to learn these skills, they need to be trained to develop CT dispositions. The CT definitions and models considered in Chapter Three propose to foster CT skills, CT dispositions, and a critical spirit (Barnett, 1997; Ennis, 2015; Facione, 1990; Halpern, 1999; Paul & Elder, 2008; Seigel, 1988). The current study participants were unfamiliar with the concept of CT dispositions. However, I noticed that all three students showed a desire to develop a deep understanding of CT to improve their learning and writing. They sincerely wished to know more about CT skills and dispositions, in order to make sense of their learning experience in the University. This shows their willingness to engage in learning CT skills, which is a requisite disposition for the application of CT. A notable point of the current study is that although the students claimed not to know much about CT, when given the opportunity to discuss their understanding of it, they shared elaborate details with examples of their experiences of applying CT skills in the classroom (see Chapter Five).

6.2.3 *Teachers' Expectations*

The idea of CT being understood as honesty with oneself is closely related to the faculty's expectations, wherein the faculty members expected their students to be original and mature (Chapter Five, sub-section 5.4.2). They complained about students working at surface level, purely with the aim of passing exams with good grades. Moreover, they complained that students avoid the essential struggle of finding resources and developing ideas, whereupon they either

plagiarize or expect the teacher to spoon-feed them information. When I showed a Psychology assignment to a faculty member to look for evidence of CT, her first reaction was that the work was plagiarized (see Chapter Five, sub-section 5.1.2). This unfortunately means that teachers have low expectations of student performance and do not consider students' work to be original. Bloch (2012) suggested that teachers adopt a moral approach instead, combining teaching about plagiarism with the context of the writing type. Adopting this practice could enhance the quality of students' writing and research work (Ahmed, 2017).

Additionally, the students in this study complained that the system did not support them, and the curriculum needed to be changed, with new teaching strategies adopted. However, the students did not blame their teachers. Nevertheless, research in the Pakistani context has found students to be dissatisfied with the way in which their teachers impart knowledge, specifically intellectual development skills, which creates problems for them in the job market (Raza et al., 2010). Ultimately, teachers are responsible, in that they select the teaching strategies, assign projects to students, and create their own assessment frameworks. Therefore, their students' performance and its quality will depend on teachers' competencies (Raza et al., 2010). Tsui (2001) argued that teachers' confidence in students' potential provides them with opportunities to hone their CT abilities. For most students, their undergraduate years are their final years of formal education, and they need to be trained in CT before moving on to the workplace.

Hoodbhoy (2009) suggested creating yardsticks such as a standardized test to measure teachers' competencies on a regular basis in Pakistani universities. For example, a test could be designed to measure general skills, like verbal and numerical skills, fluency in spoken and written expression, and adequate skills in thinking both analytically and in the abstract. In the same vein, Hoodbhoy (2009) raised the important question of whether the quality of the student body should be determined by developing admission criteria, which could include tests and performance-based assessment. He further claimed that critical inquiry is essential for enhancing the quality of the student body. It is critical inquiry that gradually generates new knowledge through the practice of CT. In the context of Pakistan, universities have all developed their own individual admission criteria, without collaborating with other universities. Furthermore, the availability of the criteria to check standards and quality is extremely limited, and it would seem that the work is being done on a 'hit-and-trial' basis, without referring to any benchmarks (Iqbal et al., 2016).

Three out of six faculty members declared that it was unfair to expect anything from students when they were not guided properly by their teachers. They stressed on the need for teachers to play an active role, as it is only the teachers who can lead students to think critically and write well (Chapter Five, sub-section 5.4.2.3). Teachers always have the power and exercise it in the classroom; without it, they would not be able to communicate with their students (McCrosky & Richmond, 1983). Through their power, teachers influence their students to a point where they change their behaviour.

In Pakistani university classrooms, teachers are all-powerful but, unfortunately, Hoodbhoy (2009) claimed that instead of using this power as a legitimate means of ensuring improvement, they impose coercive power to keep students quiet and discourage them from asking questions. This is similar to Mannan and Mehmood's (2015, p.122) study, where they investigated teacher-centred university classrooms, which 'fail to provide enabling environment for critical thinking to grow'. When the teacher is assumed to be the only knowledge-bearer in a classroom, students become passive and docile. They do not engage in learning, but develop the habit of simply following what the teacher tells them to do. The qualities of a critical thinker – for example, open-mindedness, making informed decisions about what to believe or do, planning ahead, and constructing knowledge through knowledge – do not grow in such classrooms (Bailin & Siegel, 2003; Ennis, 2015).

6.2.4 Students' Academic Writing (SAW) — Challenges that Students Face

The situation discussed earlier is closely related to the many challenges that students face while writing their assignments. One thing that emerged from the interviews was that they felt fear – fear of errors and fear of being judged (see Chapter Five, sub-section 5.3.2.3). The students were afraid of being ridiculed if their grammar was wrong, and more likely, that they would not achieve a good grade. As mentioned earlier (in Chapter Five, sub-section 5.2.2), Shah admitted:

I have a fear like... Maybe I am writing this wrong. Like in the start... I am in this ice. I need to break this ice... Grammar mistake is the first issue. Then my idea is not going to be well and teacher will say this. Maybe the

teacher ask question in front of class what you write. So how I am going to face this whole class. What I am going to say what I write.

Such fear affects cognitive processing: it disturbs memory and focus, and inhibits thinking, which eventually negatively impacts skills like planning and problem-solving (Bledsoe & Baskin, 2014). This could be the reason, as claimed by the students, that they get stuck or cannot focus on their writing.

Writing anxiety is common among university students and is negatively associated with performance, as they are not confident enough to write their assignments because of a lack of writing knowledge (Dar & Khan, 2015; Fareed et al., 2016; Zhang, 2019). Research shows that teachers can successfully reduce this fear by efficiently teaching writing and enhancing students' writing knowledge (Cheng, 2002; Zhang, 2019). Macfarlane (2017) argued that academic freedom is necessary for students to choose their style of working. In the current study, one of the students, Shah, stated that he was scared of being laughed at if he made a mistake. This writing anxiety comes with the fear of being belittled by others. Similarly, another student, Anna, had the fear of being judged because of her opinion writing. In both the cases, it would be good for the teacher to come down to the students' level, instead of remaining distant, unforgiving, and judgemental (Cox, 2009). This was even hinted at by the faculty members themselves (see Chapter Five, sub-section 5.4.2.3).

Cox (2009) identified the gap between students' preparedness through previous school experience, and how the faculty understand coursework, while expecting their students to have the same level of understanding. The

disconnect between what the faculty teach and what students expect causes the faculty to assume that students are unprepared and incapable of success. Bledsoe and Baskin (2014) have suggested strategies for the faculty to alleviate students' fears. These include a) gaining awareness of fear and its effect on students, b) making students aware of their fears and offering guidance, c) creating a nurturing environment, d) designing activities to reduce stress, and e) being proactive. In the Pakistani context, teachers are generally annoyed by students asking questions or making mistakes (Hoodbhoy, 2009; Mannan & Mehmood, 2015). This could be why most students prefer to remain silent, as they deem it best not to irritate their teacher or ask questions for clarification and explanation (Hoodbhoy, 2009; Mannan & Mehmood, 2015; Nauman, 2017).

6.2.5 Students' Grievances and Respect towards the Faculty

This study identified a number of grievances held by students against the education system. All the students complained about an obsolete system, where they were not allowed to think independently. Two of the three students who participated in this study stated that they had never had the experience of being taught how to think. For example, Anna said:

I don't remember ever that we were taught how to think and develop our opinion or how to express ourselves more effectively. There was nothing of that sort... It is all like we have to cram the course. Even the essays!

In the Pakistani context, Saeed et al. (2017) highlighted the importance of questioning, which is the key component of CT. They emphasized that asking questions keeps disciplines alive, and no knowledge can be created without asking questions. The best answers, they further claimed, are those that

generate more questions. Therefore, it is essential for the faculty to teach students questioning skills, which would eventually promote their CT skills. That said, Saeed et al. argued that teachers cannot teach this skill until they are also trained in it beforehand.

Mannan and Mehmood (2015) argued that the method of giving lectures to passive students, in order to cover a course, does not produce critical thinkers. Paul (1993) proposed the idea of active thinking in the classroom, highlighting that although students are trained to perform a specific skill, they are not educated enough to identify assumptions or collect evidence to find answers to their questions. What is needed is the development of CT skills through intensive planning and deliberate effort. Teachers should ask questions themselves, as well as encouraging their students to ask questions, listen to the ideas of their peers, and discuss these ideas from different perspectives (Hoodbhoy, 2009; Paul, 1993). Unfortunately, most of the teaching in Pakistani universities is dictated by examinations, which promotes rote learning and cramming (Hoodbhoy, 2009; Nauman, 2017; Rehmani, 2003). In the context of this study, both the students and faculty staff mentioned cramming and rote learning as being prevalent in Pakistani universities. This kind of memorization without understanding or thinking differs from Halpern's (2007) idea of memory in her CT framework. In her taxonomy, Halpern (2007, p.8) defined memory as 'the acquisition, retention and retrieval of knowledge'.

In order to make abstract concepts meaningful, students need to practice regularly in different contexts to develop the habit of noticing and remembering.

They should not depend on the content area to retrieve skills. According to Halpern (2007), memory is the relationship between information and how it is used in different situations. Meaning is achieved when concepts are deeply connected to each other and recalled whenever there is a trigger. Halpern (2007; 2014) proposed facilitating recall by arranging and connecting related concepts through elaboration. One way of achieving this is to ask probing, contextualized, real-world questions, making relevant connections between concepts to recall the necessary information to answer the questions. This technique of practicing recall creates deep knowledge structures, as compared to the mindless cramming and rote-learning practices described by the participants of this study. Teachers could use authentic material to practice these techniques and provide students with information, for example, before an essay assignment or a classroom writing activity. An important point here for English teachers is not to over-emphasize form, allowing their students to select the relevant information and aim at a critical aspect while developing arguments.

Nevertheless, despite their grievances, fears, and restrictions, I noted the students' regard for their teachers. They were respectful in their references to them, and did not blame them for the challenges that they faced. Their stance was that teachers had no control over the system and did their best to support their students. The reasons for this respectful attitude could be cultural or religious, whereby teachers are greatly honoured.

I also noticed the students' deep sense of being below par because they were not proficient in English. They did not seem to believe me when I told them

that they were quite fluent in speaking and writing English, and that their grammar skills were good. In this regard, it is teachers who could raise students' self-confidence, and instead of looking at students' written work for accuracy, perfection, and the exact same information that they have imparted, they could open-mindedly look for what the students themselves have added to the knowledge (Paul & Nosich, 1990).

6.2.6 *Critical Thinking (CT) in Different Disciplines*

This study was conducted with participants from different disciplines. An important part of understanding CT is how it is practiced across disciplines. However, developing CT within disciplines is a complex process. As mentioned earlier, researchers disagree on whether CT skills learned in the general sense can be transferred to disciplinary contexts (Ennis, 1989; McPeck, 1990; Moore, 2013). Others have proposed a mixed approach, in which CT is taken as a fusion of general abilities and specific skills in a specific area or discipline (Ennis, 1985; Sternberg, 1987). Teaching CT in such a manner is essential for students, as they need to practice in a broad range of contexts and strengthen their CT skills.

Nevertheless, it should be noted that the transfer of skills from one domain to another could be taught specifically. Moreover, instruction should focus on skills like goal-setting, planning, and monitoring the progress of goals (Kennedy et al., 1991). In this current study, it was observed that the students' experience of writing varied, and while writing their assignments, they followed the

structures or templates that were provided by their teachers in their various disciplines. Unfortunately, specific teaching on writing and CT did not take place, as both teachers and students sought purely to cover their courses and complete the assignments.

Halpern (1998) identified structure training as an important part of CT instruction in her CT model (Chapter Three, sub-section 3.2.2) for transfer across domains. When students learn and rigorously practice the structure of a particular CT skill, they can recall it in a new situation where it could be suitably used. Sensitivity to structure depends on how well we can code and control 'relational knowledge' (Hummel & Holyoak, 1997, cited in Halpern, 1998), and grasp the link between two situations. When students are able to identify the structural aspect of issues, it means that they are using them as retrieval cues to make sense of new issues (Halpern, 1998). For example, in the context of the current study, when Psychology students studied theories of structural violence against women, if the teacher provided opportunities and activities for them to think critically about these theories, it became clear to them what problems a Pakistani woman might face on setting foot outside her house.

Conversely, it is difficult to develop CT skills within a discipline by teaching the content in a traditional manner (Bailin & Battersby, 2015). In the context of the present study, the situation is less than ideal because the students are taught in a traditional manner, during which passive transfer of information takes place and CT is not part of the courses or teaching. This is unfortunate, since, being part of teaching and embedded within disciplines, CT motivates students

to gain specific knowledge in a discipline, as well as to understand the content and acquire a willingness to question existing knowledge in a meaningful way (Jones, 2005). According to Jones (2005), the teaching and learning of CT is a long and exhaustive procedure, which demands humility and confidence on the part of the teacher and student.

6.3 Overall Academic Environment: Does it Promote or Discourage Critical Thinking (CT)?

The academic environment plays an important role in creating perceptions. Cultivating CT in students requires higher education institutions to focus on how the overall campus environment influences the attitudes and perspectives of teachers and students (Tsui, 2000). Generally, the academic environment of the University in this present study is similar to what Hoodbhoy (2009, p.592) described as not conducive to developing 'a modern mindset built upon critical thinking'. Moreover, the education system is based more on *what* to learn rather than *how* to learn, which would otherwise awaken students' critical abilities. Tsui (2000) claimed that the educational environment of an institution depends both on the faculty and the student body, namely, whether they are willing to orientate themselves towards encouraging and attaining complex and challenging knowledge, or whether they will content themselves with information-gathering.

Research indicates that teachers are the most powerful factor of influence on students, whether in schools or universities (Hattie, 2003). Much has been

quoted about them in the current study from the faculty staff themselves (see Chapter Five, sub-section 5.4.2.3). However, if we look into the background and present conditions in which they teach, they themselves lack CT skills because they were taught in the same way in which they are now teaching. They consequently need training and strong support from their institutions to gain the expertise to include CT in their courses. Additionally, even if they attempt to teach using techniques that encourage CT, there are no monetary incentives for them. They might even be reprimanded for their effort, as covering the course is more important for exam preparation than CT-related activities.

A further important factor is the willingness of students to accept experimental and innovative teaching. Research shows that students often favour the traditional lecture method with no complexities, thereby making their learning easier (Everett & Zinser, 1998). The Pakistani system of education is more exam-oriented, and students aim to achieve high grades, which will depend on how much they memorize of the textbook content. The participating students hinted at this during their study interviews, mentioning that they even have to cram English essays for exams.

Nauman (2017) identified the examination systems of schools, colleges, and universities – which promote rote learning, while discouraging questioning and independent thinking – as the key deterrent to developing students' CT skills. According to Nauman (2017), no amount of funding can help improve the quality of this education system until it is revamped and cost- and time-effective, with CT models designed and implemented across the board. Hoodbhoy (2009,

p.592) lamented that university students memorize facts and rules endlessly, and when asked why X is false and Y is true, reply: 'because the textbook says so'. Hoodbhoy declared that quality teaching 'requires encouraging the spirit of healthy questioning in the classroom' and that it is only CT that 'allows the individuals to make a revolutionary difference and to invent the future'.

