

Short Story Teaching as Resource in the Development of Critical Thinking Skills in Grade 11 English First Additional Language Classroom in Bochum East Circuit, Capricorn North District, Limpopo Province, South Africa

BY

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**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
IN**

MASTERS IN LANGUAGE EDUCATION

FACULTY OF HUMANITIES

SCHOOL OF EDUCATION

UNIVERSITY OF LIMPOPO

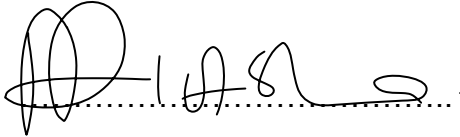
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APRIL 2024

DECLARATION

I, Ntomb’futhi Mlotshwa, solemnly declare that the study entitled “Short Story Teaching as Resource in the Development of Critical Thinking Skills in Grade 11 English First Additional Language Classroom in Bochum East Circuit” is my original work and to the best of my knowledge, it does not contain material previously submitted by another person, except where due acknowledgement has been made.



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ACKNOWLEDGEMENTS

I sincerely send my gratitude to my project supervisor, Dr HA Motlhaka for being there for me throughout the study and for his endless support. I would have not done it if it wasn't because of your everyday motivation and having faith in my work. I say to him, your comments helped me to produce this great research project. I would also like to thank the respondents for their support and co-operation for making data available which contributed to the success of this work. Your co-operation and openness in responding to questions provided and a friendly atmosphere for conducting this research.

I also send my gratitude to my mother, Thembi Xabu for allowing me to study further and for the moral support and encouragement, which gave me the motivation and energy to conduct this project. Special gratitude goes to my three siblings and my son Lindokuhle, Mbalenhle, Nolwazi and Lwandiso for supporting me throughout the period of the study. Not forgetting my partner, Machaba Rueben for the support and motivation he gave me in difficult times. Lastly, my honourable colleague, Mr Marvellous Jore, thank you for your support, motivation and assistance throughout the study. I would also like to express my sincere gratitude to God the Almighty for the wisdom and good health during the course of the study.

DEDICATION

This project is dedicated to my mother, Thembi and my son Lwandiso for their support throughout my studies. Your support is greatly appreciated.

ABSTRACT

Critical thinking skills are key components of knowing and learning English First Additional Language (ENGFAL). Mastering critical thinking skills boosts learners' confidence and improves their thinking ability. The purpose of this study is to explore the teaching of short stories as a resource to develop Grade 11 English First Additional Language learners' critical thinking skills. Qualitative approach was employed to draw responses from all the participants. Ten (10) learners and three (3) ENGFAL paper two teachers were purposefully sampled from a secondary school in the Bochum East circuit. The researcher collected data using observation method, semi-structured interviews and document analysis. Teachers and learners were interviewed and short story lessons were observed while the assessment activities given to learners were analysed. The collected data was analysed using thematic data analysis method. The findings indicate that critical thinking can be promoted during an ENGFAL paper two lessons through asking open-ended questions that will lead learners to share their knowledge, opinion and views or come up with a solution of a given problem. Therefore, it is recommended that teachers integrate all levels of cognitive questions from Bloom Taxonomy and allow learners to be active participants during the lesson rather than relying on the teacher's knowledge and understanding.

Keywords: Critical Thinking skills, Short stories, English First Additional Language

LIST OF ABBREVIATIONS

CAPS- CURRICULUM AND ASSESSMENT POLICY STATEMENTS

CTS-CRITICAL THINKING SKILLS

CP-CRITICAL PEDAGOGY

CLP-CRITICAL THINKING PEDAGOGY

BED-BACHELOR OF EDUCATION

DBE- DEPARTMENT OF BASIC EDUCATION

DOE- DEPARTMENT OF EDUCATION

ENGFAL –ENGLISH FIRST ADDITIONAL LANGUAGE

FAL- FIRST ADDITIONAL LANGUAGE

TREC-UNIVERSITY OF LIMPOPO RESEARCH AND ETHICS COMMITTEE

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1. BACKGROUND AND MOTIVATION

Critical thinking skills (CT) have been recognised as one of the most crucial skills and the most important indicators of learners' learning quality (Bean, 2011). Lenin (2019) states that the world requires learners to sharpen their critical thinking skills to remain relevant to the educational needs of their time. According to Pardele (2019), the use of literature in English Classrooms Literary works (poetry, drama, and fiction) have long been used in First Additional Language (FAL) classrooms. Many researchers (Collie & Slater, 1991; Erkaya, 2005; Kaplan, 2000; McKay, 1987; Murdoch, 2002; Pardede, 2011; Savvidou, 2004) advocate for the use of literature in the classroom as it provides authentic materials, offers meaningful input, improves linguistic knowledge, increases language awareness, enhances communicative competence, develops interpretive skills, promotes cultural understanding, facilitates critical thinking and creativity, and stimulates social development in learners.

Yusuf (2019) states that through reading literature, learners learn how to demonstrate their abilities to remember, differentiate facts from opinions, understand the literal and implied meanings, to be perceptive and make moral reasoning, and finally to connect and apply what they have learned from the texts to other domains or real life situations (Abudlridha & Latiff, 2020). This allows learners to relate what they are learning to their real life situation or what they have observed in their communities which makes it easy for learners to comprehend what they are reading and make meaning out of it. In support of the above statement, Ouba (2022) affirms that CT has been developed through Bloom's taxonomy and focuses the most on knowledge transfer, which refers to the students' capacity to utilize the knowledge they acquired in class with real-life. In other words, through this capacity of transferring knowledge and thinking critically, the learners can appreciate the target culture and compare it with their own; they become determine from whose perspective the story is narrated and how to react in real-life situations which are similar to the once the characters face in the literary text.

Alsaleh (2020) states that critical thinking skills can be developed through teaching literature using cognitive skills. He affirms that learners can develop CT through

teaching and coaching to master CT reading, writing, speaking and listening effectively. This can be done through asking learners all cognitive level question such as lower to higher order questions which develop their thinking abilities. Therefore, this can be developed through dialogue as the teacher can pause a question while learners are reading which will allow them to think and share their thoughts and opinions.

Pardele (2019) states that it is very effective, interesting and advantageous to use fiction to promote CT in the EFL classroom context. It is effective because the nature of fiction provides many opportunities for the reader to respond, question, and analyze critically. This literary genre is close to the students' life because using fiction as the media of CT development is interesting. It is advantageous due to two notable points. First, since the students actively employ their CT skills and study individually and in a group in turn during the learning process, they not only develop their CT but also master the novel, develop their English proficiency. Second, they critically draw conclusions from literary works, and they can be applied in the students' daily life.

Palacio (2014) states that the main reason for teaching critical thinking skills is to promote learners' language learning opportunities and expanding their language awarenesss. Most importantly, teaching critical thinking skills promotes learners' personal intellectual growth through perceiving and appreciating the rich literacy world around them. Despite the fact that literature plays an important role in the reading process, the literature in a South African context reveals that learners continue to struggle. Madikiza, Cekiso, Tshotsho and Landa (2018) affirm that teachers neglect critical thinking skills in their teaching, which could be attributed to lack of knowledge, or they are not taught during their teacher training.

As an EFAL literature teacher, my observation based on teaching short stories is that most learners depend on teachers for knowledge and information, while teachers' objective seem to be striving to cover the syllabus on time, without concern about the progress learners are making as far as their critical thinking skills acquisition is concerned. Syder (2019) concurs that several researchers found that the current education system focuses on the standardised curriculum and assessment while ignoring teachers' ability to teach critical thinking skills. This may result in learners failing to answer open-ended questions on a short story they have read, where they are perhaps required to provide a critical reflection on the short story. The gap in the studies that have been conducted is the integration of critical thinking while covering

the syllabus and ensuring that learners have understood the context and they are able to relate it with their life situations.

It is crucial that South African teachers master critical thinking skills when teaching literature in order to assist learners develop critical thinking skills. Therefore, the study aim to explore how short stories can be a useful resource in promoting critical thinking skills when teaching English FAL and learners must be able to must be able to develop critical thinking skills while learning all the aspect they need to master when learning literature. Alsaleh (2020) states that it is important to teach critical thinking skills when teaching literature to enhance learning quality, and allow learners to develop the skills of being critical when learning or studying. Besides, the main aim of Curriculum and Assessment Policy Statement (CAPS, 2012) is to produce learners that are able to identify, solve problems and make decisions using critical and creative thinking (DBE, 2014). It is crucial for learners to learn critical thinking skills at school level, so that they could apply them later at tertiary level, and in real life situations. Teachers play a role of delivering the curriculum and ensuring that there is effective teaching and learning within South African classrooms when teaching EFAL literature. The main role that teachers should play in the classroom is to promote learners' critical thinking skills, and create good citizens that can solve problems on their own. Therefore, this study is of most important to be conducted because it will give teachers an insight of how to promote critical thinking skills while covering the syllabus.

2. RESEARCH PROBLEM

The researcher's experience of teaching EFAL literature has shown that learners who are taught in Grade 11 EFAL classrooms do not think critically and solve problems because they think that it is their teachers' responsibility to critically analyse the short stories. Velasquez (2018) states that many researchers agree that it is crucial to integrate critical thinking skills in a lesson. There is a huge gap in short story teaching as lessons are teacher-centred and do not promote discussion which develops critical thinking skills. In support of the above statement, Simango's (2019) study reveals that lessons are teacher-centred, which result in the non-existence of learners' engagement with the content. Moreover, during a short story teaching lesson, learners read and teachers ask simple follow up questions, instead of asking questions based on the content of the question. Consequently, the learners' responses show ccomprehension of basic facts about the short story, not critical engagement with content.

3. LITERATURE REVIEW

Literature review is a comprehensive study that interprets the findings of other studies which address a specific topic (Aveyard, 2010). This section focuses on the empirical literature review on issues regarding teaching critical thinking skills. It focuses on challenges of teaching critical thinking skills.

3.1. Challenges Teachers Face when Teaching Critical Thinking

Yuen (2016), Saleh (2019) and Shpeizer (2018) state that main challenges that teachers are facing is that they have a vague concept of critical thinking and the discrepancy of understanding of critical thinking may lead to learners' poor critical thinking performance. Gandana, Nafisah and Imperiani (2021) reveal that teachers have not acquired adequate knowledge and practice in teaching critical thinking which makes it difficult for them to integrate it in their teaching and learning. Ilyas (2018) states that teachers are all familiar with the term 'critical thinking' and the concepts related to Bloom's Taxonomy although they still have difficulties in transforming their knowledge critically, which suggests a diverse conception and implementation of critical thinking (Saleh, 2019). Therefore, although it is crucial for learners to develop CT but without rigorous training for teachers, it is very unlikely that there is a significant change in learners' critical ability and disposition as expected.

Many studies state that the challenges that lead educators not to promote critical thinking in their classrooms is that the current educational system focuses more on the test scores and undermines educators' ability to address critical thinking in the classroom. Lai (2011) stipulates that schools do not encourage the development of higher-order thinking skills which leads learners to learn only to recall what they are taught and not think out of the box. Zainudi, Vianty and Inderawati (2019) assert that learners are afraid of making mistakes in class during a lesson which leads them to shy away from voicing out their own views. This may lead to teachers' failing to acknowledge that learners are having difficulties of thinking critically when they are given a problem. Cundar-Ruano (2021) confirms that the most challenging factor that teachers are facing is that critical thinking demands time and which they don't have as they are expected to cover the content and finish the syllabus. Therefore, investing too much on critical thinking development might cause problems with other teachers and stakeholders.

3.2. The Importance of Teaching Critical Thinking Skills

Genal (2011) postulates that the ability to think critically is an essential life skill. The study reveals that explicit instruction and practice of critical thinking strategies in high school classroom can improve students' academic performance. Adoption of critical

thinking strategies can also prepare learners for the rigours of college, as well as helping them develop the skills necessary to compete economically in a global environment.

Mandodo (2012) studied the teaching of literature for critical thinking in a secondary school and found that learners' conceptualisation of the context of a short story could be an effective tool in making learners aware of the role of literature in society. The results show that learners were able to identify themes in the short story because they were able to relate with the short story through their knowledge of history of South African politics. This indicated that learners did not simply consider literature as entertainment, but they saw it as having a special role to play in society. This took place after being introduced to critical thinking through the sequence of critical thinking tasks. Palacio (2014) supports the above findings that teaching literature in the classroom does not only expose learners to new cultures, but it also provides them with the opportunity to visualize and relate it to real life situation or context.

Uddin (2019) states that the application of critical pedagogy in the classroom enhances learners' awareness of the learning and development of their critical thinking abilities. The preliminary review of literature presented above has revealed that although critical thinking is regarded as effective, it is often the missing link in the teaching of literature in the South African school context because teachers and learners are in a hurry to finish the syllabus. The research gap that the study has identified is the lack of integration of content and critical thinking which appears to be one of the challenges teachers face in the teaching of ENGFAL literature.

4. THE ROLE OF THEORY

The study employed critical pedagogy as a theoretical framework for guiding and supporting the study based on the assumption that classroom teaching must always awake the values of social justice and equality in learners' intelligence. Critical pedagogy was established by Paulo Freire, a Brazilian educator who was against oppression and sought to employ education as a weapon against oppression. The critical pedagogy's purpose is to explore the idea of students actually being able to create their own thoughts and views of the world (Fortney, 2011). Under critical pedagogy, the researcher used critical literature pedagogy theory because it relates to literature learning as the study is based on the teaching short story. According to Uddin (2019), critical pedagogy is the most crucial teaching strategy designed to strengthen the awareness of learners about justice and social equality while improving their knowledge. Therefore, it is crucial for teachers to promote critical thinking in their

teaching by allowing learners to debate through a problem posed or discuss about a topic given rather than being spoon-fed and made to believe that teachers have substantive knowledge. In this study, critical pedagogy is complemented by Critical Literature Pedagogy Theory (CLP) to allow learners not only to think out of the box but be able to read with understanding. Critical Literature Pedagogy Theory (CLP) values two alternative stances of reading and responding to a literary text, reading with and against a text (Borsheim-Black, 2014). In line with this view, reading with a text involves being familiar with approaching or understanding the storyline, analysing literacy relating to real life situations and understanding historical context and developing thematic interpretation. This theory is based on the emphasis that learners must not just read a short story and consider only what is written, but get the hidden message that is not written, that still accounts for the way the story works, characters, functions and how readers come to know and comprehend the world. Therefore, through discussion and open-ended questions, learners can learn the figurative meaning the author is sending to the readers that allows them to relate it to real life situations.

This theory is suitable for this study because it enabled learners to be open-minded and relate literary texts to their real life experiences by linking the themes and morals portrayed by the short stories to their real life situation. Uddin (2019) remarks that CPL promotes deep thinking and engagement related to reading against text for critical literacies, which leads to stronger skills related to reading with understanding. Critical pedagogy literature theory goes hand in hand with 'problem posing method', as it allows the teacher to ask questions, to check if learners understand what they are reading and if they are able to relate it to real life situation and solve problems based on the short story they are reading. Therefore, it is crucial for teachers to ask learners questions while reading the short story to stimulate their thinking ability. The role of CPL in this study is to encourage teachers to promote critical thinking as in previous studies, it was found that incorporation of critical pedagogy and critical thinking positively nurtures learners' ability to question and think critically in the construction of knowledge.

