

Challenges Faced by Upper Primary English Teachers in Implementing Critical Thinking Skills

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Abstract

Teaching critical thinking skills to the pupils is prominent as to provide them with sufficient skills to compete in this 21st Century classroom. In Malaysia, the implementation of critical thinking skills through English aims to produce critical thinkers. However, reports stated in Malaysian Educational Blueprint (MEB) shows that the school leavers have failed to achieve the minimum proficiency in English that required them to apply critical thinking skills. This action research was conducted to identify the challenges faced by upper primary English teachers (Year 4, 5 and 6) in implementing critical thinking skills activity in class. A total number of 90 respondents from Tanjung zone schools in Melaka answered 16 items of questionnaires through the Google Form application. The data collected found out that teachers disagree the textbook and materials provided are sufficient to support critical thinking skills activity. The teachers also disagree that extracurricular activity and large classroom size allow them to apply critical thinking lessons. The data also revealed that the training received by teachers are insufficient though colleagues in school were supportive. This study is important as to inform the policymaker the current challenges that the upper primary school teachers are facing and to provide a platform in designing intervention plan to support teachers in school. The limitation of this study includes the restricted survey data collected as the items only covered the elements that the researcher intended to study concerning the practice of critical thinking skills.

Keywords: Critical Thinking Skills, Challenges, English Teachers, Textbook, Extracurricular Activity, Classroom Size, Teacher Training

Introduction

In Malaysia, it can be seen that the government's rigorous efforts in inculcating critical thinking skills through the teaching of English as a second language (ESL) in both primary and secondary schools. The status of English as second language and its vital roles among Malaysians in their daily communication today attract the education policymakers in this country to increase the quality of the teaching this subject in schools. The change in curriculum and syllabus in the English as Second Language (ESL) classroom lead to the change in proposed pedagogical approach that teachers in school should practice. There is a need to execute reformation efforts as to have a better results in order to achieve the goal of Vision 2020 (Wawasan, 2020).

Today, the focus is given in creating lesson that is student centered rather than chalk and teachers need to incorporate critical thinking skills in the lesson. Reports made from local based studies stated in Malaysian Educational Blueprint (2013); Pihie, Dahiru, Basri, & Hassan (2018) shows a very sad truth. Even after all the hard work to uphold critical thinking classroom culture in schools, it can be seen that the school leavers have failed to achieve the minimum proficiency in English that required them to apply the critical thinking skills. Thus, this research aims to answer one research question which is “What are the challenges faced by the upper primary school English teachers in implementing critical thinking?” focusing on upper primary school English teachers (Year 4, 5 and 6) from Tanjung Zone Melaka.

What is critical thinking? It is the ability to think critically and highly associated with the capability to process, understand, interpret data and make own decision through reasoning. Critical thinking also requires pupils to perform higher-order thinking (HOT) and not merely knowing facts but they should be able to apply critical thinking skills to solve problems or create authentic products. Teachers in school can use Bloom’s taxonomy as reference to plan and conduct their lesson. Bloom’s taxonomy can be used across different subjects and it is also applicable in teaching English. According to Bloom, teachers can design their lesson by using different levels of complexity according to their pupils’ competency levels. In his taxonomy there are six levels of difficulties which require the pupils to remember, understand, apply, analyze, evaluate and create. In each level, pupils have to perform different thinking skills to complete the assigned tasks and they can work collaboratively with their peers. Thus, by designing activities based on Bloom’s taxonomy, teachers will provide a platform for pupils to perform critical thinking skills depending on mental process demand in each level. These skills are the core elements in the ability of a critical thinker. Since the reports in MEB (2013) indicated that our pupils have failed to master critical thinking skills, there must be barriers and challenges that ESL teachers faced in applying critical thinking-based activity in the classroom. A study conducted by Halim and Muhibbah (2015); Abdullahi, Rouyan, Noor, & Halim (2018) shows that secondary school teachers in Malaysia have limited knowledge of the concept of critical thinking. Though they are aware of the urge to implementing critical thinking activities in their lesson, they are not sure of the characteristics or elements that they need to consider in planning their lesson. Besides that, the research also found out, it was hard for teachers to choose the appropriate pedagogical approach that can be used in the critical thinking activities. These possible factors can lead to the unsuccessful of producing critical thinkers among our pupils. Nevertheless, there is limited research done concerning teachers in primary school. Thus, this study seek to find out what is hindering the participants of this research in practicing critical thinking skills activities.