Tsui (2000) likewise claimed that an educational environment that encourages discussion and debate promotes CT skills among students. Debating an opposite point of view will improve students' cognitive skills, until they gradually become more tolerant, develop the ability to suspend judgement, and are likely to conduct more research and reflect before adopting a final stance on a topic (Dewey, 1910; McPeck, 1981). Meaningful dialogue on multi-dimensional topics, which challenge students and questions their values and opinions, would enhance CT and lead students to integrate their thinking into a new frame of reference. Wiggins and McTighe (2007) posited that CT takes us to a place in our minds that understands change. Alternatively, gaining new understanding is impossible if we resist change. Critical thinking ability is gained when we leave the familiar and force ourselves to enter a new domain.

6.4 Conclusion

This chapter has discussed the themes emerging from the data, pedagogical considerations, and the general academic environment of higher education institutions, which plays a significant role in developing CT among students and improving their academic writing skills.

Chapter Seven: Conclusion

7.1 Introduction

In this study, I have sought to investigate a number of research questions, related to the evidence and understanding of CT in SAW within the Pakistani higher education context. The specific objectives were to find evidence of CT in SAW, and explore what the students and faculty understood by this phenomenon. The findings show that considerable effort is required to develop CT among undergraduate students, in order to make them efficient critical thinkers and competent academic writers. This chapter concludes the thesis, following a brief summary of the findings, implications, and contribution of this study, together with its limitations, recommendations, and suggestions for further research. The chapter ends with personal reflections on my experience of this journey.

7.2 Summary of Findings

The Findings and Discussion Chapters in this thesis provide insights into the development of CT and its application in SAW, both in terms of theory and the stakeholders' actual experiences. Drawing from this, the current study first explored evidence of the development of CT in official documents. The findings revealed examples of policies intended to develop students' cognitive, creative, and CT skills in the policy papers. However, the institutional documents, except for compulsory English courses, manifested a paucity of learning outcomes to facilitate the development of students' CT abilities.

Secondly, the study presented evidence of CT in SAW at undergraduate level. The findings demonstrate that students follow the structure and templates provided by the faculty while completing their writing assignments. In particular, there was evidence of various features of CT in the argumentative essay samples. In SAW samples related to different subjects, the CT elements mainly referred to a disciplinary style of thinking, which depended on the content and background knowledge of the subject. Despite the students not being familiar with the concept of CT, their writing manifested features of the CT model prepared for this study.

Lastly, the current study explored how students and faculty staff understand CT in general and more specifically, in SAW. The interview data revealed significant similarities and variations in their understanding of CT. It is interesting to see that some of these understandings are featured in the CT model created for this study, drawing upon the models discussed in literature (see Chapter Three). The study revealed the complexities involved in determining the link between evidence of CT in SAW through text analysis, and the participants' own understanding of CT. These research findings underpin the key role of faculty staff and students in the development of CT, and how it influences academic writing, both socially and individually. The findings are in line with the claim that CT is a social practice (Atkinson, 1997). However, the current study identified it as a social practice that can be learned and developed using specific techniques (Cottrell, 2005).

7.3 Implications

The key aim of this study was to address the lack of research on evidence of CT in SAW. The first step towards achieving this was to study CT models that related directly to education, and then designing a model that would be suitable for this study, which could help find evidence of CT in SAW (see Chapter Four, Table 11). Accordingly, a practical contribution of this research was that it may provide a suitable CT model for the specific context to find evidence of CT in SAW. This model could be used to provide teachers with training in the development of CT in SAW, along with new teaching methods and techniques. Additionally, the model could possibly serve to familiarize students with the CT concept, and how they could implement it in their writing assignments, along with providing examples and model assignments.

In addition, the empirical data derived from the SAW samples could be implemented to design teaching techniques and activities for students' practice. For example, the CT model could serve as a rubric to grade CT skills and compare how students fare on different courses. However, it should be revised by two or three raters, marking the same texts and using it as a rubric. The criteria for the rubric could be standardized after comparison and in light of the raters' input and feedback.

This study also contributes to the empirical literature, as there is a dearth of research into evidence of CT in SAW and students' understanding of CT, particularly in relation to academic writing. This was discussed earlier in the Literature Review (see Chapter Three), specifically with reference to Pakistani

higher education. The Literature Review shows limited work on SAW across disciplines. Additionally, empirical studies that simultaneously examine three key areas, namely, evidence of CT in SAW, evidence of policies related to CT in official documents, and teachers' and students' understanding of CT are rare in the literature. Thus, students' and teachers' understanding of CT will contribute to the literature on student learning and teacher training. At present, in the Pakistani higher education context, teaching methodology is generally based on teachers' experiences of what does or does not work in the classroom. Empirical research could provide a concrete footing for the creation of frameworks for teacher training at the level of higher education.

From a broader perspective, this study demonstrates that in terms of a sincere effort to make CT the focus of education policy and student learning at all levels; a dedicated, visionary effort from higher education and institutional leadership is a pre-requisite for initiating a classroom culture where CT is the basis of learning. First, it could be suggested to adapt and implement policies rigorously in universities. Among these, teacher training and in-house professional development for teaching CT skills within the teachers' own disciplines could be prioritized. The findings suggest a need for writing and subject teachers to work together by designing linked courses, such as English/Psychology or English/Business with reference to this study, as proposed by Benesch (2001). This would help students in both their academic writing and discipline-specific CT, which is their crucial need. It is unrealistic to expect drastic changes within a short timespan, but teachers taking charge of specifically educating their students to become critical thinkers could help bring

about gradual change in policy-making, planning, and implementation.

Universities face myriad challenges in implementing such changes, but it is possible to introduce slow and gradual change with awareness. As one faculty member, Professor Jalal, expressed in his interview:

Teachers need to have passion. Yes these are the constraints but these are my goals. What I can do and some teachers do succeed even within this system. Brilliant teachers find out their own way. They do not rely too much on the system. But every teacher should think, 'what I can do within this system'.

7.4 Recommendations

Pakistani society is a collectivist society, which does not privilege individualism. Implementing CT in SAW means students weighing up various perspectives and evidence, analyzing arguments, and adopting a strong stance. These actions are taken by students at individual level and strengthen their stance on a matter (Ramanathan & Atkinson, 1999). However, as confessed by the faculty members themselves, students are not given enough space to build their own stance, and they are not allowed to cross the 'line', as Shah mentioned. In light of this situation, a few recommendations are presented in this sub-section.

Firstly, considering the challenges that students face, and being L2 writers, it could be suitable to cultivate self-efficacy among them. I say this from my experience with students in the current research context, where I noticed that the students were hesitant to express themselves, due to various reasons (see Chapter Five, sub-section 5.5.2). Bandura (1986) argued that self-efficacy differs from other expectancy beliefs, in that it focuses on the individual and is

more task- and goal-oriented. It 'results from the interplay between self... and environmental influences' (Pajares, 1996, p.543). Self-efficacy beliefs establish a person's level of diligence and resilience, in that their actions and attitudes will depend more on what they believe than on objective facts (Bandura, 1997; Tsui, 2007). Arguably, it is self-efficacy that determines a person's behaviour and achievement across the board, and is the centre of human functioning (Bandura, 1997; Pajares, 2002).

Bandura (1986) believed that the way in which people interpret the consequences of their own actions will transform their environment and beliefs. In turn, this will bring about positive change in their choices, and eventually, their performance. Considering this, Tsui (2007) suggested that active learning and student-centred pedagogical techniques can enhance students' self-efficacy, as they become aware that their opinions are valued. They will then benefit from expressing their ideas in the classroom and in their written assignments. According to Tsui (2007, p. 223), faculty staff should engage in creating stimulating assignments that will challenge their students, causing them to 'become empowered by their experiences and accomplishments'. With heightened awareness, students would be willing to experiment intellectually, using their CT skills. When students get actively involved in the learning and teaching process, they become confident, contribute more, and benefit from the ideas of others.

Secondly, teachers could be trained to use an integrated approach to academic writing, combining the product, process, and genre approaches.

Hyland (2004; 2007; 2008) argued that L2 writing entails both social and cognitive aspects. Hence, he stressed on the need for mixed approaches to teaching writing in L2 classrooms. The product and genre approaches enhance students' knowledge of language and its social nature, while the process approach engages students in using their cognitive abilities to develop ideas, and to build arguments and concepts (Ahmed & Ahsan, 2011; Hyland, 2004; Tangpermpoon, 2008). Thus, the integrated approach involves students using their CT skills to sift through the available information, develop concepts, provide evidence for their claims, and draw conclusions. The process approach also requires reflection and feedback at every step (Hyland, 2004). This is similar to CT, which involves reflecting on issues and making decisions based on those reflections (Dewey, 1930; Ennis, 1985).

Generally, Pakistani students, as investigated in the current study, are required to follow a set structure while writing essays and undertaking other disciplinary writing. The proposed integrated approach would not only improve their CT skills, but would also make them aware of appropriate language usage. The structure provided could be given with the instruction to think, review, and revise ideas in groups, according to the limits of the structure (Ahmed & Ahsan, 2011). In this way, it could be possible for students to simultaneously work with the language, along with discovering and finding meaning in their ideas, thereby developing them into strong arguments. Thus, as mentioned earlier, their fear of being reprimanded for every grammar and spelling mistake in their writing would be minimized, and they would gain more confidence. Ahmed and Ahsan (2011) posited that this approach could be implemented as group or pair work, with the

end product – essay – written individually. The discussion and review of ideas in the initial essay outlines would develop the students' CT skills, and then when writing individually, they would be able to express their thoughts more effectively (Badger & White, 2000). The same approach could be applied to written assignments across disciplines, with both the English and subject teachers joining hands to develop students' CT and writing skills.

As discussed earlier, a mixed approach to teaching writing can develop students' CT skills, so that they eventually improve their writing skills. However, it cannot be effective without feedback and assessment. The process approach demands feedback by the teacher at every step. Individual feedback can be turned into a reflective session, pointing towards selected weaknesses that students can address on their own. According to Salter-Dvorak (2019, p.120), 'scaffolded by faculty feedback, the writer learns to envision a structure for the text', which facilitates the development of ideas and arguments.

In contrast, the assessment criteria for disciplinary writing usually focuses more on the content and an understanding of it than accuracy, or even CT. This is in compliance with the current research, where subject teachers mark written assignments with a focus on content, language, and CT as a single category of the criteria (Appendix E4). Meanwhile, the rubric for English essays (Appendix E1-2) shows a balance between content, CT, and accuracy.

An integrated approach to writing could prove more effective when students are led towards self-directed learning. In order to develop student-centred classrooms, it is suggested to create opportunities for students to think

on their own, be autonomous, and adopt self-directed learning that relates directly to self-efficacy, self-reflection, and CT development (Garrison, 1992; Gibbons et al., 1980; Kreber, 1999; Pilling-Cormick, 1997; Tsui, 2007). In the current study, there are examples of students working actively on their disciplinary projects and assignments, which they say they enjoy more than writing reports afterwards or even writing essays in English. Using the integrative approach, the faculty could facilitate self-directed learning techniques in academic writing. Instead of limiting students to frame information imparted by the teacher, students could explore and discover new ideas, discussing them with peers and the teacher. With their teachers' guidance and supervision, this could lead students towards improved autonomy of thought, which is essential for CT.

Last but not the least, this study could be significant for curriculum development and assessment. An awareness of the importance of CT development to meet the challenges of this century would enhance its role in university courses. It is also suggested to develop an assessment framework that rewards CT skills, in place of cramming and rote learning.

7.5 Other Pedagogical Considerations

Earlier discussion led us to the question of how CT could be integrated into disciplines in a way that would improve SAW. Halpern (1998) emphasized structure training activities, through which students could learn to recognize the structural elements of disciplines, thereby becoming familiar with diverse forms

of knowledge, and learning how to transfer CT skills from one subject or discipline to another. According to Tsui (2000), education is not only about acquiring knowledge, but also about being able to challenge and analyze it. Paul (1990) argued that CT enhances understanding and insights, and ‘empowers’ students. He identified that students need to draw their own conclusions, have classroom discussions on a variety of viewpoints, and question and compare concepts to become efficient critical thinkers. These skills are essential for writing, and students who do not develop them will not be able to express themselves clearly.

Researchers have emphasized the importance of explicit CT instruction in all disciplines, according to the epistemology of the discipline. They have argued that CT skills are unlikely to develop in the absence of such explicit teaching (Abrami et al., 2008; Halpern, 1998; Paul, 1992). This should also include the dispositional aspect of CT (Facione, 1990; Paul, 1992). Ennis (1989) proposed a mix of infusion and immersion approaches, which entails both implicit and explicit teaching of CT (see Chapter Three, sub-section 3.2.7, Table 14). In addition, Green et al. (2009) proposed scaffolding the development of CT skills in all courses at undergraduate level, during which complex subjects could be planned with strong support from teachers, so that student performance improves to a higher level than at present. Implementing these skills in the classroom would gradually enable students to acquire CT skills, not only in SAW, but in all spheres of education.

One strategy for teaching CT is through cooperative learning (Abrami et al., 2008; Bailin et al., 1991; Paul, 1992). According to Elbow (1981), the social dimension of writing is enhanced through cooperative learning. For instance, dialogue enhances CT, and students become more confident and responsible for their own learning, looking into each other's work and making changes, accordingly (Bruffee, 1984; DiPardo & Freedman, 1988; Kuhn, 2015). Cooper (1995, p.7) argued that cooperative learning allows students with diverse skills to work together and create a 'cognitive disequilibrium', thereby leading them from one-sided thinking to 'mature, relativistic thinking'. Critical thinking skills that are acquired in this manner can be transferred to other domains and disciplines. For example, the interaction, open-ended questioning, and reflective sessions in cooperative learning and dialogic teaching can be transferred to other subjects and fields (Chaffee, 1992; Halpern, 1998; Potts, 1994).

In the present research context, along with teaching content, Psychology teachers could introduce the ways in which psychologists investigate and perceive the world. Thus, while undertaking their written assignments, students could construct the information gained and analyze the psychological processes simultaneously. Similarly, Business students are usually required to analyze case studies. If they are given a case analysis assignment on a marketing skills course, it might cover three aspects: writing skills, CT skills, and their understanding of marketing strategies. The students would identify the problem, think of alternative steps, analyze each of these steps, and then select the most suitable course of action. This would cover skills like analyzing the situation, making assumptions, evaluating alternatives, building argument, and making a

decision. Using cooperative or dialogic learning methods, this assignment could effectively enhance students' CT skills.

With reference to English argumentative essays, reflective discussion sessions could provide students with opportunities to discuss topics openly, ask questions, and make notes. Once they have enough knowledge and exposure to various perspectives, they can start writing the essay. Chaffee (1992, p.27) posited that when taught in this way, students become aware that their courses are not just a collection of facts that they have to memorize, but a 'structure of concepts, used to organize experience, approach problems and give explanations'. They start thinking in different ways, according to their courses: scientifically, psychologically, and geographically. Their points of view change and their intellectual level rises.

7.6 Suggestions for Further Research

This study has provided a small sample of evidence of CT in SAW, and an exploratory insight into the understanding of CT among faculty staff and students in the Pakistani higher education context, as well as within the framework of a CT model, based on features drawn from well-known CT models that are used in the educational context (Brookfield, 1987; Ennis, 1985; Halpern, 1989; Paul & Elder, 2007). In sum, this study has provided a new perspective in CT research by analyzing students' texts and using them as artefacts to gather opinions from the faculty and students.

