"ENGLISH LANGUAGE TEACHING STRATEGIES USED FOR DEVELOPING CRITICAL SKILLS IN A LITERATURE CLASSROOM"

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ABSTRACT

In order to cultivate analytical thinking, empathy, and creativity among students, it is vital for teachers of literature to teach pupils how to develop critical thinking abilities. English Language Teaching (ELT) tactics play a crucial role in strengthening these abilities by connecting students with the varied characteristics of literary texts. This is accomplished through the classroom setting. Within the context of the literature classroom, this study investigates a variety of English Language Teaching (ELT) tactics that are utilised to cultivate critical abilities. These strategies include collaborative learning, Socratic questioning, role-playing, and project-based work. The goal of these tactics is to make literature more approachable and interesting for students by incorporating contemporary teaching tools such as multimedia, digital storytelling, and interactive platforms. In addition, the research emphasises the significance of contextualised instruction, which takes into account the differences in students' cultural backgrounds and language backgrounds. The findings demonstrate that a balanced combination of traditional and innovative approaches to English Language Teaching (ELT) not only increases students' language competency but also provides them with the critical thinking abilities essential for reading complicated narratives and respecting varied views. In the end, these tactics provide students the ability to develop their own autonomous thought processes and become readers for life.

Keywords *teaching, strategies, development, criticism, skills, literature, class.*

INTRODUCTION

Critical thinking, emotional intelligence, and linguistic fluency are all skills that may be developed via the study of literature, which provides a unique platform for this purpose. In the context of the English classroom, literature functions as a medium through which students may be engaged with intricate topics, a variety of cultural narratives, and the aesthetic value of language. However, in order to teach literature successfully, it is necessary to employ certain tactics that stimulate deeper examination and build critical thinking abilities. This is in addition to the fact that just delivering knowledge is not enough. When it comes to equipping students with the ability to connect meaningfully with literary works, critical skills such as interpretation, assessment, and synthesis

are absolutely necessary. As a result of these skills, learners are able to challenge assumptions, analyse characters, comprehend story patterns, and interpret symbols, which ultimately enriches their entire learning experience. In addition, students are given the opportunity to investigate societal problems, moral conundrums, and human behaviour in literary courses, which helps them develop empathy and social awareness. The implementation of English Language Teaching (ELT) methodologies is an essential component in the accomplishment of these goals. In the field of literary education, traditional approaches such as engaging in close reading and guided conversations have shown to be beneficial for a long time. However, as a result of the development of new educational frameworks, novel methods such as collaborative learning, digital storytelling, and the incorporation of multimedia resources have arisen as strong tools. Literature is made more accessible and interesting for students from a variety of backgrounds via the implementation of these tactics, which foster active involvement, creativity, and critical inquiry. This study analyses the ways in which English Language Teaching (ELT) tactics may be utilised effectively to enhance critical abilities in the context of a literary classroom. Both classic and contemporary methods of instruction are studied, with a particular focus on the influence that these methods have on the students' capacity to analyse and appreciate literary works. The purpose of the study is to give educators with practical insights for establishing a learning environment that is more dynamic and inclusive. This will be accomplished by studying a variety of strategies and educational methodologies.

In recent years, there has been a considerable increase in the amount of attention paid to the role that critical skills play in education. This is due to the fact that these abilities are regarded as vital for students to effectively traverse the complexity of the modern world. These skills may be developed through the cultivation of these talents through the medium of literature, which has the ability to offer a variety of views and the complexities of human experiences. The efficacy of teaching literature, on the other hand, is contingent upon the manner in which teachers approach the topic and modify their instructional methods to cater to the requirements and interests of their students. Enhancing language competency while also promoting critical thinking is one of the multiple benefits that may be gained by incorporating English Language Teaching methodologies into the classroom setting of literature. In the process of analysing a literary book, for instance, students not only interact with the content of the text, but they also build language skills such as expanding their vocabulary, improving their syntactic correctness, and improving their ability to communicate effectively. This two-pronged strategy guarantees that pupils develop not just as readers but also as communicators.