Literature Review

Implementation of critical thinking skills in Malaysia

The teaching of critical thinking skills in Malaysian schools both in primary and secondary level started way back in the previous Malaysian education curriculum for primary schools which was also known as Integrated Curriculum for Primary School (ICPS / KBSR). Since 1983 till late 2010, ICSPS was used in primary schools which focused on 3 basic skills (reading, writing, and counting) and the elements of critical and creative thinking skills were also mentioned in the curriculum across different subjects. However, the implementation of critical thinking skills was not outlined in detailed (Nazir, Zuhairah, & Zuraidah, 2018; Alamassi et al., 2015) as compared to the current curriculum which is the Standard Curriculum for

Primary School (SCPS / KSSR). For example, the questions set for the national examination like Ujian Pentaksiran Sekolah Rendah (UPSR) encompasses higher-order thinking questions and the number of HOT questions the pupils need to answer also increases (Yen & Hajar, 2015).

The drastic change in curriculum is due to the high demand of human capital who are developed holistically. In the job market today, applicants are expected to have a vast knowledge of their preferred field, soft skills capabilities as well as creative and critical thinking skills. They are expected to create and produce something that can benefit others. Today in the 21st-century classroom, pupils are eager to share their own experience and ideas about what they know. With easy access to information worldwide through the internet, pupils are exposed to reading materials, educational videos and also

In the Standard Curriculum for Primary School (SCPS / KSSR), the teacher's approach in the class is focused more on pupils centered whereby pupils should participate actively and be responsible for their own learning. Focusing on English, teachers in school have to design their lesson by including the elements of critical thinking-based activity. They might not need to squeeze all the elements but they need to be selective to suit the learners' ability and proficiency as to ensure every child is given the opportunity to learn and apply their thinking skills. The questioning technique teachers use in ESL classroom can also determine whether the pupils have the chance to perform critical thinking. A teacher who integrates critical thinking activities in the class will ask pupils questions that can build new knowledge to find a solution for problems and not only recalling information (Rodgers, 2002). Apart from the shift in curriculum, in order to provide an opportunity to pupils developing their thinking skills, the Ministry of Education also reform teacher training programs and improve the quality of materials used in teacher education (MEB, 2010). Consequently, the government hopes that by equipping the trainee teachers with sufficient knowledge on how to implement critical thinking skills effectively in schools, pupils will actually be exposed to critical thinking rich environment. In a nutshell, awareness of the importance of practicing critical thinking skills led to the change in the Malaysian education system. We can see that the ministry of education integrates the elements of critical thinking skills in three different areas which are the curriculum, the taught curriculum and the type of assessment in schools (Yen & Hajar, 2015) hoping to produce critical thinkers.

Perceived Challenges in Implementation

The prominent challenge that teachers faced in school in implementing critical thinking skills activities is the pupil's low proficiency in the language itself. Teaching English as a second language in Malaysia has not been easy. The lack of knowledge in English language pragmatics hinders pupils to express themselves in the targeted language. With this problem, implementing critical thinking skills will be difficult as the pupils do not have what it needs to think analytically, communicate proficiently and create an authentic product using English. This is in line with the research done by Normazidah, Lie and Hazita (2012) where the insufficient knowledge of the language limits the opportunity to produce the expected outcome and with the high requirement to perform critical thinking it will be a burden to the pupils. Due to this, they will be disinterest with English itself and their affective filter will increase which influence their motivation to participate in any activities conducted in the class. In other words, to practice critical thinking activities successfully in the class, pupils need to acquire English as a prerequisite.

Foreign research by Ivie in 1998 found out that, when teachers use HOT questions in class it seemed that they rarely make an effort to sustain pupil's flow of higher-level thought. The

teachers are more likely to give questions mainly for recalling information and reduce the chances for pupils to use their critical thinking skills to further develop their knowledge. This might be due to the pressure ESL teachers have when they need to struggle and rush to finish the syllabus for the examination purposes. It is an unspoken truth whereby the Malaysian education system is exam-oriented. Teachers are packed with the syllabus and due to time constraint, it gives less space for both teachers to be innovative (Rosnani & Suhailah, 2003) in designing their lessons. Teachers in class should delegate power among the pupils so that the focus of the lesson will be on the learners themselves. In a study done with graduates from higher education in Malaysia reveals that learners have a better acceptance of the teachers' roles in class when the learners have more control of their learning (Yap, Neo, & Neo, 2016). In other words, learners show positive behavior and have higher motivation if they are involved in the lesson actively and not just receiving inputs. Here, the teachers' role changed to facilitating the learners instead of dominating the learning process.