In the Pakistani context, it would be interesting to see if the CT model designed and used in this study is used in other studies for different disciplines, for example, in social sciences, hard sciences, and humanities. Additionally, the themes that emerged in this study could be taken up for more focused research, such as on the social element of CT, which creates social class, forms teachers' attitudes, and elicits students' grievances against the system.

Furthermore, studies could be designed that would analyze SAW samples via other methods, like corpus or genre analysis techniques, which would shed more light on students' specific needs in academic writing (Bruce, 2020; Hyland, 2007, 2016). However, this would require dedicated planning, and more time for research and the application of results.

7.7 Personal Reflections

This study is a modest contribution to developing an understanding of the significance of CT skills in academic writing at undergraduate level in the Pakistani context. On a personal level, this journey has been illuminating in many ways. I got an opportunity to go back and live within the education system where I was taught, and where I, in turn, trained to be a teacher. Sadly, despite advancement in learning theories and technology, I did not find any radical change in the way that higher education is administered or managed by people who have no stakes in developing students' thinking skills. The list of challenges/limitations is long. I faced endless hurdles on the way towards my goal. Each step made me realize the overwhelming responsibility that came with

taking up this project, as well as the constraints, and the compromises I had to make. The first person of authority I met to request formal permission to conduct this study told me that the topic was not suitable for this environment, where nobody knows what CT is, and so I should opt for something else. I was not allowed to enter classrooms, and data collection was restricted to just two departments, where the teachers agreed to facilitate my study.

Overall, it seemed difficult to continue with the research process, applying the rigour and standards that I had set from the beginning, in the complicated environment of Pakistani higher education, where CT is shunned and dissent is prohibited. However, I stood my ground and carried on until the end with the resolve of a resilient and driven Pakistani woman, who is willing to accept the challenge to meet the goals she has set for herself.

This was a learning experience in many ways. For example, I realized that adopting other methods might have enriched the study. If I get an opportunity to do another research project at this level, I will certainly attempt to apply quantitative along with qualitative methods. This would probably involve creating a questionnaire on the CT construct, making sure to include more students to gather their perspectives of CT. Moreover, I might carry out an intervention to train those students in CT skills. Text analysis was the hallmark of my research, and I am definitely interested in working on other academic skills with reference to CT, such as critical reading and listening, applying methods like corpus and genre analysis.

The promising part of this experience was meeting the students. I was impressed by their grit to survive in a system where they have no voice, yet their determination to practice CT skills and excel as critical beings is a glimmer of hope for the future.

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Appendix A

Research Matrix

#	Research Questions	Key Concepts	Interview Questions
1.	What is the evidence of CT in students' academic writing?	<p>Critical thinking as a construct in education</p> <p>How is CT textualized in SAW</p> <p>Features of CT (background knowledge, argument development, voice)</p>	<p>Students</p> <p>What kinds of written assignments do you do in your core English course/major subjects? (Q3, S)</p> <p>Teachers</p> <p>What kind of written assignments are included in the course you teach? (Q3, T)</p>
2.	What do teachers understand by CT as part of SAW (students' academic writing) and what are their expectations of students?	<p>Teachers' understanding of CT in SAW</p> <p>Features of CT (background knowledge, argument development)</p>	<p>Teachers</p> <p>What is your understanding of CT with reference to students' written assignments? (Q4, T)</p> <p>I have a written assignment by a student with me. I would like you to go through this marked part and highlight examples where you think students have been thinking critically. (Q5, T)</p> <p>What are your expectations regarding CT in students' written work? (Q6, T)</p>
3.	What do students understand by CT in SAW and what challenges do they face in developing CT in SAW?	<p>Students' understanding of CT in SAW</p> <p>Features of CT (background knowledge, argument development, voice)</p>	<p>Students</p> <p>What is your understanding of CT in your written assignments? (Q4, S)</p> <p>I have your essay with me, which you wrote in your English II class on the topic of 'Money is all happiness'. Argue/Population explosion/Do grades mean everything?. Could you please take some time to read it and highlight examples to show that you have been thinking critically? (Q5, S)</p> <p>Do you face problems while doing written assignments? What are those problems? Please explain in detail. (Q6, S)</p> <p>Do you think you need to have background knowledge to do the written assignments? (Q7, S)</p> <p>Do you think you need help to develop</p>

			your CT ability? Why? How? (Q8, S)
4.	To what extent do the university courses help students acquire CT in SAW?	Importance of CT in education in general Role of curriculum in developing CT in academic writing	<p>Teachers</p> <p>What is your perspective of the role of this course in developing CT among students? (Q7, T)</p> <p>What is the role of teachers in developing students' CT in their written assignments? (Q8, T)</p> <p>Students</p> <p>Do you think the courses you study have helped you develop your CT? If yes, how? If not, why? Which courses? (Q9, S)</p>
5.	To what extent do the HEC and this institution help students acquire critical thinking in SAW that is essential for university studies?	Awareness of the concept of CT (documentation in policy papers)	<p>Teachers</p> <p>Are you satisfied with the assessment criteria you follow for written assignments? If not, why? (Q9, T)</p> <p>Are you satisfied with the learning outcomes outlined for the courses you teach? (Q10, T)</p> <p>What is the role of HEC or your institution in terms of CT in SAW? Do they provide training/workshops/assessment standards, etc.? (Q11, T)</p> <p>What are your suggestions for improving the situation with regard to CT in SAW? (Q12, T)</p> <p>Students</p> <p>Are you satisfied with how your written assignments are marked? If not, why? (Q10, S)</p> <p>What are your suggestions for improving CT in your writing assignments? (Q11, S)</p>

Appendix B

Interview Schedule—Faculty

Thank you for your time for this interview today. The interview will last about 30-40 minutes. Please feel free to ask any questions or for any clarification, if needed.

1. Please tell me a bit about yourself.
2. How long have you been teaching?
3. What kind of written assignments are included in the course you teach?
4. What is your understanding of critical thinking with reference to students' written assignments?
5. I have a written assignment by a student with me. I would like you to go through this marked part and highlight examples where you think the student has been thinking critically.
6. What are your expectations regarding critical thinking in students' written work?
7. What is the role of the teacher in developing students' critical thinking in their written assignments?
8. What is your perspective of the role of your course in developing critical thinking among students?
9. What do you think of the learning outcomes outlined for the courses you teach?
10. What do you think of the assessment criteria/standards for written assignments?
11. What is the role of HEC/your institution in terms of critical thinking in SAW? Do they provide training/workshops?
12. What are your suggestions, if any, regarding the development of critical thinking in SAW?

Interview Schedule—Students

Thank you for your time for this interview today. The interview will last about 30-40 minutes. Please feel free to ask any questions or for any clarification, if needed.

1. Please tell me a bit about yourself.
2. What is your major in the university? Why did you choose this subject?
3. What kind of written assignments do you do in your major subjects and core English courses?
4. I am going to move on to the topic of critical thinking. What is your understanding of this term in your written assignments?
5. Thank you for letting me have your assignments. I have your essay with me, which you wrote in your English II class on 'Money is all happiness'. Argue/Population explosion/Do grades mean everything? Take your time to read it and highlight examples to show that you have been thinking critically?
6. Do you face problems while doing written assignments? What are those problems?
7. Do you think you need background knowledge to do the written assignments?
8. Do you think you need help to develop your critical thinking ability? Why? How?
9. Do you think the courses you study have helped you develop your critical thinking? If yes, how? If not, why? Which courses?
10. What do you think of how your written assignments are marked and the feedback you receive?
11. What are your suggestions for developing critical thinking in your writing assignments?

Appendix C

Sample Interview—Faculty

Interview Transcript (Professor Asha).

R: Thank you for your time for this interview today. The interview will last about 30-40 minutes. Please feel free to ask any questions or for clarification, if needed.

P2: Okay

R: Please tell me a bit about yourself.

P2: *My name is _____. I have been teaching since last 13 years. I taught in a government university for 5-6 years and now I am working here for 7 years. My subject is Clinical Psychology and my interest is research in Psychology. I teach research methodology and statistics to under-graduate and graduate students.*

R: What kind of written assignments are included in the course you teach?

P2: *In my first assignment, why we need Psychology, why we need research in Psychology. First assignment I don't give any instructions. I ask them to write what they think. So when they write and we discuss, then I tell them, in the next assignment, I need an introduction, I need a body and conclusion and I mark each part separately. I need your conclusion. Do you think about everything? How can the Western rules of ethics in research can be contextualized here? This is the thing we want to cultivate in them. And most of them fail to do that because they don't understand what I am asking. Because they never thought things happen this way too. It's like 2+2 is 4 but what is 3+1? They don't know because they were never taught this way. And they come to me for this course in the second semester. In the first semester, they have already got used to these pre-determined ideas of learning so it hard for them the way I teach. I don't give them any format to work on. I tell them like it's your own format, your own understanding, and your own description. But most of the teachers, I have seen, they give all the material beforehand. That doesn't allow the student to do anything on their own. They even give samples of written assignments. I never give because if I do that, they will again come back to copy and paste. I show them model assignments after they have submitted their work. I show them and tell them this could be another way of looking at things.*

R: What is your understanding of critical thinking in general and with reference to students' written assignments?

P2: *Well, this is one concept that is not very familiar to us as Pakistani teachers. Critical here is taken as something which you take as negative, the dark side of*

people and things. When I first went abroad for training, I heard the term 'critical thinking' with reference to looking at something from both positive and negative sides and you comprehensively evaluate both the sides and then you make a conclusion of your own. This is my precise understanding of critical thinking. But before that it was all negative. Critical evaluation meant criticizing only, just criticism. **Understanding of CT (Evaluating various perspectives)**

R: Okay. But specifically, what is your understanding of critical thinking in their written work?

P2: *The most crucial part of the assignment is that student should be familiar with the background, the literature, find gaps and then build bridges to fill those gaps. For me that is critical thinking. The critical evaluation when they appreciate that one thing exists but these are the shortcomings and now how it can be improved with their study. That is the missing part... , I have observed. Students are not able to understand. They cannot combine ideas, justify them, they cannot make a logical link. If I look at the critical thinking perspective in this, I want to see how they understood their construct.* **CT in SAW (Filling in the knowledge gaps)**

R: And that will come with their own analysis of the material?

P2: Yes.

R: So from your explanation I understand that students just pick the information and put it on paper, without any understanding?

P2: Yes. Yes. *Sometimes I look at their work and specify a part, a paragraph and ask what does this paragraph mean and how it relates to your topic. They have no answers. So I always have a question answer session with my students from all levels. What did you write? Why did you provide this example? How will you etc. explain it to me in your own words. I am not here to just read your assignment. You have to tell me what you did. What are your gains after all this activity? This cannot be put on paper as it is not part of the assessment. So at the end of each research project, big or small, I ask all my students how you have improved as a person after this project. This part is very difficult for them.*

R: Reflecting on things?

P2: *Exactly, that's it. Reflecting on their experiences.*

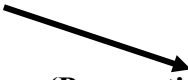
R: This is an important CT ability.

P2: *Exactly. So they might not be certain about it but I always ask them. How does it impact you? How has it changed you? They come with answers like we were very anxious in the beginning, we have become more social now. We found this and learnt that. This is good enough for me. If they have changed*

even 5% as a person, they can express better, they can talk about it. It is good enough for me (Teacher Expectations)

R: I have a written assignment of a student with me. I would like you to go through this marked part and highlight examples where you think students have been thinking critically.

P2: *(After reading). One thing I can definitely say is that this writing has been picked from somewhere, maybe from google. The language is not an undergrad's from this university. This kind of language is not even used by PhD students in this context. I won't say that this is written by a student from this university. But the student has tried to relate the characters with psychological theories like the one by Piaget. He has talked about it and then again. They put things in one context but they cannot precisely relate to the character they are talking about. They know about Piaget's developmental theory but how it connects with the character, that is the missing thing. Also, Jung's archetype has been referred but again knowing the linguistic expressions used by students here, this is not an undergrad's expression. If we find this kind of expression with our undergrads, what else do we want?*


(Perspective on Evidence of CT)
(plagiarism, low expectation of student performance)

R: So you think this is plagiarized?

P2: *Our average students don't have such expression. If it is not plagiarism, it is a very good piece of writing, not with reference to critical thinking, but grammatically accurate.*

R: Okay, grammatically correct but no critical thinking. The student has not used any critical thinking skills?

P2: *Let me say it like this, the student has tried to do it. If there is some guidance, she can do much better. Maybe a spark of intelligence in an individual. Most of the students are not like that. They can't do that. This is an exception. You know as a teacher when somebody asks you for students' work, you give the best samples, so maybe you got the best one.*

(low expectation of student performance)

R: Maybe. So you think the teacher has given me the best assignment and generally students are not like that?

P2: *They cannot write with this much fluency. But they can explain that verbally.*

R: Why?

P2: *The reason is teaching. I have seen teachers constantly correcting and belittling students. I think if we stop judging people by their accent or*

vocabulary, or even grammar, we can encourage their free expression of ideas. Correcting their English constantly like this is not the right word you are using, your grammar is wrong. And the student, regardless of what he or she has achieved, they feel so inferior, okay if I cannot speak English well, it means I don't know anything. So that is one thing. We have cultivated this kind of fear in them. I have done research in school psychology and seen that most of the students have this fear of evaluation. They feel anxious expressing their own feelings and thoughts. Because the teacher won't allow them to say anything like that. We, from a collectivistic culture, we don't allow this free expression of thought. We judge people by the way they are. How can you expect students to perform well in this kind of environment?

Teachers' attitude

R: So you think teachers don't let students do anything on their own. That's what you mean?

P2: Yes. Regardless of our own English skills, speaking writing and understanding skills, we expect the other people to speak better and accurately. We don't know about our accuracy. We all have difficulties in language.

R: But you also said that that students are good at expressing themselves well and when it comes to writing, they aren't that fluent. Why?

P2: Two things, the first is our educational system. Secondly, we don't develop the habit of reading. I haven't see a young person reading and when we were kids we used to read the newspaper loudly to improve our pronunciation, whether it is English or Urdu. Our parents used to tell us to read newspapers. Now we cannot write, we type better than write. If you let them do this assignment in class, there will be a lot of spelling mistakes and wrong grammar. So writing is a tough job for Pakistani students wherever they are. Also, we ask them to type the assignment. They never get chance to read and make notes with their own hands. They ask for notes and handouts to copy and paste in their academic writing.

R: But again, you say they express themselves well. How can they do that if they don't read?

P2: In our course, in psychology, when they start practical work, they have to meet clients and talk to them. So they have to the background and the mechanisms to talk. But for writing they don't have the skills.

R: What are your expectations regarding critical thinking in students' written work?

P2: ~~Before that, I think as a teacher this is my responsibility.~~ As a teacher, I should be very clear about my course. What I am going to teach. What is the one ultimate thing that I want them to learn. I think students come later. It's we the teachers who have to prepare themselves. (No expectations from students until they are taught well)

R: So you mean expectations from students should be only when you have taught them well?