Furthermore, literature has the potential to serve as a bridge in a classroom environment that is both multicultural and multilingual, therefore establishing an environment that is inclusive and understanding of a variety of cultural experiences. As a result of being encouraged to link literary ideas to their own lives and the circumstances in which they find themselves, students develop a more profound understanding for the work and the significance it holds for them. This also gives

teachers the opportunity to draw on the cultural backgrounds of their pupils, which results in a more meaningful and individualised educational experience. The significance of technology in today's educational system is something that cannot be ignored. It is possible to educate literature in a more creative manner with the use of digital technologies such as interactive e-books, online discussion forums, and programs that utilise virtual reality. These technologies not only make the process of learning more interesting, but they also provide platforms for collaborative learning, which allows students to discuss and evaluate texts in a setting that is both dynamic and interactive. The purpose of this study is to investigate a variety of English Language Teaching (ELT) tactics, which may be classified into three categories: conventional, collaborative, and technology-driven methods, and their implementation in literary courses. In addition to this, it will address the difficulties that educators have when putting these ideas into practice and will provide potential solutions for overcoming these hurdles. By doing so, the purpose of this study is to provide educators with efficient tools and methods for the development of critical abilities, with the goal of ensuring that literature continues to be an important and influential component of the educational curriculum.

The importance of literature as a tool for critical education

Overall, we are aware of the significant amount of enjoyment that composing may offer to the process of teaching and learning. Within the context of a variety of social systems, composite works play a significant and customary function in the life of ocean liners. They look great on the test lanes as devices since they are appealing in general and provide a wealth of information and inventive language, which makes them stand out. The text provides a solid foundation in the social and phonetic aspects of your language. Compositional fluency is a talent that is crucial in the modern world, and it goes beyond just being able to learn new languages in important cognitive areas. Writing provides a unique and useful tool for students to convey the core ideas that are essential for demonstrating critical thinking abilities. There is a basic presentation of language, interaction, and play throughout the work. The fact that it promotes social thinking and gives essential backing for thinking about the story's themes and characters is an additional perk. To do this, we show the plotter's composition and the necessities of his imaginative spirit, which accentuates his linguistic talents. Because of this, writing stands out as a crucial part of the groundwork for education.

Literature Review

An considerable amount of academic research has been conducted on the topic of how teaching literature might help students develop their critical thinking abilities. There has been a persistent emphasis among academics on the transforming function that literature plays in strengthening students' analytical, interpretative, and introspective talents. In this part, we will examine the most important research and theoretical frameworks that have been used to influence the

implementation of English Language Teaching (ELT) practices in a literary classroom in order to attain these aims.

Paul and Elder (2008) Students are required to interact with diverse views, analyse nuanced characters, and comprehend symbolic tales when they are studying literature, which is why it is argued that literature provides a perfect platform for the development of critical thinking. In a similar vein, Rosenblatt's Reader-Response Theory places an emphasis on the interaction that occurs between the reader and the text. This theory proposes that literature encourages critical engagement by urging students to include their own personal experiences into the process of interpretation. This theory provides support for the concept that deeper cognitive engagement and critical assessment are fostered via the practice of active reading.

Elder and Paul (2010) Since the beginning of time, it has been widely acknowledged that traditional approaches, such as guided conversations and careful reading, are successful ways for teaching literature. Students are encouraged to concentrate on the structural and linguistic components of the text when they engage in close reading, as stated by Brown (2007). This helps students improve their comprehension and critical thinking skills. On the other hand, these approaches are frequently supplemented by interactive strategies such as Socratic questioning, which encourages inquiry and conversation, as was mentioned before.