Another possible challenge that teachers in schools have is inculcating critical thinking activities through collaborative learning. Since working in groups and managing their own learning are the nature of critical thinking activities, it is quite difficult for teachers to ensure everyone within the group can monitor their own thinking. The issue arises in measuring to what extent pupils really put into application their thinking skills and if all the group members play their role significantly. It is unavoidable to have passengers in the group where there will be pupils who actually not doing the roles assigned to them or having the anxiety to share their ideas to the whole class (Norhaiza, Danilah, & Marhaiza, 2017). Pupils also should be able to communicate with their peers in an appropriate way while exchanging thoughts in clarifying or arguing on any content matter. Without this, pupils will find it difficult to interact with each other and then will withdraw themselves from involving in the activities. Some pupils prefer to learn alone and some collaboratively as suggested by critical thinking skills taxonomies. In other words, the pupils' preference for the nature of classroom activities will determine their reaction and participation level in the classroom.

The teaching of English as the second language in Malaysia is based on standardised curriculum whereby schools throughout the country will use the same textbook to ensure equity in the education. Textbook in general acts as a guide for teachers to disseminate the content knowledge. In a study done by Wang, Lin and Lee in 2011, textbook acts as the teachers' main reference material because it can ensure consistency and prepare the learners to achieve the curriculum targeted outcomes. Textbook in the English lesson is analyzed whether it has suitable contents, multi-form of activities to suit pupils' learning abilities and also cover all the language skills. In a research based in Omani, textbook in an English curriculum must not only constructed solely referring to theories but at the same time helps teachers and learners to have better understanding on the language content as well as act as tool to promote critical thinking activities (Al-Kindi & Al-Mekhlafi, 2017). It is vital to select the appropriate textbook or materials which can support teachers to promote critical thinking skills activity in the English classrooms. Some of the textbook elements that can promote critical thinking skills include the integration of language skills, allow variety grouping strategies and allow pupils to assess their own learning (Howle & Hendrickson, 2002). However, though a common textbook is used this is a possible restriction to teachers as it will limit their in class decision related to designing the lesson.

Teaching critical thinking skills which requires proper planning in a language class will be a mere fallacy when the teachers are occupied with numerous responsibilities other than teaching. Multiple workloads can be a great hindrance for teachers as their focus and energy

drifted away from preparing for their lesson. Although critical thinking activities should be pupils centered, teachers play a great role in providing suitable and sufficient materials to promote the application of critical thinking skills in the lesson. This can be both energy and time consuming if they are loaded with clerical works. A Malaysian based study conducted by Mukundan and Khandehroo (2010) found out that there is a worrisome level of burnout English teachers in the public schools mainly due to emotionally exhaustion which lead to negative effects on the teachers' instructional approach. This is in line with another study in Malaysia where time and resource scarcity, workload and recognition are some of the factors that are stopping teachers from applying various teaching approach (Samad, Hashim, Moin, & Abdullah, 2010) and to this matter "critical thinking based activity". As a consequence of the above statements, pupils' performance are limited to acquiring the basics instead of learning out of the box and not merely redundancy of knowledge.

Malaysian classrooms are constructed to cater pupils' multi-cultural background, ability and also different learning styles. They are placed in the class whereby Malaysian classrooms are commonly known for its large size. This can be a great obstacle for teachers to implement critical thinking skills activities in the class provided they only have approximately 60 minutes a day for the lesson. Critical thinking skills activities should allow everyone take part in the lesson and have the chance to apply their higher order thinking. However, in large class, teachers are more likely to focus on the course contents rather than the pupils' learning development (Omidinia, Selamat, & Masrom, 2012). In a Malaysian based study concerning novice teachers, inadequate school equipments, dealing with slow learners as well as inability to manage large class size are (Zakaria & Shah, 2013) some of the contributing factors for them to conduct English lessons what more if it requires them to inculcate critical thinking skills activities.