P2: *Exactly. First you have to actually tell them how to do it and then you examine whether they learned it or not. Unfortunately, the worst thing at undergrad level and even before that, at school level, we stop students to express themselves, we restrain them. That would be the right word. We don't let them express themselves, in terms of speaking and writing both. We don't allow them to write on their own. And because our schooling system, our education system at large does not allow independent thinking because we cultivate dependence in our thinking. They don't understand what 'your own opinion' means. That is why if you give them open-ended questions, they get confused because they don't know what to write. They haven't been trained to do this. You ask them to write 10 points about something and this is from the book, they are quick in doing it because of the rote learning and memorizing they are trained to do. When it comes to how do you link these with general life experiences, they cannot relate to it. So learning is just remembering, not understanding. So that's why students are not able to write. And I think our teachers are also not trained for that. They don't know, they don't appreciate anything. They will ask students where has this copied from. So we, in a way, do not encourage openness of thought among students. We encourage copy and paste. Whenever they want to go out of the box, we don't like that.*

Teachers' attitude

R: You have discussed at length what teachers do but at the cost of being repetitive, what is the role of teachers in developing students' critical thinking in their written assignments?

P2: *Yes, I think it is very important. They have a key role. You know, our courses are fine. If a teacher doesn't know what is critical thinking, how can he cultivate it in students. So I think we as teachers need refreshers. We as teachers need to do that. We just focus too much on their presentations. Because it is an important assessment component maybe. So writing is neglected. It remains something that is hidden. I have also seen many students who are good at writing but they cannot speak, and some are good at speaking but their written expression stands nowhere. So this discrepancy, the English teachers can handle it better. A teacher should know how to deal with all this. But again unfortunately, it doesn't happen like that.*

Teachers' role

R: What is your perspective about the role of the courses, like English and Psychology, in developing critical thinking among students?

P2: *Firstly, I think this is a kind of misperception that critical thinking has only to do with English language. Like only those who know the language can think critically.*

Role of courses

R: But don't they have to write their assignments in English?

P2: *That's true. First of all I think there has to be a thinking pattern. If they are able to think critically, they might learn to do that, in repeated courses, if we encourage that, or include that component of critical thinking, in their courses throughout the university. I think that is what we are missing.*

R: So you think that these courses can be helpful only when there is a specific component of critical thinking included?

P2: *Yes, that's what we are missing.*

R: And the writing assignments they do in English courses, that doesn't help them in doing the advanced discipline related assignments which are also in English?

P2: *They might learn few things with practice but sometimes it might be too late for them. So this is one thing which should be an integral part of teaching in English. Because most of the time when they teach them English, their focus is on grammar check, how fluently they can speak English, how well they can present their point of view. It's again to do with the writing skills as well. And how can we help them, I really don't know. But I think at undergrad level, I think every course, specific to any discipline, should have their own specific English course. Then you can use your own terminology and that really helps students.*

Role of courses

R: What do you think of the learning outcomes outlined for the courses you teach?

They are okay like I remember the last one in each course 'the student will be able to evaluate critically the subject matter...' but it is only there. Nobody ever practices it in classrooms. Look if we ask our students to let's say compare and contrast, and then come to a conclusion how these things are similar and different. They just list the comparisons and that's it. they don't know how to link them comprehensively.

R: A linear kind of writing?

P2: *Yes exactly. Their learning never goes from memorization to understanding.*

R: What do you think of the assessment criteria/standards for written assignments?

P2: *If you are asking about how we mark students' work, everything is left to the imagination of the teachers. But now we are working to have a general criteria for all courses in our department. Because sometimes students complain that one teacher is giving lots of marks on the same assignment that the other is not. So we should have a standard marking criteria which we are trying to make now.*

R: So students suffer because there is no rubric or criteria?

P2: *Yes, they do. I think when we design an assignment for students, we should have the key elements in front of us. Sometimes teachers make a criteria after looking at the students' performance. How they have done the assignment. I think that is not a good approach. So in terms of rubrics, we don't have anything of that sort and at the moment we use our experience which is not good of course. But I am sure of one thing that none of our faculty members has this awareness that one of the components essential for assignments is critical thinking. A component about the assignment where students think and reflect about the topic.*

R: What is the role of HEC/ your institution in terms of critical thinking in SAW? Do they provide trainings/ workshops?

P2: *HEC have workshops for the government sector universities. But private sector, they encourage them to have their own resource centers.*

R: But does it involve critical thinking and academic writing?

P2: *They do say so. **Lip service**. It could be one of their objectives but I haven't seen any practical step in this regard. They call foreign experts for these events and trainings.*

But critical thinking cannot be taught by an outsider who doesn't know the cultural context. For example, if we talk about Psychology, somebody can teach me what a disorder but they cannot teach how this disorder is experienced and expressed. One particular context cannot be explained by a stranger. So, we have to contextualize it through our own teaching methodology. Someone comes and we have seen people come from different parts of the world and talk about critical thinking. They talk at an advanced level... as if the groundwork has already been done or the foundation has been laid. I think that is not an effective way of doing it. I think before the students, you have to train the teachers. They have the most important role. If we talk about the stakeholders, students are not the only stakeholders. Teachers have to be trained in critical thinking first.

R: What are your suggestions, if any, regarding development of critical thinking in SAW?

P2: *I think this relates to our whole education system. If we have a universal system for all, we can work on one pre-determined goal of educating our children. We have three education systems and each has its own goals. We cannot even operationally define the private sector in education because there*

is a private school on a street in town and then there is a huge branded private school spread on a large area with hefty fees. Both are in the same category. And every private school has its own curriculum, own examination system.

R: Not monitored by anybody?

P2: *No. There is no minimum requirement or criteria needed to open a private school. In government school, there is a bare minimum framework for standardization. They were all Urdu medium till recently but the government changed this policy and changed them into English medium schools, with the same teachers. They were not trained. Computer labs opened up with no trained teachers. So how can you implement something like that. It should first become part of teacher training program and a minimum criteria for who can teach a child and who cannot. The government has now restricted to taking trained teachers only but what about the private schools? Who will set this benchmark there? In the university we know that there is a set criteria, if you want to be an assistant professor, you have to have a PhD. But in the private sector, anybody can go and teach. Early child development is a missing part of our education system. How to manage student behavior, teachers don't know these things.*

R: So they need to start from the beginning?

P2: *Yes from the very beginning. Parents should also be involved. Then we can make an effective connection between students, teachers and parents which will help in making them critical thinkers.*

R: Thank you for your time

P2: *Thank you*

Sample Interview—Student

Interview Transcript Anna

R: Thank you for your time for this interview today. The interview will last about 30-40 minutes. Please feel free to ask any questions or clarifications if needed.

S3: *Okay*

R: Please tell me a bit about yourself.

S3: *I am Anna. I am currently enrolled in the fifth semester (sem. 1, year 3) in this university. I am doing my majors in Psychology. I am 22 years old. I have three siblings. My father is a government employee. My future goals... I would say I want to become a CSS officer mainly in the foreign services since I like travelling very much*

R: What is your major in the university? Why did you choose this subject?

S3: *Actually my initial... my aim was to become a MBBS doctor but I tried three times I gave the entrance test three times but I couldn't clear it somehow so at the back of my mind I always had this that if I get admission in medical college I will do my specialization in psychiatry. I mean I want to become a psychiatrist but since that couldn't work out so I thought why not psychology since it is affiliated with psychiatry as well so that's why I chose psychology.*

R: What kind of written assignments you do in your major subjects and core English courses?

S3: *In English basically we have been given essay writing. It may be a narrative essay, or descriptive kind of ... we are given a picture we have to describe it or make a story out of it then we are given topics and we have to make arguments and then counter-arguments as well. (Types of Writing Tasks)*

R: What about Psychology writing assignments?

S3: *In Psychology we have been given assignments that are related to some scenario-based questions like I have to assume myself that I am in a particular situation then I have to write... I have to give write-up to my teacher.... What do I feel... why did I do it.... would I pursue it or not. Like once we had to practice compassion the whole day... Be compassionate about nature like stars or sun we have to be kind to the university staff even our family and then write about the whole day. So it is scenario-based, experience-based or movie reviews as well like this one that I gave you, Forrest Gump. It was related to that movie, so we had to point out the character strengths of different characters. It was again critical thinking. We had to critically evaluate the characters in the movie. Now this semester, we are being given research assignments like we have select a*

topic for research and write different kinds of headings like methodology and we have to justify like why the researcher has used this methodology.

R: Could you give an example?

S3: *Yes in qualitative research methods I just gave in a writing task. Teacher gave us a research paper and it was titled 'Post-partum practices by Bangladeshi women'. We have to read it, we have to read the memos, we have to extract concepts, we have to write the gaps ... gaps... means that there is... those kind of things that the researcher has left... he or she hasn't addressed those concepts so we have to write those gaps like this could be done more to this kind of research article this could be added to this... that type of assignments.*

R: Okay, now I am going to move on to the topic of critical thinking. What is your understanding of this term in your written assignments?

S3: *I don't have a particular definition about it but what I get about the concept is that if there is a box or if there's a keyboard I have to look at it, I have to analyze its each and every component, its keys and then I have to write which keys are missing. It will constitute of the negative critique and I can also critique on the positive aspects as well like the color is very good or I can also suggest something. I think this is critical thinking where I have to challenge myself to think deeper about things... In writing, I think it depends on the assignment, topic like if I am given a movie to critique so obviously I'll watch it critically. I'll watch each and every setting, each and every scene. The characters, their acting skills, their speaking skills, their dialogue delivery, I will watch it like that way if I have to write a critique about it. So, yeah...*

Understanding of CT

R: What do mean by 'watch critically'? How would you write it after watching? Like how would you present your argument?

S3: *I will take a point and make my argument or it might be inspired from my personal experience and my observation and my point of view and my stance as well. They may be inspired from those.*

R: Thank you for letting me have your assignments. I have your essay with me that you wrote in your English II class on 'Money is all happiness. Argue'. Take your time to read it and highlight examples which show that you have been thinking critically?

S3: *(Reads for 3-4 minutes). Nobody told me to do critical thinking for this essay (laughter). In English assignments we have to follow particular structure. First there should be introduction, then the body paragraphs and then the conclusion paragraph. So I think about the topic first in my mind, about my personal experiences and my observations or something that I have watched in the*

movies or I have seen in the news. So after all this, then I write. There is no balance in this writing I know. I think for each argument, there should be a counter-argument but we are told to write like this. Elaborate the argument and write one paragraph of counter-argument. This is the structure. We have to emphasize more on one side and another perspective briefly. But we have to write about both sides since the reader might have these points in mind so we have to touch them a bit but our main focus should be on the positive side. Then we have to summarize everything written before and give an opinion. Nothing new can be introduced in this paragraph.

(Perspective on Evidence of CT)

I tried to develop the arguments and along with that I also thought about counter arguments. I first thought about money is all happiness or not. I was first thinking it is about happiness since we all are in a race for money to become more and more successful in our lives but then I do think about the other side of the picture like if we are not healthy, if we don't have someone to look after us or love us or show warm feelings for us then what is the use of that money? Like in this way I thought about it. And I think as you say this is critical thing. Right? (laughs) (Perspective on evidence of CT)

R3: Could you point out a specific example in your writing?

S3: *Maybe here when I give examples to explain my point or talk about opposing ideas (lines 24-32).*

R: What about the Psychology assignment?

S3: *Yeah, I observed each character deeply and I spent time studying Forrest's mother. You can see it here in the assignment. (Deep thinking, looking through different angles)*

R: How would you relate this assignment to the Psychology theories you have studied? I am asking this because you haven't given reference to any of the theories.

S3: *Because we studied about the positive part of human nature and how it makes life happy and easy. That was the main thing... so I wrote about all the positivity in the film, and I think my assignment shows that it is the positive part of human psychology.*

R: Do you think you could have written this review from some other perspective, like the characters, don't they have any other qualities in addition to the positive ones you mention or maybe luck?

S3: *Yeah, I could have written much more but I just followed what our professor discussed in class. You are right, there are other things to consider too, and we should keep all that in mind. We should think and develop our own ideas on things.*

R: Thank you for the explanation. Now the next question is... do you face problems while doing written assignments? What are those problems?

S3: *Yes... it has to do with sentence structure. When I have to say a thing, but the sentence becomes too long, or one sentence constitutes 4 or 5 lines. Since such long sentences they are not encouraged. That's where it becomes difficult to write... and introduction, I think I face difficulty in writing, like it should be catchy, the introduction, the reader should be interested in reading it.*

(Challenges students face)

R: Why can't you write it?

S3: *I think I am not good in finding the right words or quotes, no poetic skills (laughs). Also, when I am writing, I think I have this fear of being judged from the other person or the person who will read it, the teacher in this case. Maybe that person would think about it negatively, about my opinion so yes I think it's the fear of judgement.* (Challenges students face)

R: So it's the fear... and no problem in language?

S3: *No, no problem. Sometimes I have problem in writing the right words.*

R: Do you think you need to have background knowledge to do the written assignments?

S3: *Yes it helps, it helps a lot. Obviously if we have knowledge of that thing about which we are writing like if I am given an essay to write about some technology gadget of which I am not aware of, so how can I write about it. So, obviously I have to have some background knowledge about that particular topic, so yeah...*

R: What about Psychology?

(Disciplinary differences)

S3: *That is different. In Psychology, our teachers first make us understand that topic and then they give us the assignment related to that topic. So I think it's easier as compared to English. Since English we have to write essays on unseen topics which we are not aware of but in Psychology there is no such thing. We are made aware of the topic, we are made to learn it and then after it we are given written assignments. And maybe because I have learnt it, I have exposure about it or I have observed it. Since Psychology comprises of general things like our everyday experiences so I can think of them much more easily as compared to the English essay topics. Even if we write on some topic we have not done in class, our teachers make us familiar with it.*

R: For example?

Okay, there was a topic 'structural violence against women'. We discuss what it is. It is a kind of violence where the system is against women. The system generates conflict against a particular sect or group. In this case, it's the women who are the victims and this system or social structures like the government institutions or our political system or our economic system, they are the perpetrators. So yeah we were given a question like how this, the structural violence will influence women. It was not from any textbook but we were provided with certain facts and statistics like this percentage of women are suffering from intimate partner violence and such type of things. So yeah... I do my own research too so I have enough knowledge about it beforehand so I could write it easily.

R: So writing Psychology assignments is easier than English essays?

S3: *Definitely*

R: Do you think you need help to develop your critical thinking ability? Why? How?

Teachers' role

S3: *Yes I need a lot of help. Firstly, the teachers should tell us what it is and how we can learn to think. You know there was no assignment on how we can develop our thinking an opinion of our own. I don't remember any class I attended that taught us to develop our opinions. We were taught the structure first. Like in argumentative essay, the most important thing was to follow the structure. First you have to write an introduction and then you have to write three paragraphs of your argument, then the fifth paragraph will be about counter-arguments and they should also be three in number and then you have to conclude it. I just remember that in the beginning we were just taught about the structures of different types of essays like narrative essay or descriptive essay or argumentative essay. Other than this, I don't remember ever that we were taught how to think and develop our opinion or how to express ourselves more effectively. There was nothing of that sort. So we all need help.*

R: But the structure does help in writing. Don't you think so?

S3: *Learning the structure, yes learning it was quite helpful since structure helps you to organize your writing. You write in a systematic way. Like if there's a proper structure, the reader find it easy to read whatever you have written. So I think it helped if I talk about the organization of and planning my writing. But that did not improve my expression or my thinking. I don't think it helped in that.*

R: Do you think the courses you study have helped you in developing your critical thinking? If yes, how? If not, why? Which courses?

S3: *I think they do help. Apart from the vocabulary, they did help me. We studied sentence structure and grammar in detail. So this helped me write in all other subjects.*

R: We are not talking about grammar or vocabulary. We are talking about critical thinking, the link between argument development and background knowledge, forming opinions. How do the English courses help you develop all this, your critical thinking ability basically?