This theory revolves around the present and future of our young generation as they need to be critical thinkers in order to resolve problem with depth understanding and they must be allowed to showcase their views and understanding than to rely on what they are taught. Critical pedagogy is more than just a theory but also a practice in a form of action and a praxis enacted in learning spaces because it revolves between

teaching and learning to produce more equitable society (Nkealah, 2023). Therefore, this theory allows learners to be empowered with key to become critical thinkers, be independent and always think outside the box when analyzing a problem. In order for learners to develop these skills, it starts from the classroom level when they are taught how to become critical thinkers through content. This study is based on how short stories can be best suitable as one of the material that assists learners to develop critical thinking while covering the syllabus.

5. PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

5.1. Purpose of the Study

The study seeks to explore the teaching of short stories as a resource to develop Grade 11 English First Additional Language learners' critical thinking skills.

5.2. Research Questions

5.2.1 Main Question

- How can short stories be used as a teaching resource to develop Grade 11 English First Additional Language learners' critical thinking skills?

5.2.2 Sub-questions

What challenges do learners experience when teachers introduce critical thinking class when teaching stories?

- What instructional strategies can teachers use to develop their learners' critical thinking skills in the teaching of EFAL short stories?

6 RESEARCH METHODOLOGY

This study used qualitative research approach. Qualitative research refers to the scientific investigation that seeks answers to questions, collect evidence and produces findings that are applicable beyond limitations of the study (Omona, 2013). Qualitative approach is appropriate for this study because it allowed the researcher to interact with participants to hear their views regarding promoting critical thinking through the use of short stories. In support of the above statement, Omona (2013) states that qualitative research looks at humans as an instrument for the collection and analysis of data and only humans can be responsible, adaptable and holistic to explore the typical responses that surface during the interaction with respondents.

6.1 Research Design

Case study is the research design for this study because it allowed the researcher to interact with participants to collect data. Zainal (2007) defined case study as a method that enables researchers to closely examine the data within a specific context. The most crucial part about case study is that it explores and investigates contemporary

real-life phenomenon through detailed contextual analysis. The case study design ensured that the researcher's observation is true as the case study was based on a short story taught in EFAL classroom that they have read; and the learners must be able to analyse it.

6.2. Research paradigm

This study used an interpretivist paradigm. Interpretivism refers to the approaches which emphasise the meaningful nature of people's character and participation in both social and cultural contexts (Chowdhury, 2014). The chosen paradigm allows for interpretation of qualitative elements of the study, thus integrating human interest into the study. The human interest in this study is developing critical thinking skills through content teaching which allowed learners to develop critical thinking abilities that will not only nurture them in school level but also outside the school when they come across problem.

6.3. Population and Sampling

6.3.1 Population

Population can be defined as a complete set of elements (people/objects) that possess some common characteristics defined by the sampling criteria established by the researcher (Bless & Higson-Smith, 2000). For example, target population is the entire group of people or object to which the researcher wishes to generalize the study findings (Bless and Higson-Smith, 2000). The population of the study included three hundred and two learners (302) in grade eleven at school A and six teachers who offer English First Additional Language.

6.3.2. Sampling

The researcher used purposive sampling to select the research participants. Purposive sampling is a technique for selecting research participants based on the researcher's judgement and keeping in mind the purpose of the study (Das, 2017). The researcher used simple random simple which allowed her to sample participants based on subjective judgement of their potential to generate the kind of data required to answer the research questions more appropriately.

The study adopted simple random sampling because there is a large number of learners in Grade 11 and it is impossible for the researcher to give them all the opportunity to participate. There are three hundred and two grade eleven learners and they are allocated according to their level of performance from A to E class and each class contains 60 learners. The A class is populated with learners with poor performance while the C class is populated with top performing learners. Therefore, the researcher wrote 60 pieces of papers and folded them. Ten (10) were written 'YES'

while forty-nine (49) were written 'NO'. Learners who picked up a piece paper and those who picked up yes formed part of the study.

There are six teachers at school A that offer English First Additional Language in Grade 11. Therefore, they were selected based on purposive sampling technique. Three teachers were selected to participate in the study because they constituted half of the number of teachers responsible for teaching literature in grade 11. They participated in the study to gain their knowledge and experience in the field. The main reason for including teachers in the study is that they are the ones who interact closely with learners who study English First Additional Language, hence they are likely to provide the researcher with first-hand information on the actual aspects of learners' difficulties of answering questions without the help of an educator when analysing short stories in ENGFAL classrooms.

6.4. DATA COLLECTION INSTRUMENTS

Data collection is the process of collecting and measuring information on variables of interest in an established systematic fashion that enables the researcher to answer research questions, test hypothesis and evaluate findings (Kabir, 2016). The function of data collection is to enable a person or an organization to answer questions, evaluate outcomes and make predictions about future probabilities. This study employed three different data collection instruments namely: observation, semi-structured interviews and document analysis. The researcher believes that using multiple data collection instruments will help establish whether teachers apply critical pedagogy in their teaching of literature or not. In addition, this may also reveal the nature of questioning or lesson design that gets Grade 11 learners into learning through problem solving techniques, aligned with the literature.

6.4.1. Classroom observation

The researcher employed non-participant observation method which allowed her to gather all the information without interfering in the research setting. The observation focused on how teachers teach short stories and whether learners are given opportunities for engaging critically with the contents of the short stories. The researcher also observed the kind of questions that learners are asked, as to whether they promote critical thinking skills through an open dialogue where learners share their views and opinions.

6.4.2. Semi-structured interviews

The researcher used semi-structured interviews which involve gathering information consisting of dialogue between the researcher and participants guided by flexible

interview protocol and supplemented by follow-up questions, probes and comment (DeJockneere, 2019). A Semi-structured interview is appropriate for this study because it is flexible and allowed the researcher to ask open-ended questions, which gave the interviewees the opportunity to express themselves without restrictions and allows the researcher to have follow up questions. The researcher interviewed both learners and teachers on the importance of learning critical thinking skills through short stories. The interview schedules for both teachers and learners are attached in appendix G and H.

6.4.3. Document analysis

The researcher also used document analysis which is a systematic procedure for evaluating documents both printed and electronic. It requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Brown, 2009). This study used document analysis to analyse question papers that learners responded to, as a tool to determine if teachers promote critical thinking or they primarily use order questions. For example, learners were given a task to assess the short story individually and determine if they were able to apply their critical thinking skills when writing application, evaluating, analysing and discussing questions which test their critical thinking abilities. All the questions assessed if they engaged them in reflecting and thinking critically about the stories they were given to read; and this should be done without the help of the teacher.

6.5 DATA ANALYSIS

Data analysis is defined as a process of systematically searching and arranging the interview transcript, observation, notes or other materials that the researcher accumulated from the research to better understand the phenomenon (Wong, 2008). This study used thematic analysis method to analyse data collected. Thematic analysis is appropriate in this study as a method for systematically identifying, organising and offering insight into themes across the data set. It allowed the researcher to make sense of the collective or shared meaning of the participants' experiences. Under thematic analysis, the researcher used inductive coding as a strategy for generating codes from data. Inductive coding is also called open coding, which starts from scratch and creates codes based on the data collected (Wong, 2008). Inductive coding is suitable for this study because it allowed the researcher to make codes based on the responses received from interviews and observation. It also allowed the researcher to break down collected data into smaller samples which make it easy for readers to read and comprehend the findings.

6.6. QUALITY CRITERIA

The following criteria, credibility; transferability; dependability and confirmability were observed to ensure that the quality of trustworthiness of the findings of this study is enhanced.

6.6.1 Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings which establishes whether the research findings represent credible data, (Korstjens and Moser, 2018). This study used different data collection instruments, such as observation, document analysis and interview to establish whether the use of short stories to teach critical thinking skills can be relied upon.

6.6.2 Transferability

Transferability refers to the extent to which research findings are applicable to other situations, to enable possible transference of findings to similar studies or other social contexts (Shenton, 2004). The researcher interviewed both teachers and learners, to capture their views and suggestions on what could be the best approach to develop critical thinking skills in the classroom, in addition to using the document analysis.

6.6.3 Dependability

Dependability refers to the situation whereby the results make sense in relation to data gathered to answer the research questions of the study (Merriam, 2009). The researcher used the findings gathered from observation, interviews, document analysis and participants' transcripts to give a thick description of all the information that shaped the study from the beginning, during data collection and analysing. This was done to show how the different angles from which the data was collected work together to give a clear picture of what the study established; pertaining what could help learners develop their critical thinking skills, in the process of their intensive study of short stories.

6.6.4 Confirmability

Confirmability refers to a clear link or relationship between the data and the findings (Merriam, 2009). The researcher ensured that all gathered data have a clear relationship with the findings by ensuring that all the recordings, transcripts and observed information are not only relevant, but are also derived from the data collected in this study. This eliminated the possibility of allowing false information into the findings.

7. SIGNIFICANCE OF THE STUDY

This study will equip teachers who offer English First Additional Language paper two with the teaching strategies that can promote learners' critical thinking skills, which will not only have an impact on EFAL, but other subjects as well. This study will also be beneficial for curriculum advisors, since it will enlighten them in giving advice to teachers on the issues of prioritizing the teaching of critical thinking skills when teaching literature. This study may help literature educators to start teaching other grades critical thinking skills by applying the skills established through this study, which may be transferable to the teaching of other genres like drama, novel or poetry. It can also help teachers and parents to prioritize the development of critical thinking skills in their learners at primary level, where learners can be taught to come up with a solution of a given problem which may improve their thinking abilities. Lastly, it will help readers and other researchers who will have access to this study to more knowledge on how to help learners become critical thinkers.

8. ETHICAL CONSIDERATIONS

The issue of ethical considerations in research is very important, particularly when the study has a social focus; hence, ethical principles should be taken into consideration (Cohen, 2011).

8.1 Permission to conduct the study

The researcher applied for ethical clearance from the University of Limpopo's Research and Ethics Committee (TREC) to conduct the study. The researcher sought permission to conduct the study from the Provincial District Director of Education (Bochum East circuit), the principal of the school, the parents, learners, and teachers. The researcher asked parents of the learners for permission to conduct the study with their children, as she worked with minor children. She sent consent forms to be signed by parents and teachers to show that they agree to participate in the study. The researcher wrote a letter of request to the principal of the school to ask for permission to conduct the study.

8.2. Informed Consent

A consent letter was issued to the sampled teachers and parents or guardians of the underage learners who participated in the study, through responding to interview questions to follow later on. The research concept, purpose and data collection process were outlined for participants' awareness of what the study entails, and what is expected of them. The participants were also informed of their rights to withdraw

from the research at any stage without fear of violence or intimidation. Parents were required to sign the consent forms for underage learners who participated in this research.

8.3 Voluntary Participation

The researcher ensured that only participants that volunteer to be involved in the study are taken in, since it is clearly not a matter of coercion to involve participation in the study. It was also explained that participants may opt to withdraw from further participation if they feel uncomfortable, at any point in the course of the study.

8.4 Anonymity and confidentiality

Anonymity indicates the protection of the participants' identity which cannot be linked with their personal responses (Fouka and Mantzorou, 2011). This study ensured that the name of the school is anonymous. The participants' information was kept confidential as all the recordings were kept safe in the University of Limpopo. Codes or numbers were used where names are supposed to be used to identify the participants to avoid revealing their identities. The participants were also informed about the use of codes to ensure that they are not influenced in their contribution in the study due to identify issues.

8.5 Protection from risk or harm

Fleming and Zegwaard (2018) note that the risk of participants being harmed is considered as the potential aspect participants in a research project may be exposed to. Hence, the researcher ensured that all participants are protected from any physical harm, losing resources, emotional or their dignity. To ensure that participants are assisted during the time of emotional challenges such as distress and anxiety, the researcher used the two steps. First step, the researcher stopped the interview and referred the participant to the counsellor available in the school premises and if the participant felt comfortable to continue after counselling session then the interview will resume. The second step, if the participant is unable to continue with the interview, then they will be excused from the interview session and the researcher will inform their guardian so that they can receive further assistance such as medical attention if there is a need. Another way of protecting participants came in the form of ensuring that all interview recordings and transcripts are safely stored away when the research process comes to an end; and may only be accessed by the researcher or the university if needs be.

CONCLUSION

The key foundation of this research is presented in this chapter looking at the background of problems to be addressed, the aim of the study and the research questions. This chapter outlined the background on the critical thinking pedagogy and its essentialism in learning and teaching. Furthermore, the chapter outlined the theoretical framework and in-depth recent literature underpinning this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter presented the research problem and the background knowledge of critical thinking, its importance and what prompted the researcher to conduct this study. Literature review presents the current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic (Williams and Geoffery, 2009).

2.2 THEORETICAL FRAMEWORK

The researcher employed Critical Pedagogy as a theoretical framework because it enables learners to be open-minded and be critical thinkers. Since a short story can be linked to themes, morals portrayed experienced in real life situations which lead learners to a better understanding of the short story which allows them to become creative thinkers. Uddin (2019) indicates that critical pedagogy in language promotes the deep thinking and engagement related to reading against text for critical literacies which lead to stronger skills related to reading with understanding. Critical thinking pedagogy allows learners to be given the platform to be active participants in the lesson rather than being receivers of information. Secondly, to think out of the box through responding to higher-order questions and apply their knowledge experienced in real-life situations or relate what they are studying to real-life events.

Critical pedagogy was established by Paulo Freire, a Brazilian educator who was against oppression and sought to employ education as a weapon against oppression (Freire, 2000). Freire asserts that learners did not have freedom of thoughts and they were fed information and made to believe that they are receivers and teachers are the only ones knowledgeable. Freire is of the opinion that learners were brainwashed to think that they are empty vessels that receive information. The critical pedagogy explores the idea of students actually being able to create their own thoughts and views of the world (Fortney, 2011).

According to Uddin (2019), critical pedagogy is the most crucial teaching strategy designed to strengthen the awareness of learners about justice and social equality while improving their knowledge. Freire believed that critical pedagogy involves both the recognition that human life is conditioned, not determined, and the crucial

necessity of not only reading the world critically but also intervening in the larger social order as part of the responsibility of an informed citizen. Pedagogy does not only aim to provide learners with the understanding of texts and different modes of intelligibility, but also opens up new avenues for them to make better moral judgments that will enable them to assume some sense of responsibility in their studies.

Critical pedagogy is an educational approach that encourages learners to develop critical consciousness or critical awareness of learners. It also enables learners to question and challenge domination, beliefs and practices (Sabarish, 2014). Paul Freire stipulates that critical pedagogy in education is the methodology that seeks to increase learners' awareness of the hidden curriculum's inequalities and multiple forms of oppression that exist in the society and encourages them to step towards creating a more democratic and equitable society that is able to stand on its own. Tsiplakides (2011) states that the pedagogical literature reveals that critical thinking can and should be taught in the most effective and appropriate framework for fostering it. In support of the above statement, Giroux (2015) postulates that the scope of developing and encouraging critical thinking thought is much wider than it is perceived in the academic role. It is the collective responsibility of the society to nurture critical thinking in all forms and walks of life. Without critical thinking, any society starts to follow blind-beliefs and relegates itself to authoritarianism.