The challenges discussed are done at a large scale and included higher education. Besides, previous researches only focus on higher education and secondary classrooms. Thus, this particular study aims to study on the upper primary school context in depth and to find out whether the same scenario occurs at this level.

Methodology

The samples of this study were 90 upper primary English teachers of mixed gender from 20 schools in Tanjung Zone, Melaka. They are teachers who teach English in year 4, 5 and 6. The population of upper primary schools' teachers in this area is 118 and according to Krejcie and Morgan table, the number of this particular criterion sampling used in this study is sufficient to get valid descriptive data. The teachers are selected as in the upper primary ESL classrooms, the pupils are more likely to participate in activities of higher order thinking which involved the last three of Bloom's and Krathwohl-Anderson's taxonomies. Thus, the teachers will be more familiar with the critical thinking skills activities and their responses are significant in this study. A set of survey questions were sent through Google Form to the Head of Panel in the participating schools. They were given one week to complete the survey and sent in their responses through the same channel. The survey questions are adapted from a study conducted by Al-Kindi, and Al-Mekhlafi (2017). A pilot test were conducted to ensure the reliability of the items and it was found out that the pilot test obtained the value of Cronbach's Alpha, $\alpha = .941$. Referring to the norm of reliability that the value that is less than .50 is considered low and about .70 is considered high. Thus, based on the pilot test result the reliability of the items in of the items is high.

The survey items are to find out the possible challenges teachers face in practicing critical thinking activity in the classroom. The categories for the challenges are divided into four sub-sets. In relation to challenges in applying critical thinking through the textbook or material are seen in item 1 till 4. For item 5 to 8, the study wants to find out how extra curriculum activity affect teacher's practice in class. Whereas, item 9 till 12 focuses to figure out whether the classroom size is a challenge to teachers. The last sub-set for items in Section C, 13 till 16, the items will find out whether the teachers receive sufficient training and support relating to critical thinking skills. The frequency of each Likert's scale will be use to determine which challenges have effect on teachers' implementation of critical thinking skills in English classrooms. The Likert's scale that is used for this section is a follow:

Likert's scale	Indicator
1	Strongly disagree
2	Disagree
3	Neutral
4	Agree
5	Totally agree

Finding and Discussion

Table1 :

The challenges faced by upper primary English teachers focusing on textbook and material in implementing critical thinking

ITEM / FREQUENCY	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. The textbook provides me sufficient guidelines to teach critical thinking skills	19	25	20	16	11
2. The textbook includes suitable tasks that promote critical thinking skills	21	27	11	11	16
3. The textbook provides acceptable number of tasks that enhance critical thinking	17	25	13	14	11
4. I am satisfied with the critical thinking tasks provided by the curriculum	17	24	16	18	15

Table 1 shows the data collected concerning the challenges faced by upper primary English teachers focusing on textbook and material in implementing critical thinking (Item 1-4). For the first item, 19 respondents strongly disagree and 25 respondents disagree that the textbook provides guidelines for teachers to teach critical thinking skills. Whereas, 20 respondents have natural connotation in relation to this item. The survey also shows that 16 respondents agree and 11 respondents strongly agree that the textbook help them to teach critical thinking. Referring to the second item, 21 respondents strongly disagree and 27 disagree that the textbook provides suitable tasks that promote critical thinking skills. Meanwhile, the number of respondents who agree and have natural response is 11 respectively. 16 strongly agree that textbook provided to them include critical thinking skills

based tasks. The survey also reported that 17 strongly disagree and 20 disagree that the textbook provided to the teachers provides sufficient number of tasks that enhance critical thinking skills. Meanwhile, 13 have neutral stand with regards to this particular item. There are 14 respondents who agree and 16 who strongly agree that the textbook provided to them include critical thinking skills based tasks. For the fourth item in relation to textbook, majority of the participants (24 respondents) disagree with the critical thinking tasks provided by the curriculum and 17 strongly disagree. On the other hand, 18 respondents agree and 15 strongly agree that the curriculum provided by the ministry includes suitable tasks that promote critical thinking skills tasks. As can be seen from Table 1 for item 4, 16 respondents have neutral stand. In conclusion, with regards to textbook and materials as a support to promote critical thinking skills, majority of the respondents disagree. Based on the above data focusing on textbook and materials, it seems to suggest that the results are in line with the earlier studies done by researchers. The teachers in schools should be able to rely on the materials provided by the government to inculcate the critical thinking skills activity in the class. However, the data shows otherwise. In other word, revising the textbook and materials provided to school is a need as it should act as the teachers' main reference (Wang, Lin, & Lee, 2011) as this can ensure every pupil can have equal chance to practice critical thinking skills (Al-Kindi & Al-Mekhlafi, 2017) as well as increase their proficiency level in English.