(Developing CT)

S3: *I think the assignments, like watching a short documentary or a movie and then we have to critically analyze it and write it. So I think these kind of activities, they did help in opening my mind, using my critical thinking or enhancing it. But, other than that, it was all like we have to cram the course. Even the essays!*

R: Throughout?

S3: *Yes, throughout.*

R: So writing critiques was only a small part of the course that helped you think deeply?

S3: *Yeah, I think, exactly.*

R: Were you ever formally taught in your classrooms how to develop critical thinking?

S3: *Yes, we were given a lecture once about critical thinking... there was a Power point presentation I remember.*

R: In English?

S3: *Yeah, in English class... before these assignments I told you, the documentary and movie assignments. Our teacher gave us a lecture and there was a pyramid, there were certain steps like how we can develop our critical thinking.*

R: Was it Bloom's taxonomy?

S3: *Yeah (laughs) yeah, Bloom's taxonomy.*

R: So, what do you know about Bloom's taxonomy?

S3: *I don't remember much (laughs). I just know that it was like a pyramid going upwards, and it was about critical thinking.*

R: A pyramid where you first memorize, understand, analyze and then you evaluate. You are talking about that?

S3: *Yes, yes exactly, there was a pyramid.*

R: So, you had a lecture on Bloom's taxonomy?

S3: Yes, Bloom's taxonomy.

R: That's really good. But do you think it would have been better for you if you had been taught more about it? Not only a lecture but some opportunity to practice more what you were taught?

S3: Yes, definitely. It would have helped a lot.

R: What do you think about the learning outcomes you get for each course?

S3: Hmm... we are given, at the beginning of each new course, a list of objectives, learning outcomes like by the end of the course, you will be able to improve ... yes. I think, oral and written skills will be improved... this is the one point... then you will be able to relate this course with our real life. This is also one objective. Yeah I remember.

R: What do you think of the assessment of written assignments? Are you happy with it?

S3: Our marking is very strict. Both in English and Psychology. We have to fight for each mark.

R: You don't get any marking rubric how your test will be marked?

S3: No, but our teachers clarify later why we they deducted the marks.

R: Are you satisfied with the clarification?

S3: Yes, we have to be. There is no other option.

R: What are your suggestions to develop critical thinking in your writing assignments?

S3: I think there are a number of ways to improve this situation. First, the teachers' methodology, like she shouldn't stick to the course like you have to do this only. She should be open. She should give opportunities to students to write about different topics and she should give feedback to every student. Since we are a class of about 30 to 40 people in many courses I think it would be difficult for the teacher to give feedback but what if I don't know where I am lagging behind. I don't blame them for that. It is the old system that needs to be changed. With that I think the teacher can focus more on our mistakes. And then the course content as well. It can also be improved like we shouldn't be cramming the rules of grammar or something like that. but we have to do that for exams. We should be given opportunities to express our opinion either on paper or verbally as well. I think we should focus on this and yes, reading more. We should be given some reading material as well like you have to read it, you have to understand it or maybe present it, write about it, critically think about it and write a critique. (Suggestions)

R: So you're saying, in addition to films, you could have been given some books to read and write about them?

S3: *Yes. We did have novels in our English courses but we were given set questions like what did this character say to that. Again we have to cram and we have to memorize the whole novel. There was nothing creative or critical in such activity. We don't have to think much. We just have to open the novel, read the page number and write the answer. So there is no thinking critically. We just have to memorize it.*

R: So it's the teachers who don't do much to develop your critical thinking?

(Respect for teachers)

S3: *I don't mean that. The teachers are fine but they can't do much. Our courses need to be updated. It's more about cramming and memorizing everything and then write like word to word the same thing in our exam paper and then you'll score more. It also depends on the length of your answer. The more lengthy the answer, the higher your marks. I think it shouldn't be that way. Moreover, the government also needs to incorporate such activities that would help to develop our critical thinking and communication skills. Like I am not much confident about my English speaking skills, I don't have fluency. That's why I told you I am not fluent in English. So...*

R: But you are really fluent in English. You speak so well.

S3: *(laughter) But I think I don't have much confidence when speaking English. So I prefer Urdu. I think I can speak Urdu very well as compared to English.*

R: You write quite well. Don't you think so?

(Role of institutes)

S3: *I don't think this system has helped me. It's more of my own effort. Though my school wasn't that elite kind of school, not that much known or famous. I was in the Matric system, no O or A levels. Whatever I can write at this stage, I think it's more of my own effort. Since I have a passion for learning, I want to learn, I want to write well, I think that's the main thing, that's driving me. But if you talk about other students, who are just passing time by getting enrolled in universities, I think they don't have much drive in them, and our teaching system and government policies they add more to their carelessness or their attitude. So I think it's more of my effort. I think there should be some activities regarding critical thinking or they can also give demonstrations of how to use critical thinking. Maybe through workshops, they can tell us that we can use critical thinking in these ways. Like there can be a person who doesn't use critical thinking and talks or writes about something and there is a person who uses these skills so we will be able to see the difference between their performance. I think there should be such kind of workshops or the curriculum should be designed in such way where we have to like you said we need to make students or kids learn like how to develop your opinions, how to write them effectively, how to write them the way you want others to perceive them. Like if I have written something and you perceive it the other way, it would be problematic. So*

we should be taught from the beginning how to express ourselves effectively.

(Suggestions)

R: Thank you for your precious time.

S3: *Thank you for giving me this opportunity.*

Appendix D

Certificate of Ethical Approval



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Critical Thinking in Student Academic Writing: A case of Pakistani university students


Researcher(s) name: Mubina Rauf

Supervisor(s): Susan Riley

This project has been approved for the period

From: 13/06/2019
To: 13/03/2020

Ethics Committee approval reference: D1819-051

Signature:  Date: 13/06/2019
(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)

Approved Application



Ref (for office use only)

D1819-051

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

All staff and students within SSIS should use this form; those in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology should return it to ssis-ethics@exeter.ac.uk. Staff and students in the Graduate School of Education should use ssis-gseethics@exeter.ac.uk.

Before completing this form please read the Guidance document which can be found at <http://intranet.exeter.ac.uk/socialsciences/ethics/>

Applicant details	
Name	Mubina Rauf
Department	EdD TESOL
UoE email address	mr463@exeter.ac.uk
Duration for which permission is required	
Please check the meeting dates and decision information online before completing this form; your start date should be at least one month after the Committee meeting date at which your application will be considered. You should request approval for the entire period of your research activity. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given.	
Start date:10/06/2019	End date:15/03/2021
Date submitted:20/05/2019	
Students only	
All students must discuss (face to face or via email) their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. Your application must be approved by your first or second supervisor (or dissertation supervisor/tutor) prior to submission and you MUST submit evidence of their approval with your application, e.g. a copy of an email stating their approval.	
Student number	640001643
Programme of study	Other Doctor of Education (EdD) Thesis
Name of Supervisor(s) or Dissertation Tutor	Susan Riley
Have you attended any ethics training that is available to students?	No, I have not taken part in ethics training at the University of Exeter
Certification for all submissions	
I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change significantly I will seek advice, request approval of an amendment or complete a new ethics proposal. Any document translations used have been provided by a competent person with no significant changes to the original meaning.	
Mubina Rauf Double click this box to confirm certification <input checked="" type="checkbox"/>	
TITLE OF YOUR PROJECT	
<i>Critical Thinking in Student Academic Writing: A case of Pakistani university students</i>	
ETHICAL REVIEW BY AN EXTERNAL COMMITTEE	
<i>No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.</i>	

[Empty box]

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

The quest for excellence in academic writing at university level encompasses the continuous application of critical thinking. This entails many aspects, the most significant being argumentation and voice. These two features facilitate establishing well-reasoned ideas and students' authorial voice in their writings. University students who fail to develop these abilities are left behind not only academically but also in their professional endeavours.

English is taught in Pakistan as a compulsory subject in school and not as a language skill. The teaching is based on grammar-translation method and students need to memorize essays and long answers from textbooks to pass the exams. The emphasis is on teaching itemized grammar and memorization of prepared answers to questions, summaries and essays. Students who ask questions and give their own opinions are discouraged. When these students enter the university, all course books are in English and the language of instruction is also English. Moreover, it is compulsory for students to study academic English courses till year 3 of the university.

With this background, this research study aims to explore the presence or absence of critical thinking in student academic writing (SAW) at the undergraduate level in a Pakistani university. Informed by the interpretive paradigm, the study will look for evidence of critical thinking in SAW, identify what students and teachers understand by critical thinking, what teachers expect from students and what problems students face regarding critical thinking in SAW. It will also look for the evidence of teaching and assessment of critical thinking in SAW in various disciplines, their learning outcomes, assessment criteria and government policy papers regarding higher education. The study will be guided by the following questions:

1. What evidence is there of critical thinking in student academic writing?
2. What do teachers understand by critical thinking as part of student academic writing and what are their expectations from students?
3. What do students understand by critical thinking in academic writing? What challenges do they face in developing critical thinking?
4. To what extent do the compulsory English courses facilitate students in acquiring critical thinking abilities and academic writing skills essential for university studies?
5. To what extent do the higher education institutions facilitate students in acquiring critical thinking in academic writing essential for university studies?

INTERNATIONAL RESEARCH

My research will take place in a private university in Lahore, Pakistan. I have applied for institutional permission and after getting it, will send individual consent forms to the participants at the university.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

Three data collection methods will be utilised in this research: Discourse analysis, document analysis and semi-structured interviews. Academic writing samples, assignments of major subjects and essays from core English courses, of 4 (four) undergraduate students will be collected and analysed using discourse analysis strategies to find the presence or absence of critical thinking in student writing. This will be done by analysing argument development, authorial voice and the use of background knowledge in student writing. After this analysis, I will conduct semi-structured interviews with students, using their analysed written texts as artefacts. The place for student interviews will be selected according to the convenience of students: university campus or any nearby coffee shop. I will conduct interviews with both English and subject teachers in their university offices. At this level, teachers and students are usually well versed in English so they will understand the information sheet, consent form and interview questions in English. The duration of interviews will be 30-40 minutes. I will use the iTalk app on my iPhone to record the interviews. Additionally, I intend to analyse official documents related to curriculum, teaching and assessment to find out if critical thinking or related constructs are mentioned and how they are embedded in courses and in teaching.

PARTICIPANTS

The sample for this study consists of 4 (four) year 3 undergraduate students studying in different departments of the college of social sciences, 4 (four) teachers teaching in the social sciences and 2 (two) teachers teaching the core English course. The teachers are full time employees in the university with a minimum of five years experience in higher education. The reason for including subject teachers is to generate a wide range of perspectives and experience in the use of critical thinking in a variety of written assignments. I intend to recruit participants for this study by first getting in touch with the dean of Social Sciences department, who has in-depth information about the environment, and get her opinion about who will be suitable and potentially interested in participating in the study. My aim is to recruit participants who are willing and interested in the study. As the number of my participants is small, the recruitment procedure will not be difficult.

THE VOLUNTARY NATURE OF PARTICIPATION

I do not work in the university I have selected for my case study so I will need official permission to do my study. After getting the permission, I will recruit participants for this study through two personal contacts from the faculty. I know them well as we have studied together and later worked together in another university. They are working in this university for the last seven years and are willing to facilitate me in recruitment and data collection. The participants will include four students and six teachers. Each of them will sign the consent form to use data collected from them, writing samples and interview transcripts, in my thesis. The aims of the study will be explained to the participants and they will be informed that they can withdraw from the project at any given time without any disadvantage. They will be assured of complete anonymity and confidentiality. I will make it certain that there is no bias in my analysis and the participants' work and views are respected and represented objectively.

SPECIAL ARRANGEMENTS

No special arrangements are required for this research study

THE INFORMED NATURE OF PARTICIPATION

The participants will all be sent a University of Exeter Information sheet explaining the nature of the study and what they will be asked to do. Once I get touch with the students, I will ask them to share their writing samples, one English essay and one written assignment of a major subject, with me. I will inform them that after going through their writings in detail, I will conduct interviews in which we will discuss their work and understanding of the research phenomenon. They will be assured that once the interviews are done and transcribed, I will give them a copy of the transcript so that they can re-check their interview responses and ensure that the content is as authentic as possible. I will tell them that they need to go through the transcripts to validate them as this will make the results more credible. Similarly, I will meet all the teachers and inform them of the semi-structured interview that I will conduct with them in which I will also bring a copy of students' assignments for discussion.

ASSESSMENT OF POSSIBLE HARM

This study is based on the interpretive paradigm. I will use several strategies, e.g. trustworthiness, authenticity and credibility to ensure no possibility of harm. I will spend some time in creating rapport with all the participants, especially students so that during the interviews, they do not hesitate to share their deepest thoughts. During the interview, I will show the students my analysis of their writing samples which might lead to suggestions and clarifications from them that I am not aware of. I will assure them repeatedly of anonymity and confidentiality. Also, I will share the interview transcripts with participants for validation and make changes if they suggest any.

Additionally, to keep a check on my own bias, I will maintain a research diary during the whole period of data collection and analysis with detailed descriptions of the context and participants. I will also write my own reflections throughout the period and strictly keep a check on researcher bias.

DATA PROTECTION AND STORAGE

All audio material will be kept on the University of Exeter cloud server for a period of five years and destroyed as soon as the study is completed. All transcripts and student texts will be encrypted and kept digitally via a pseudonym. They will be kept for five years after getting the participants' permission. Otherwise, they will be destroyed.

DECLARATION OF INTERESTS

I have no conflict of interest. My research is self-funded.

USER ENGAGEMENT AND FEEDBACK

As my methods include interviews, I will send interview transcripts to the interviewees to check the content. The participants will be able to read the findings of the study once it is finished. Specifically, I will share the study with teachers so that they can benefit from it by getting aware of the situation and implementing suggested ideas.

INFORMATION SHEET

Participant Information Sheet—Students

Title of Project: Critical Thinking in Student Academic Writing: A case of Pakistani university students

Researcher name: Mubina Rauf

Invitation and brief summary:

The aim of this study is to find out what undergraduate students and their teachers in this university understand by critical thinking. Also, I will explore whether students use their critical thinking ability while writing their assignments and essays.

I would like to invite you to take part in this research study. Before you decide to participate, please take time to consider the information carefully and to discuss it with teachers, friends and family if you wish. Please do not hesitate to ask me questions if you need any clarification. You can take time to decide whether to take part or not.

Purpose of the research:

Researchers in Pakistan have continuously raised questions about university students' writing skills. The focus of almost all this research is accuracy, grammar, lexis and error analysis. There seems to be a consensus that the expression is weak due to inaccuracies in grammar and lexis. However, studies on whether students apply critical thinking for argument development in written assignments are non-existent. My goal in this interpretive research project is to explore what student and teachers understand by critical thinking in student academic writing and find out the presence or absence of critical thinking in students' written work.

Why have I been approached?

I want to do this study with year 3 undergraduate students from this particular university because, firstly, you have studied academic English for three years, so you have developed enough writing skills to do your assignments. The study will help you use your critical thinking skills in an efficient manner and will improve your writing.

What would taking part involve?

Firstly, I will ask you to give me two writing samples, one from the core English course and one from any of your major subjects. I will analyse these texts to find how you develop arguments and express your opinions. After that, I would like to interview you to find out what problems you face generally while writing assignments with reference to critical thinking.

What are the possible benefits of taking part?