Moreover, critical pedagogy integrates Critical Literature Pedagogy (CPL) theory because it relates to literature learning as this study is based on the teaching and learning of short stories. Critical Literature Pedagogy Theory (CLP) values two alternative stances of reading and responding to a literary text, reading with and against a text (Borsheim-Black, 2014). In line with this view, reading a text involves being familiar with approaching or understanding the storyline, analysing literacy, relating it to real-life situations and understanding historical context and developing thematic interpretation. This theory is based on the emphasis that learners must not just read a short story and consider only what is written but get the hidden message that is not written that still accounts for the way the story works, characters, functions and how readers come to know and comprehend the world. Therefore, through discussion and open-ended question learners can learn the figurative meaning the author is sending to the readers and it allows them to relate it to real-life situations. The role of CPL in this study is to encourage teachers to promote critical thinking as in previous studies it was found that incorporation of critical pedagogy and critical thinking positively nurture learners' ability to question and think critically in the

construction of knowledge. Critical Pedagogy literature theory allows the teacher to ask learners questions to check if they understand what they are reading and if they are able to relate it to real-life situation. Therefore, it is crucial for teachers to ask learners questions while reading the short story and after reading to stimulate their thinking ability.

2.3 LITERATURE REVIEW

Literature review is a comprehensive study that interprets the findings of other studies which address a specific topic (Aveyard, 2010). This section focuses on the empirical literature review on the teaching of critical thinking skills. It is divided into three subtopics such as challenges of teaching critical thinking through literature, the importance of critical thinking and how would critical thinking have an impact in our education.

2.3.1 CRITICAL THINKING AND ITS IMPORTANCE

Critical thinking can be traced to the teaching technique of Socrates, frequently referenced to as the Socratic Method which took place over 2400 years ago and it is portrayed in dialogues by Plato. Researchers believe that critical thinking brings broad sense of education as learners' rules a logic or how to assess evidence, as it emphasizes the idea of reasoning skills and dispositions of critical thinking that should be infused in teaching and learning levels of schooling. Syed (2020) argues that critical thinking in education as the systematic methodology states that critical thinking is a way of identifying a problem through the synthesis of the surrounding knowledge which leads to a perspective that assists to develop new ideas. In support of the above statement, Tsipovolates (2016) states that critical thinking means that thinkers take charge of their thinking.

Nicholas, Burbules and Rupert (n) postulate critical thinking as a traditional concern that is basically more descending in recognizing faulty arguments, hasty generalizations, assertions lacking evidence, truth claims based on unreliable authority, ambiguous or obscure concepts etc. Syded (2020) advocates that critical thinking is a learned skill developed through practiced and continually engaging learners into active learning. Moreover, Bhushman (2014) adds that a critical thinker is open minded and always raises a crucial question and problem trying to formulate a well-reasoned conclusion and solution.

Genal (2011) postulates that the ability to think critically is an essential life skill. The study reveals that explicit instruction and practice of critical thinking strategies in the high school classroom can improve student academic performance. Adoption of critical thinking strategies can also prepare learners for the rigours of college, as well as helping them develop the skills necessary to compete economically in a global environment. Thus, it is crucial for teachers to adopt critical thinking in their lessons to prepare learners for future. The importance of critical thinking in education is that it produces learners, who are well informed and comprehend ideas that are vital and powerful. It also creates learners who have the ability to think analytically and critically to use what they know to enhance their own lives and contribute to their society, culture and civilization (Bushman, 2014). The importance of critical thinking is to develop learners' thinking skills as well as motor skills which is the primary goal of contemporary approaches in education.

It is crucial for learners to learn critical thinking skills because they allow them to develop critical thinking skills and often practice those skills well into latter life. These skills may literally change their lives forever, as they translate to both academic and job success. Using these skills, learners tend to expand the perspectives from which they view the world and increase their ability to navigate the important decisions in learning and in life. Therefore, it is important that students learn critical thinking skills, in order to be both the inventors and the critics of the new information (Edward de Bono, 2004).

The benefit of integrating critical thinking in teaching and learning is that it points out the value of a literacy text at an effective stimulus for learners to think critically and be able to express their feelings and ideas. It develops learners' thinking ability as they end up being able to question and explore the world around them and open horizons of possibility and changes learners' attitude. In addition, integrating literacy and critical thinking also allows learners to develop skills and comprehend the hidden meaning, reconstruct images from detail, separate facts and opinions and examine phenomena reading literacy text which is part of the critical process which is analysis, synthesis, argumentative, interpretation, evaluation, problem solving and reasoning among others (Brunt, 2005; Francione, 2007; Ijalel, 2017). Moreover, critical thinking does not only promote dialogue but encourages and challenges learners to go beyond literal comprehension as it involves both intellect and emotions in a manner that reflects to life and eventually provokes their cognitive ability to develop. Regardless of the benefit of critical thinking, there are still barriers to teaching and learning critical thinking.

According to Tsipovolates (2016), several studies state that the challenges that lead educators not to promote critical thinking in their classrooms is that the current system educational system focuses more on the test scores and undermines educators' ability to address critical thinking in the classroom. Lai (2011) stipulates that schools' instructions do not encourage the development of higher-order thinking skills which lead learners to learn only to recall what they are taught and not think out of the box. Zainudi, Vianty and Inderawati (2019) assert that learners are afraid of making mistakes in class during a lesson which leads them to shy away from voicing out their own views. This may lead to teachers' failing to acknowledge that learners are having difficulties of thinking critically when they are given a problem. Cundar-Ruano (2021) confirms that the most challenging factor that teachers are facing is that critical thinking demands time and which they don't have as they are expected to cover the content and finish the syllabus. Therefore, investing too much on critical thinking development might cause problems with other teachers and stakeholders.

2.3.2 Critical thinking phases in language learning

2.3.2.1. The evocation phase

Learners acquire knowledge in different ways such as reading or observing and the only way to discover that they know or can think critically is through asking them question prior to teaching or reading a short story. That's where evocation phase comes in when teaching a language (Steel, 2007). Sieglova (2017) defined evocation phase as an activating process of existing perceptions within a given topic. For instance, before a teacher can teach a short story in class can firstly give learners a topic or show them a picture that portrays what the short story is about and ask them what they think the short story is all about. The main focus of this phase is utilizing and developing productive communication skills. Teachers can promote evocative phase in a lesson through pairing learners or grouping them in various sizes, cultivating their oral and writing competences through discussions, argumentation, negotiation and presentation.

Abdalrahman (2021) highlighted the evocation phase that the key characteristic of literature and language instruction and learning. It comes in two factors, the first one as literacy work as it comes in an imaginative manner which creates writing inspired by human inspiration. Secondly, as short stories require readers to participate in the process of meaning making which depends on the emotions and thoughts once they are engaged and involved in the meaning of the text, seeing characters conditions and conflicts through their point of view.

2.3.2.2. The realization of meaning phase

Sieglova (2017) states that only after realization of the evocation phase, learners become ready to receive new content. In other words, learners shouldn't be taught without discovering first what they know and understand about the topic the teacher is about to teach. The realization of meaning phase confronts the learners' initial knowledge and impression with expanding material and resources. The critical thinking model portrays it as a series cooperative teaching methods that allow teachers to mediate interactive classroom. It states that the effective techniques of this phase are reading in pairs, reading with prediction, reciprocal teaching etc.

2.3.2.3. The reflection phase

The last stage which actuates the development of competences to integrate the newly acquired knowledge into a wider context and apply it into practices. This phase allows learners to evaluate new content, formulate own opinions, correct original attitude, complete initial knowledge, solution which means learners become active participants in learning the short story. This activates learner's productive skills. Now the newly acquired knowledge is refined or applied through organized debates, simulations, structured presentation or moderated discussion.

2.3.3 LITERATURE AS A MEANS OF TEACHING CRITICAL THINKING SKILLS

Literature is more of the storeroom of human experience though short stories which allows the reader to develop curiosities about what will take place next (Thapaliya, 2012). Literature also allows imaginative works that picture the human life in society which can be enjoyed, comprehended and used by the society. Senturks and Kahraman (n) indicate that teaching literature does not merely contribute to language learning alone but it is also capable of developing one's higher order thinking skills through literacy text studied. It also stimulates learner's creativity as creativity is helpful in improving learner's intelligence or aptitude.

Bhushan (2014) states that Edward Glaser postulated that critical thinking includes three crucial things. The first one is the attitude of being inclined in a thoughtful manner in which the problem and subject comes with a range of one's experience, knowledge, logical inquiry and reasoning and lastly the skill to be able to apply this method. This

indicates that learners in order to acquire critical thinking skills they need to have positive attitude towards longing to know and analyse problem through the use of their knowledge and experience.

Tung and Chang (2017) state that literature reading is highly congenial to the importance of mastering critical thinking for the following reasons. Firstly, the mental process of literature reading requires critical thinking skills as literature is a complex process that requires readers to recall, retrieve and reflect to what they already know or their experiences or memories to construct meaningful text. This allows learners to demonstrate the following capacities such as differentiating between facts and opinions, comprehend the literal and implied meaning by the author when reading a short story, but most of all make moral reasoning and fair-grounded judgement and apply what they have learnt. Second reason is the subject matter, the setting and language literacy work which provide readers with a variety of the real world scenarios to construct meaning of self and life experiences.

2.3.4 THE ROLE OF TEACHERS IN PROMOTING CRITICAL THINKING SKILLS

Cundar-Ruano (2021) says that teachers need to constantly nurture and encourage critical thinking while working with the target language. Their responsibility is to support learners to think critically and think out of the box and feel safe from negative judgement as some learners fear to express themselves and share ideas or opinions. Teachers can support critical thinking through debate and classroom discussion. In support of the above, Paul Freire states that learners should not be treated like empty vessel and always be given knowledge but teachers should allow learners to learn amongst themselves through debate and classroom discussion. CheTech and Isa (2016) affirm that critical thinking involves dialogue where learners and educators share theory or opinions based on the short story they are studying, thus literature allows teachers and learners to have a genuine conversation in class.

Teachers can allow learners to take charge of their own learning through allowing them to read the short story which builds the reading skills. Thapaliya (2012) states that the role of teachers when promoting critical thinking is supporting reading and writing in the classroom. This can be done through allowing learners to read short stories and give them group assessment that will allow them to check if they have understood the short story they were reading. This will assist them not to just memorize but read and question, examine, create, solve, interpret and debate the material in their course. It will allow learners to be more reflective, creative and analytical.

Hove (2011) states that teachers need to scaffold specific thinking strategy instruction by beginning with basic questioning strategy, then build and develop the ability to interfere, as well as analysing, synthesizing and evaluating skills. This can be done through implementing instructional activities that provide an opportunity for discussing related topics based. Therefore, it is crucial for teachers to do thorough planning when teaching literature in term of how they will introduce a topic and planning question using bloom taxonomy so that learners can be able to know how to respond to questions from lower-order to higher-order questions. The development of active involvement of learners in responding to questions, substantiated by careful listening and speaking mediated by deep cognitive process, which provides excellent writing skills.

In other words, teachers need to develop themselves first before they apply critical thinking skills in class. Pardede (2019) states that through teachers combining the conceptual framework of how people think critically and creatively and their teaching experience, they allow themselves to develop teaching model that promotes critical thinking in the classroom. Bobkina and Stefanora (2016) built up four stages of model that promote critical thinking in the classroom. The first one is situated practice which is intended to activate learners prior-knowledge based on the short story they are about to read. The stage learners are let to recall any relevant information about the topic given or information they have about the topic given. The teacher can initiate activities by asking them questions based on the topic or gives them a picture that is based on the short story they have to ask them questions.

Second stage is overt instruction that is directed by two goals. The first goal is to achieve a general comprehension of the short story. The learners are asked to read the short story quickly. Then to check their understanding, the teacher can lead a discussion of some key ideas of the short story they have read or administer a general comprehension test. If the short story has been adapted in movies, then allow learners to which might increase their motivation. The second goal is to achieve deep comprehension by assigning learners to apply the close reading to understand the whole short story inner logic. Through close reading, for example, learners should be able to identify figures of speech. While reading learners are encouraged to take down key notes and later compare them with their peers. This allows them to understand other learners' perspective.

Third stage is critical framing stage which focuses on the development of learners' conscious attention to relationships between linguistic forms and socio-cultural contexts. For example, they should be able to explain the figurative meaning of the short story to get more accurate conclusion of what happened based on the issues, event and characters found in the short story. Learners are also encouraged to question and analyse the text and explore the writer's attitude, intention and viewpoint through the analysis of the short story. Lastly, the transformed practice stage deals with learners' production of writing relevant to the short story. Bokbkina and Stefanova (2016) suggested that the activities in this stage can consist of paraphrasing the original text into another model or the teacher can give learners activities to write essay based on the short story, translating, characterization and etc.

2.3.5 CRITICAL THINKING STRATEGIES OF TEACHING SHORT STORIES

Crawford, Saul, Matthews and Makinster (2005) state that the most successful classrooms are those that encourage learners to think and engage in critical thinking. Learners when think critically are always excited about learning, they see challenges and opportunities even in most difficult intellectual tasks. One way that people learn is through organizing goals for teaching to create categories or types of questions and objectives, (Anderson, 2000). Through the use of all cognitive levels when asking teaching questions, teachers assist learners to tap higher levels of critical thinking skills as it develops factual knowledge. The advantages of teaching a short story are that they are not complicated for learners which means they can do it on their own and they can work on it within a day or two. Short stories can be used with all levels of English proficiency.

- **Questioning Techniques**

Questioning techniques play a crucial role in inducing learners' higher-level thinking skills, such as self-reflection, revision, and social debate, all of which are essential for CT. Socratic questioning is one of the most popular and powerful teaching approaches that can be used to guide students in generating thoughtful questions, thereby fostering their CT skills (Yang, Newby, & Bill, 2005). This questioning technique provides learners with time needed for thoughtful analysis, composition, negotiation, and reflection, as their discussion of an issue evolves and allows instructors to model, foster, and evaluate the CT skills exhibited during the discussion or dialogue (Alsaleh 2020). Through the use of questioning technique, the best way to promote critical thinking through teaching a short story is to firstly identify what learners already know,

through asking learners question to see what they already know which can be done by giving them the tittle of the short story that they are going to read and ask them what do they think the short story is about through the topic. This allows learners to list their ideas and share their knowledge with their peers. Secondly, creating reading activity which is designed to support learners reading comprehension by guiding them to look at key points and providing them with the opportunity to discuss it with their classmates. The teacher should prepare questions in all cognitive levels using Bloom Taxonomy based on the short story learners read to check their comprehension level. In this strategy, learners may think-pair or share their ideas with a group or the whole class.

- **Teaching Higher Order Thinking**

Yusuf (2019) states that teachers are responsible for promoting critical thinking in their classroom through teaching higher order thinking. This can be done through the use of literacy text as teachers can assist learners to develop cognitive skills through asking all the levels of cognitive thinking. When asked questions about names of characters, setting and plot of the story, they will have no difficulties responding to the questions.

- This is level 1 of the taxonomy knowledge. When students become more proficient in the language,
- They can move to level 2, comprehension. In this level, they must demonstrate their comprehension by comparing, interpreting, giving descriptions and stating main ideas. As students become even more proficient,
- They move to level 3-application wherein they try to solve problems by using the knowledge they have about the story.
- In level 4-analysis-students must have reached the high intermediate level of proficiency to succeed.

Therefore, it is important that it integrates all the levels and learners learn to analyze, compare, contrast, explain, and differentiate between facts/ideas about the story. Upon reaching the advanced level of proficiency, learners can synthesize and evaluate what they read, the last two levels of the taxonomy (synthesis and evaluation). Pardede (2019) affirms that major breakthroughs result from the interest in developing CT as an integral part of education on CT taxonomies and dispositions, among which the works of Bloom (1956), Ennis (1987) and Facione (1990). Bloom's taxonomy

differentiates the lower order thinking skills: (application, comprehension, and knowledge) from the higher-order thinking skills (evaluation, synthesis, and analysis), to integrate these skills in the curriculum and evaluate them becomes fairly easy.

