

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
AMAR TELIDJI UNIVERSITY – LAGHOUAT
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



Teaching Critical Thinking Through Journals Writing in Literature Classes

**The Case of Third Year Students at the Department of
English University of Laghouat**

**A Dissertation Submitted In Partial Fulfillment of the Requirements of the
Master Degree in Literature and Civilization .**

Presented by :

- Ms.Miloudi Afaf
- Ms.Touati Nour el Houda

Supervised by :

Mrs.BOUMEDIENE Houda

2019-2020

Dedication I

*This modest work is to be dedicated to my dear **PARENTS** to whom I owe my success and all the support they offer from the beginning till the end, I love them so much . And a special thanks to all those who hand me with all kinds of help my sisters **NADJWA** and **AMINA** my brothers **OMAR** and **CHAWKI** and of course my binomial **NOOR** thank you for being there with me and my sweet **PACHOU** who I love so much . and my **DIDDA** love.*

AFAF

Dedication II

*I would like to dedicate this modest work to those who gave me their spirits and devoted their life to make me reach this position **MY MOTHER** and **MY FATHER**, thank you for unconditional and never-ending love, for the support that you always give me. Thank you for everything. I do love you!*

*To my wonderful aunts especially **AMEL** and **SARAH** , my **BROTHERS**, and my dear sisters **NAZIHA** and **MAROUA** have never left my side .*

*To my dear supervisor **Mrs. BOUMEDIENE** for her great help and support, and to all my dear **TEACHERS** .*

*To my best friends: **BICHOU** , **MINA** and **TONY** , who have supported me throughout the process. I will always appreciate all they have done,*

*I do not forget my wonderful binomial **AFAF** for her help.*

NOUR EL HOUDA

Acknowledgements

*We would like to thank our Supervisor
MRS. BOUMEDIENE HOUDA for her unmeasured
support and guidance.*

***THE JURY MEMBERS** in the Department of English for
their support and acknowledge they provide us . It was
such a beautiful experience and great honour to be
taught and guided by you*

Abstract

Abstract

The aim of this research is to teach critical thinking using journals writing. We adopted a hypothesis that supports the idea of writing journals as a way to improve students' reflective writing quality. To achieve the objective of this study, a descriptive-qualitative method was adopted based on a questionnaire and a semi structured interview to collect data. The sample consists of twenty students enrolled at third year English language literature Class. Besides ten teachers at the same department, University of Laghouat. This study took place during the first semester of the academic year 2019/2020. Positive results were found concerning developing students' critical thinking skills through writing mainly journals writing. Most importantly, writing reflective journals proved to be an effective method that will be, successful and enjoyable method. The results of the study revealed that both teachers and students attribute positive comments for integrating journals writing in enhancing critical thinking. Thus, it is recommended to integrate such activity in English Literature Classes.

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EFL : English as a Foreign Language

IQ: Intelligence Quotient

ESL: English as a Second Language

TEFL: Teaching English as a foreign language

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General Introduction

General Introduction

Background of the Study

Critical thinking is a new method of thinking, teaching and learning, but critical thinking has an old roots according to the vision of Socrates 2500 years ago Who followed the method of questioning and probing. Denying the ancient traditional method of learning , He set-up the need to ask deep questions to probe profoundly with thinking as an important process before we get to accept ideas . This method used for questioning called “Socratic Questioning” and best known as critical thinking , teaching strategy. Moreover, teaching critical thinking through journal writing is a new method and a tool to enhance the learning process, Reflective journal writing can offer means to enlighten learners’ thinking habits in relation with their instructors in meaningful dialogue where both can examine their thinking patterns and reflect on them. According to Chapman (1990), “students' writing in response to reading is one of the most valid indices of whether the student has been able to derive meaning from the text” (p.1).

Literature is an effective process of teaching that has four basic language skills, such as reading, writing , listening and speaking. Teachers of foreign languages must be wise when using literary texts in the classroom, since the kind of literature that language teachers can use with language learners is the original literature that includes real traditions and culture. that language taught was coming from besides the teaching of language skills .The advantages of various kinds of literature to language teaching can be taken into consideration, back in the old years , the role of literature as a basic component and the source of the original texts of the language curriculum has gained strength. Discussions have taken place amongst language educators on: where, how, where, and why literature should be integrated into the curriculum of the EFL

Literature Review

Teaching critical thinking to literature classes has long been of a value ever since the middle ages till nowadays, In order to interpret claims, draw inferences, use inductive or deductive reasoning, assess or evaluate, and make judgments or solve problems based on both conceptualizations, reasoning and motivation, teachers rely on critical thinking. However; In spite of all the inquiries and lack of definitive answers about critical thinking yet people have a long-term query about this universal concept (Lewis & Smith, 1993). Empirical research suggests that people begin developing critical thinking competencies at a very young age, Through teaching and learning, an individual may train their brain to think sensibly and cohesively. Although adults often exhibit deficient reasoning, in theory all people can be taught to think critically . Lew and Schmidt (2007) made a study at a post-secondary institution in order to examine the extent to which students consider that journal writing enhances their learning . They found that “students’ beliefs about the usefulness of journal writing in enabling students to think and write reflectively are related to their beliefs about improving learning

General Introduction

through frequent journal writing, and the use of the journal writing as an impression management tool, and as a means to feedback on team work” (p.579). Spaulding and Wilson (2002)

also after analysing 34 journal. They found that reflective journal writing can offer four benefits for the student. According to them, “journal writing is important for students as it serves as a permanent record of thoughts and experiences, establishes and maintains a relationship with the instructor, provides a safe outlet for frustrations and concerns; and aids internal dialogue.” . Greiman and Convington (2007) studied the journal writing experiences of student teachers. In order to gain insight into the process of developing reflective practitioners . They found that “student teachers were somewhat comfortable with writing as a form of communication and many perceived that journal writing went well. The participants in their study identified reflective thinking as the most frequent benefit of journal writing”.

Rationale

In the educational system, EFL classes especially the master two students who are asked to write while they are learning depending on their critical minds. this research were made for several reasons. Firstly , helping students of the English department at Amar Thelidji University who have limited capacity of analysing the context to have awareness of creating their own arguments, prove their opinion and be convincing enough through. Secondly, the teacher centered approach is still the most followed approach at the Algerian universities. Consequently, tertiary students have become conditioned not to question the content of their courses and to memorize it as it is without much analysis, evaluation or reflection. As future researchers and educators, they risk lacking the very important skills which are meant to help them be logical and rational in perceiving, designing, innovating, and constructing knowledge..

Statement of the Problem

Teaching students critical thinking skills while writing literary tasks in EFL classes is the major problem of the most them because they are expected to give a high level results. However ; students specially the EFL students have a huge deal with their writing skill due to the lack of some writing practices, most of them depending on the teacher as a centered approach as well as the non responsibility sense. Most of students are careless when it comes to writing a task seriously and take time to think about it as a chance to acquire new information or establish some writing skills which would help them become a good problem solvers and better at performing arguments, as a result this study examine the effectiveness of teaching critical thinking in literature classes through writing reflective journals in order to develop students‘ thinking and writing skills .

General Introduction

The Aim of Study

The main aim of this dissertation is to investigate the importance of using reflective journals writing to enhance students' critical thinking abilities and skills in order to write their literature reviews and tasks easily moreover due to the fact that learners should write more and be convincing by learning how to analyze and be well educated in their own field and have more arguments for problem solving to become a successful critical thinker and writer. Furthermore, developing their writing skills would help them win the arguments even with the lack of information sources

Research Questions

This dissertation offers the ability to answer the following question as you read carefully :

- ✓ **Q1: What is Journals Writing Activity?**
- ✓ **Q2: Can Journals Writing develop EFL Students' CT Skills?**
- ✓ **Q3: To what extent are journals writing effective in developing CT?**

Research Methodology and Tools

This research is designed to be a qualitative research that provides a comprehensive picture about the concerned problem of new critical thinkers in literature classes with the use of daily journals to develop their writing skills, as well as increasing their critical thinking practice and performance. This sample represents both male/female EFL learners of third year LMD. Laghouat University. In order to have significant valid result, this research is a sample of worksheets that contains a list of questionnaire and a semi structured interview, these would help the students to understand the benefits of using journals writing to enhance their writing skills and critical thinking abilities.