There are many benefits. Individually, you will get awareness about the significance of critical thinking as a student and how developing this skill can improve your performance, especially your writing. Additionally, there will be broader benefits for the university in particular and society in general related to curriculum and policy making which would obviously be beneficial for the students.

What are the possible disadvantages and risks of taking part?

I don't think there are any foreseeable risks for participants in this research study. However, if any questions during the interview make you uneasy, I will try to reword the question, give clarification or give examples to make the question user-friendly that can be answered without much hesitation.

What will happen if I don't want to carry on with the study?

You are free to leave the research study at any time. If you want to withdraw, you can do it at any time without giving any reason. Your data will be destroyed instantly. However, if any of the data has already been used anonymously, it will be a part of the study and will be destroyed after the study is completed.

How will my information be kept confidential?

The written samples will be collected from the students, an extra copy will be made of each sample for the researcher to analyse and make notes. The audio data of interviews will be transcribed by the researcher herself. The transcripts data will be encrypted and saved carefully. No actual names will be used while writing the thesis. After the project is completed, all the data will be destroyed. Participants' contact details

will be asked for as the interview transcripts will be sent to each participant for 'member checking'. If interested, participants will be informed of the outcomes of the study.

Will I receive any payment for taking part?

The participants will take part in the study on voluntary basis. There will be no payments.

What will happen to the results of this study?

The thesis will be available at ORE (Open Research Exeter) after it is completed. I will share the results with teachers so they can use the findings so they can develop better writing courses.

Who is organising and funding this study?

This study is self-funded

Further information and contact details

If you have any other questions, wish to comment or are interested in the results of the study, please contact

Mubina Rauf, mr463@exeter.ac.uk, 00966503953081/

Similarly, if you wish to contact a representative from the University of Exeter, you may contact Gail Seymour, Research Ethics and Governance Manager
g.m.seymour@exeter.ac.uk, 01392 726621

Thank you for your interest in this project

Participant Information Sheet—Teachers

Title of Project: Critical Thinking in Student Academic Writing: A case of Pakistani university students

Researcher name: Mubina Rauf

Invitation and brief summary:

The aim of this study is to find out what undergraduate students and their teachers in this university understand by critical thinking. Also, I will explore whether students use their critical thinking ability while writing their assignments and essays.

I would like to invite you to take part in this research study. Before you decide to participate, please take time to consider the information carefully and to discuss it with your peers, friends and family if you wish. Please do not hesitate to contact me if you need any clarification. You can take time to decide whether to take part or not.

Purpose of the research:

Researchers in Pakistan have continuously raised questions about university students' writing skills. The focus of almost all this research is accuracy, grammar, lexis and error analysis. There seems to be a consensus that the expression is weak due to inaccuracies in grammar and lexis. However, studies on whether students apply critical thinking for argument development in written assignments are non-existent. My goal in this interpretive research project is to explore what student and teachers understand by critical thinking in student academic writing and find out the presence or absence of critical thinking in students' written work.

Why have I been approached?

In the first phase of the study, I will analyse student academic writing and interview them about what they understand by critical thinking in their writing. I also want you to participate in the study because you teach the student population who is the focus of my research and you know them well. I am also interested in finding out about your understanding of critical thinking in academic writing and what you expect from students in this regard.

What would taking part involve?

I will conduct a semi structured interview with you to find out about your understanding of critical thinking in student writing, your expectations from students and your opinion about a sample of student writing with reference to critical thinking in the sample. After the interview, I will send you the transcripts to check the authenticity of your views. Your contact details will be asked for to send you the transcripts. If interested, I will send you the findings later so you can benefit from them.

What are the possible benefits of taking part?

There are many benefits in taking part in this study. You will get awareness about the importance of developing critical thinking among students which can definitely improve their overall performance. Also, there are broader benefits for the university in particular and society in general that may lead to positive changes in policy making and a better curriculum.

What are the possible disadvantages and risks of taking part?

I don't see any foreseeable risks for participants in this research study. However, if any questions make you uneasy during the interview, I will try to re-word the question, give clarification or examples to make the question user-friendly that can be answered without much hesitation.

What will happen if I don't want to carry on with the study?

You are free to leave the research study at any time. If you want to withdraw, you can do it at any time without giving any reason. Your data will be destroyed instantly. However, if any of the data has already been used anonymously, it will remain a part of the study.

How will my information be kept confidential?

The audio data of interviews will be transcribed by the researcher herself. The transcripts data will be encrypted and saved carefully. No actual names will be used while writing the thesis. After the project is completed, the data will be kept safely for five years. Your contact details will not be shared with anybody.

Will I receive any payment for taking part?

The participants will take part in the study on voluntary basis. There will be no payments.

What will happen to the results of this study?

The thesis will be available at ORE (Open Research Exeter) after it is completed. I will share the results with teachers so they can use the findings so they can develop better writing courses.

Who is organising and funding this study?

This study is self-funded.

Further information and contact details

If you have any other questions, wish to comment or are interested in the results of the study, please contact

Mubina Rauf, m1463@exeter.ac.uk, 00966503953081/

Similarly, if you wish to contact a representative from the University of Exeter, you may contact

Gail Seymour, Research Ethics and Governance Manager
g.m.seymour@exeter.ac.uk, 01392 726621

Thank you for your interest in this project

CONSENT FORM

Title of Project: Critical thinking in Student Academic Writing: A case of Pakistani university students

Name of Researcher: Mubina Rauf

Please initial box

- 1. I confirm that I have read the information sheet dated..... for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- 2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.
- 3. I understand that relevant sections of the data collected during the study, may be looked at by members of the research team, individuals from the University of Exeter, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.
- 4. I understand that taking part involves anonymised questionnaire responses/interview transcripts/ audio recordings to be used for the purposes of:
...reports published in an academic publication...project website...media publication...]
- 5. I agree that my contact details can be kept securely and used by the researchers to contact me about future research projects
- 6. I agree to take part in the above project.

Name of Participant Date Signature

Name of researcher taking consent Date Signature

When completed: 1 copy for participant, 1 copy for researcher/project file

Consent Form



GRADUATE SCHOOL OF EDUCATION

Title of Research Project:

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation and may also request that my data be destroyed

I have the right to refuse permission for the publication of any information about me

any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations

if applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

all information I give will be treated as confidential

the researcher(s) will make every effort to preserve my anonymity

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher(s):.....

If you have any concerns about the project that you would like to discuss, please contact:

.....
OR
.....

* when research takes place in a school, the right to withdraw from the research does NOT usually mean that pupils or students may withdraw from lessons in which the research takes place

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Appendix E

Institutional Documents

Appendix E1

Course Outline—English 1

Course Title: English Grammar and Communication (English I)

Course Code: EN 101

Semester: Fall, 2018

Course Instructor:

Office location: 3S33

Counseling Hours: TBA

Email:

COURSE DESCRIPTION

This course is the first in a series of three required English language courses designed to upgrade English language proficiency at undergraduate level. All four language skills (listening, speaking, reading and writing,) will be focused by using a variety of resources (e.g. short stories, online material, contemporary newspaper and magazine articles, films, documentaries, etc) with a particular emphasis on grammar and vocabulary. Starting with word/sentence formation and paragraph development, the course will progressively move on to the activities and exercises illustrating the concepts of narration, description, comparison and contrast, cause and effect and audio/visual comprehension. Moreover, the primary purpose of the course is to develop confidence in the participants to write and speak in the target language independently. By the end of the course, students will be able to exhibit the improvement in language skills within appropriate contexts (academic, social, personal & work related).

COURSE OBJECTIVES

Upon completion of this course, the students will be able to

- Synthesize knowledge through composing sentences effectively into paragraphs and paragraphs into essays by using correct parts of speech and tenses
- Understand the patterns of narrative and descriptive writing styles with attention to grammar, syntax, content and organizational structure
- Understand the elements of comparison and contrast
- Understand the elements of cause and effect
- Write essays, short stories formal/informal letters, applications and emails
- Comprehend correct punctuation techniques
- Develop cognitive and critical thinking by analyzing a variety of texts
- Locate, extract and synthesize the required information from different types of texts
- Learn communication and presentation skills
- Engage in topic relevant discussions with peers
- Comprehend listening material and develop listening skills
- Reflect on their own learning
- Identify and solve their problems through self-assessment techniques and improve their language proficiency
- Develop their intellectual independence through problem solving activities

RELATIONSHIP TO PROFESSIONAL STANDARDS:

EN101 is aligned with the National Qualifications framework of Pakistan 2015 propositions, particularly the students will be able to develop:

- Cognitive skills to review critically, analyze, consolidate and synthesize knowledge
- Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence
- Communication skills to represent a clear, coherent and independence exposition of knowledge and ideas
- The ability to adapt knowledge and skills in diverse contexts
- Responsibility and accountability of their own learning

COURSE REQUIREMENTS

In this course, students are expected to:

- Attend all class sessions for requisite number of hours and participate in class activities
- Complete all assignments in time
- Prepare and appear in all announced/ unannounced quizzes
- Respect and benefit from diverse, often opposing, values and opinions
- Make use of the criticism offered by the instructor and peers positively by revising the work
- Make use of library, dictionary, take notes, and raise questions during reading tasks
- Fully participate in class discussions and help foster a discourse community by listening to the peers' views and ideas as well as articulating their own in an effective manner
- Pass midterm and final term exam
- Demonstrate the skills and ability to succeed in the next level of the required English courses

UMT & COURSE POLICIES

- Late submission of assignments will not be entertained.
- **Academic honesty** should be assumed.
- **Avoid Plagiarism.** All the cases of plagiarism will be referred to controller's office. Please click the link given below for university policy on plagiarism: (http://www.uvas.edu.pk/news/HEC_PLIAGERISM_POLICY.pdf)
- Students who miss more than six lectures will not be allowed to attend the final examination.
- Teacher reserves the right to make new rules and changes to the course, if required.
- Laptops and cell-phones must be switched off during lectures.
- No retake of missed quizzes.

REQUIRED READINGS

- Azar, B., & Hagen, S. (2014). *Basics of English Grammar* (Fourth Edition ed.). New York: Pearson Longman.
- Azar, B., & Hagen, S. (2011). *Fundamentals of English Grammar* (Fourth Edition ed.). New York: Pearson Longman.
- Brown, A. C., Nilson, J., Shaw, F. W., & Weldon, R. A. (1984). *Houghton Mifflin English, Grammar and Composition*. Boston: Houghton Mifflin.
- Cunningham, S., & Moor, P. (1999). *Cutting edge*. Harlow: Longman.

- Ehrlich, E. (1992). *Theory and Problems of Punctuation, Capitalization and Spelling* (2nd ed.). Singapore: McGRAW-HILL, INC.
- Filed, M. (2000). *Improving Your Written English*. Kuala Lumpur: Golden Books Centre SDN.BHD.
- Howe, D., Kirkpatrick, T., & Kirkpatrick, D. (2006). *English for Undergraduates*. Karachi, Pakistan: Oxford University Press.
- Hemingway, E. (1952). *The old man and the sea*. Scribner.
- Steinbeck, J. (1992). *The pearl*. Viking Press.
- Mortenson, G., & Relin, D. O. (2006, 2007, 2008). *Three Cups of Tea*. United States: Penguin Group.
- Kiani, F. (2016). *Five Wishes and The Prophecy of The Prince* (1st ed.). Beyond Sanity Publishing.
- Wilson, K., & Wauson, J. (2010). *The AMA handbook of business writing: the ultimate guide to style, grammar, usage, punctuation, construction, and formatting*. New York: AMACOM/American Management Association.

COURSE DELIVERY METHOD

In order to achieve the course goals, the delivery of EN101 will be done through different methods. Moodle web-based course management system will be used to communicate and interact with the students. Students will be taught through Power point presentations, mini lectures, online articles, handouts, Readers-1, discussions, documentaries, movies, video clips and audios. In-class collaborative group and peer work will be focused. Variety of material will be used for class-room activities such as, worksheets, charts, paper strips, cards, etc

ASSESSMENT CRITERIA

Tasks	Weightage (marks)
Assignment-1 (10-points) <i>Write a paragraph on the topic "An Event that was Important for You" (70-100 words)</i>	15%
Assignment-2 (10-points) <i>"Narrate the most interesting/embarrassing day of your life"(250-300 words)</i>	
Assignment-3 (10-points) <i>Describe 'your favorite place'(250-300 words)</i>	
Assignment-4 (10-points) Write a five-paragraph comparison &contrast essay <i>"Living in a big city compared to living in a village in Pakistan"</i>	
Assignment-5 (10-points) Write a five-paragraph essay <i>"Causes & effects of noise pollution"</i>	
<u>Instructions:</u> All written work should be carefully edited and proof-read for grammar and punctuation, as well as for clarity of ideas and thoughts. All work should be submitted in typed & printed form prepared	

<u>on Word doc.</u>	
Quiz-1 (10-points)	
Quiz-2 (10-points)	
Quiz-3 (10-points)	10%
Quiz-4 (10-points)	
Presentations	10%
Attendance/ Class Participation	5%
Mid Term	25%
Final Exam	35%

COURSE SCHEDULE

	Topics	In-class Activities	Home Assignments/Tasks	Learning Outcomes/ Objectives
Week 1				
Day-1	Ice breaker	Peer Interview	Home reading: Chapters 1 & 2 of the novel, <i>The Pearl</i> by John Steinbeck/	Students will become more familiar with each other. Students will discuss the course and put forward their own points of view. Students will become familiar with basic concepts of grammar. Students will learn how to develop their interpersonal skills and use these in their speaking.
	Introduction of the Course Outline	Q/A session regarding course outline		
Day-2	Social Interaction in English-1			Students will develop cognitive & critical thinking skills by analyzing the text.
	Parts of Speech	Making requests http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv239.shtml		
	Tenses (past tense)	Making inquiries http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1756_how_to_discuss/page2.shtml		
	<i>The Pearl</i> (novel) by John Steinbeck	Making a complaint http://wsdownload.bbc.co.uk/learningenglish/pdf/2011/07/110720155157_110720_6_minute_english_complaining.pdf		
	Chapters: 1 & 2	Making polite invitations http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page4.shtml		
		Activity & exercise Worksheet, analysis		
		Activity & exercise, Chapter 2: <i>Fundamentals of English Grammar</i> by Betty S. Azar & Stacy A. Hagen, Pearson Longman		
		Activity & discussion		
Week 2				Students will locate, extract and synthesize the

Day-1	Reading comprehension Types of sentences: Simple & compound	Newspaper article reading & discussion Lecture on various types of sentences & exercises	Worksheet for practicing types of sentences	required information from the text. Usage of different types of sentences will help them to incorporate a variety of sentences in their writing and make their writing interesting and effective.
Day-2	List of vocabulary for everyday use, related to a specific topic	Using the given vocabulary & developing a paragraph according to the given topic. Self-assessment activity.		Students will get familiar with everyday vocabulary to use in real-life contexts. Self-assessment will give students practice in how they can improve their language in future. It will enable them to reflect on their own learning.
Week 3				
Day-1	Introduction to paragraph writing Basic paragraph pattern Writing a paragraph Transitions & connectors Reading comprehension (newspaper article) Types of sentences: Complex & compound- complex	How to make a mind map Brainstorming on any topic, for example, “The ways you use your computer” Lecture, exercise, sample paragraph, evaluating a topic sentence, controlling ideas, supporting details Writing a topic sentence & controlling an idea on the same topic that you brainstormed Write a paragraph Self-assessment activity	Search & analyze a sample paragraph and find out the topic sentence, supporting details, & concluding sentence Assignment 1: Write a paragraph on the topic, “An Event that was Important for You” (70-100 words) Due on week 4 Home reading: short story, ‘The Happy Prince’ by Oscar Wilde	Mind map will stimulate their creativity and help them to place large amounts of information together. It will also help them to generate and synthesise new ideas. Writing practice will enable them to compose sentences effectively into paragraphs and ultimately, paragraphs into essays by using correct parts of speech and tenses. Students will not only know how to connect ideas, but also learn how they can introduce a certain shift from one point to another. Students will learn how to skim for main idea/s & scan for detail. They will develop reading speed. Usage of different types of sentences will help them to incorporate a variety of sentences in writing, making their writing interesting and effective
Day-2	Social Interaction in English-2	Exercise, handouts about transitional words & phrases • Skimming • Scanning		Students will learn how to