Classroom Discussion

According to Che The and Isa (2016), teachers should guide and encourage learners to participate in class discussion by sharing their thoughts and opinions. The promotion of meaning allows learners to continually evaluate and assess their opinions of the issue at hand without pressure of getting right and wrong answers. The most vital part is that when a learner asks the 'why' part in a short story they tend to be able to comprehend the literacy text better.

Che and Isa (2016), came up with four ways to integrate critical thinking into the curriculum as a way/ strategy of teaching that requires critical analysis, evaluating learners and decision making. Burning (2004) reported that critical thinking plays a crucial role that benefit learners through application of explicit instructions and extended practice. Cundar-Ruano (n) supports the above researchers as he states that teachers should initiate their learners' developing critical thinking skills at an early stage of language development in order for learners to achieve higher language performance goals in a short term. This can be done through the practice of previous question papers, assignments and examinations.

2.3.6 STAGES OF TEACHING SHORT STORIES

Short stories have basic intrinsic qualities which make them suitable material to be used in the classroom for language acquisition. Chintha (2020) came up with the following methodology for teaching short stories.

2.3.6.1 Selection of appropriate stories

Before a teacher can even teach a short story, the first stage is to choose the appropriate short story that contains appropriate language and conceptual complexity which is selected according to the group of learners taught and the short story must be comprehensible as the teacher assists the learners to interact with the short story and be able to relate it to their everyday lives. The stories for young people must have elements of challenge in them because it motivates them to predict and help them move successfully and think out of the box which acts as a motivational tool in language acquisition.

Stage 1: Pre- reading tasks: use of pictures and authentic material

Before learners can read the short story, teachers should check their prior knowledge or prepare them psychologically before they commence reading. Shrestha (2015) states that it is important to do warm up before reading a short story through giving them cue cards to write a moment in their lives that was embarrassing which is one of the ways to prepare learners psychologically before reading the short story. Chinthia (2020) also proposed another way to introduce a lesson by preparing learners through giving them the key words, concepts or pictures based on the short story to stimulate a discussion. From there, ask learners questions in terms of what they think the short story they are about to read is all about through looking at the keywords or pictures. Teachers can also use other authentic materials such as newspaper materials, magazines and real life incidents to generate learners to connect the text with the real world. This will help learners to gain confidence and creative thinking. The crucial part is for the authentic material to be related to the short story they will be reading (Chinthia, 2020).

Stage 2: Presentation of the short story

Chinthia (2020) states that a teacher can audio tape to present a short story rather than reading again and again as learners are now used to it but rather use an audio which will intensify learners' concentration, accelerates the rate of reading and listening and make the activity more focused. This also allows learners to listen to a correct and standardised English. Shentra (2015) states that a lesson can be presented by making learners to be active participants through grouping them according to the characters and allow them to read in groups. After reading, they dramatize what is happening in the short story to assist learners to have a strong memorable picture of the short story they have done in class. Chanthia (2020) remarks that through repeated reading, learners are able to develop and improve their reading accuracy, fluency and comprehension reading when practiced in class.

Stage 3: Role play and enactment of the story

Sarthen (2012) and Chinch (2020) state the important role play that allows language acquisition because it gives learners the opportunity to practice communication in different social contexts and different roles. Sarthen (2012) stated that it does not only promote the development of language but also gives it life or apply it through role play. For example, in the short story when one of the characters feels nervous and

embarrassed and decides to confess that he has made a mistake. Then, the teacher can ask a learners to be psychiatrists which will allows learners to become critical thinkers as they will have to think how they can assist and relate to real life situations.

Stage 5: Writing tasks

Sarthen (2012) states that learners in this stage are assessed and tested based on mental development, for example, learners will be asked “if they were the authors how would they have solved the conflict or problem introduced in the short story. This is the higher order question that wants learners to think out of the box. They may also be asked a question they have to relate the situation in their real-life incidents and how did they resolve it.

Stage 6: Detailed analysis of the story

At this stage, the teacher will go through the short story with learners and ask them comprehension questions based on the intensive of the text. Take learners through all the elements of the short story where they have to identify the plot, resolution, climax and theme which allow them to comprehend the short story in all angles and be able to identify where learners failed to understand.

2.3.7 Elements of Short Stories

According to Chinchu (2020), short stories are classified in the following elements:

a) Plot

A short story gets formed when many latest events are logically and systematically linked. The plot in a short story is a planned, logical chain of events or actions with proper beginning, middle and end. Due to the-artistic craftsmanship of a writer, it creates artistic and emotional effect in the readers. Such feeling arises through suspense (secret or problem) and resolution (solving of those suspense) evident in a plot. The popular three parts of a plot are beginning, middle and an end. In the beginning of a story, we encounter a problem that gets developed in the middle and resolved at the end. A plot can be of different types with different natures. Few examples are: seemingly plot-less story, complicated plots by flashbacks and forwards, frame plots (plot within plot), plot with subplots, double plots (two main plots), plot with foreshadowing, reversals of fortune, digressions, abrupt transition etc.

b) Characters

Persons in staged or narrative work play or any kind of art are called characters. They exhibit through dialogue of (that they speak) and action (that they do) in the story. There are many types of characters. Protagonist in a short story is the main character who is central to all events. His role has a unique importance in the story. Antagonist is a character who opposes the protagonist. His role is somehow negative in the story. He interrupts the protagonist in many ways. Round character, flat character, complex characters, etc. are other kinds of characters. The author provides information about the characters either through the narrator or through the characters themselves in their dialogues which is known as characterization.

c) Setting

The place and time where the events in the short story are taking place and a short story can have more than one setting. Setting assists learners to comprehend or interpret a theme (a meaning of the story). Description of setting can be done either by the author himself or the characters of the story can be identified through characters movement or conversation. Social condition refers to social detail of the characters, their speech, dress, mannerism, and customs of a place. The details about the feeling or mood of the short story could be cheerful, frightening, and rebellious to reveal the mood or atmosphere of the story. Setting also gives readers details about the location and time that includes description of geography, weather, and time, social and atmospheric condition of a story.

d) Style

Style is a way in which a story is written or it is a writer's way of telling a story. Sometimes it can have a different sense, than the meaning or theme. It includes the diction (word choice), syntax (grammatical structure of a sentence), use of figurative, language (use of simile, metaphor, symbol etc.), rhetorical devices sense and size of a paragraph-and conceivable aspect of language.

e) Theme

Theme is the main idea found or addressed in the short story or central insight of a story. It is the author's underlying or internal meaning or idea that he wants to convey through his story using different characters. It is an author's contemplation about a topic or a view of human nature. Theme is presented through title, characters, setting

or the style (allusion, symbols etc.). Learners need to read the short story and identify what the author was trying to send to the readers in order to identify the theme of the short story.

2.3.8 Language and Literacy Education from Transnational Perspective

Skerret (2012) states that transnational youth signifies the demographic in societies worldwide and these circumstances have amplified the need to comprehend how youth's language and literacy are shaped by transnational life. Taira (2019) postulates that classroom studies of transnational student are rare and a view of experimental literacy research for English learners in the content areas which indicates that these studies have been heavily influenced by cognitive theories of reading and literacy. Skerret (2012) states that language and multi-literacies shifts in interconnected ways to meet the demands of transnational life. These shifts in language and multi-literacies practice assist people to generate transnational understanding.

Taira (2019) adds that transnational youths engage multi-languages and different ways literacy practices across varied social content that align with socio-cultural view of literacy as multi-modal practices situated within multiple social contexts and activities. Therefore, it is crucial to look at the views and understanding of people based on languages worldwide rather than focusing on people who speak English FAL/Home language perspective. The directive attention towards student perspective on their own literacies and literacy learning reveals how the practices strategically emerged/ disappeared to allow the curricular advisers to implement policies by paying attention to all languages practice and literacy (Skerret, 2012).

Taira (2019) states that students transnational literacies origins from oral history that range of different practices such as personal, social, familial and cultural practices which are outside school. The transnational student literacy drives across home, community and in school premises which may lead to unofficial and vernacular literacies from in-school learning (Taira, 2019). This suggests that learners get different views on how language is spoken in their community and how they are taught. Therefore, it is the responsibility of the school or teachers to serve the curricular and academic goals aligned with the standardised instructions. This indicates that students do not only acquire language at school but also outside school through home language. For example, a learner may learn how English is written and spoken at school which differs from the one acquired at home as it may be one's Home Language.

2.3.9 Activities of Teaching Short Stories to Develop Critical Thinking Skills

- **Asking learners questions during a lesson**

Abdalrahman (2021) states that language instructors should integrate literature in all activities inside and outside classroom to engage learners effectively. These activities include questioning learners which is a vital feature of critical thinking to engage learners in reflection, problem solving and decision-making activities. Pourghasemian and Hossein (2017) postulate that momentum studies from the internet talk about direct teaching of critical thinking through certain activities or exercises. Although other authors like Schafersman (2017) differs as he states that modifying the existing teaching and testing method slightly enhances critical thinking among learners and this can be done through teachers asking learners questions that require not only understanding of the material but being able to critically analyse it and apply it to new situation.

Moreover, Moyaha (2018) affirms that the best way learners can be able to acquire knowledge is through engaging them in learning which allows them to make meaning of what they are learning. This happens when learners are able to connect what they know and information learnt. Therefore, teachers should engage learners in learning that orientates them towards becoming better citizens. Moreover, Abdalrahman (2021) remarks that questions formulated by learners tend to be more effective sources that strengthen scientific thinking and reasoning and in order to engage learners to be active in a lesson. In other words teachers shouldn't always be the one setting questions but allow learners to be active participants during the lesson, for instance, allowing learners to set their own questions after reading a short story.

- **Conducting dialogue**

This suggests that teachers give learners activities that lead to critical thinking which embraces a dynamic, reflective and analytic kind of reading. The approach motivates learners to challenge the writers' perspective by reading reflectively, locating and making distinctions between facts and opinions. The best way to support critical thinking is engaging learners in structured dialogues which are designed to guide the lesson when promoting critical thinking skills (Mariano and Figliano, 2019).

2.3.10 Growth and Expression of Students Identity and Voice in Learning Literature

The term 'student voice' has been suggested in the schools to reform literature as a potential avenue for improving both student outcomes and school restructuring. Moyaha (2018) states that learner's voice has led to the resuscitation of debates on the transformed curriculum and amongst the debate, language questions as the centre of the issues they voice out. Therefore, it is crucial to listen to learners' voice as they allow the curriculum advisors to revisit the policy and check if it is still productive towards developing learners to be the best language learners. Moyaha (2018) states that the learners are voicing out their complain about language policy that no longer accommodates all languages including African languages.

Lisa (2010) states that learner's voice out their personal lives through writing which allows them to share their own opinion and identity. They share their voice through literature as a way of expressing their thoughts and experience. Therefore, teachers should encourage learners to be more involved in literature as they allow them to express their voice and express the importance of social ideas in the process. Student voice is vital as it offers much needed empirical data on how students' voice influences their peers in being involved in activities and provides theoretical contribution to the field by detailing the usefulness of young people developing.

Santher (2012) stated the following:

"In Canada, Fullan asked, "What would happen if we treated the student as someone whose opinion mattered?" (1991, p. 170), and Levin (1994) argued that the most promising reform strategies involved treating students as capable persons, capitalizing on their knowledge and interests, and involving them in determining goals and learning methods"

This indicates the importance of the student voice because it allows learners to learn and have a mission and vision about transforming the curriculum and make it accommodate all languages including African languages not only the second language. Rambout, Schuitema and Volman (2022) emphasise that a dialogue is the best way of imparting critical reasoning and it allows learners to think out of the box when answering questions.

Uddin (2019) states that the application of critical pedagogy in the classroom enhances learners' awareness of the learning and development of their critical thinking

abilities. The preliminary review of literature presented above revealed that although critical thinking is regarded as effective, it is often the missing link in the teaching of literature in the South African school context because teachers and learners are in a hurry to finish the syllabus.

2.4 Conclusion

This chapter reviewed literature related to critical thinking pedagogy. It also explored the importance of critical thinking and how teachers can promote it while teaching literature and covering the syllabus. This chapter also highlighted critical thinking phases in language learning and critical thinking strategies of teaching short stories.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented literature on the importance of acquiring critical thinking skills and critical pedagogy as a theoretical framework which guided the study in developing critical thinking skills through the teaching and learning of short stories. This chapter presents the procedures and methods that are adopted in the collection, analysis, presentation, and interpretation of data in this study. The methods and procedures addressed the main and specific objectives presented in chapter one. The following aspects are discussed in this chapter: research methodology, research design, sampling methods and semi-structured interviews and ethical considerations. This chapter also provides justification of the various techniques used in the study to collect data.

3.2 RESEARCH METHODOLOGY

This study employed qualitative approach to collect data as it is not objective but subjective when it is used to collect data and it assisted the researcher to identify the understanding of learners and teacher's perspective of critical thinking and its importance when teaching and learning a short story. Qualitative approach is suitable for this study because it allowed the researcher to use more than one collection tool which allows the researcher to gather more information using various methods such as observation, interviews e.tc. This approach also allowed the researcher to interact with the participants and gain their insight of the topic through share their thoughts, observation and experience in terms of how they can learn or teach critical thinking skills using a short story as their resource. Lastly, it allowed the researcher to analyse data in non-numerical data such as audio that is recorded during an interview, while quantitative approach focus on the measures and analyses of numerical data using statistic method. Therefore, since this study focus on human issues it is more relevant than qualitative.

Muzari, Shava and Shonhiwa (2022) defined qualitative approach as a process used to collect information and data with the intention of making decisions about the research results. Qualitative approach derived from constructivist theory which argues that knowledge is subjective due to how people view the problem or situation (Muzari, Shava and Shonhiwa, 2022). It has a natural setting to get direct source of data as it

is concerned about the real-life experiences and situation created on the day-to-day course of events (Denzin and Lincoln, 2005; Muzari et al., 2022). In this study, the researcher recruited teachers who teach literature in English First Additional Language at school x because they are the subject specialists who have knowledge on how to integrate critical thinking skills in a short story lesson.

3.3 RESEARCH DESIGN

Grey (2014) defined research design as a set or procedure followed to collect required data and the methods to be applied to collect and analyse data. Research design is the foundation that holds all the elements in research as it contains the arrangements of collecting and analysing data in a manner that aims to respond to the research questions (Moyahan, 2018). A case study is based on a person, group of people, unit, phenomena or institution which involves a deep understanding through multiple types of data sources and can be explanatory, exploratory or descriptive (Kumatongo and Muzata, 2022). In this research, case study design ensured that the researcher's observation is true and reveals if learners are dependent on teachers or not as the case study is based on a short story taught in EFAL classroom that they have read and the learners must come up with measures to resolve the problem given. The use of a case study research design also assisted in collection and analysis of qualitative data.