Daniels (2002) Recent research has highlighted the significance of collaborative learning practices when it comes to improving critical thinking. Some examples of these tactics are literary circles and peer conversations. draws attention to the fact that literature circles provide a forum in which students may discuss a variety of interpretations, so broadening their analytical perspectives. In addition, research conducted by Vygotsky (1978) highlights the significance of social contact in the process of cognitive growth, which lends support to the implementation of teaching strategies that involve collaboration in literary classes.

Beers and Probst (2013) Literature instruction has been completely transformed as a result of the use of technology into curriculum. Students may be effectively engaged through the use of digital storytelling, interactive e-books, and online discussion forums, according to research. According to, the use of technology improves accessibility and interaction, which in turn makes difficult literary texts easier for pupils to perceive and comprehend. Furthermore, as Larson (2012) points out, the utilisation of multimedia materials like movies and infographics is beneficial in terms of contextualising the historical and cultural aspects of literary masterpieces.

Harmer (2007), The advantages of employing ELT tactics are well-documented; yet, the implementation of these strategies frequently encounters difficulties. According to the findings, the efficiency of interactive tactics might be hindered by factors such as time limits and high class numbers. Furthermore, according to the Technological Pedagogical Content Knowledge (TPACK)

framework developed by Mishra and Koehler, one of the most prevalent obstacles that educators face is a lack of training in the integration of technology with conventional teaching approaches.

Ladson-Billings (1995)   It is necessary to implement teaching strategies that are culturally sensitive since literature classrooms are becoming increasingly diverse. It places an emphasis on the significance of incorporating the cultural settings of students into instructional practices in order to make learning more relevant and inclusive. In a similar vein, Gay (2010) calls for culturally responsive pedagogy, which seeks to promote the selection of varied literary works and the implementation of instructional strategies that respect and reflect the backgrounds of students.

OBJECTIVES

1. Examine the role of literature in the critical teaching and learning process.

2. To look at how secondary school English teachers see the development of students' critical thinking abilities

Research Methodology

Using a quantitative and descriptive research technique, this study aimed to analyse the opinions of secondary school English instructors on the development of critical thinking abilities. One hundred English instructors were selected at random from a range of schools in a Punjabi region to ensure that the research accurately reflected the community. Half of the teachers were male and half were female. A five-point Likert scale questionnaire was utilised to collect data from educators on their views on student capacities, teaching strategies, critical thinking, and professional development needs. The questionnaire was revised and subsequently distributed in print and online based on the feedback gathered during the pilot testing. A computer tool designed for statistical analysis in the social sciences was used to analyse the data, with a focus on descriptive statistics like percentages and frequency distributions. Ethical considerations included following the guidelines set out by the institutional review board, ensuring confidentiality of participant codes, and obtaining informed consent.

RESULTS

The purpose of this study is to analyse the viewpoints of English teachers who are employed in high schools with relation to critical thinking. This research makes use of both numerical data and descriptive phrases in order to accomplish its goals. Educators' knowledge and views, as well as their teaching techniques, their perspectives on the students, and the areas in which they have space for development, were all explored as part of this study project. There is a possibility that the

outcomes of this research will lead to an improvement in our comprehension of the manner in which critical thinking is taught in English schools. As a result of this study, teachers might be able to improve their methods of instruction, the courses they design, and the training programs they organise in order to bring about an increase in the critical thinking abilities of their pupils. This study has the potential to help integrate the goals of critical thinking with what students learn, so assisting students in developing the thinking abilities necessary to flourish in a complex environment. This may be accomplished by understanding the perspectives and experiences of these teachers. In the table that follows, you will discover, in greater detail, summaries of the findings that were obtained from the study:

Table 1 A Perspective from Secondary School Teachers Regarding the Development of Computer Skills

Statement	SA	A	NO	DA	DS
Knowledge about critical thinking	53	38	8	0	1
Importance of CT in teaching English	50	42	5	1	2
Teaching CT for 21st-century learning	52	39	7	0	2
Use of different techniques for CT	82	8	3	4	3
Students' goodness in CT	2	12	42	41	3
Use of questioning for CT	19	76	2	2	1
Need of training for CT	51	44	2	1	2
Logical and decision-making students over CT	29	62	2	5	2
Importance of CT for conceptual understating	43	55	1	1	0
New concepts origination	11	71	7	10	1