Table 2:

The Challenges Faced By Upper Primary English Teachers Focusing On School Activity In Implementing Critical Thinking

ITEM	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
5. I think the amount of work I do for the school activity is acceptable	16	15	16	24	19
6. I think the activity level in the school facilitates teaching critical thinking skills in my classrooms	11	27	18	20	14
7. I am satisfied with the number of school activities that I am responsible for	24	15	16	28	7
8. The school activities give opportunity to pupils of different levels to apply critical thinking	11	24	20	17	18

Table 2 shows the data collected concerning the challenges faced by upper primary English teachers focusing on school activity in implementing critical thinking (Item 5-8). For the fifth item, 16 respondents strongly disagree and 15 respondents disagree that the amount of work they do for the school activity is acceptable. Whereas, 16 respondents have natural

connotation in relation to this item. The survey also shows that 24 respondents agree and 19 respondents strongly agree that the amount of work they do for the school activity is acceptable. Referring to item 6, 11 respondents strongly disagree and 27 disagree that think the amount of work they do for the school activity is acceptable. Meanwhile, the number of respondents who have neutral stand is 18. 20 agree and 14 strongly agree to the sixth item in the survey for Section C. The survey also reported that 24 strongly disagree and 28 disagree that they are satisfied with the number of school activities that they are responsible for. Meanwhile, 16 have neutral stand with regards to this particular item. There are 15 respondents who agree and 16 who strongly agree that the textbook provided to them include critical thinking skills based tasks. For the fourth item in relation to textbook, majority of the participants (24 respondents) disagree with the critical thinking tasks provided by the curriculum and 17 strongly disagree. On the other hand, 18 respondents agree and 15 strongly agree that the curriculum provided by the ministry includes suitable tasks that promote critical thinking skills tasks. As can be seen from Table 2 for item 4, 16 respondents have neutral stand. In conclusion, with regards to textbook and materials as a support to promote critical thinking skills, majority of the respondents disagree. In general, the above table indicates that the number of work, responsibilities and tasks assigned to the teachers are manageable as they responded positively related to this matter. However, the nature of the tasks limiting the teachers to apply the elements of critical thinking skills activity and allow pupils to practice higher order thinking in the English school activities. In order words, the quantity of the tasks in schools are sufficient but the quality of the tasks in relation to enhancing pupils' critical thinking skills should be revise.

Table 3:

The Challenges Faced By Upper Primary English Teachers Focusing On Class Size In Implementing Critical Thinking

ITEM	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
9. The size of my class helps me teach critical thinking effectively	19	29	20	13	9
10. The size of my class enables me to give oral feedback to every pupil	7	10	21	28	24
11. The size of my class enables me to give written feedback to every pupil	24	30	11	15	10
12. The size of my class is suitable to teach all language skills by using critical thinking	24	28	16	15	7

Based on the table 3 above, items 9 till 12 of the survey are to find out whether the class size is a challenge for teachers to implement critical thinking skills activities in their lessons. 29 of the respondents disagreed and 19 respondents strongly disagreed that the

current class size that they have help them to teach critical thinking skills effectively. Only 9 of the respondents strongly agreed that they have appropriate number of pupils in their class for critical thinking skills activities. Referring to item 10, 28 respondents agreed that their class size allowed them to give oral feedback to each pupil. Whereas, only 7 respondents disagreed in relation to this particular tenth item of the survey. Shifting to giving written feedback, 30 respondents disagreed that their class size allowed them to do so. Only 10 respondents strongly agreed they have the chance to give written feedback to their pupils with the class size they have. For the last item concerning class size, this item seeks to find out whether teachers will be able to apply thinking skills across different language skills i.e. listening, reading, speaking, writing, grammar and language art skills. 28 of the respondents disagreed and 24 strongly disagreed that the class size that they have at them moment is suitable to implement critical thinking skills in different language skills. However, 15 agreed and 7 strongly agreed they are able to implement critical thinking skills activity across different language skills with their current class size. In other words, overall the respondents think that the class size limit their effectiveness in promoting critical thinking skills activity whereby they are more able to give oral response to their pupils and not written response. In teaching language skills, both oral and written response from teacher complement each other as to improve their ability in performing language activity. In addition, the unsuitable class size is a challenge for teachers to apply the critical thinking skills elements in different language skill lessons.