3.4. RESEARCH PARADIGM

Research paradigm is a general viewpoint or ideologies that set a common belief and agreement that is shared by scientists on the common issue that can be understood and addressed (Kumatong and Muzata, 2021). Interpretivist researchers believed in reality based on people's experience and point of view about the external world (Kumatongo and Muzata, 2021). It has the assumption that knowledge and meanings are acts of interpretation that refute an objective view towards knowledge. This study adopted the interpretivist paradigm because it is based on lives and experience of teachers and learners who are studying short stories and seek to know about how they promote critical thinking during the lesson. Interpretivism paradigm seeks to build knowledge through understanding individual unique point of view and meaning attached to it (Tomaszewski, Zarestky and Gonzalez, 2020). The vital part is to know how critical thinking skills can assist learners when integrated during ENG FAL lesson to be able to understand literature and respond to open-ended questions. Under interpretivism, the study applied a case study method. The most crucial part about

case study is that it is based on the exploration and investigation of contemporary real-life phenomenon through detailed contextual analysis.

3.5 POPULATION AND SAMPLING

3.5.1. POPULATION

Population can be defined as a complete set of elements (people / objects) that possess some common characteristics defined by the sampling criteria established by the researcher (Bless and Higson-Smith, 2000). All the schools under Capricorn North district teach English as First Additional Language and they are taught by African teachers which is also their Second language. In this study, the population of learners included three hundred and two (302) in grade eleven learners at school A and six teachers who offer English First Additional Language.

3.5.2 SAMPLING

Sampling is most important factor that determines the accuracy of the study as it selects the statistically representative sample of individuals from a population of interest (Bhardwaj, 2019). It is the most essential tool for research studies because the population of interest usually consists of too many individuals for the research project to include as participants, and a good selection of the statistical representation of the population of interest and is large enough to answer the research question (Majid et al., 2018). In other words, sampling is the centre of the research because it is the one that determines which population will be used in order for the researcher to collect accurate data that will answer all the questions in representation of the group of people in the population especially in circumstances where it is impossible for everyone to take part in the research study.

This study employed non-probability sampling when choosing participants because the main purpose was to find accurate and reliable data which would allow the researcher to use suitable candidates to collect data. Non-probability sampling is a design that does not follow any theory of probability in the choice of elements from sampling population (Kumar, 2011). Under non-probability sampling, the study employed purposive sampling. Purposive sampling is a technique for selecting research participants based on the researcher's judgement and keeping in mind the purpose of the study (Das, 2017). Purposive sampling is suitable for this study because it allowed the researcher to select participants that are suitable for the study as the study is focusing on learners who are in Grade 11 enrolled for EFAL. This

allowed the researcher to assess if they applied critical thinking during the lesson. The researcher used simple random sampling as it allowed the researcher to sample participants based on subjective judgement of their potential to generate the kind of data required to answer the research questions more appropriately. The study adopted non-probability sampling because there is a large number of learners in Grade 11 and it is impossible for the researcher to give them all the opportunity to participate. Therefore, the researcher wrote one hundred and twenty (120) pieces of papers and fold them. Ten (10) pieces of papers were written 'YES' while one hundred and ten (110) papers were written 'NO'. The researcher then divided the pieces of folded papers into 60 as learners in the A and C classes are allocated. Each box will have five (5) pieces of papers that are written 'yes' and fifty-five written 'NO'. Learners will have to pick up a piece paper and those who picked up yes will form part of the study. The process took part in both classes where in each class only 5 learners were given the opportunity to participate in the study. There are six teachers at the selected secondary school that offer English First Additional Language in Grade 11. Therefore, they were selected based on purposive sampling technique. Three teachers were selected to participate in the study because they were teaching literature in grade 11, they provided the researcher with first-hand information on the actual aspects of learners' difficulties of solving problem without the help of an educator when analysing short stories in EFAL classrooms. They also provided information on how they promote critical thinking during the literature lessons.

3.6 DATA COLLECTION

Data collection is the process of collecting and measuring information on variables of interest in an established systematic fashion that enables the researcher to answer research questions, test and hypothesis and evaluate findings (Kabir, 2016). The function of data collection is to enable a person or an organization to answer questions, evaluate outcomes and make predictions about future probabilities. This study employed three different data collection instruments, Nnamely, observation, semi-structured interviews, and document analysis. The researcher believes that using multiple data collection instruments will help establish whether teachers apply critical pedagogy in their teaching of literature or not. In addition, this also revealed the nature of questioning or lesson design that gets Grade 11 learners into learning through problem solving techniques, aligned with the literature material they use.

3.6.1. Classroom observation

Classroom interaction is good to be collected as data rather than focusing on teaching and learning method, (Vidhiasi and Nusanatara 2018). The researcher employed non-participant observation method which allowed the researcher to gather all the information without interfering in the research setting. The observation focused on how teachers teach short stories and whether learners are given opportunities for engaging critically with the contents of the short stories. The researcher also observed the kind of questions that learners are asked, as to whether they promote critical thinking skills through classroom discussion where learners shared their views and opinions.

3.6.2. Semi-structured interviews

The researcher used semi-structured interviews which involve gathering information consisting of dialogue between the researcher and participants guided by flexible interview protocol and supplemented by follow-up questions, probes and comment (DeJocknheere, 2019). The advantages of using semi-structured interview are that it has more flexibility when it comes to adding questions or asking for clarity. They make the interviewee to feel more comfortable to share their knowledge during the interview as it is more of a conversation than a calculated interrogation of question and answer (Canals, 2017). A Semi-structured interview is appropriate for this study because it is flexible and allowed the researcher to ask open-ended questions, which gave the interviewees the opportunity to express themselves without restrictions and allowed the researcher to have follow-up questions. The researcher interviewed both learners and teachers on the importance of learning critical thinking skills through short stories. The interview schedules for both teachers and learners are attached in appendix G and H.

3.6.3. Document analysis

The researcher also used document analysis which is a systematic procedure for evaluating documents both printed and electronic. It requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Browen, 2009). This study used document analysis to analyse question papers that learners responded to, as a tool to determine if teachers promoted critical thinking or it is only lower order questions. For example, learners were given a task to assess the short story individually and determine if they were able to apply their critical thinking skills during application, evaluating, analysing and discussing questions which

test their critical thinking abilities. All the questions, they responded to, assessed if they engaged them in reflecting and thinking critically about the stories they were given to read; and this was done without the help of the teacher.

3.7. PILOT STUDY

It is advisable for researchers to pilot the research instruments before using them for full scale data collection. The research instruments should be piloted to a sample of subjects that have similar characteristics to the respondents who will be used in the study. A pilot study was conducted in school x in one of the school under Bochum East circuit from March to July 2022. The researcher commenced the study by observing English FAL lesson when teachers were teaching literature focusing on short stories. Then the researcher used various research question for both teachers and learners to get information about the importance of teaching and developing critical thinking skills. During observation, three classes were observed when they were teaching English FAL literature (short stories) by different teachers who are specialising with English FAL. In this study, observation, semi-structured interviews schedule and document analysis were piloted twice, firstly on professional teacher experts at the University of the Limpopo to check their reliability before the full-scale data collection. This group of experts who can be considered as “pseudo participants” was made up of three teachers who are teaching English First Additional Language. The pseudo participants did not answer the questions in the research instruments; they rather read through and commented on the whole set of instruments, including the survey questionnaires, the interviews and observation schedules, the letters and consent forms. The researcher received constructive feedback which helped him rephrase some questions for simplicity and clarity, fixing double-barrel questions, putting important items at the beginning, correcting some spelling errors, and improving the layout of the documents, to name but a few. This first step of the piloting phase was fruitful for this study as it contributed to the improvement of the research tools before they were administered for full scale data collection.

3.8. DATA ANALYSIS

Data analysis is defined as a process of systematically searching and arranging the interview transcript, observation, notes or other materials that the researcher accumulated from the research to better understand the phenomenon (Wong, 2008). Kiger and Varpio (2020) affirm that data analysis is the most complex and mysterious phase of qualitative project and the one that receives thoughtful discussion in the literature.

This study used thematic analysis method to analyse data. Thematic analysis is the most powerful, flexible method for analysing qualitative data that can be used within a variety of paradigmatic or epistemology orientation. This also entails searching across a data set to identify, analyse and report (Braun and Clarke 2006; Kiger and Varpio 2020). Thematic analysis is appropriate in this study as a method for systematically identifying, organising, and offering insight into themes across the data set. It allowed the researcher to make sense of the collective or shared meaning of the participants' experiences.

Under thematic analysis, the researcher used inductive coding as a strategy for generating codes from data. Inductive coding is also called open coding, which starts from scratch and creates codes based on the data collected (Wong, 2008). Inductive coding is suitable for this study because it allowed the researcher to make codes based on the responses received from interviews and observation. It allowed the researcher to break down collected data into smaller samples which make it easy for readers to read and comprehend the findings.

3.9. ETHICAL ASPECTS OF THE RESEARCH

The issue of ethical considerations in research is very important, particularly when the study has a social focus; hence, ethical principles should be taken into serious consideration (Cohen 2011). Ethical considerations are an important aspect in this study. Due to the sensitive nature of the study, possible risks are continuously going to be examined to increase sensitivity in the participants and not to expose them.

Ethical measures are as important in qualitative research and include ethical conduct towards participant's information as well as honest reporting of the results. The ethical measures in this study include permission to collect data, consent form, voluntary participation, confidentiality and privacy, anonymity and confidentiality dissemination of results and protection from risk or harm.

3.9.1 Permission to conduct the study

The researcher applied for ethical clearance from the University of Limpopo's Research and Ethics Committee (TREC) to proceed with the research. The researcher seek permission to conduct the study from the Provincial, Bochum East circuit and the principal of the identified high school; where the study was conducted.

3.9.2 Informed Consent

Shaha (2013) defined informed consent as an agreement, compliance or permission given voluntarily without any compulsion to participate in the research procedure based on the adequate understanding of the nature, purpose, and implications of the study. Therefore, a consent letter was issued to the participants sampled such as teachers, and parents or guardians of the underage learners who were taking part in the study. The importance of issuing consent form is to allow all participants to take part in the study willingly and understanding the procedure that will be taking place during the investigation and mostly parents to be aware of their children that are taking part in the research and give the researcher their permission to allow their children to take part in the study. Therefore, all the research concept, purpose and data collection process were outlined for participants' awareness of what the study entails, and expectations of the participants. Also, learners who participated in the process were given assent forms so that they can sign to declare their willingness to participate.

3.9.3 Voluntary Participation

The researcher ensured that only participants that volunteered to be involved in the study are taken in, since it is clearly not a matter of coercion to involve participation in the study. It was also explained that participants may opt to withdraw from further participation if they feel uncomfortable, at any point in the course of the study. This was done to ensure that the participants are comfortable in sharing their knowledge and experiences and if they feel that they can no longer continue, they can be excused and not be forced.

3.9.4 Anonymity and Confidentiality

Privacy is the most crucial aspect that needs to be considered when gathering data as the researcher must safe guard all the data collected from participants for example, if participants do not feel free to reveal their identity (Fouka & Mantzourou, 2011). Therefore, it is the responsibility of the researcher to protect and ensure that their identity is kept anonymous. Anonymity indicates the protection of the participants' identity which cannot be linked with their personal responses (Fouka & Mantzourou, 2011). This study ensured that the name of the school is anonymous and the participants' information was kept confidential as all the recording will be kept safe at University of Limpopo. Codes or numbers were used where names are supposed to

be used to identify the participants, to avoid revealing their identities, or influence their free contribution in the study.

3.10 Quality Criteria

The following quality criteria was taken into consideration; credibility; transferability; dependability and confirmability were observed to ensure that the quality of trustworthiness of the findings of this study is enhanced.

3.10.1 Credibility

Credibility establishes whether the research findings represent credible data (Korstjens and Moser, 2018). This study used different data collection instruments, such as observation, document analysis and semi-structured interviews to establish whether the use of short stories to teach critical thinking skills can be relied upon.

3.10.2 Transferability

Transferability refers to the extent to which research findings are applicable to other situations, to enable possible transference of findings to similar studies or other social contexts, (Shenton, 2004). The researcher interviewed teachers and learners, to capture their views and suggestions on what could be the best approach to develop learners' critical thinking skills, in addition to document analysis.

3.10.3 Dependability

Dependability refers to the situation whereby the results make sense in relation to data gathered to answer the research questions of the study (Merriam, 2009). The researcher used the findings gathered from observation, interviews, document analysis and participants' transcripts to give a thick description of all the information that shaped the study from the beginning, during data collection and analysing. This was done to show how the different angles from which the data was collected work together to give a clear picture of what the study established; pertaining to what could help learners develop their critical thinking skills during the lesson of short stories.

3.10.4 Confirmability

Confirmability refers to a clear link or relationship between the data and the findings (Merriam, 2009). The researcher ensured that all gathered data have a clear relationship with the findings by ensuring that all the recordings, transcripts and

observed information are not only relevant, but also derived from the data collected in this study. This eliminated a possibility of allowing false information into the findings.

3.11 Conclusion

This chapter presented the research methodology research design, data collection tools, data analysis and ethical consideration used in this study to collect data. The next chapter will present and interpret the findings.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the analysis of the data collected from observation and interviews. The findings will be presented according to research questions that address the aim of the study. It presents how teachers can promote critical thinking while teaching English FAL short stories. Document analysis is also carried out where the researcher analysed the assessment given to learners during the lesson observed.

4.2 Biographical information

4.2.1 Learners' biographical information

4.2.1.1 Gender representation

There is a blended gender participants in the study which is the most crucial variable in the analysis of the study because it shows the number of respondents per gender and reveals how the dominant gender would have affected the outcome of the study. Descriptive statistics were used to calculate the frequency counts of gender as illustrated in table 1 below:

Gender Representation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	3	30	30	30
	Female	7	70	70	70
	Total	10	100	100	100

Table 1: Frequency of gender representation

Table 1 illustrates that there were Ten (10) learners who participated in the study. The frequency distribution in table 1 indicates that three respondents are male, representing 30% and seven respondents are female, representing 70%. In accordance with table 1, the study statistically shows that there was no gender balance

between the male and female respondents due to having 3 male and 7 female respondents.

4.2.1.2 Age Representation

The age blend is the most significant variable in the analysis of the study because it shows the most age range of respondents and demonstrates how an age range would affect the overall outcome of the study. Descriptive statistics were used to calculate the frequency counts of the age range as illustrated in table 2 below:

Age Representation					
		Frequency	Percent	Valid Percent	Cumulative percent
valid	15 years	1	10	10	10
	16 years	7	70	70	70
	17 years	2	20	20	20
	Total	10	100	100	100

Table 2: Frequency of Age Representation

The frequency distribution in table 2 above revealed that the majority of respondents were from age category 2 with 70%, representing 15 years, followed by age category 3 which is 20%, representing 16 years and last category 1 with 10%, representing 17 years old participants.

4.2.2 Teachers' biographical information

4.2.2.1 Gender Representation

There is a blended gender participants in the study which is the most crucial variable in the analysis of the study because it shows the number of respondents per gender and reveals how the dominant gender would have affected the outcome of the study. Descriptive statistics were used to calculate the frequency counts of gender as illustrated in table 3 below:

Gender Representation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	66.7	66.7	66.7
	Female	1	33.3	33.3	33.3
	Total	3	100	100	100

Table 3 illustrates that there were three (3) teachers who participated in the study. The frequency distribution in table 1 indicates that two respondents are male; representing 66.7% and one (1) respondent is a female, representing 33.3%. The respondents are a small portion of the whole population of teachers in Bochum East Circuit between the age of 30 to 50 years of age who are teaching English as First Additional Language short stories. In accordance to with table 2, the study statistically shows that there was no gender balance between the male and female respondents since it has 2 male respondents and 1 female respondent.