The following concerns were highlighted and explored through a research of the opinions held by secondary school instructors regarding the development of critical thinking abilities. In this manner, 53.7 percent of respondents strongly agreed and 38.5 percent agreed that the respondents

had understanding of critical thinking. Hence, more than 90% had this knowledge. Just 8% of respondents were unsure of how they felt about the remark, and 1% were vehemently opposed. In regards to the importance of critical thinking in English language instruction, 92% of participants said it was crucial to teach English, with 50% strongly agreeing and 42% agreeing. Out of the total responders, just 5% had no opinion and 3% strongly disagreed. In keeping with our previous discussion, the vast majority of respondents (91%) believe that critical thinking instruction is crucial for students' success in the modern classroom; 52% of those people strongly agree, and 39% agree. Among those who took the survey, just 7% were agnostic and 1% were vehemently opposed. Furthermore, 82% of those who took the survey strongly agreed that they use a range of ways to foster critical thinking. The results of the previously mentioned table of frequencies show that 8% of respondents agreed, which means that 90% of respondents employ multiple approaches; 3% of respondents did not have an opinion; and 7% disagreed to some degree. Another area where opinions differed was on the level of critical thinking competence among the student body. Only fourteen percent of people polled think students are good at it, with two percent strongly agreeing and twelve percent agreeing. However, 42% of those who took the survey did not have an opinion on the matter, and 44.7 percent of those people were of the opinion that students lack potential in this area. Ninety-five percent of those who took the survey agreed that they utilise questioning strategies to foster critical thinking skills; 19 percent strongly agreed, and 76 percent agreed. Concerning the use of questioning tactics for critical thinking, 95% of participants stated that they do so. Of those who took the survey, just 2% were agnostic and 3% were somewhat disapproving. To a similar extent, when asked if they needed further training in the instruction of critical thinking, 95% of educators admitted that they did. Just 2% of those experts were unsure and 3% had a considerable disagreement; 51% were very much in agreement and 44% concurred. Given this, it's easy to see how teachers may use language to make their students think critically about different subjects, characters, and situations, while also challenging their own opinions. Teaching children to think critically makes them more reasonable and competent decision-makers, according to 91% of people who took the survey. For pupils who are good with reasoning and making decisions, the same holds true when it comes to the value of critical thinking.

The results show that 62% of respondents agreed, 29% were very much in agreement, 2% were unsure, and 7% were somewhat disagreeing. To a similar extent, virtually all respondents (98%) thought that critical thinking was more necessary than rote memorisation for conceptual comprehension when it came to its relevance. Only 1% of people who took the survey were unsure or moderately disagreed; 43% strongly agreed and 55% agreed. Eighty-two percent of those who took the survey said they could think of creative ideas on their own; 11% were very sure of this and 71% agreed. Among those who took the survey, 1% strongly disagreed and 10% disagreed with the statement, while no one had no opinion at all. This shows that children may learn to think critically by participating in engaging arguments based on literature, which helps them assess and evaluate texts. The majority of respondents felt that teaching and studying a language should

include more emphasis on critical thinking. But there were concerns about the pupils' ability and their own training needs in these areas and the many circumstances. According to this connection, they used a number of strategies, one of which was questioning, but they couldn't agree on whether or not students really gain anything by applying critical thinking skills to a range of problems.