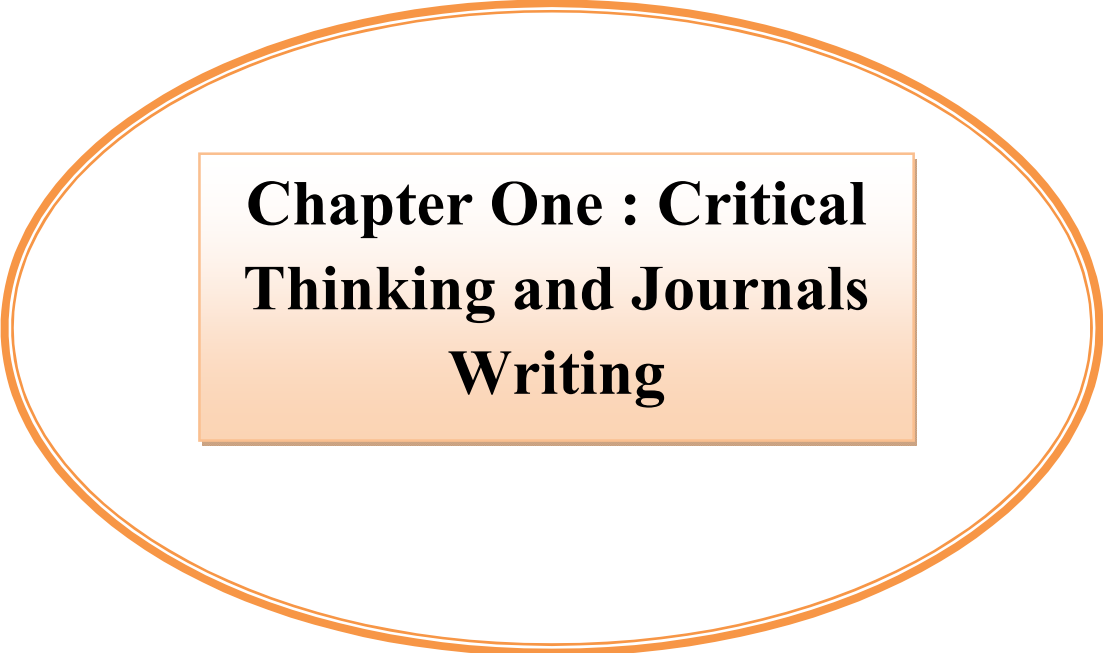
The Structure of Dissertation

This dissertation is divided into two parts. The first part is the theoretical part which deals with the background of the study, it consists of two chapters, both of them deal with all theoretical concepts that are directly related to the topic. The second part is the practical part, it deals with research methodology and served as an interpreting part of findings. The first chapter talks about teaching critical thinking using journal writing as a tool to foster students' critical thinking, the second chapter represents the fundamental part of study which is teaching literature , the third chapter includes two parts the first part consists of the research methodology and the tools used for the study gathered with the analysis of data. Whereas, the second part covers interpretation of collection data in addition to the final result. Finally the conclusion which contains the results and the outcomes of the study..

General Introduction

Limitations of Study

Limitations faced on this research were importantly the limited source of reference which made our job a bit harder especially considering using reflective journal writing with critical thinking approach related to teaching literature all together, second limitation is lack of time issue because of the confusing deadlines that made our research uncompleted the way we want it thus critical thinking is a very important topic who needs a lot of time to collect the data about it .



**Chapter One : Critical
Thinking and Journals
Writing**

1.1.Introduction

Teaching critical thinking through journals is an effective technique that enables learners to describe their thoughts from their own perspective. Indoctrinating critical thinking skills in learners has been of significant research interest and one of the dominant research areas in educational context in various places around the world. In the first 21 countries across the globe, psychologists such as Thomas & Smoot (1994) and Hult (1998) have claimed that critical thinking is a very significant aspect of education. For a variety of reasons, students may use journals, such as learning about fascinating subjects, expending their creativity and building ties between new knowledge and things they already know. Kerka (1996) points out that journal writing is seen as a vital component of the acquisition of knowledge and that it allows learners to express links between new information and what they already know. Thought plays a big part in one's progress in life. Critically thinking means making straightforward, rational decision. Ideas should be reasoned, well thought out, and judged during the critical thinking process. That reflects on the journal writing of learners. According to Graham (2003), reflective journal writing encourages students to build knowledge and competence in their writing and to see themselves as authors..

1.2. Thinking Process :

The area of thinking process involves a variety of cognitive , affective and metacognitive information, skills and behaviours that are important to the successful functioning of humans as students in society, both within and outside school. The goal of an explicit emphasis on thought and the teaching of thinking abilities is to improve the thinking of students to a qualitatively higher level. To move beyond the lower-order cognitive skills of recall and understanding to the creation of higher-order processes necessary for innovative problem solving , decision making and conceptualization, students need to be assisted. In addition, the capacity for metacognition, the ability to concentrate on and regulate their own thoughts must be developed. This can only happen if the culture of the school and classroom supports and facilitates reflection and if enough time is given to students to think, analyze, and participate in meaningful debate, deliberation, and inquiry. Students need difficult tasks that inspire, facilitate and foster skilful and productive thought.

Thinking skills can be defined in a variety of ways. There have been many different taxonomies and models developed for teaching thinking. Every scheme of classification has its strengths and weaknesses. Nonetheless, regardless of the method or methods being used, all aim to enhance the standard of student thought.

1.3. Definition of Critical Thinking :**According to Oxford :****-Definition of critical thinking noun from the Oxford Advanced Learners' Dictionary :****/ kɹɪtɪkl'θɪŋkɪŋ/ [uncountable]**

the process of analysing information in order to make a logical decision about the extent to which you believe something to be true or false

Although critical thinking is actually defined in different ways, there is a common consensus in its main component, the desire to obtain a desirable outcome, and this can be done through logical thinking and result-driven approaches. Critical thinking is the analysis of facts to form judgment. First of all, Halpern thinks that logical thinking requires acquired skills such as problem-solving and efficient application of probability. It also entails a propensity to indulge in the process of thought. In recent moments, Stanovich believed that the potential for logical thought could hardly be measured by the modern IQ test. In addition, critical thinking means the act of thoroughly examining facts to understand a problem or subject. Critical thinking also takes place in order to define a problem or issue for the creation of a solution in a few steps.

Critical thinking is not one isolated skill. It is an organized way of thinking that helps you at any moment to decompose your thinking. It covers basic frameworks that are combined together into a whole. It evaluates thought for its efficiency, for its clarity, for its precision, for its accuracy. This improves thought to a higher degree. It's making it easier. Critical thinking is a way of teaching, a way of learning, a way of being in the world that tests the self-monitoring and self-assessment of the thinker. The key concept of critical thinking was not contested by scholars and philosophers, but they had some different views on the subject. The purpose of critical thinking is to provide our thinking with a disciplined level of thinking, a powerful inner voice of reason, to track, analyze and reconstitute our thought, feelings and actions. By offering a public model for it, Socratic dialogue cultivates the inner voice

1.4. Common steps that take place while using critical thinking to solve problems:

- ✓ Decide a problem
- ✓ Ask why the issue persists and how to fix it.
- ✓ Collect information or data on the issue via means of analysis
- ✓ Prepare and sort observations and data
- ✓ Solutions establish and implement
- ✓ Review of solutions that succeeded or did not work
- ✓ Identification of ways of strengthening the solution

Part of being a strong critical thinker is to be analytical. That means evaluating the situation without allowing thoughts or theories to impact how you think about it. Instead, based on the context and facts you are able to gather, you can just examine the problem.

1.5. History of Critical Thinking :

1.5.1. Middle Ages :

Critical thinking was embodied in the works of Thomas Aquinas, starting from the Middle Ages, which showed that his thinking met the test of critical thinking, gradually systematically mentioned, considered and responded to all criticisms of his ideas as a necessary stage in developing them, thanks to Aquinas, reasoning was systematically rooted and tested, it was not left as an idea or a way of thinking only.

1.5.2. 15th to 16th Century :

Critical thinking in Europe spread to different fields, religion, literature, culture , human existence, law, and freedom throughout the Fifteenth and Sixteenth Centuries. Scholars at that time, such as Colet, Erasmus, and Moore in England, estimated that all spheres of human life required to examine and criticize the wisdom of the ancients.