4.2.2.2 Age Representation

The age blend is the most significant variable in the analysis of the study because it shows the most age range of respondents and demonstrate how an age range would affect the overall outcome of the study. Descriptive statistics were used to calculate the frequency counts of the age range as illustrated in table 4 below:

Age Representation					
		Frequency	Percent	Valid Percent	Cumulative percent
valid	30-40 years	1	33.3	33.3	33.3
	41-50 years	1	33.3	33.3	33.3
	51-60 years	1	33.3	33.3	33.3
	Total	3	100	100	100

Table 4: Frequency of Age Representation

The frequency distribution in table 2 above revealed that all the respondents were equally representing the ages of each category from 30 to 60 years of age.

4.3.1 Responses from teachers

The data describes the common challenges that learners have in the process of learning a short story and how critical thinking can be promoted while learning a short story in English First Additional Language at school X in Capricorn district in Limpopo province in South Africa. The challenges that lead to lack of critical thinking by learners as well as methods that teachers find effective in promoting critical thinking were highlighted. The interviews were conducted in English. The responses are presented according to research questions as indicated below:

4.3.1.1 What leads learners to lack critical thinking skills?

This question is meant to unearth teachers' observation in terms of learners' difficulty in mastering critical thinking skills, as it is the root of the problem that makes learners to rely on the teacher and lack having their own opinion. Fadhlullah and Ahmad (2017) state that the cause of learners lacking critical thinking is that the education system emphasises the 'teaching to test' approach which distracts the process of learner-centered instruction but focuses more on the emphasis of the content. The respondents stated the following to explain the reasons which lead to learners' lack of critical thinking skills.

Excerpt 1

Learners are usually given questions that just require them to apply the first and second levels of questions, which are usually, recall type of questions. They are not taught critical thinking skills. This, at times leads them to fail in responding to open ended question during examination as their informal assessment does not include such questions.

Excerpt 2

If learners are lazy to read, are not curious and do not explore, then that may lead to their lack critical thinking skills.

Excerpt 3

Teaching methods and strategies play a crucial role in terms of how learners receive knowledge and respond to information imparted by the teacher in the classroom during lessons for example, if a teacher practices teacher-centred approach all the time in the classroom, eventually learners grow weak in terms of brain muscles as they become too reliant on the teacher in almost everything.

The above excerpts show that respondents believed that learners are given questions which require them to only recall what they have learnt rather than to think out of the box and produce their own understanding. They also emphasised that the learners are not taught critical thinking skills, as most of the time, the teaching methods that teachers apply are teacher-centered and such approaches only prepare learners for examination. Fadhlullah and Ahmad (2017) assert that novice teachers often adopt the old teaching format which is teacher-centered and come with a strong academic tradition which makes it difficult to increase critical thinking skills as topics are discussed sequentially rather than critically and this causes learners to memorise the material since the method facilitates the delivery of large amount of information.

The findings also indicate that learners do not have the foundation of reading which results in lack of curiosity and exploration thus they tend to rely on the teacher's knowledge and understanding which leads them into failing to accumulate critical thinking. In support of the above statement, Hall (2018) states that studies have revealed that low confidence and practice level of learners is one of the factors that contribute to learners' low reading abilities in schools, as learners are not in a position to try and practice reading and are also not prepared in class to try answering comprehension questions.

4.3.1.2 What challenges are experienced by learners who are taught critical thinking skills?

This question is meant to reveal the challenges that learners face when they are taught critical thinking skills. These challenges do not only affect them academically but even in the future when they will be trying to build their lives. The respondents stated the following to explain the challenges learners experience when they are taught critical thinking skills:

Excerpt 1

Learners struggling with answering or responding to some questions that require in-depth understanding of the literature genre they are studying as they don't have basic knowledge on how they must tackle questions and identify the moral of the short story, the themes and figures of speech. So, when they are not taught or led on how to read questions with understanding, it leads to them to depend on the teacher's information all the time and by doing so they are not developing to become critical thinkers and they will always rely on the teacher's notes.

Excerpt 2

The learners became narrow-minded, they are not inquisitive and that prevents them from relating to their experiences, reasoning and common sense.

Excerpt 3

Learners were taught to depend on a teacher at primary level as most of the time they were given notes without them having a deep understanding of what they are reading about which led them to become too reliant on teachers. Therefore, when they are now taught critical thinking skills they find it difficult to observe and analyse information as well as to draw conclusions on certain information or data on their own since they don't have background knowledge of working on their own.

The above responses indicate that when learners are not assisted to develop critical thinking skills, they always rely on the teacher's knowledge and lack their own point of view in a manner that they become narrow minded, and end up failing to observe and analyse the given information and come up with their own conclusion based on what they have read. These disadvantage most learners because they normally fail to respond to open-ended questions as such questions requiring learners to critically analyse the short story with understanding and then draw up their own conclusion and be able to substantiate their answer. Therefore, when they rely more on the teacher, they fail to respond to this kind of question as it requires them to think out of the box. Bhushan (2014) stated that a critical thinker is open-minded and always raises a crucial question and problem trying to formulate a well-reasoned conclusion and solution. Therefore, it is crucial that learners are taught these skills from primary level because if they are not taught it may make them to become narrow minded.

4.3.1.3 As a literature teacher, how are you assisting learners to develop critical thinking while teaching a short story?

This question meant to reveal how teachers integrate the development of critical thinking skills in their short story lessons while completing the syllabus. This will assist learners not only to accumulate knowledge but also to improve their thinking ability. Syded (2020) notes that critical thinking is a learned skill that is developed through practice and continually engaging learners into active learning

Excerpt 1

Providing a platform for learners to discuss their own point of view on the plot of a short story individually in a form of literature long questions would enable them to be self-reliant in terms of formulating and drawing up their conclusion as well as making judgements of characters including situations in a short story which require critical thinking. This will assist learners to develop critical thinking in a lesson based on short stories.

Excerpt 2

I ensure that every learner participates by having turns to read the short story, responding to questions and bringing their personal experiences in relation to the story. I will also test their ability to respond to open-ended questions by posing question while reading the short story and after reading so that they know how they are supposed to respond to questions.

Excerpt 3

As a teacher I can assist learners by creating questions which require them to give their own views about the story they have read. They give their own opinion and evaluate the genre they have read. They must not only read for understanding but also learn to relate what they are reading to their experience.

All the respondents stated that the best method to promote or integrate critical thinking during a lesson is to allow learners or give learners the platform to be involved in the lesson by giving them a fair chance to read and share their views and opinion based on the plot of the short story they have read. Therefore, if learners are asked questions based on the plot to get their own opinion, it will allow them to develop mentally or be involved psychologically in the reading of the short story since they will have the desire to know what will happen next or they can predict correctly the conclusion or solution

to the problem given in the short story. Critical thinking is an ongoing process in which all language learners must get engaged, regardless of their language proficiency levels. Critical thinking allows learners to seek alternatives, make inferences, pose questions and solve problems, thereby signalling understanding in a variety of complex ways. It is the responsibility of EFAL teachers to assist their learners to acquire critical thinking skills while learning English through asking higher-order questions during a lesson which requires learners to think critically and analyze a question (Yusuf, 2019).

The findings also indicate that learners' involvement in the reading of a short story assist learners to develop critical thinking skills. The respondents also stated that they can promote critical thinking by asking learners open-ended questions which will require them to think out of the box. This allows them to debate on the topic since everyone would have their own opinion about the short story they were reading. This does not only teach them to be critical thinkers but also assists them to develop problem solving skills which will assist them when completing assessments. Asking learners open-ended questions does not only allow them to debate but also prepares them for formal assessment tasks. Borsheim-Black (2014) support the above responses by stating that critical thinking pedagogy values two alternative stances which are reading and responding to a literacy text, reading with and against a text which involves being familiar with approaching and understanding of the historical context and developing thematic interpretation which emphasises that learners should not just read a short story and consider what is written but analyse it and get the hidden message that is trying to send to the reader. Therefore, through discussion and open-ended questions, learners can learn the figurative meaning the author is sending to the readers and it allows them to relate it to real-life situations.

4.3.1.4 How can short stories be used as teaching resource that promotes critical thinking skills?

This question sought to establish the best method that teachers use in class to promote critical thinking skills while covering the syllabus. Short stories or any other literature genres can be the best resources if they are used wisely to promote critical thinking skills while covering the content. This question is meant to find ways how best short stories can be used to assist learners develop critical thinking skills as indicated below:

Excerpt 1

The themes in the short stories can be related to real life experiences. Therefore, if learners are asked questions that require them to identify the themes and their opinion towards the moral and themes of the short story, it will allow them to acquire critical thinking skills. Secondly, if learners are asked open-ended questions, which will allow them to share their understanding and debate through their different opinions towards the short story.

Excerpt 2

In the analysis of a short story, we focus on the plot by going through the plot. Learners may develop the ability to enhance their critical thinking skills. Secondly, by incorporating other aspect such as tittle, themes, figures of speech and characterisation that may also evoke such a skill.

Respondents stated that short stories can promote critical thinking skills if after reading a short story they request learners to identify the themes in the short story and explain them. They also support the fact that learners should be asked open-ended questions which will not only require them to read the short story but to get the depth or moral of what message the author is sending to the readers. This encourages them to read with understanding and be able to critically analyse the short story. Another question that evokes critical thinking is the one that requires learners to analyse the tittle, analyse characters, identify the figures of speech and explain them. In support of the findings, Syded (2020) states that critical thinking is a learned skill that is developed through practice and continually engaging learners into active learning. In addition, Bushan-Black (2014) also support the findings of this study by stating that if learners are taught critical thinking in education, it produces learners who are well informed who can comprehend ideas that are vital and powerful. It also creates learners who have the desire to think analytically and critically to use what they know to enhance their own lives and contribute to their society, culture and civilization.

4.3.1.5 What type of questions should be asked during a lesson to evoke critical thinking?

This question is meant to discover the kind of questions that can be asked to assist learners develop critical thinking. Not all the questions that teachers ask during lesson may lead to debate or discussion as some may want learners to recall what they have

learnt. Therefore, it is crucial for teachers to be knowledgeable of the kind of questions they must use or ask learners that will evoke critical thinking skills as indicated below:

Excerpt 1

These are some types of questions that should be asked during a lesson to trigger critical thinking. Questions such as 'Do you agree or disagree and why? Evaluate, State your opinion can eventually put the learners mind in a state where by they think critically to be able to respond to these kinds of questions.

Excerpt 2

Open-ended questions stretch learners' minds and compel them to dig deeper in order to get answers. With regards to questions on figures of speech, some learners can pick up figures of speech, however they fail to substantiate their answer. Therefore, if we as teachers drill learners to identify and substantiate how the figure of speech is used it will assist them to become critical thinkers.

All the respondents agreed that the questions that promote critical thinking are open-ended questions as they require learners to think out of the box, than just promoting recalling what they have read or have been taught in class. If learners acquire critical thinking skills, they longer rely on their teachers' knowledge but they must have their own opinion which is related to what they have learnt or read. Therefore, these questions allow learners to be independent when it comes to their own knowledge and understanding. The respondents stated that learners must be asked questions such as 'evaluate, state your opinion and justify which are responses which can never be something teachers can impart to the learners but they can guide them in terms of how to respond to these kind of questions. Cundar-Ruano (2021) supports the findings of this study by indicating that teachers need to constantly nurture and encourage critical thinking while working with the target language. Teachers' responsibility is also to support learners to think critically, think out of the box and feel safe from negative judgement as some learners are not quite confident to express themselves and share ideas or opinions. Teachers can support critical thinking through debate and classroom discussion. In support of the above, Paul Freire in his critical pedagogy states that learners should not be treated like empty vessel and always be given knowledge, but teachers should allow learners to learn amongst themselves through debate and classroom discussion. CheTech and Isa (2016) affirm that critical thinking involves discussion where learners and educators share theory or opinions based on

the short story they are studying, thus literature allows teachers and learners to have a genuine conversation in class.

4.3.2 Responses from learners

4.3.2.1 What kind of challenges are you facing when reading a short story?

The most crucial information is to identify the challenges learners are facing that prompted the researcher to begin the study. The first question of this study is intended to unearth the aspects learners are struggling with when reading a short story that become barriers in their learning. Most of the time teachers discover that after reading the short story learners still find it difficult to respond to questions as indicated below:

Excerpt 1

I don't understand bombastic words. Since primary, I only did junior English, so it is hard for me to adjust to the English I'm doing now. I always feel like short stories are too long and I get lost trying to figure out the theme or what exactly is happening in the story.

Excerpt 2

I am having a challenge of not understanding the title of the short story. Which means that when I come across words which are challenging, I find it difficult to comprehend? Also understanding or identifying the moral of the short story is one of the most challenging thing, especially when you are failing to comprehend the short story starting from the tittle.

Excerpt 3

Pronunciation of words that I am not familiar with often leads to confusion that makes me stammer. Another challenge will be of sounding out words, speed and also decoding problems and language limitation. A very difficult reading text leads to faulty concentration habits.

Most of the respondents mentioned the fact that English is not their mother tongue thus, while reading they come across high order vocabulary or complex words that are not easy to comprehend, at the same time there is little time to refer or check the definition while reading. This leads them to find it difficult to identify the use of figures of speech which makes it difficult for them to establish the correct meaning intended by the author since they have challenges with the literal meaning in some cases and being unable to establish what figures of speech mean in short stories stood out as the most challenging aspect. The main challenge is that learners lack the basic

understanding of English as some are unable to pronounce words especially the ones they are not familiar with. This causes learners to fail following up on the short story and lose interest when they are reading a short story.

The findings state that reading in any language plays a vital role in the educational system and social lives although if it is not understood it poses a great challenge to the learners, teachers, and parents since learners may lack required exposure to the proper enabling environment, social milieu, and peers well-versed in linguistic abilities (Mohammed, 2021). Gilakjani and Sabouri (2016) support the finding as they state that learners have difficulties in listening comprehension because schools pay more attention to writing, reading, and vocabulary. Panggabean (2015) in Nuareni 2019) states that grammar is also one of the reasons for students being inactive in the class interaction because lack of the basic knowledge makes them silent and afraid of giving their opinion because they focus excessively on grammar which is producing unnatural language. This fact appears as the result of lack of opportunities for non-English background students to practice the target language outside formal institution. This result has some similarities with a study in EFL learners conducted by Al-Roud (2016) who found that one of the factors hindering students from being active in speaking was the linguistic domain due to the fact that they felt incapable to utter their ideas orally.

4.3.2.2 Briefly explain your challenges when responding to open-questions.

This question aims to unearth learners' challenges when responding to higher order questions as they are mostly the questions that promote critical thinking as they allow learners to think out of the box, share their opinions and their views about the short story they have read. If the learners fail to comprehend the question, then it becomes difficult for them to know how to respond to question as indicated below:

Excerpt 1

Lack of understanding of the question or text read often leads to disbelief of the answers I think they are correct and sometimes I end up leaving empty spaces because I don't understand what I am supposed to write. So, in most cases, I find that I had a very different analysis of the story and as a result, my answers tend to be exponentially wrong to the actual meaning of the text.

Excerpt 2

Most of the time I overthink simple questions, because I think there's a deeper meaning to the questions, then I end up answering them incorrectly. Because I'm always looking for the figurative meaning even if the question is simple and straight forward to the text/ short story. Sometimes I answer questions or go about out of context.