		<p>Expressing gratitude http://fullonlinebooks.com/read/book/gakd/title/th-e-unlucky-merchant Making formal and informal invitations http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page3.shtml Declining an invitation http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page5.shtml Expressing regrets and wishes http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/922_gramchallenge5/index.shtml Saying sorry and responding http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_howto_feedback/page3.shtml http://downloads.bbc.co.uk/worldservice/learningenglish/howto/howto_071023_saying_sorry.pdf Saying congratulations http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_how_to_news/page2.shtml</p>		develop their interpersonal skills and use these in their speaking.
Week 4				
Day-1	<p>Short story: 'The Happy Prince' by Oscar Wilde</p> <p>Narrative paragraph writing</p>	<p>Short story reading & discussion</p> <p>Worksheets for narrative writing 'Describe the garden in your house/near your house'</p> <p>Self-assessment activity</p>	<p>Assignment 2: Narrate the most interesting/embarrassing day of your life</p> <p>Due on week 5</p>	<p>Students will develop cognitive and critical thinking by analyzing the text</p> <p>Students will be able to understand the patterns of narrative writing styles with attention to grammar, syntax, content and organizational structure</p>
Day-2	Application writing		Home reading: 'The	Students will learn how to

	Guideline for delivering effective presentations	Exercise & activity Lecture, sample application, writing practice Lecture & activity	Pearl’ novel chapters 3&4 Due on week 6 Home task: Write an application on.....	create sense, clarity and stress in sentences. Students will use punctuation marks to structure & organize their writing. Students will learn to write applications to address various issues/topics related to social & academic contexts. Working on presentations will improve their confidence & communication skills
Week 5				
Day-1	Descriptive paragraph Using descriptive language (precise noun, action verbs, vivid adjectives/adverbs, sensory words)	Discussion on sample descriptive paragraph by highlighting descriptive techniques Controlled writing practice: <i>‘Describe the scenario of the traditional wedding in our society’</i>	Assignment 3: Describe ‘your favorite place’ Due on week 6	Students will understand the patterns of descriptive writing styles with attention to grammar, syntax, content and organizational structure
Day-2	Letter Writing (formal/informal) Listening activity	Self-assessment activity Lecture, sample Letters, discussion on useful words & phrases for letter writing, letter writing practice Quiz-1 The Power of Grit, Passion and Perseverance https://www.ted.com/talks/angela_lee_duckworth/angela_lee_duckworth_the_power_of_passion_and_perseverance	Write a letter to your friend and share your experience of attending a wedding ceremony	Students will learn to write letters for a variety of social contexts Students will listen to the video clip and solve a follow up exercise.
Week 6				
	“The Pearl” novel	Informal group		Students will begin to

Day-1	Chapters 3 & 4	presentations on novel for practice	Home reading: 'Do Money woes spur creativity or stifle it? Essay by Mohsin Hamid	demonstrate more consistent and appropriate language use in extended conversations and discussions.
Day-2	Tenses (Present tense) Essay: 'Do Money woes spur creativity or stifle it?' by Mohsin Hamid Presentations	Activity & exercise, Chapter 1: 'Fundamentals of English Grammar' by Betty S. Azar & Stacy A. Hagen, Pearson Longman Activity & discussion Students will deliver presentations on different topics	Home reading: 'The Pearl' Chapters 5 & 6	It will enable the students to answer the questions, relate the information with their own life & form their own opinions. Presentations will improve students' communication skills and boost their confidence
Week 7				
Day-1	"The Pearl" (novel) Chapters 5 & 6	Activity & discussion Quiz-2	Home reading: short story 'The Model Millionaire' by Oscar Wilde	It will enable the students to use background knowledge, recognize sequence of events, and connect ideas & themes across text.
Day-2	Short story: 'The Model Millionaire' by Oscar Wilde E-mail writing	Activity & discussion Lecture, sample e-mail, writing practice		It will improve students' reading and critical thinking skills. Students will learn to write effective emails
Week 8				
Day-1	Listening & speaking	Show documentary and generate discussion, worksheet based on comprehension questions from documentary		It will improve students' listening skills and follow up speaking activity will improve their critical thinking & communication skills. It will help them to learn how to relate the topic with their day to day life and experience. Grammar activity & practice will enable the students to use error free language in a confident way.
Day-2	Tenses (Future Tense) Revision for Midterm Exam	Activity & exercise, Chapter 3: 'Fundamentals of English Grammar' by Betty S. Azar & Stacy A. Hagen, Pearson Longman Revision of basic concepts Quiz-3		
Week 9	Midterm Examination			

<p>Week 10</p> <p>Day-1</p> <p>Day-2</p>	<p>Listening Activity</p> <p>Role plays</p> <p>Reading Comprehension (Newspaper Article)</p> <p>Basic essay structure: thesis statement, introductory paragraph, body paragraph, concluding paragraph</p>	<p>Will Smith Shares his Secrets of Success.</p> <p>https://www.youtube.com/watch?v=yk_mtI69ZbQ</p> <p>Give role play topics & conduct activities.</p> <p>Topics & guidelines will be given for final presentations due on week-14,</p> <p>Quiz-4</p> <p>Lecture, discussion on model essay, worksheet, controlled writing practice</p>		<p>Students will listen to the video clip and solve a follow up exercise. Students will be able to communicate ideas according to the context & situation. They will learn the use of functional language according to the scenario.</p> <p>Students will learn structure, organization, and mechanics of writing essay.</p>
<p>Week 11</p> <p>Day-1</p> <p>Day-2</p>	<p>Comparison and contrast</p> <p>Short story ‘The Lottery Ticket’ by Anton Pavlovich Chekov</p> <p>Comparison and contrast</p>	<p>Lecture, discussion on model essay, use of Venn diagram, handouts of adjectives for similarities and differences, controlled writing practice</p> <p>Discussions, comparison & contrast of characters from the story</p> <p>Free writing based on comparison & contrast</p>	<p>Home reading: short story ‘The Lottery Ticket’ by Anton Pavlovich Chekov</p> <p>Assignment 4: write a five-paragraph comparison & contrast essay <i>“Living in a big city compared to living in a village in Pakistan”</i></p> <p>Due on week-13</p>	<p>Students will learn how to make comparison & contrast.</p> <p>Students will be able to explore the similarities and differences between the characters.</p> <p>They will write a compare and contrast essay.</p>
<p>Week 12</p> <p>Day-1</p>	<p>Listening & speaking</p> <p>Reading Comprehension (Newspaper Article)</p>	<p>Listening comprehension & follow up mini presentations on the given topics</p> <p>Reading & discussion</p>	<p>Home reading: Essay: ‘The Little Black Car’ by J.B. Boothroyd</p>	<p>It will enable the students to comprehend the main idea and specific information of the listening passage. They will learn new words/phrases in context. It will improve students’ skills in delivering presentations. They will be able to identify good and bad delivery techniques. Students will determine the answers to simple or literal inference questions. Students will identify the</p>

Day-2	Essay: <i>'The Little Black Car'</i> by J.B. Boothroyd			causes of events in the story and will share their own point of view during discussion.
Week 13				
Day-1	Cause & Effect	Lecture, discussion on model essay, controlled writing	Assignment 5: write a five-paragraph essay "Causes & effects of noise pollution" Due on week 15	Student will be able to define and give an example of a cause and an effect. Student will be able to give an effect for a given cause, or give a cause for a given effect. Student will be able to write their own cause and effect essay.
Day-2	Cause & Effect	Essay writing on cause & effect topic, free writing self-assessment activity		
Week 14				
Day-1	Formal Presentation	Final presentations on already given topics		Students will be able to demonstrate speaking skills such as volume, pitch, intonation, fluency, appropriate use of grammar & vocabulary, etc.
Day-2	Formal Presentation	Final presentations on already given topics		
Week 15				
Day-1	Review	Review of the basic concepts		
Day-2	Final Examination			

English Grammar and Comprehension (English I)

EN101

WEEKLY CLASS PARTICIPATION & PEER REVIEW RUBRIC

	Distinguished (5 points)	Proficient (4 points)	Basic (3-2 points)	Unsatisfactory (1 point)
Class participation & peer review	The student has attended all classes; is punctual & always prepared. The student actively participates in class activities; student discusses course readings in thoughtful & appropriate way. The student follows the deadlines and plagiarism policy.	The student has attended all classes regularly & on time; is prepared. The student makes active contributions to the learning group and class; student discusses course readings in pertinent way. The student follows the deadlines and plagiarism policy.	The student might late or miss class more than once & is ready for class to some degree. The student participates in group and class discussions slightly. The student is engaged in all classes a bit; follows the deadlines and plagiarism policy a little.	The student is persistently late for class. The student is never prepared for class; and does not actively participate in discussions. The student does not follow the deadlines and plagiarism policy at all.

English Grammar and Comprehension (English I)

EN101

Performance-Based Rubric for Writing

	Exemplary (Clear, convincing, & substantial evidence) A	Good (Clear evidence) B	Satisfactory (Limited evidence) C	Needs improvement (no evidence) D-F
Task Achievement & Response	covers all requirements of the task sufficiently, presents, highlights and illustrates key features and points clearly and appropriately	clearly presents and highlights key features and points but could be more fully extended	addresses the requirements of the task, presents an overview with information appropriately selected	fails to address the task, which may have been completely misunderstood, presents limited ideas which may be largely irrelevant/repetitive
Coherence & Cohesion	sequences information and ideas logically, manages all aspects of cohesion well, uses paragraphing sufficiently and appropriately	logically organizes information and ideas; there is clear progression throughout , uses a range of cohesive devices appropriately although there may be some under-/over-use	arranges information and ideas coherently and there is a clear overall progression f uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical , may not always use referencing clearly or appropriately	does not organize ideas logically, may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas
Lexical Resource	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	uses a sufficient range of vocabulary to allow some flexibility and precision, uses less common lexical items with some awareness of style and collocation , may produce occasional errors in word choice, spelling and/or word formation	uses a limited range of vocabulary, but this is minimally adequate for the task, may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling
	uses a wide range	uses a variety of	uses only a	attempts sentence

Grammar range & accuracy	of structures; the majority of sentences are error-free, makes only very occasional errors	complex structures, produces frequent error-free sentences f has good control of grammar and punctuation but may make a few errors	limited range of structures, attempts complex sentences but these tend to be less accurate than simple sentences , may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader	forms but errors in grammar and punctuation predominate and distort the meaning
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Adapted from IELTS

Appendix E2

Course Title: English Language Composition and Comprehension (English II)

Course Code: EN102

Semester: Fall 2019

Pre-Requisite: English II

Course Instructor:

Email:

Course Description:

This course is designed to improve and polish the communication skills through **listening, speaking, reading and writing**. Documentaries, Movie clips, Motion pictures, online and book resources for grammar exercises, articles from major national and international newspapers (Express Herald Tribune, Dawn etc.) are included to emphasize **personal and reflective, expository, analytical, argumentative** writing that forms the basis of academic and professional communication. It fosters the development of writing faculty in any context. In addition, this course incorporates the proper utilization of critical observation and analytical thinking through **formal and informal presentations** also. Students are motivated to place a high emphasis on content, purpose, audience and overall coherence patterns.

COURSE OBJECTIVES

Upon completion of the course the students will be able to:

- Learn the use of tenses to convey the appropriate meaning (for spoken and written expression) (while constructing sentences for creative writing)
- Recall the use of active, passive voice and direct, indirect while analyzing role plays
- Use the learnt grammatical skills to complete writing tasks
- Focus on specific sounds as well as intonation of complex vocabulary or word stress and to ask yes/no questions politely and provide logical responses
- Develop the understanding of advanced spoken English words through focused listening and understanding of specific details in conversations
- Learn communication and presentation skills
- Comprehend listening material and develop listening skills
- Engage in topic relevant discussions with peers
- Demonstrate appropriate presentation skills
- Identify the main idea and topic sentence of each paragraph to comprehend the text
- Recognize the specific information of the text
- Develop cognitive and critical thinking by analyzing a variety of texts
- Analyze the given reading material in terms of facts and opinions
- Compare and contrast the presented information
- Understand the patterns of personal and argumentative writing styles with attention to grammar, syntax, content and organizational structure
- Write essays, formal/informal letters and emails
- Synthesize knowledge through composing sentences effectively into paragraphs and paragraphs into essays by using correct transitional words and connectors.
- Reflect on their own learning while evaluating their writing skills
- Identify and solve their problems through self-assessment techniques and improve their language proficiency
- Develop their intellectual independence through problem solving activities
- Locate, extract and synthesize the required information from different types of texts

RELATIONSHIP TO PROFESSIONAL STANDARDS:

EN102 is aligned with the National Qualifications framework of Pakistan 2015 propositions, particularly the students will be able to develop:

- Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence
- Responsibility and accountability of their own learning
- Cognitive skills to review critically, analyze, consolidate and synthesize knowledge
- Communication skills to represent a clear, coherent and independence exposition of knowledge and ideas
- The ability to adapt knowledge and skills in diverse contexts

Requirements: In this course, students are expected to:

- Attend all class sessions for requisite number of hours and participate in class activities
- Complete all assignments in time
- Prepare and appear in all announced/ unannounced quizzes
- Respect and benefit from diverse, often opposing, values and opinions
- Make use of the criticism offered by the instructor and peers positively by revising the work
- Make use of library, dictionary, take notes, and raise questions during reading tasks
- Fully participate in class discussions and help foster a discourse community by listening to the peers' views and ideas as well as articulating their own in an effective manner
- Pass midterm and final term exam
- Demonstrate the skills and ability to succeed in the next level of the required English courses

ICCS Policies:

- Acceptance of late class work will be left to the instructor's discretion (in most cases you will lose ten percent of grade for each day)
- Class participation is mandatory. Beware! 10% of your course marks is based on your performance in class
- Instructor reserves his right to exercise his discretionary power for tardiness or late attendance (Most of the times, you will lose ten percent of the attendance grade for coming late the third time)
- **Academic honesty** is assumed. All work you submit must be your own.
- **Avoid Plagiarism.** All the cases of plagiarism will be referred to controller's office. Please click the link given below for university policy on plagiarism.
(http://www.uvas.edu.pk/news/HEC_PLIAGERISM_POLICY.pdf)

Resource books

- Brown, C., & Brown, P. (2010). *English grammar secrets*. Retrieved from <http://grammar-teacher.com/englishgrammarsecrets.pdf>
- Eastwood, J. (2002). *Oxford guide to English grammar*. Hong Kong, HK: Oxford University Press.
- Hewings, M. (2013). *Advanced Grammar in Use*. Italy: Cambridge University Press.
- Murphy, R. (2007). *Essential grammar in use*. Cambridge University Press.
- Seaton, A., & Mew, Y. H. (2007). *Basic English grammar for language learners*. USA: Saddleback Educational Publishers.
- Swan, M., & Walter, C. (2000). *How English works*. Oxford University Press.