1.5.3. 17th to 18th Century :

Hobbes adopted a naturalistic view of the world after the seventeenth and eighteenth centuries, in which everything was to be explained by evidence and reasoning. Locke defended the fundamental human rights by emphasizing that all governments are responsible for submitting to the reasoned critique of thoughtful citizens. Our conception of critical thought was further expanded by thinkers of that period of time, improving our sense of the influence of critical thought and its instruments. Applied to the economics question, it created the Wealth of Nations of Adam Smith. The Declaration of Independence was created in the same year, applying the conventional principle of allegiance to the monarch. Applied to reason itself, it developed Kant 's Pure Reason Critique.

1.5.4. 19th Century :

Critical thinking was expanded much further into the field of human social life in the nineteenth century, which applied to problems of capitalism, the history of human society and the origin of biological life, the unconscious mind, cultures, and language, leading to the development of the field of anthropological studies, linguistics, and many profound investigations of the roles of symbols and symbols.

1.5.5. 20th Century :

The power and essence of critical thinking has become clearer and more concrete formulations in the twentieth century, the power of information, and the importance of obtaining information with great care and accuracy, critical thinking in life and education is deeply required.

1.6.Critical Thinking Skills

Critical thinking skills are important because they help class run smoothly by solving problems , developing solutions and creating new ideas .

1.6.1. Observation :

The starting point for analytical thought is cognitive skills. A new issue can be sensed and detected easily by students who are observant. Observation experts are also able to understand why this may be an issue, and may even be able to foresee when a problem may arise before it occurs on the basis of their experience.

1.6.2.Analysis :

If a concern has been established, analytical skills become relevant. The ability to evaluate the situation involves knowing what is relevant about the problem, evidence, data or details. You can also find that interpretation is a necessary ability to solve the problem eventually.

1.6.3.Inference :

Inference is a skill that includes drawing conclusions about the data you gather and may enable you to have expertise or experience that is professional or industry-specific. That implies that you create responses based on limited data when you infer details about a situation.

1.6.4. Communication :

When it comes time to clarify and address problems and their potential solutions with colleagues, communication skills are crucial. For several reasons in the classroom, like logical thinking, communication is an essential skill to have and build on.

1.6.5. Problem Solving :

The final step is to introduce the solution after you have defined an issue, evaluated it and explored potential solutions. Problem solving also involves logical thinking to execute the right solution and to know if the solution works as it applies to the outcome or not

1.7. Importances and Benefits of Critical Thinking

There are countless forms of critical thinking that support teaching processes all over the world , especially with EFL learners, it plays a dynamic role, critical thinkers challenge ideas rigorously instead of accepting them at face value. They will still try to decide if the definitions, statements and outcomes represent the whole picture and are open to discovering that they do not. Critical thinkers would often systematically define, examine and solve problems, rather than through intuition or instinct.

A critical thinker is able to :

- ✓ Comprehend the relations between ideas.
- ✓ Determine the meaning of statements and concepts and their importance.
- ✓ Recognize claims, construct and test them.
- ✓ Identify contradictions in thinking and mistakes.
- ✓ In a clear and systematic way, tackle problems.
- ✓ Focus on the rationale of their own views, principles and assumptions.

And many more other advantages and importance that acquire the foresight of learners for better decisions either within the classroom or in their private lives.

1.8. Critical Thinkers and Their Characteristic Features

A critical thinker is not someone who was born to think critically or a person who was obligated to become a critical thinker, but they display a welter of attitudes and abilities that are very evident and involved in circumstances that involve problem solving. A community of thinkers emphasizes that critical thinkers are those who have been characterized as:

- ✓ Have a firm desire to understand the significance of positive thought.
- ✓ Identify issues and work on related subjects and problems.
- ✓ Distinguish between true inferences and false ones.
- ✓ In the absence of adequate evidence, suspend judgments and decisions.
- ✓ Understand the difference between rationalizing and logical reasoning.

- ✓ Be mindful of the fact that one's knowledge is minimal and that there are levels of confidence.
- ✓ Look out for special claims and totalitarian factors.
- ✓ Anticipate the effects of alternate behaviour.
- ✓ consider alternative explanations for any state of affairs.

It must be noted that critical thinkers can also be described as possessing the following characteristics.

- ✓ They should listen to others attentively and give them relevant input.
- ✓ They will interpret and analyze claims.
- ✓ They have a keen sense of inquisitiveness.
- ✓ They have a high tendency to substantiate declarations.
- ✓ It is subject to criticism.
- ✓ They're adaptable.
- ✓ They will undisputedly self-assess themselves.

1.9. Bloom's Taxonomy of Cognitive Domain

The purpose of using Bloom's taxonomy is to enhance and organize learning. In their teaching , teachers should use Bloom's taxonomy as a guide for writing learning goals, designing lesson plans, asking student questions, planning class events, and preparing tests and exams to reach the critical thinking of students.(Anderson, 1994). Paul (1985) Explain that when combined with the cognitive realms of Bloom's taxonomy, students can learn more about critical thinking because it has proved to be a valuable and powerful instrument, Bloom's taxonomy classifies six stages of thinking: information "involves the recall of details and universals, the recall of methods and procedures, or the recall of a sequence, structure, or setting. Understanding refers to a type of understanding or apprehension in such a way that the person understands what is being conveyed and can make use of the material or concept being conveyed without necessarily comparing it to other material or seeing its fullest consequences. Application refers to the "use of real and concrete circumstances of abstractions. Analysis reflects the breakdown of a communication into its constituent elements or components in such a way that the relative hierarchy of ideas is made clear and/or the relationships expressed between ideas are made explicit. Synthesis requires the "assembly of elements and components in order to form a whole. Evaluation produces conclusions on the importance of the content and approaches for given purposes. In terms of the development of critical thinking, the levels are ordered from basic to complex. Eventually in 2001, The Revised Taxonomy (2001) was published by a group

of cognitive psychologists, curriculum theorists and instructional researchers and testing and evaluation specialists under the title A Taxonomy for Teaching, Learning , and Assessment.

1.10. Reflective Journal Writing

Definition

The method of writing uses symbols, letters, alphabet and punctuation to construct a readable work that simulates the minds of people through ideas. On other hands, it is seen as the ability to share feelings , emotions, perceptions, personal values and beliefs in the field of teaching because it is seen as a learning method that enables students to learn when they write, reflective journal offers an invaluable experience as it enables people to apply their personal beliefs to make critical analysis in a safe way. Thinking about past experiences, present situations, and anticipated effects of their behaviour so that they can clarify and memorize what they have already experienced, since writing while thinking will help the brain recall every detail and make a healthy input rather than relying solely on reading, it is well known that writing in a personal-reflective journal can be beneficial to research. Students become conscious of their perceptions, roles, and feelings in relation to learning and to the learning environment through reflection. In addition, without failing to mention that group work ignites excitement among students, which helps them to portray themselves more well in front of their instructor. Scanlon and Chernomas (1997) have defined the processes of writing a journal in a reflective three-stage learning model:

- ✓ Reflection step one is perception. This may be influenced by ideas that went well, or possibly appeared troublesome, about an interesting event in teaching.
- ✓ Stage two is the event 's critical study, discussing what occurred and why. Individuals are starting to understand how this encounter applies to past concepts and behaviours they have seen before.
- ✓ A new insight appears in stage three, which, based on reflection, supports or reinforces previous ideas. Developments take place from this in thought or emotions, and often there may be shifts in practice.

1.11. Developing new Writers Critical Thinking Skills

Critical thinking provides a collection of techniques that help students of literature develop reflective insight and interpretation or clarification assessments, learning critical thinking skills involves intellectual self-discipline that generates skilful and reflexive thinking. New writers need to take drastic measures to build a job that needs careful thinking about these measures.

✓ Pre-Writing:

In this step is the step of thinking and deciding, the writer should be aware of what to write about .

✓ Research :

If needed because sometimes the writer needs to add extra information from the website or books .

✓ Drafting:

The writer here needs to try to rewrite the collected information into his own words .

✓ Revising :

Is to read again what was written carefully to catch mistakes using the critical mind when observing.

✓ Editing :

In this step, the writer's job is to fix the lines from all sides to make sure that the work is completed, right and smooth.

✓ Publishing :

Is to release the work to public where the listeners or receivers give their opinions about it .

1.12. Using Writing for Reflection :

Writing may also be used to think about the meaning of words that record your reaction to interactions, views, events or new knowledge and express your reaction to feelings and thoughts. Reflection appears as a means of exploring your learning and a chance to acquire self-knowledge. It is also a way to achieve clarity and a better understanding of what you are learning. Being reflective is an opportunity to develop and strengthen writing skills and create meaning from what you are studying.