DISCUSSION

This research surveyed one hundred instructors, fifty of whom were male and fifty of whom were female, to evaluate their perspectives on critical thinking in secondary English classrooms. The findings contribute to the current body of literature and give information that may be used to inform pedagogical initiatives. They provide insights into the knowledge, attitudes, practices, and issues that instructors face with critical thinking teaching. While the majority of respondents believed that memorisation was more important for conceptual mastery, critical thinking was seen as more important. Teachers also demonstrated self-assurance in their ability to engage in higher-order thinking, claiming that they were capable of coming up with innovative ideas. Researchers Jamil et al. (2023a) and Jamil and Muhammad (2019) discovered that the majority of instructors (over 90 percent) have a basic grasp of critical thinking. This finding is in line with research that places an emphasis on having a clear conceptual understanding. found that an overwhelming majority of respondents (92%) believed that critical thinking was essential for teaching English. They also acknowledged that it had a role in improving abilities that are relevant in the 21st century. It emphasises the need of being aware of the benefits that come with growing academic accomplishment and linguistic competence. In spite of this, there was a lack of consensus over whether or not the pupils actually learn via the courses that focus on critical thinking. The learning results are affected, despite the fact that some people believe that pupils actually benefit from such training. This conflicting viewpoint may be a reflection of the varied experiences that instructors have had while implementing critical thinking in the classroom. In a significant way, all of the instructors (90%) reported employing methods to develop critical thinking, particularly questioning tactics (95%), which is consistent with research on the usefulness of the strategy In spite of the efforts made, there was a lack of consensus on the capabilities of the students, which explains why the majority of instructors (95%) stated that they require further training. Both Alsaleh (2020), DuBois et al. (2019), and Orrill (2001) have conducted research that emphasises the need of focused professional development for the purpose of enhancing teachers' understanding and equipping them with the necessary tools. the most important aspects to focus on are the development of theoretical knowledge, the investigation of instructional techniques, the evaluation of abilities, and the creation of settings that are beneficial. In order to increase the results of critical thinking, instructors can benefit from professional development by removing obstacles that stand in their way. Teachers have good opinions on critical thinking education, despite the fact that they recognise the obstacles that it presents. They are in agreement that it is more effective in developing reasoning, decision-making, and conceptual mastery (91%) than it is in teaching memorisation. Although educators recognise the importance of critical thinking, they express a

need for more training in order to bridge the gap between teaching strategies and the learning that can be observed in students. It is important that more study investigate the ways in which enrichments in professional development and instructional techniques might help students improve their critical thinking skills.

CONCLUSION

The incorporation of English Language Teaching (ELT) methodologies into the classroom setting of literature has a transforming effect in the development of critical abilities among students. Learning via literature, which is a medium that is both rich and dynamic, provides learners with chances that are unmatched in terms of engaging them in critical thinking, interpretation, and reflective inquiry. Through the utilisation of a mix of conventional approaches, collaborative strategies, and contemporary technology tools, educators have the ability to provide an atmosphere that is not only welcoming but also exciting, therefore fostering the development of both verbal competence and cognitive abilities. This research demonstrates the ways in which students' capacity to engage in profound interactions with literary texts may be improved by the use of tactics such as close reading, Socratic questioning, literature circles, and digital storytelling. Students not only get a better understanding and enjoyment of literature via the use of these tools, but they also acquire key life skills such as critical thinking, empathy, and creativity. Furthermore, the necessity of teaching in a way that is culturally sensitive and the incorporation of a variety of views is emphasised as being vital for ensuring that classrooms for literature are accessible and relevant to all students. However, in order to successfully execute these tactics, it is necessary to address issues such as limited resources, the training of teachers, and the adjustments necessary to accommodate the specific requirements of learners from a variety of backgrounds. The ability to overcome these challenges and make the most of the influence that their teaching has on students requires that educators be equipped with the skills, knowledge, and flexibility necessary to do so. To summarise, the successful implementation of English Language Teaching (ELT) methodologies in the field of literary education equips students with the ability to develop their own autonomous thought processes, enabling them to comprehend intricate concepts and interact with the world around them. Not only do these tactics improve the academic experiences of students, but they also prepare them for a lifetime of critical inquiry and meaningful engagement with the humanities. This is accomplished by building a stronger relationship with literature.

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