- Swan, M. (2009). *Practical English usage* (5th ed). China: Oxford University Press.
- Townend, A. (n.d.). *English grammar through Stories*. Retrieved from <http://www.e4thai.com/e4e/images/pdf/English-Grammar-through-Stories-English-Team-Blog.pdf>.
- Vince, M., & Sunderland, P. (2003). *Advanced language practice*. Italy: Macmillan Publishers Limited.

MODES OF COURSE DELIVERY

- Moodle web-based course management
 - Power point presentations, visuals
 - Discussions (group, peer)
 - Cooperative learning (group work)
 - Readers-I
-
- News Articles (Resource Pack)
 - Articles reading from internet
 - Handouts
 - Activities (charts, paper strips, cards, etc)
 - Documentaries/movies/video clips, audio

ASSESSMENT CRITERIA

Tasks	Marks
Quizzes	15%
Assignments	10%
Presentations	10%
Attendance/ Class Participation	5%
Mid Term	25%
Final Exam	40%

Class Schedule

	Topics	In-class Activities	Home Assignments/ tasks	Learning Outcomes/ Objectives
Week 1	Evaluation/Assessment	Diagnostics Test		
Day-1	Introduction of the Course Outline Grammar Present Tenses	Q/A session regarding course outline	Home reading: A man who had no Eyes by MacKinlay. Reader II short story	To assess and to judge the students' level, their strengths and weaknesses Students can openly discuss about the course they will be taught and participate in class discussion
Day-2	Reading comprehension (news article) Introduction to Journal Writing	Activity & exercise Sample for Format		Students will know the purpose and the format of Journal Writing
Week 2				
Day-1	Feedback on homework Introduction to personal essays essay/structure and techniques Grammar	Discussion of short story given as Home Reading Sample of essay (newspaper article booklet) will be discussed with class.	Home reading: Are we wasters of time Reader II Essay	Students will be introduced to personal essay Practicing sentence structure along with sub-verb agreement will enable students to compose sentences effectively. It will stimulate their writing skills
Day-2	sentence structure Sub-Verb agreement Picture Description Writing	Worksheet, analysis Sample		Students will be shown a picture and write a brief report on it
Week 3				
Day-1	Introduction about newspaper article (Reading comprehension & Review)	Discussion/ rubric provided along with topics (autobiographical from resource pack)	Assignment 1: Critically read and analyze the article to write a review. Due on next week	The discussion on the topic will help them to analyze, syntheses and generate new ideas generate and synthesis new ideas
Day-2	Grammar Past Tenses/irregular verbs Reader II short story	Worksheet practice Quiz 1 (subject-verb agreement) Discussion Q/A session	Revision for Quiz 1	Grammar activity & practice will enable the students to use error free language in a confident way. Students will learn how to skim for main idea/s & scan for detail. They will develop reading speed.
Week 4				
Day-1	Letter writing Format provided Vocabulary provided Modal verbs Their usage	Lecture, sample letters, discussion on useful words & phrases for letter writing, letter writing practice	Write a letter to Editor and discuss the evils of street begging. Reading: Advice to youth by Mark Twain Reader II Essay	Student will be given time to practice and brainstorm by providing them some vocabulary Students will be enabled to understand the patterns of different

Day-2	Review Writing (Online Articles)	Practice Worksheets	Write a short review on the article	genres of writing styles with attention to grammar, syntax, content, and organizational structure.
Week 5				
Day-1	Reader II Poem (Huntsman)	Discussion Text of the poem will be discussed. Examples will be shared. A short writing on huntsman's character sketch	Assignment 3: Critical read and analyze the theme of the poem. Due on next week	Reading skills will sharpen the writing expression of the student
	Reading Comprehension		Reading: The Lady and the Tiger	Reading activities will enable the students to comprehend and write by their own.
Day-2	Future Tenses/ Comparison of tenses Listening Activity (video clips will be shown)	Worksheet		
Week 6				
Day-1	Quiz 2 on Tenses Reading & Discussion on Three Days to See		Revision for quiz Reading: Three Days to See by Helen Keller	Students will demonstrate their understanding of the use of tenses. Students will share their critical views on themes and characters of the.
Day-2	Audio/Video clip for speaking and discussion	Video clip (on choice or "A Matter of Husbands")		
Week 7				
Day-1	Presentation Skills	Video clips	Revision of the course	Students will know the Do's and Don'ts of Formal Presentation
Day-2	Presentation	Role plays Give role play topics & conduct activities,		
Week 8				
Day-1	Presentation	Role plays	Different topics for the mid term exam will be assigned to different groups and they discuss all the topics	The discussion on all the previous topics will lead to revision and preparation for the midterm exam
Day-2	Revision for Midterm Exam	Activity worksheet Revision of basic concepts	Revision of the course	
Week 9	Mid-Term Examination			
Week 10				
Day-1	Video clip comprehension (Documentary) Pursuits of Happiness OR Captain Philips	Show documentary and generate discussion, worksheet based on comprehension questions from documentary		Read and comprehend to develop Cognitive/ Critical Thinking
Day-2	Expository Essays Introduction Structure and format	Discussion on sample		

Week 11				Enhance the listening skill and use of articles in one go
Day-1	Expository Essay Writing Audio Clip for Listening Comprehension	(Graded Assignment 2) Lecture, sample e-mail, writing practice		
Day-2	Email Writing (Question/Answers session) Reading Comprehension			
Week 12				Students will know the usage of phrasal verbs.
Day-1	Quiz 3 (modals) Phrasal Verbs	Handouts		
Day-2	Reading Comprehension (Newspaper Article)	Matching headings: different passages will be given in a worksheet and there will be a list of headings. Students are supposed to match the heading with the passages after reading them.	Reading: Short Story, "The Red Shoes"	
Week-13				Students will be able to read effectively and develop the habit of reading and will be enabled to think critically. Grammar Lecture on analysis of error will be delivered to enable the students to write an error free piece of writing
Day-1	"Life doesn't Frighten Me" by Maya Angelou Reading Comprehension	Discussion on theme and diction • Lecture will be through Power point Presentation & Handouts will be given to class		
Day-2	(News Article) Idioms, proverbs and their usage in a sentence. Short Story (Reading Comprehension) Error Analysis			
Week 14				Students will demonstrate their formal presentation skills.
Day-1	Reading Comprehension (short Story)	Whole class discussion Written activity	Reading Essay: The Noble Personality at a Glance by Naeem Siddiqi	
Day-2	Presentations			
Week 15				Students will demonstrate their formal presentation skills.
Day-1	Presentations			
Day-2	Revision			

English Grammar and Comprehension (English II)

EN102

WEEKLY CLASS PARTICIPATION RUBRIC

	Distinguished A	Proficient B	Basic C	Unsatisfactory D-F
Class Participati on	Student is always prompt and regularly attends classes. Student proactively contributes to class by offering ideas and asking questions. Student is always prepared for class assignments and required class material. He in no way shows disruptive behavior	Student must attend all the classes regularly. He must actively participate in class activities. Student must usually be prepared for class assignments and required class materials. He rarely displays disruptive behavior.	Student is late in class more than once every two weeks and regularly attends classes. Student rarely participates in class activities. Student is rarely prepared for class assignments and required class materials. He occasionally displays disruptive behavior.	Student has poor attendance. He never participates in class. Student never prepares for class assignments and required class materials. He almost always displays disruptive behavior.

English Grammar and Comprehension (English II)

EN102

Performance-Based Rubric for Writing

	Exemplary (Clear, convincing, & substantial evidence) A (5 Marks)	Good (Clear evidence) B (4 Marks)	Satisfactory (Limited evidence) C (3-2 Marks)	Needs improvement (no evidence) D-F (1-0 Marks)
Task Achievement & Response	Completely addresses all the parts of the task. Presents a well-developed response to the question with relevant, extended and Supported ideas.	Sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and Supported ideas.	Addresses all parts of the task. presents, extends and supports main ideas, but there may be a tendency to over-generalize or Supporting ideas may lack focus.	Fails to understand the task, ideas are not clearly presented. There may be repetition. presents relevant main ideas but some of them may be unclear.
Coherence & Cohesion	Skilfully manages paragraphing. uses paragraphing sufficiently and Appropriately.	Manages all aspects of cohesion in a well manner. Logically organizes information and ideas.	Arranges information and ideas coherently uses a range of cohesive devices appropriately although there may be some under-/over-use.	Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately.
Lexical Resource	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	uses a wide range of vocabulary fluently and flexibly to convey precise meanings Skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation.	uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation.	makes some errors in spelling and/or word formation.
Grammar Range & Accuracy	Uses a wide range of structures; the majority of sentences are error-free and makes only occasional	The majority of sentences are error-free makes only occasional errors or Sometimes in	Uses a variety of complex structures <ul style="list-style-type: none"> • produces frequent error-free sentences • has good 	Uses a mix of simple and complex sentence forms makes some errors in grammar and

	errors	appropriate in structure.	control of grammar and punctuation but may make a few errors	punctuation but they rarely reduce in communication
Presentation Skills	All the presenters equally participated. Appropriate body language/speaking volume and eye contact. Presenters were able to grab the audience attention and answer their quires. Extensive command on topic.	All the Presenters participated. Some fidgeting by members. Presenters were able to garb audience attention or answer their quires. Appropriate body language/speaking volume sound eye contact. A good understanding of the topic.	Only a few members participated. All the presenters were not able to answer the audience questions. Distracting body language low speaking volume, minimal eye contact. Presenters partially understand the topic.	Only one or two members presented. Presenters failed in delivering ideas. Disinterested body language/minimal eye contact. Presenters didn't understand the topic.

Appendix E3

Positive Psychology

This course in positive psychology aims to provide students with an introduction to the core ideas of theories on happiness, well-being and human flourishing as well as acquainting them with the growing body of research evidence on creating, maintaining and developing positive individuals, relationships, organizations and communities. The focus of the course will be on applied positive psychology.

Learning Objectives

1. To understand the basic assumptions, principles and concepts of positive psychology
2. To investigate positive psychology phenomena in real life
3. To critically evaluate positive psychology theory and research
4. To apply positive psychology approaches in daily living

Course Outline

- Introduction to Positive Psychology
- Positive Psychology and Well-being
- Happiness and Subjective Well-being
- Cognitive and Emotional Processes in Positive Psychology
- The Paradox of a Healthy Self-image
- Flow Theory
- Mindfulness and Well-being
- Positive Relations
- Forgiveness Interpersonal Aspects
- Gratitude
- Post-traumatic Growth and Resilience
- Achieving Life Goals: Grit
- Flexibility and Complexity and Role of Well-being

Grading

Assignment 20%
Presentation 20%
Participation 5%
Quiz 15%

Final Exam 40%

Evaluation Dimensions

Presentation

Sr#	Dimensions	Description	Marks
1.	Style	Communication style, and body language	2
2.	Understanding	How well the student understands his topic, give examples for terminologies and other contents	4
3.	Content	All the relevant points are covered in content or few aspects are missing	7
4.	Q/A/F	Question Answers and feedback handling	2
5.	Material	Handouts prepared or any Brochure/leaflet is given to class especially for subjects like intervention, psychopathology etc	3
6.	APA and Slide structure	Has the trainee followed all instructions given by resource person about preparing first slide, font and color scheme? Almost 50% references should be recent and book references should also be added.	2
7.	Total	...	20

Class Participation

Total 10 Marks

1. Regularity
2. Punctuality
3. Asking questions
4. Respecting other's opinions
5. Active and alert avoid gossiping, mobile usage, etc.

6.

Assignment Assessment

	1-5	6-7	8-10
Content	Limited explanation, superficial	Most of the ideas are covered but depth is missing	Knowledge and content is exceptionally strong. Involves literature, critical thinking.
Organization	APA is not followed for references or one important aspects is missing. Very short or exceptionally long essays. copy pasting is evident	APA is followed but formatting is ignored. Plagiarism is evident in structure.	APA is followed for formatting, in text, list references. Paragraphs are linked and coherent. Text is not plagiarized
Research/inquiry	Did little or no gathering of information	Cited information was vague, or not well supported with all points being mentioned	Relevant and diverse ideas were explored with reference to different terms being asked
Personal ideas	No personal response is made to the concept/ issues raised in article.	Little evidence of the personal response being made	Extensive evidence of a personal response involving reflection of learning, teaching ,future experiences and direction.
Synthesis and conclusion	There is no proper conclusion, the paper just ends with a random thought	The conclusion is recognizable but several loose ends are not taken into account	The conclusion is strong, analytical, and covers all important thoughts covered in main content.
<i>Note: 1 mark/day will be deducted for late submissions</i>			

Appendix E4

International Business

Course Title	International Business		
Course Code	MG-490		
Resource Person			
Program	BBA(H)	Semester	
Credit Hours	03	Duration	15 Weeks
Pre-Requisites(if Any)			
Contact Number		E-mail	
Online Study Group			

Brief Course Description

Participants will acquire the fundamental ideas about how businesses operate, manage and influence in the current global economy. It will cover the current conditions of International business environment and transformation of businesses. Understand the impact they have on cultures, competitors and people in different regions.

The basic content of the course includes

- Overview of the means of conducting international business, with an emphasis on what makes international different from domestic;
- Effects of the social systems within countries on the conduct of international business;
- Major theories explaining international business transactions and the institutions influencing those activities;
- Dynamic interface between countries and companies attempting to conduct foreign business activities;
- Corporate strategy alternatives for global operations;
- International activities that fall largely within functional disciplines.

Course Objectives

1. Understand the different challenges business face when they operate in an international environment;
2. Examine the various cultural, political and legal issues that impact international business activity;
3. Examine the international institutions and practices that impact international business;
4. 5. Appreciate the interaction of business and government as they relate to international commerce;
6. Develop insight into the management implications of international business strategy and operations.

Learning Outcomes

On Completion of this course, participants will be able to

1. Better understand the dynamics of international business environment
2. Have a clearer picture of the fundamentals that affect and play pivotal role in the international business

3. Have the understanding necessary to start or work for an international organization
4. Understand the basics of strategic management issues related to the International Business
5. Have a hands on experience of starting and managing an international business

Structure

The Course will be conducted in lectures, interactive activities, group discussions and exercises. STUDENTS will be responsible for reading the relevant chapters in advance so that they can actively participate during class. We will work in groups, teams, case analysis and research.

Teaching Methods

Lectures: 55%
 Group Activity: 25%
 Readings: 10%
 Case Studies: 10%

Recommended Book:

International Business: Competing in the Global Marketplace
[Eighth (8th) Edition], Charles W.L. Hill; Boston, MA: McGraw-Hill Irwin

Assessment Criteria

Component	Weight
Final Exam	35 %
Midterm	25 %
Final Presentation/Project	10 %
Assignments	10 %
Class Participation (discussions, internal interactivity and attendance)	10 %
Quizzes/Pop-Quizzes (I will not let you know when the quiz will be given so be ready at any time during the semester)	10 %
Total	100 %

There could be a variance of 5-10 % from the above percentages

Important Points

1. This course can be very interesting if you all participate and COME PREPARED to class.
2. Attendance is very important and will be monitored seriously.
3. The CASE Studies and Assignments given must be handed in PROFESSIONALLY. No handwritten stuff will be accepted at all.
4. IF you have any issues please contact me during the counselling hours, posted on my door.