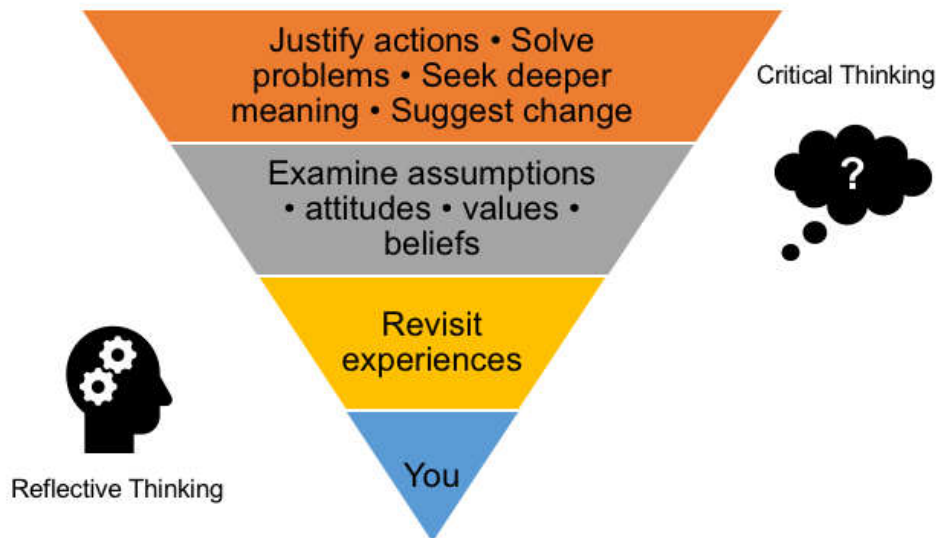


Figure 1: The Thinking Process (adapted from Mezirow 1990, Schon 1987, Brookfield 1987)

1.12.1 Explanation of Figure 1 :

This figure shows that you start with the reflective thinking process. You need to pause to define and analyze your own feelings before you can start to interpret others' words and ideas.

1.13. A Critical Thinker Should be a Reflective Writer

Critical thinker starts with tiny insights that are brought up by social coexistence and certain values that need growth. Starting with the view that thought is a collective practice, initially shared among individuals but eventually internalized to reappear as an individual achievement philosopher, the whole concept of individuality of thought is critically resumed and as it is well recognized that critical thinking is a deliberate effort that needs the brain to think and evaluate deeply. In other words, effective critical thinking and writing skills are a good match for enhancing the ability of students to think critically. They also claimed that critical thinking is supposed to build empirical arguments and logical reasoning by writing. To demonstrate critical thinking through writing, an understanding of the components of critical thinking is essential. Teachers should have acceptable ground rules and a rubric in writing that directs critical thinking.

1.14. Approaches of Using Reflective Writing within Critical Thinking

In literature classes, critical thinking relates to our writing process and how reflective the writer could be to make himself a good decision maker and better judgment user when taking actions to problem solving because successful problem solving tends to use a convincing type of thinking and writing process to identify and implement the solutions to their problems. This process works for any kind of problem, large or small. The learner will be able to ask the right questions, evaluate the information, and apply problem solving techniques to make informed decisions. Furthermore, reflective writing and critical thinking contains some exercises for an elementary education and smooth class running

✓ **Ask Questions:**

Asking questions gives students chance to apply what they've already learned , it also allows It also allows them to problem-solve and think on their feet and gain self respect for confidently expressing themselves in front of their peers.

✓ **Encourage Decision-Making:**

School teachers should encourage decision-making as much as possible. Since a large part of teaching critical thinking skills revolves around applying knowledge and evaluating solutions, students at this stage will be able to apply what they've learned to different situations.

✓ **Work in Groups:**

Group working and discussions between students are another excellent way and a cooperative learning process that expends learner's thinking/writing and puts him in a conscious thinking/writing process for a better problem solving..

✓ **Incorporate Different Points of View:**

Listening and accepting ideas from a multiple point of views is a tactic that gives students chance to share their own ideas while learning from others.

✓ **Connect Different Ideas**

Connecting ideas is one of the best ways of teaching critical thinking by using real life examples to round out the idea and make it more familiar to the learner.

✓ **Inspire Creativity:**

Teachers should find out new ways to use the information without borders through imagination in order to create something new, like create a game or write a poem or even singing a song.

1.15. Conclusion

We would like to note at the end of the chapter that teaching critical thinking through reflective writing will reap its rewards as the student becomes conscious of individual problem solving and that doing so means revisiting the prior experience and awareness of the subject they are exploring from the student. It also requires understanding how they think the way they do, and why. The study of their beliefs , values, behaviours and theories forms the basis of their comprehension. Reflective thought requires that you understand that you add important insight to the present of any student experience. Therefore, it allows you to consider and describe the major ties between what they already know and what they are discovering. It is a way of encouraging them to become involved learners, conscious and vital.



**Chapter Two :Teaching
Literature**

2.1.Introduction

Teaching literature has made a variety of contributions to promote student achievement, such as creative thought, inspiration, enjoyment. In EFL / ESL language teaching, Literature expressed the varied perceptions, thoughts and human beings' passions in their everyday lives, which represent a variety of modes and styles of literary work.. Since literature derives directly from human life, students' awareness and experience of human issues, including beliefs, morals, cultures and human interests, can be enhanced. Literature has been a topic of study in many countries at secondary or tertiary level, but until recently there has not been much importance in the EFL / ESL classroom, it has only been since 1980 that this topic has drawn more attention among EFL teachers. In this chapter, we will first define literature and demonstrate the Significance of teaching literature, including the use of teaching literature in the classroom. After that, dealing with teaching literature for undergraduate students and providing popular ways to use literature, this is to be followed by mentioning some approach and techniques.

2.2.The Definition of Literature

There are many descriptions of literature from various viewpoints. Moody (1971) defines it as an umbrella term, that is used to express in words some special aspects of the human experience. Furthermore, Lombardi (2013) defines literature as a work that uses creative thinking in expressing thoughts and ideas. Generally speaking, literature is described as one of the most important authentic resources that can be used in both language teaching and learning. In addition, there are three kinds of literature which are summarized in the following diagram::

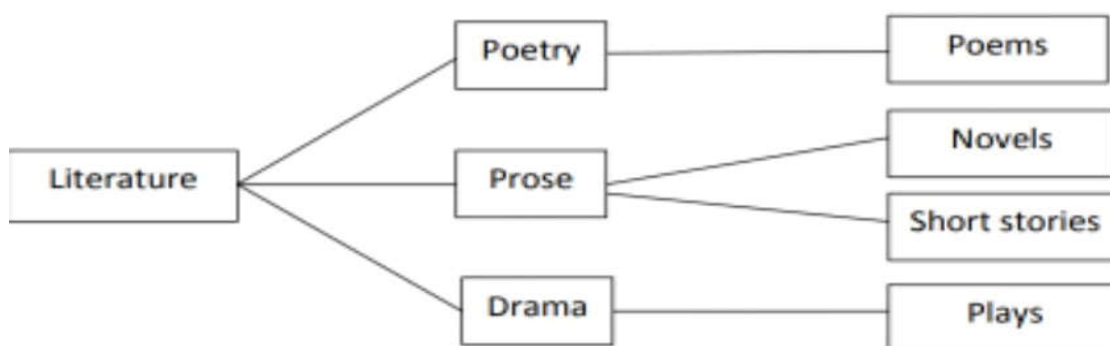


Diagram 1.2 Literary Genres

The diagram below gives an overview of the general literary genres that consist of: poetry, prose, and drama .

2.3 The use of literature :

Using literature in the classroom will make students more conscious of the language they are using, and Literature motivates learners to discuss topics that are interrelated to their outside environment. moreover, literature helps learners with a range of languages used by fluent speakers of that language. In addition, literature will expand the horizons and mental reach of learners by improving their creative capabilities. Furthermore, literature encourages learners to connect and engage when it discusses topics that are important and exciting to them. Literature provides students with encouragement to study and templates of high-quality languages, while improving students ' creativity, engagement and collaboration:

2.3.1 Motivating material:

Literature introduces students to dynamic concepts and fresh , unexpected use of language. A good novel or a short story will take students to other countries and wonderful worlds. A play or a poem may lead directly to such dilemmas and strong emotional reactions. All of this can be translated into their daily lives.