Excerpt 3

The problem is that the question might be asked in a manner that is difficult for me to comprehend and this makes it to become more complicated as I wouldn't know what is expected from me and how I should tackle the question.

The respondents highlighted that their challenge is failing to understand the question asked, which leads them to leave spaces or write answers that are incorrect as they failed to understand what the question required which leads them to be confused in terms of how to answer the question. They also indicated that they overthink questions even when it is not figurative as they don't have a direction in terms of how to respond to questions. Jakweth, Stancavage and Reed (n) indicate that learners leave out or do not respond to open-ended questions because they cannot figure out the answer for the question or they do not understand what the question requires.

4.3.2.3 How will it disadvantage you as a learner if you are not taught critical thinking skills?

This question is meant to reveal the consequence learners may encounter if they are not taught the critical thinking skills. The purpose of this question is to gather all the disadvantages they are facing which will assist us to come up with solutions.

Excerpt 1

Without good analysis and interpretation skills, it is less likely that I will find ways of answering higher order question or questions related to the text read but just want an opinion of yours. So as a result, I will never manage to find meaning of what I shall be reading.

Excerpt 2

I won't be able to be opening minded, I will view the world and things as one thing and not look at other perspective. My responses to the question will be vague and not really give fact when responding to the question

Excerpt 3

You will not be able to differentiate and judge ideas because you lack critical thinking skills. You will also take any opinion or some views instead of actually thinking about the pros and cons of the problem or questions.

The respondents stated that if they have not developed thorough critical thinking skills they may fail to analyse and interpret questions especially 'higher order questions' or questions that require their opinion or to substantiate your answer. They also stated that they will not be open-minded which will lead them to always rely on their teacher's knowledge. The fact of not training learners to be independent normally leads them to fail being on their own and be able to come up with their own solution when they are given or face a problem as they tend to be more reliant to their elders rather than coming out with their solution and learn from their mistakes. Therefore, this would not only disadvantage learners academically but also in their future as their employees would expect them to be independent and be able to resolve situations they come across. The finding is supported by Aziz, Safiah and Zamnariah (2011) and Fadhlullah and Ahmad (2017) who found that the disadvantage of not teaching learners to be critical thinkers will lead to pressure and over-reliance of learners to their teachers to obtain excellent marks by merely accepting what is being fed to them and seeing their teachers as disseminators of knowledge that should not be questioned. According to Lindner (2008), most pupils have low reading abilities as a result of primary school teachers' difficulties in moving beginning readers toward immediate reading skills, pupils' lack of exposure to reading strategies and the prevailing attitude among teachers towards reading strategies.

4.3.2.4 What do you think teachers can do to help you improve your thinking ability when learning short stories?

This question is meant to reveal what learners think teachers can do to assist them to improve their thinking abilities as indicated below:

Excerpt 1

When learning short stories, teachers can stop learners as the story is still being read and ask them about their perspective relating to the end of the story. This way learners improves their forecast thinking skill as well as learning to analyse as well as interpreting ideas.

Excerpt 2

Questions that are asked to learners after they have completed reading a short story should not only be limited to the content of the story like names of characters, their relation and where they resided, they should ask questions that relate to today's world and the mindset needed to survive in it based on the moral of the story.

Excerpt 3

They can assist learners to develop interest to comprehend and enjoy the short story asking them follow up questions or give them a picture and ask them to evaluate the picture. They could also teach creative writing, encourage learners to read more, for instance, find short stories or novel for learners and allow them to read and after ask them questions about what they have read. They could also give learners quiz regularly to strengthen their thinking abilities.

The respondents stated that teachers can ask follow up questions that will draw the reader's attention or allow them to assume how the author is going to resolve the conflict or conclude the short story. This kind of engagement allows learners to develop interest and think out of the box. They could also teach creative writing by encouraging learners to come up with their own conclusion or how they should have concluded the short story. For instance, find short stories or novel for learners and allow them to read and after reading ask them questions about what they have read. Santoso, Yuanita and Erman (2017) affirm that teachers' ability of asking questions to learners has a strong correlation with the learners' critical thinking skills, where the level of the questions plays an important role in critical thinking skills as it allows learners to develop thinking abilities.

4.5 Observation

The researcher observed a teacher in Grade 11 class teaching a short story: 'The Pink Bow tie'. The aim of observing a literature lesson is to check how teachers are teaching short stories and if they promote critical thinking rather than teaching learners to read a short story because it is part of the syllabus coverage. The most essential thing about this observation is to check the form of assessment given to learners as either class activity or home activity if it contains the three phases of questions, which are lower order, medium order and higher order.

Firstly, the researcher focuses on how the teacher introduces the lesson or prepares learners before they commence to read the short story. The researcher discovered

that the teacher allows learner to think or have assumptions of what the short story may be about as the teacher wrote the title on the chalkboard and then asked them what they think the short story is about before they started reading. This allowed learners to pay attention and try to process what the story may be about before they read it. All the ideas raised by learners were written on the chalkboard.

The teacher used learner-centered approach of asking questions and getting answers throughout the lesson. The teacher allowed learners to read the short story and then along the way he would ask them questions about what they have read to check if they are following the short story. Although, the questions asked did not trigger learners to think out of the box but allowed them to read the short story and understand it.

4.5.1. Are learners equally given the opportunity to read?

Not all the learners in class were able to read as short stories are not that long, only those learners who are fluent and able to project their voice so that they are audible enough were given the chance to read. This led to some of the learners failing to acquire the reading skills and some end up being bored during the lesson as they are not active participants as they are only listening to the teacher. Nkomo (2020) states that children from disadvantaged backgrounds have limited access to reading materials compared to those children from privileged families as the fortunate ones deluged with books, while children from low-income families must aggressively and persistently seek them out. Many underprivileged children in South Africa stay with illiterate guardians or parents who might not be able to read for them or who have limited time to read for them, and this may result in poor reading habits.

4.5.2. What are teachers doing to promote critical thinking throughout the lesson?

Firstly, teachers would give learners the title of the short story and allow them to think what the short story is likely to be about. This allowed them to be mentally prepared to read the short story and long to know what exactly it is about. Secondly, they asked follow up question which did not allow learners to think critically and have their opinion towards the short story. If this method was used wisely and allowed learners to debate and share their thoughts for example, towards the end of the short story to allow learners to come up with a conclusion, and to think about what would happen and how the short story would end, these kind of questions would allow learners to interact with one another, but most of all to think critically. Shanmugavelu et al. (2020) affirm that it is vital for teachers to establish a variety of questioning techniques to reinforce and

motivate students and encourage their thinking in the classroom. Questioning is one of the most effective ways to get learners involved in the delivery of the lesson and through asking questions, teachers can engage learners to think about the content of a lesson and simultaneously get feedback from learners to demonstrate the effect of teaching and learning. Lastly, they were also given an assessment activity from the previous question paper which contained questions that cover lower order, medium order and higher order questions.

4.5.3. Do the questions fall under all the three phases of Bloom's Taxonomy: lower, medium and high?

The follow up questions asked were falling under lower order and medium order question. For example, list the characters found in the short story, what is the setting of the story? Identify the theme explored in the story and many others. Such questions allow learner to remember events that take place in the short story but they don't allow them to have their own opinion, to analyse it, to evaluate it, to find the figurative meaning of the short story and to establish why the author decided to write it, as well to show how the author should have ended the story and why he should have ended it that way. This kind of question allows learners to think critically as the answers are not in the short story and this makes it easy for them to answer questions during the examination. If learners can identify and understand the questions then it will be easy for them to respond to questions.

4.6 Document Analysis

According to Stăncescu and Drăghicescu (2017), assessment is not only a final point in the educational process, though it has to become an integral part of the process. Assessment gives teachers and learners the necessary feedback they need to improve their activity during their educational process. This data collection is meant to check the kind of assessment given to learners if it promotes critical thinking skills. The researcher checked if the cognitive level such lower, middle and higher order questions are featured in the assessment given to learners after reading a short story. Bloom identified six levels within the cognitive domain from the simple recall or recognition of facts as the lowest level through increasingly be more complex and abstract mental level to highest order which is classified as evaluation.

- **Cognitive levels domain**

Under this theme, the researcher was looking at the assessment if it covers all the cognitive levels: lower order questions, middle order question and higher order questions.

a) Lower levels questions

The lower order questions are questions that require learners to remember or recall what they have learnt. For example, learners will be given a short story to read and then asked to name something based on the short story to check if they can recall what they have read. In the assessment that they were given, the teacher wanted learners to match column A and B where they match the characters and their role. This question falls under lower order because it wanted learners to remember the characters and their role in the short story.

b) Middle order questions.

The middle order questions are questions that require learners to explain their understanding based on what they have read. That is why it is vital that learners read with understanding. For example, the teacher asked learners to identify a figure of speech from the short story and then explain it based on how it has been used. In the assessment given, learners were given a figure of speech such as “simile” and asked to explain how it has been used in the short story.

c) Higher order questions

Higher order questions require that learners go beyond simple information and as such both the language and thinking behind is more complex. They take learners into a more abstract situation, such as giving and justifying opinions, speculation and hypothesising. In the assessment given to learners, they included higher order questions which required learners to think out of the box for example:

‘The principal was angry because the boy’s hair changed from black to white. In your opinion is it necessary for the principal to call the boy to the office for charging the colour of his hair? Discuss your view?’

This question required the learners’ opinion about the reaction of the principal and discuss their own view in terms of what they would have done if they were the principal or the boy. This question allowed learners to get to the depth of the short story and

understand it before responding or having their opinion about the reaction of the principal.

The assessment evaluation in terms of promoting critical thinking skills

This assessment is standardised as it includes all the cognitive levels. Firstly, it allowed learners to recall information they have read, for example, they asked them about the characters found in the short story and their roles. Secondly, it wanted them to not only identify the figures of speech and theme but be able to substantiate how they have been used in the short story which allowed learners to show their understanding. These type of questions allowed learners to read with understanding and interrogate the short story so that they can get the depth of the story. Lastly, the higher order questions which allowed learners to think critically and share their thoughts and opinions and justify their opinion. These questions allowed learners to share their knowledge and understanding and solve problems that they are given which builds learners' cognitive level.

In support of the above findings, Rehmani (2003) and Chandio and Pandhiani (2016) affirm that assessment has a profound impact on teaching and learning since assessment approaches transcend from closed-ended memory testing based questions to more open-ended questions which require learners to think out of the box. It can assist learners to develop critical thinking skills as they will be required not only to memorise but also show their understanding and opinion. Lastly, it can be used as a building block pedagogical approach to the higher skills of knowledge constructions and meaning.

4.7. Conclusion

This chapter presented data collected through interviews, observation and documentation analysis. The findings revealed challenges that learners encountered when reading a short story and how they can be assisted to become critical thinkers rather than relying on teachers' knowledge. The following chapter will present summary of the main findings, recommendations from the study and future research, study limitations and conclusion.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, SUMMARY, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the main findings in the study, recommendations from the study, the limitations of the study, further research and conclusion. Recommendations were made with the aim of improving the critical thinking skills when analysing or teaching short stories. The recommendations would also help teachers to implement the strategies that will assist learners to become critical thinkers at the same time cover the syllabus. The study was driven by the following main research questions:

- What challenges learners experience when they are taught critical thinking skills?
- What instructional strategies can teachers use to develop their learners' critical thinking skills in the teaching of EFAL short stories?
-

5.2. Summary of the main findings in the study

The main findings on each research questions are as follows:

5.2.1 What challenges learners experience when they are taught critical thinking skills?

The findings indicate that if learners are not taught critical thinking skills, they become lazy or find it difficult to come up with a solution when they are given a problem especially in the future as these skills should be mastered at a primary level. The findings also indicate that teachers are still using teacher-centered method wherein teachers ask open-ended questions, but they are failing to guide learners on how they should tackle questions in the exam, and they are trying by all means to save time and cover syllabus which allows only few minutes or learners to discuss about a question posed in class or discuss it. In support of the above, Murawski (n) confirmed that learners who develop critical thinking skills often practice CT skills at primary level which assists them into later life as these skills may literally change their lives forever in both academic career and at their workplaces. Therefore, if they do not take part in the discussion where the teacher asks them open-ended questions they may not be

able to develop the skill of becoming critical thinkers. The aim of critical thinking in higher education is to enhance learners' thinking ability and it is vital for them to improve decision making and understanding of problematic issues (Aziz, Safiah and Zanariah, 2011; Fadhlullah and Ahmad, 2017).

Moreover, learners stated that they struggle with pronunciation of words especially bombastic words which lead them to fail understanding the short stories especially words they are not familiar with. If they cannot understand the short story then they will not be able to respond to questions that are based on the short story. Therefore, it is crucial for teachers to ask follow up questions while learners are reading in order to ensure that they understand what is happening in the short story. However, teachers are saying that learners are lazy to read which leads them to fail comprehending the short story that they are reading at that time. This indicates that if Grade 11 learners practice reading, they will not struggle with pronunciation and complain about bombastic words because they must learn to be independent rather than depend on the teacher's knowledge. Lastly, learners are having a challenge of understanding the questions asked which causes them to fail in responding to questions especially open-ended questions. Therefore, teachers should teach learners about the question verbs so that they can be able to know what they mean which will make them to understand and be able to substantiate their response.

5.2.2 What instructional strategies can teachers use to develop their learners' critical thinking skills in the teaching of EFAL short stories?

Learner-centred philosophies are less authoritarian, less concerned with the past and the training of the mind and more focused on individual needs, contemporary relevance and preparing learners for a changing future (Sadker & Sadker, 2005). The best strategies teachers should employ is asking all the cognitive domain question from lower order questions, middle order questions and higher order questions during a lesson so that learners can be knowledgeable about the type of questions they will come across during assessment and how they can respond to such questions. The best way to assist learners to acquire critical thinking skills is through executing debates or discussion through posing a problem or questions that require learners to think and share their thoughts and opinion. Alsaleh (2020) states that learners must be given the different taxonomies of critical thinking skills. Different studies have discussed the effectiveness of using specific strategies to enhance critical thinking skills, such as class discussions, problem-based learning, collaborative learning, discussion methods, questioning techniques, and evidence-based projects. Nord

(2017) affirms that success of learners in the classroom has many attributes that changes with the situation, but the ability to synthesize complex relationships and identify potential solutions to problems or innovation is a core competency and that can be done through teaching learners all levels of question from lower to higher order questions.

Tung and Chang (2009) state that teaching critical thinking through literature is a process that requires readers to recall, retrieve and reflect on their prior experiences or memories to construct meanings of the text, they need to demonstrate the following capacities; to differentiate facts from opinions, to understand the literal or implied meanings, the narrator's tone, to locate details related to the issues discussed, to find out the causal relationship or the connections between the events or actions, to detect an inferential relationship from the details observed, to be perceptive of multiple points of views, to make moral reasoning and fair-grounded judgments and most of all, to apply what they have learned from this process to other domains or the real world. In essence, readers are exercising what the critical thinking experts termed "explanation," "analysis," "synthesis," "argumentation," "interpretation," "evaluation," "problem-solving," "inference" "logical reasoning," and "application" (Brunt, 2005; Facione, 2007; Halpern, 1998; Lazere, 1987). Therefore, the study found that higher order questions 'open-ended questions' allow learners to think out of the box and become creative thinkers. This involves problem-posing questions where learners are given a problem and they must think of a solution that is relevant to the problem given. Therefore, this instructional question is the one that will evoke and develop learners to be critical thinkers as it pushes them to come up with a solution of the given problem which allows them not to look at what they are given but think of a solution for the problem given.