Table 4:

The Challenges Faced By Upper Primary English Teachers Focusing On Teacher Training And Support In Implementing Critical Thinking

ITEM	STRONGLY DISAGREE	DISAGRE E	NEUTRA L	AGREE	STRONGL Y AGREE
13. I received enough training about how to teach critical thinking skills during my training years	18	25	25	15	7
14. I went to enough courses or workshops on how to teach critical thinking skills in my service	10	29	24	15	12
15. I received enough support from the senior teachers to teach critical thinking skills in class	9	16	10	26	29
16. I am satisfied with the follow up and feedback from my supervisor about how to teach critical thinking skills	10	16	18	27	19

Based on the table 4 above, items 13 till 16 of the survey are to find out whether the teachers received sufficient training and support in order to inculcate critical thinking skills activities in their classroom. 25 of the respondents disagreed and 18 respondents strongly disagreed that they received enough training about how to teach critical thinking skills during their training years. Only 7 of the respondents strongly agreed that they have received enough training. Referring to item 14, 15 respondents agreed and 12 strongly agreed that they went to enough courses that exposed them on how to teach critical thinking skills to pupils through out their service. On the other hand, a major number of respondents which is 29, disagreed that they went to courses related to critical thinking skills workshop while they are in service. Shifting to whether teachers received support from senior teachers in relation to how to teach critical thinking skills in the class, a major sum of respondents has positive response towards this whereby 26 respondents agreed and 29 strongly agrees. Nevertheless, 16 of the respondents disagreed and 9 strongly disagreed that they have support from the senior teachers in school. As can be seen on the table above, a total number of 27 respondents agreed and 19 strongly agreed that they were satisfied with the feedback from their supervisors in school on how to teach using critical thinking skills. However, 16 respondents disagreed and 10 strongly disagreed with regards to item 16 in this survey. In the earlier part of this paper, novice teacher especially has difficulty to manage the classroom. Though this is not the main factor causing the inability for them to implement critical thinking skill activity in the class, the other factors like large class size, inadequate equipment, unfamiliarity of school or pupils' background and workplace environment, when mix together can be quite taxing. This happen not only to the novice teachers but also experienced teachers. This is because, the ever-changing pedagogical approach to suit the current demands affect the experienced teachers to change their teaching. Thus, although support is given among the teachers in school, teachers need to take time to master the nature of critical thinking skills lessons before applying them in the English lessons. It is considered as a huge contributing factor to the effectiveness of implementing critical thinking skills activity in schools as teachers are considered the bridge between the government's vision in producing young generation with high critical thinking skills.

Conclusion

The results in this study show teachers in school faced challenges in implementing critical thinking skills in the English lessons. Insufficient contents in the materials provided, the amount and nature of work assigned to teachers outside the classroom, inappropriate class size and lack of teacher training courses to update teachers with current pedagogical approached to suit the nature of critical thinking skills activities in language class are the challenges faced by the teachers. This is in line with the reports stated in MEB mentioned earlier in the paper where there is a bunch of school leavers who did not acquire the necessary critical thinking skills while they are in primary school. Thus, this study recommends the teachers and the policy maker to look into this matter in depth and plan to improve the curriculum to provide enough support to teachers in schools to inculcate critical thinking skills in the language classes as well as giving suitable platform for pupils to apply their knowledge in relation to critical thinking skills mainly in English lessons. Apart from that, the results can act as guidelines for teacher to reflect their teaching methods and improvise their pedagogical approach to increase the implementation of critical thinking in their ESL lessons. There is a need to include critical thinking skills knowledge training in the teachers training syllabus and

conduct research in large scale to cover other schools in Malaysia. Open ended interview may also be conducted to have better insight of the challenges faced by teachers.

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