2.3.2 Access to cultural background:

Literature will give students insight to the culture of people whose language they are learning. It is an expression of culture and it records human understanding, perception and behaviour. Like literature, culture is a controversial concept that is known to mean different things to different people.

2.3.3 Encouraging language acquisition:

Obviously, at a lower level, students will not be able to work with an original novel or a short story in English on their own. Any comprehensive reading that we allow them to do outside the classroom will probably need to be made of graded content, such as graded readers. Yet at higher levels, students may be so engrossed in the plot and characters of an authentic novel or short story that they understand a lot of new language almost in passing.

2.3.4 Expanding students' language awareness:

One of the debates based around teaching literature in the classroom is whether literature language is somehow distinct from other types of speech in that it breaks the more usual rules of syntax, collocation and cohesion. Using literature will help students become more receptive to some of the general features of English.

2.4. the Significance of Teaching Literature in the EFL Classroom**2.4.1 develop critical thinking :**

Teaching literature as a tool to teach students how to react objectively to a situation, and performing certain critical thinking activities by reading and evaluating literary works. It also suggests that it will perform good practice on the principle of critical thinking, as the study of literary works can be implemented in students' everyday lives. As a consequence, the students have experience in using it. It can improve students' critical thinking skills by learning the principle through practice and application.

2.4.2 Adds cultural value:

Literary texts can allow students to understand the cultural expectations and principles expressed in a language, i.e. by using written works, EFL students are given the ability to learn and use English in a language sense, and they will have access to the beliefs and ways of thought of people whose language they are learning. Students will evaluate and contrast the target community with their own society, therefore establishing a new sense of understanding..

2.4.3 Builds vocabulary:

Literature is necessary to decide the book is appropriate; that is, the linguistic sophistication and how good the book is. Salinger (1951) is the ideal authentic material that a teacher might use with high school students to expand vocabulary and improve reading comprehension. According to Duff and Maley; The benefits of using literary texts for language exercises are that they provide a wide variety of types and records; that they are open to different meanings and also provide great opportunities for conversation in the classroom; and that they reflect on potentially relevant subjects to be discussed in the classroom.

2.4.4 Improves writing skills and thinking:

According to the teacher review, the findings indicate that teaching literature improves the imaginative writing abilities of students and improves their creativity. This may be accomplished by teaching various kinds of literature that lead students to the best models and writing styles and provide students with a strong foundation in creative writing. Provide students with excerpts from classical and contemporary literature that will serve to encourage their interest to literature and increase their inspiration for writing stories and poetry.

2.4.5 Expands language awareness:

Teaching literature offers a forum for students to experience the language they study both cognitively and efficiently. Literary texts involve students in personal and meaningful experiences

where they learn and have the ability to communicate the meaning of the text. They express with others, while other students can have various interpretations so that they can connect with each other. In addition to literary texts, students can use a variety of languages, vocabulary and grammar, as well as basic language skills from a variety of conversations and communicative models. Students will understand that people are using words intentionally and functionally, and will become mindful of why they have a particular reaction.

2.5. Ways of using Literature in the language classroom

Next, we can suggest some possibilities of making use of literary texts for the benefit of language learners.

2.5.1 language-based approach:

Studying the language of the literary text can help to combine the syllabuses of language and literature more strongly. Students are expected to rely on their knowledge of common grammatical , lexical or discourse concepts in order to create an aesthetic evaluation of the text.

2.5.2 Literature as content:

In this case, literature itself is the content of the course, which reflects on areas such as the origins and features of literary movements; the social , political and historical context of the text; the literary styles and rhetorical devices.

2.5.3 Literature for personal enrichment:

Literature helps students to learn about their own personal perceptions, feelings and opinions. They become more active and both mentally and emotionally. This approach is also a very strong support for group work.

2.5.4 Stylistics in the classroom Stylistics has two main objectives:

firstly, to enable student's to make meaningful interpretations of the text itself. secondly, to expand students' knowledge and awareness of the language in general.

2.6 Teaching Literature for the Undergraduate Students:

Literature, as an academic subject, is typically included in the Curriculum of the Faculty of Arts and Humanities, although none of the scientific departments pays any attention to literary texts. As a result , students often find it difficult to understand and comprehend the components of a foreign language. In addition, if both (language paired with literature) are learned together, the level of comprehension of other subjects can be improved. Another issue with teaching literature is the use of

unrealistic instructional techniques by instructional personnel. The majority of teachers use whatever approaches they have available, whereas literature could appeal to real-life experiences as far as possible. Teaching by itself is an art that attempts to communicate knowledge in such a manner as to make recipients appreciate, embrace and critically conceive about the content that is learned. If one like this occurs, so there must be a flaw in the whole schooling process.

2.7 Teaching Literary Text Approaches:

2.7.1. The traditional approach:

It is conceived because of the special features of the scholarly material of literature and also because of the conventional approach to teaching literature. Here, the role of the teacher in the course of literature is essentially that of teacher and transmitter. In this respect, the teaching of literature in our university lectures is founded on a teacher-centered approach. As a result, students turn parrot-like, guilty of recalling and vomiting what was mentioned in class. Broadly speaking, this approach does not respect the learners too much, it reads a vast number of literary texts with little chance to do the job on their own and to communicate their thoughts and reactions about the reading text. The trainer is the one who determines statistics, a sense of evaluation.

2.7.2 Language based approach:

It includes the use of comprehensive text analysis to guide learners towards both meaningful and personal understanding. Teachers must allow learners to use their schematic and structural linguistic awareness to shape aesthetic conclusions about the reading text. This method allows students to engage deeply with the literary text.

2.7.3 Reader_ Response approach:

Extract sense from the text and then react to the underlying messages. The instructor most moves from teacher-centered to learner-centered pedagogy that will encourage him to serve as facilitator and mediator in order to guide his learners to an individual capacity to read, assimilate and appreciate literature texts.

- **Analyzing:** the centre of attention is the language of the text
- **Comparison and contrast:** learners have to find similarities and differences between two topic-related texts. the context is more important
- **Expansion :** Students have to incorporate some aspects to the text, for example, what happens when the story is over?

- **Matching:** Students are given two classes of objects which must be related, taking into account both syntax and context.
- **Media transfer:** Text is translated from one medium to another, e.g. from poetry to prose or from written to oral.
- **Reconstruction:** Students could re-establish those components of the text that have been removed or jumbled..
- **Reduction:** Contrary to 'expansion,' learners have to delete those elements from the text in order to make it shorter, even though it still means the same thing.
- **Replacement:** Some text elements should be replaced by others of the similar kind. .

2.8. Literature and Language Skills:

It is agreed that literature is a strong source for teaching the four essential skills, i.e., reading , writing, communicating and listening. These skills must be learned in an interconnected manner, in addition to the universal and referential context, to allow the oral and written development of vocabulary, phrases and sentences. This skill can be classified as follow

2.8.1. Literature and Reading Skills:

According to Abderahman (2004): Teaching literature focuses more on developing the reading proficiency, because there is a strong link between the study of literature and the reading skills. In studying literature, learners are taught some of the sections written in a simple language that enable them to understand what is written and to be familiar with the types of words that are written inside. As well as teachers, they should have some facts and insights to compare their own beliefs and experience.. In addition to that, Widdowson (1984) argues that reading is not a reaction to a literary work but a reaction that covers both the reader and the writer. In which they are related through the text by contrasting what the reader learned in a literary text with his own beliefs, history and experience.