The respondents also stated that teachers should allow learners to identify the themes after reading a short story which will allow them to look at the depth of the story and read it with understanding as they have to figure out what the author is trying to say to the readers. This kind of questions trigger critical and creative thinking abilities. They can also ask them to identify the figures of speech. First, they need to understand the types of figures of speech. They also need to explain the significance of figure of speech as used in the story. This allows learners to be open-minded and be able to work on their own.

Lastly, they mentioned the plot of the short story as one of the elements that can evoke critical thinking skills. They stated that teachers should allow learners to talk about the plot and allow them to relate and have interest in what is happening in the short story. The latter, encourages learners to be active participants during the lesson while ensuring effective teaching and learning which will drastically reduce reading difficulties experienced. It also relates to the South African curriculum that emphasises integrated knowledge in which subjects are combined into learning areas and taught thematically. In this case, the focus is placed on the competence demonstrated by learners at the end of a learning process rather than on subject expertise. Emphasis is on the knowledge learners bring to class, on everyday knowledge and on the relevance to everyday life and learning is not passed from one person to the next but, understanding must be constructed by everyone through his or her experiences and reflections (Nel and Hugo, 2012).

5.3. Significance of the findings and the contribution of the study

It was essential for the researcher to embark on this research because it has unearthed and provided an in-depth understanding of the learners' challenges when reading and the obstacles lead them to lack critical thinking skills and be afraid of responding to open-ended questions which are part of their English First Additional Language. This study has identified the knowledge on instructional strategies that teachers and learners should employ in order to get the better understanding of short stories and to be critical thinkers. The results show that teachers should move away from the traditional method of teaching and focus more on allowing learners to think out of the box and be able to come up with their own solutions when given a problem.

The findings indicate that teachers should allow learners to debate or discuss the plot of the short story they are reading. Paul Freire believed that critical pedagogy involves both the recognition that human life is conditioned, not determined, and the crucial necessity of not only reading the world critically but also intervening in the larger social order as part of the responsibility of an informed citizen. Pedagogy does not only aim to provide learners with the understanding of texts and different modes of intelligibility, but also opens up new avenues for them to make better moral judgments that will enable them to assume some sense of responsibility in their studies.

5.4 Conclusions drawn from the study

The study on critical thinking revealed challenges and way to overcome those challenges that cause learners to lack critical thinking skills. This study unearthed quite

a number of barriers such as learners failing to comprehend the short stories because of the bombastic words they come across when they are reading a short story and responding to open-ended questions. They are not quite sure about the answer and fail to comprehend what the question requires. This leads learners to leave blank spaces, especially to questions that need them to justify, evaluate and substantiate their responses. In addition, teachers showed that open-ended questions can assist learners to be critical thinkers when they are writing an assessment. If learners can understand a question, then they will be able to respond to higher order questions. Therefore, this study concludes that literature genres, including short stories can play a vital role in promoting critical thinking skills through allowing learners to be involved in the lesson and posing question that will allow them to debate or discuss their views and opinion.

5.5 Recommendations from the study

The following recommendations were made:

5.5.1. Recommendation for teachers

The study revealed the hidden challenges that learners encounter when reading a short story as they battle to comprehend the short story especially when they come across bombastic words which leads them to fail to understand what the short story is about and that makes them to fail to respond to questions especially higher order questions that require them to analyse, evaluate or have their own opinion. Therefore, teachers who are teaching English FAL in lower grades are recommended to motivate learners to read with understanding through asking them follow-up questions that are based on their understanding and insight of the story. This will prompt learners to always ensure that when they come across a word they are not familiar with, they check it or search for its definition.

Secondly, teachers should not be waiting until learners reach grade 11 or 12 to ask higher order questions to let the learners think out of the box. They must master critical thinking at a primary level as it will assist them not only academically but also when they come across difficult situations in their lives. Teachers must always train learners to be critical thinkers at primary level where they read a short story and they are asked questions that require them to share their opinion and understanding about what they have read.

Teachers are also recommended to teach learners to be independent through guidance by giving those activities that would require learners to identify figures of speech and show their relevance in the given context. According to the Department of Basic Education (DBE) National Curriculum Statement (NCS) Curriculum and

Assessment Policy Statement: Further Education and Training Phase Grade 10 – 12 First Additional Language (2011), learners should be taught to be critical and creative thinkers and that can happen when they are given a chance to prove themselves through problem posing questions. In addition, learners should not only focus on the figures of speech but on understanding the plot. Learners must also be motivated to come up with their own conclusion if the short story ends with a problem or a difficult situation. This allows the learners to relate to the short story and develop interest during reading.

The other recommendation is that teachers must help learners to keep their morale as they go through the short story by simplifying it for them, especially those learners who lack basic understanding of the language. It is important to bear in mind that learners are different; some may take time to comprehend what they are taught but if they fully engage during the lesson it allows them to understand the story. Therefore, teachers must ensure that during the lesson they consider all the learning styles and allow the lesson to be learner-centered. If the teacher fails to use different methods or accommodate all learners' learning styles such as auditory, visual, and kinaesthetic and many more that may lead learners to become demotivated and they develop a negative attitude towards learning short stories. Learning styles are the various means by which learners use their senses for the intake of information and comprehension of new information.

5.5.2. Recommendation for learners

Learners are lazy to be independent and study on their own, they always think that it is the teachers' responsibility to teach them how to read and provide them with answers yet it should be their responsibility to be in charge of their learning. Therefore, learners are encouraged to read more short stories, books, novels so that they can be more knowledgeable about the bombastic terms that normally pose challenges in their understanding of short stories. Learners should not only rely on teachers but they can visit their nearest library to get more information about the things they are struggling with. Lastly, learners can initiate a reading programme where they read short stories or any literature genre and assist one another. That may improve the reading speed, their accuracy and their vocabulary as they will be assisting each other to practice reading.

5.5.3. Recommendation for DBE

The Department of Basic Education is playing a crucial role in ensuring that learners are taught. The issue arises when the teachers are not trained enough to integrate all the skills expected in the field. The researcher recommends that teachers should be

trained every year or reminded about how to integrate and promote critical thinking during their lessons.

5.6. The limitations of the study

The time the researcher had to carry out interviews was towards the examination wherein learners and teachers were busy preparing themselves for the examination. The researcher had to use the weekends to conduct interviews before the teachers had commenced with their examinations so that they would not be disturbed during the exam time. This led to the study focussing on a small population as most learners and teachers were busy with the examination. The researcher had to negotiate with the parents, the principal and the learners in order to set aside the time for interviews, and observation. The time constraint was a major factor which interfered with the timeline that had been planned for the study.

5.7 Suggestions for further research

Based on the limitations of the current study, it is recommended that further studies should look at how open-ended question method can be integrated in all the subjects especially languages to assist learners develop critical thinking skills. The studies to be carried out in future have to involve more schools from different quintiles in order to establish whether the use of higher order questions can be effective in the teaching of all the learners with different abilities of learning and assist learners to become critical thinkers.

5.8 Conclusion

The aim of the study was to investigate how short stories can be the best resource for developing critical thinking when English First Additional Language short stories and assess how teachers promote critical thinking skills when teaching. The results revealed that teachers ask lower order questions when teaching short stories. Although assessment conducted by teachers contained all the cognitive domains if learners are not taught or prepared on how they must tackle those question. They find it difficult to respond to questions. Teachers should prepare learners on how to respond to questions through discussion.

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APPENDIX 1: ETHICS CLEARANCE CERTIFICATE



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 22 August 2022
PROJECT NUMBER: TREC/334/2022: PG
PROJECT:

Title: Short Story Teaching as Resource in the Development of Critical Thinking Skills in Grade 11 English First Additional Language Classroom in Bochum East Circuit.
Researcher: N Mlotshwa
Supervisor: Dr HA Motlhaka
Co-Supervisor/s: N/A
School: Education
Degree: Master of Education (Language Education)


PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:
i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.



APPENDIX 2: ETHICAL CLEARANCE FROM THE DEPARTMENT

CONFIDENTIAL



OFFICE OF THE PREMIER

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

Online Review Date: 18 November 2022

Project Number: LPREC/57/2022: PG

Online Review Date: 18 November 2022

Subject: Short Story Teaching as Resource in the Development of Critical Thinking Skills in Grade 11 English First Additional Language Classroom in Bochum East Circuit

Researcher: Mlotshwa N

Dr Thembinkosi Mabila

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

Note:

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.

APPENDIX 3: PERMISSION LETTER TO THE SCHOOL PRINCIPAL

University of Limpopo
Private bag X1106
Sovenga
0727
28 July 2021

The Principal
Dendron Secondary School
Polokwane
0715

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I Ntomb’futhi Mlotshwa, a student at the University of Limpopo, enrolled for a Master of Education Degree requesting a permission to conduct research at the school. I request to observe and interview learners who are doing grade 11 English First Additional Language (EFAL) as well as grade 11 English First Additional Language (EFAL) teachers based on their experiences in teaching short stories.

The topic for this study is: *Short Story teaching as a resource for developing critical thinking skills in Grade 11 English First Additional Language Classroom at Bochum East Circuit* .The purpose of this study is check how teachers can integrate critical thinking skills when teaching a short story.

I have attached a copy of the research proposal for more detailed information about the study.

Yours sincerely
Mlotshwa Ntomb’futhi

Permission for Research

I, _____, Principal of _____ hereby give Mlotshwa N. a permission to conduct a study at Dendron Secondary School. Under the topic that says: *Short Story teaching as a resource for developing critical thinking skills in Grade 11 English First Additional Language Classroom at Bochum East Circuit*.

APPENDIX 4: DEPARTMENT OF EDUCATION

CONFIDENTIAL



OFFICE OF THE PREMIER

TO: DR MC MAKOLA

FROM: DR T MABILA

CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE (LPREC)

ONLINE REVIEW DATE: 18 NOVEMBER 2022

SUBJECT: SHORT STORY TEACHING AS RESOURCE IN THE DEVELOPMENT OF CRITICAL THINKING SKILLS IN GRADE 11 ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM IN BOCHUM EAST CIRCUIT

RESEARCHER: MLOTSHWA N

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The committee is satisfied with the ethical soundness of the proposed study.

Decision: The research proposal is granted approval.

Regards

Chairperson: Dr T Mabila

A handwritten signature in black ink, appearing to be "T. Mabila".

Secretariat: Ms J Mokobi

A handwritten signature in black ink, appearing to be "J. Mokobi".

Date: 28/11/2022

APPENDIX 5: INTERVIEW QUESTIONS FOR TEACHERS

- What leads learners to lack critical thinking skills?
- What are the challenges faced by learners when writing assessment?
- What can be done to help learners improve their critical thinking abilities when teaching a short story to discover the figurative meaning?
- Briefly explain how critical thinking will be integrated during the lesson.
- Which methods of teaching do you think would be suitable for teaching learners to be critical thinkers or improve their thinking abilities?
- How will learners benefit if they acquire critical thinking skills at a primary level?

APPENDIX 6: QUESTIONS FOR LEARNERS

- What leads learners to lack critical thinking skills?
- Which challenges are you facing when reading a short story?
- Briefly explain your challenges when responding to question.
- Briefly explain how critical thinking skills can assist you to comprehend the figurative meaning of a short story.
- What do you think educators can do to help you improve your thinking ability when learning short stories?
- Briefly explain how you would improve your thinking abilities if you were taught critical thinking skills.

APPENDIX 7: OBSERVATION SCHEDULE

The researcher investigating how a short story can promote critical thinking. The researcher will commence by observing how teachers teach short stories in class and the method they use .Also check the performance of learners when given an assessment/ activity after a lesson. The observation will take place during the lesson in order for the researcher to observe how teachers teach and do they promote critical thinking skills during the lesson. What kind of questions do they ask during the lesson?

Observation Template

Grade: 11

Subject: English First Additional Language

Genre: Short story

Duration: 60 minutes

Date	Observation questions	Comment
	Are learners equally given the opportunity to read?	
	How are learners exposed the opportunity of critical thinking?	
	What are teachers doing to promote critical thinking throughout the lesson?	
	During the lesson does the teacher ask follow up questions?	
	Does the educator give learners assessment after the lesson	
	Do the questions fall under all the phases of bloom taxonomy?	
	Does the educator use open-ended question during the lesson and assessment.	

APPENDIX 8: ACTIVITY

Class activity

1.1.1 Choose a description from COLUMN B that matches the word in COLUMN A. Write only the letter (A–E) next to the question number (1.1.1(a)– 1.1.1(d)) in your ANSWER BOOK.

COLUMN A	COLUMN B
(a) Bloke	A Time machine
(b) Two bob	B The Principal
(c) Age Rager	C A man
(d) Old Spodge	D Monetary value
	E Miss Newham (4)

1.1.2 Refer to line 1. ('Well, here I...the Principal's office.')

- (a) Give a reason why the word 'again' is underlined in the sentence. (1)
- (b) How does the word 'Well' in line 1 contribute to the tone of the narrator's voice? (1)

1.1.3 Refer to line 6. ('It looks like...attacking his neck.')

- (a) Explain the simile in this line. (1)
- (b) Write down TWO things why the word 'attacking' is not fitting in this comparison. (2)

1.1.4 Refer to line 17. ('Miss Newham and...a real knockout.')

When the narrator refers to the secretary as a 'real knockout' (line 17) he means that she is...

A taking part in a boxing match.

B extremely beautiful.

C fearful.

D typing fast. (1)

1.1.5 Refer to line 18. ('I wish she...is seventeen and ...')

Write down TWO reasons that prevent the narrator to have Miss Newham as his girlfriend. (2)

1.1.6 (a) What colour was the narrator's hair before? (1)

(b) What explanation/reason does the narrator give to Old Splodge for his blond hair? (2)

(c) Is this explanation/reason the truth or a lie? Give a reason for your answer.

(2)

1.1.7 Why does the ticket collector on the train run away screaming? (2)

1.1.8 The narrator describes himself as nervous, sensitive and easily scared.

Do you agree with this description? Give a reason to support your answer.

(2)

1.1.9 From your knowledge of the story as a whole:

Write down ONE good thing and ONE bad thing that happened at the end of the story. (2)

1.1.10 The principal was angry because the boy's hair changed from black to white.

In your opinion is it necessary for the Principal to call the boy to the office for

changing the colour of his hair? Discuss your view. (3)

(25)

CROCODILE LANGUAGE EDITING AND PROOF READING

MISTAKES AFFECT THE QUALITY OF YOUR WORK. WE CORRECT THEM TO ENHANCE IT, ACADEMICALLY SO.

25 January 2024

To whom it may concern,

This is to confirm that I did proofread and edit **Ms. Mlotshwa N Master of Education (Language Education)** dissertation whose title reads: *Short Story Teaching as Resource in the Development of Critical Thinking Skills in Grade 11 English First Additional Language Classroom in Bochum East Circuit*. Her dissertation reads fairly well. Errors attended to included but were not limited to concordance genitives, colloquialism, repetitions, very long and wordy sentences as well as discourse markers. After attending to these errors, Ms. Mlotshwa's Master of Education (Language Education) dissertation now reads perfectly well. **It however remains her sole responsibility to effect the changes outlined therein.**

Should you require any clarification, my contact details follow below:

Cell: 0784803023 or 0607589535

Email: 68ngwenya@gmail.com

Or: ngwenyachris@webmail.co.za

Sincerely,

Ngwenya Christopher (PhD).