2.8.2. Literature and Writing skills:

Literature is known to be a valuable source of writing skills. Since literary works such as verse, novels , short stories are rich in vocabulary. Also, the role of literature is to motivate students to read and write regularly in order to master their writing skills. Oster (1989) regards that literature encourages the students to write more creatively, for instance, If the teacher gives a short story to his students and describes the circumstances or the storyline carefully, this would make the students more

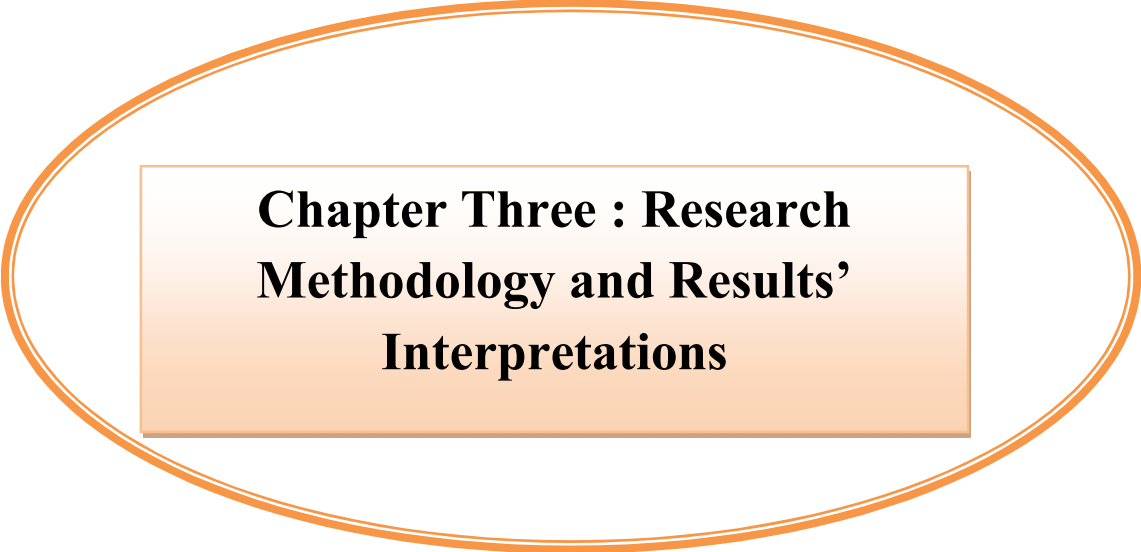
involved in the text. As a result, this text will provide students with an incentive to master the writing task quickly and easily.

2.8.3. Literature, Speaking and Listening:

Speaking is one of four major skills. It appears to be the efficient ability that makes the speaker capable of creating a language and speaking it verbally to express his feelings to others. Therefore, this activity still includes awareness of linguistic rules, social rules and vocabulary. Since literature is the main source of knowledge, it can be agreed that literary works are the most appropriate tool for teaching speaking skills. As far as listening skills are concerned, Literature contributes to the developing of listening, since it is rich in role-playing, action, poetry, humour and oral reading, which are important for listening skills. For instance, as students listen to poems or dramatic scenes performed by native speakers, students master expression, cultural influences and conversations that enable them to develop both listening and speaking skills.

2.9. Conclusion :

To sum up, teaching literature in TEFL classrooms is considered a valuable platform for fostering language learning, because it stimulates innovation because creativity, allows students to make decisions and guesswork, and provides them the ability to relate to real-life problems. Using literary texts in the classroom language can make learners aware of the language they are using, allow them to develop skills and techniques that can be used in many different circumstances and environments, improve their interest and motivation, and make learning languages a more fun and meaningful activity. In order to rethink the successful role of literature in TEFL classrooms, it is strongly advisable to improve suitable strategies and methods that will make it possible for the instructor to guide the learners towards an individual opportunity to read and understand literary texts, as well as to strengthen their language skills and cultural knowledge of the target language.



**Chapter Three : Research
Methodology and Results'
Interpretations**

3.1 Introduction

Research methodology is the manner in which researchers need to perform their studies. It allows researchers to formulate their objectives and problems and to show the findings of the data obtained during the research period. This chapter hence discusses the method we adopted to collect the necessary data and it is divided into two parts. The first part provides the variables, plan, the population of our investigation, and the data collection instruments involving two questionnaires and an experiment done at Amar Thelidji University to adjust the project design in the light of unforeseen issues. Whereas, the second part provides the interpretation of data collection, results of the study and results concerned with the previous hypotheses.

3.2. Variables of the Research

A variable is a term frequently used in any research. It is something that can change or can have more than one value. Means that it is something that has a different value. Additionally, Variables in any research have different types with a different influence. This research is mainly based on an exploratory study. Basically, for this study The two variables are: journals writing in literature class as an independent variable, and critical thinking as a dependent variable.

3.3. Plan of the Research

The study is principally based on exploring the effectiveness of writing reflective journals in improving critical thinking , taking students of English at Amar Telidji University as a sample, the questionnaire is done for the students' and semi structured interview for teachers. This study was carried out with both quantitative and qualitative research approaches. In fact, these two main approaches are now being utilized in different disciplines. Perhaps the quantitative approach is simplest to identify because the data produced is always numerical, as they are analysed simply by using statistical methods. As a result, a quantitative approach has been adopted in this study to measure the students' knowledge about different critical thinking strategies and techniques to evaluate the students' acquaintance of fostering critical thinking in learning based on journals writing , also to determine teachers' opinion about critical thinking through journals writing and in which extent they were beneficial to reach classroom goals. On the other hand, the qualitative approach has been also adopted to develop students' critical thinking abilities through journals writing .

3.4. Sampling of the Research

The sample was selected for this study consisted of 20 participants from the English department - Amar Telidji University in Laghouat in the academic year 2019-2020. It represents 10% of the whole promotion. The 20 students were randomly taken, 06 male and 14 female students and their native

language is Arabic. For the teachers the 10 participants are 4 males and 6 females. they were all chosen as literature teachers to fit our study.

3.5.Tools of the Study

Questions have been used to reach the purpose of this research. The study is carried out by making a questionnaire that will help us answer the questions related to our hypotheses.17 questionnaires were distributed: 13 questionnaires were distributed to third year students and 4 questionnaires were distributed to EFL teachers at the English Department in Amar Telidji University. The first section of the students' questionnaire revolves around the background information of the participants. This part of the questionnaires states general information about the respondents. The items in this section are as follows:

- Students' gender
- Students' level

The second section of the students' questionnaire was deals mainly with the learners' knowledge about literature and journals writing which composed of Nine questions. In a similar vein, the third section is developed to find out students' knowledge about critical thinking through journals writing. Thus, it was on students' perceptions, experience, and opinions towards the use of critical thinking as a tool to develop students' mind. In this questionnaire, students were asked to answer by reading the questions carefully and then putting tick in the most suitable answer, which tells how much students agree or disagree with the questions through ticking the 'yes' or 'no' box. The aim behind students' questionnaire is how students' develop their critical thinking and discover their perceptions and opinions through journals writing. This part is a semi structured interview, the questionnaires are given to the teachers in the University of Amar Thelidji in Laghouat, and we search to have the opinion and answers to collect data. The questionnaire includes four questions which was considered of close-ended question to narrow down and control the data needed and have more objective in answers. The questionnaires are delivered to Ten teachers; the aim was to understand how teachers foster students' critical thinking through journals writing .

Chapter Three : Research Methodology and Results' Interpretations

✓ Samples of the Distribution of Questions in the Questionnaire

Sections	Types of questions	Number of questions
Section one	Background information	2Q [learners]
Section two	Reflective journals writing	9Q [learners]
Section three	Critical thinking through journals writing	4Q [learners] 4Q [teachers]

Table 3.1: The Distribution of the Questions in the Questionnaire.

This table is a sample of types of questions , we add it according to the dissertation sample that you

students' sample	Do you think that journal writing is a good way to reinforce your critical thinking ? ✓ Yes ✓ No
teacher s' sample	Do you think that journal writing is a good way to reinforce students' critical thinking? ✓ Yes ✓ No

Table 3.2: Sample of Types of Questions.

3.6.Questionnaires Analyses and Interpretation

3.6.1.Students' Questionnaires

The students' questionnaire aims at investigating how students are familiar with foster Critical thinking through journals writing in EFL classes. This questionnaire also intended to enhance students' opinions towards the reflective journals writing . Our objective is to interpret the students' answers and represent it in statistical data. The data was summarized in the form of charts .

A. Section One: Background Information

This section is concerned with the demographic data of the participants in this study. The results are shown as follow:

✓ **Gender**

Student's gender	number	Percentage
Male	14	30%
Female	06	70%

Table 3.3 : Students' Gender .

✓ **Gender**

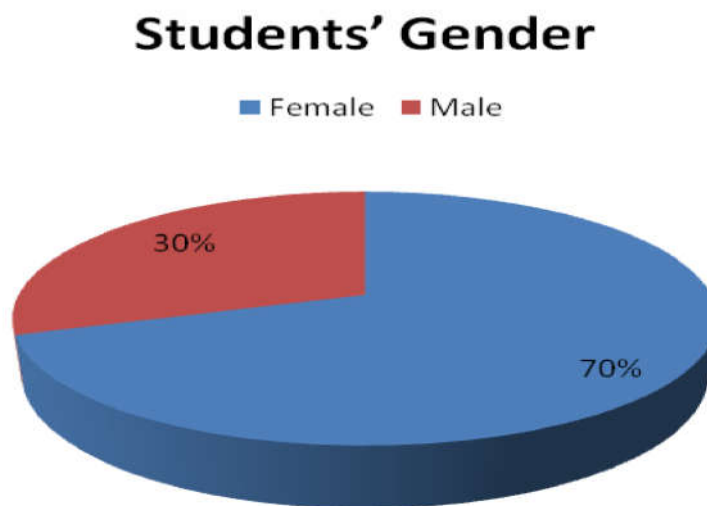


Figure 3.1 : Students' Gender .

As it is shown in the figure above, the number of the females is taken (14) with the percentage of 70% in contrast with the number of males (6) with the percentage of 30%..

✓ **Students' Level**

Student's Level	number	Percentage
Very good	02	09%
good	12	55%
average	06	36%
poor	0	0

Table 3.4: Students' Level.

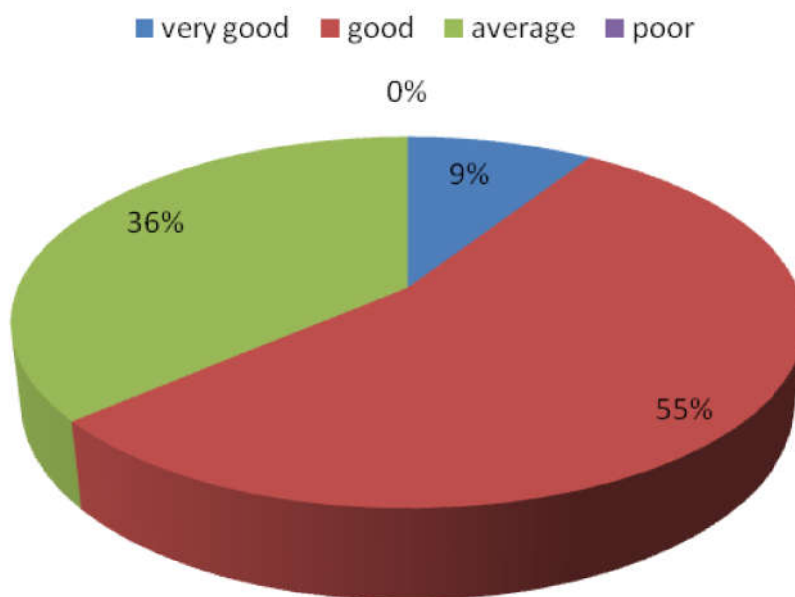


Figure3..2: Students' Level

As for the level of the students, we can see that the majority of the students have a good level (12) with percentage of 55% and we can also notice that there are students who have a very good level in English (02) with the percentage of 9%. However, the students who have an average level (06) take a ratio with a percentage of 36% .And zero for the poor level. We can notice from the statistics that their level in English as a foreign language is an advanced level.

B.section two : Reflective Journals Writing in EFL Classes.

Q1 :Do you like studying literature ?

Options	Number	Percentage
Yes	15	75%
No	5	25%

Table 3.5: Students' Desire Toward Literature

In term of enjoying studying literature , table 05 demonstrates that 15 of the participants have extremely enjoyed studying literature. However, 05 of them are not interested in studying literature.

Students' Desire Toward Literature

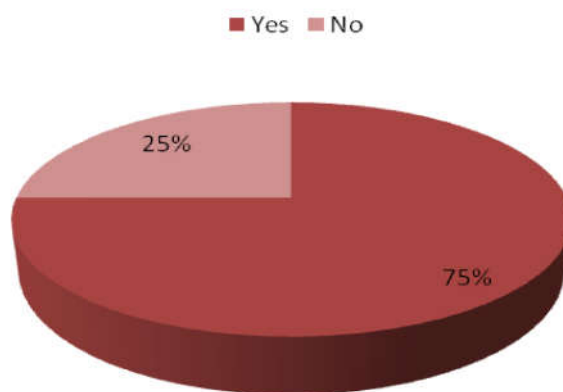


Figure3.3 : Students' Desire Toward Literature

Through the analysis of the table above, we can notice that 15 take a ratio with a percentage (75%) represent the majority of the students who like to study literature .However; the data provide 5 with a percentage of (25%) of students who dislike studying literature.

Q2 : Do you face difficulties while studying literature ?

Options	Number	Percentage
yes	16	80%
NO	04	20%

Table 3.6 :Students who Face Problems while Studying Literature

It is observed in table 06 that 16 of the informants answered that they faced problems while studying literature and only four answered the question with a refusal

Students who Face Problems while Studying Literature

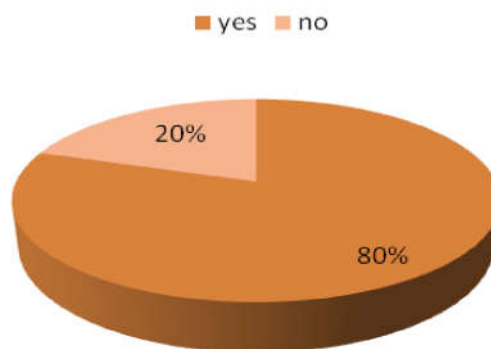


Figure3.4 :Students who Face Problems while Studying Literature

Reading the above results, it is perceived that most of the students are facing problems while studying literature. In which 16 students (80%) respond by yes, and only 4 students (20%) state that they do not face difficulties while studying literature

Q3 : What kind of struggles you face while studying literature ?

Options	Number	Percentage
content is so long,	06	30%
easily get bored	05	25%
cannot focus	04	20%
teacher's methodology is boring	03	15%
Lack of motivation tool	02	10%

Table 3.7 :Struggles Students Face in Literature Class

The table above shows that 06 of the participants see the course content is so long ,is the reason for being uncomfortable while studying literature, whereas 02 students see that lack of motivation tool. However,05students answered by they easily get bored and 04 students cannot focus in the literature class.

Struggles Students Face in Literature Class

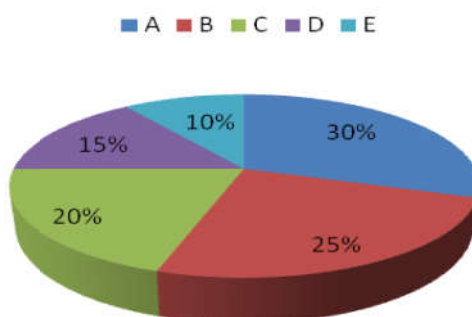


Figure 3.5 :Struggles Students Face in Literature Class

Knowing the challenges that students may face while studying literature is considered to be part of the solution. In that case, the struggles are different and varied for each student. In the opinion of (30%) of the participants (6),The course content is so long, is the reason for being uncomfortable while studying literature, whereas 2 students (10%) see that „Lack of motivation tool can be also a reason for being uncomfortable. However, 5 students (25%) have a different view in which they easily get bored while studying literature,3students (15%) find that the teacher's methodology is boring, and 4 students (20%) cannot focus in the literature class.

Q4 :What do you think of the teacher’s methodology in teaching literature ?

Options	Number	Percentage
Ambiguous	07	35%
Boring	08	40%
Exciting	05	25%

Table 3.8 :Students Perceptions Towards Teacher's Methodology

It is observed in table 08 that 08 of the participants answered that their teachers’ methodology is boring, while 07 of the students answered by is ambiguous. However, 05 of the respondents answered that their teachers have an exciting methodology.

Students Perceptions towards Teacher's Methodology

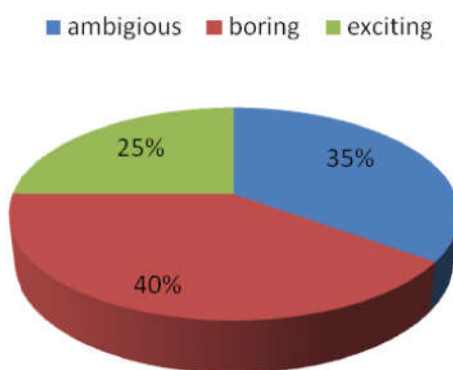


Figure 3.6 :Students Perceptions Towards Teacher's Methodology

The giving graph shows that 8 students (40%) see the teachers’ methodology in teaching literature as boring, only 5 students (25%) find the teachers ,methodology to be exciting. The other (35 %) of the students (7) consider the teachers ,methodology to be ambiguous.

Q5 :Do you usually write your own reflective journal ?

Options	Number	Percentage
yes	11	55%
NO	09	45%

Table3.9 : Writing Reflective Journal

The table 09 shows that 11 students who write their journals, and This indicates that journals writing is interesting and entertainment, and it helps in extending the students' knowledge.

Students who Writing Reflective Journals

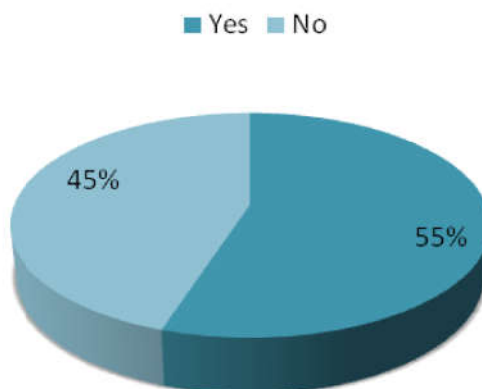


Figure 3.7 : Writing Reflective Journal

The giving graph shows that 11 students (55%) who write their journals, and This indicates that journals writing is interesting and entertainment, and it helps in extending the students' knowledge.

Q6 : How often does your teacher encourage you about write your own reflective journal?

Student's Level	number	Percentage
frequently	02	10%
sometimes	04	20%
rarely	06	30%
never	08	40%

Table 3.10: Encouraging Students to Write Journals Writing

It is observed in table 10 that 04 of the participants answered that their teachers sometimes encourage them to write journals, while 02 of the students choose the answer frequently, and 06 of them said that their teachers rarely encourage them about writing journals. However, the rest 08 of the respondent's answered that their teachers are never encouraged them to write journals.

Encouraging Students to Write Journals Writing

■ frequently ■ sometimes ■ rarely ■ never

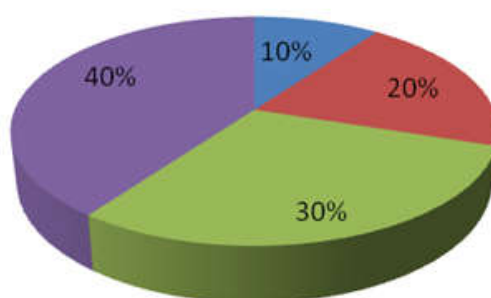


Figure3.8 : Encouraging Students to Write Journals Writing

Reading the above results, that most of the students (40%) respond by never. In which 6 students (30%) respond by rarely, however 4 students (20%) respond by sometimes and only 2 students (10%) by frequently.

Q7 : Do you find that reflective journals writing interesting ?

Options	Number	Percentage
yes	11	55%
NO	09	45%

Table 3.11 : The Importance of Journals Writing.

Those who chose the answer yes were 11 students, find that writing journals interesting while 09 students do not find it interesting.

The Importance of Journals Writing.

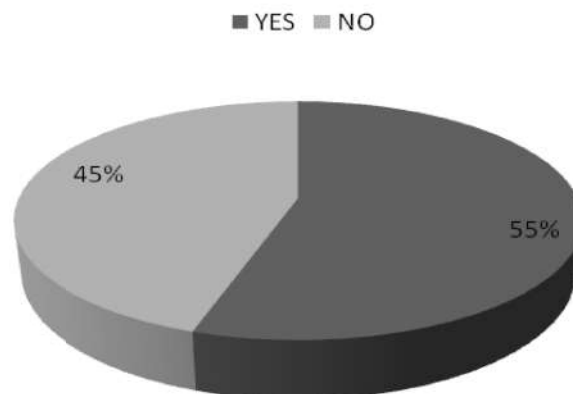


Figure3.9 : The Importance of Journals Writing.

As it represents in figure 55% of the respondents have found that journal writing interesting. In contrast, 45% of the participants do not find it interesting. This seen as the majority of students will have the chance to create their own journals without limitation.

Q8 : Do you think that writing reflective journals helped you to express your ideas and opinions?

Options	Number	Percentage
yes	12	60%
NO	08	40%

Table3.12 : Reflective Journals Helped you to Expressing Ideas and Opinion

When asking about Expressing Ideas and Opinions through journals writing, 12 students find that journals writing can help them, while 08 students answered by no.

Reflective Journals Helped you to Expressing Ideas and Opinion

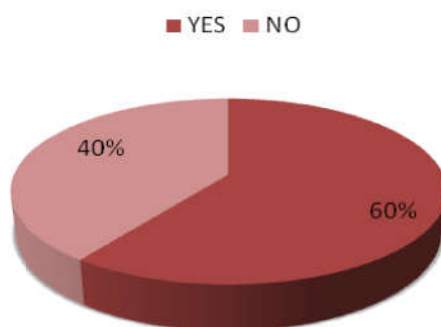


Figure 3.10 : Reflective Journals Helped you to Expressing Ideas and Opinion

As it represents in figure 60% of the respondents have found that writing reflective journals helped them. In contrast, 40% of the participants said no. This seen as the majority of students will have the chance to create their own ideas and opinions without limitation.

Q9 :Do reflective journals writing enhance motivation to write and confidence?

Options	Number	Percentage
yes	11	55%
NO	09	45%

Table 3.13 : Journals Writing Enhance Motivation to Write and Confidence

Those who chose the answer yes were 11 students, find that writing journals motivate them to write while 09 students answered by no..

Journals Writing Enhance Motivation to Write and Confidence

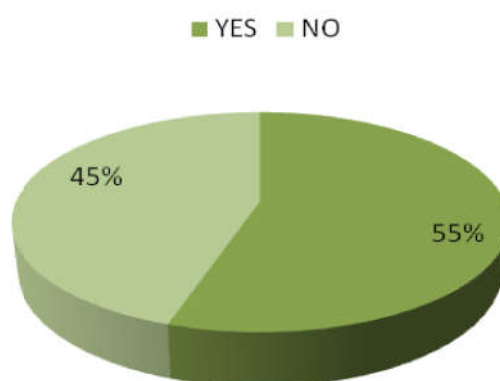


Figure3.11 : Journals Writing Enhance Motivation to Write and Confidence

The giving graph shows that 11 students (55%) respond by yes , and This indicates that writing journals motivate them to write. this indicates that reflective journal writing helps in enhancing learners' motivation and builds up their confidence.

Section three : Critical Thinking through Journals Writing

Q10 : In your own opinion, journal writing is a good way to reinforce your critical thinking?

Options	Number	Percentage
yes	12	60%
NO	08	40%

Table3.14 :Journal Writing is a Good Way to Reinforce your Critical Thinking

When asking about developing critical thinking skills through journals writing, 12 students find that writing journals can develop their knowledge, while 08 students do not find it interesting. This is seen as positive point where the majority of students will have the chance to reinforce their critical thinking through writing journals..

Journal Writing is a Good Way to Reinforce your Critical Thinking

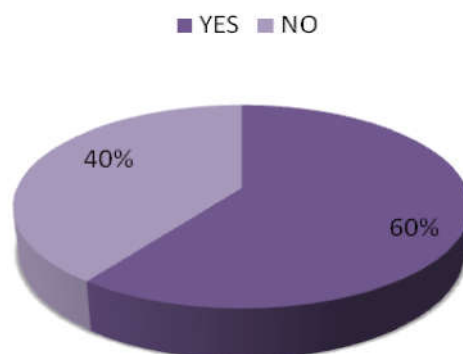


Figure 3.12 :Journal Writing is a Good Way to Reinforce your Critical Thinking

As it represents in figure 60% of the respondents have found that journals writing is a good way to reinforce critical thinking abilities . In contrast,40% of the participants respond by no. The majority of students seen that journals writing reinforce their critical thinking skills.

Q11 : Do you think that the continuation of writing reflective journals would be the main reason of being a convincing critical thinker ?

Options	Number	Percentage
yes	12	60%
NO	08	40%

Table 3.15 : The Continuation of Writing Journal is a Reason of Being a Critical Thinker

It is observed in table 14 that 12 of the informants answered that journals writing can improve the learners' critical thinking while only 08 answered the question with a refusal.

The Continuation of Writing Journal is a Reason of Being a Critical Thinker

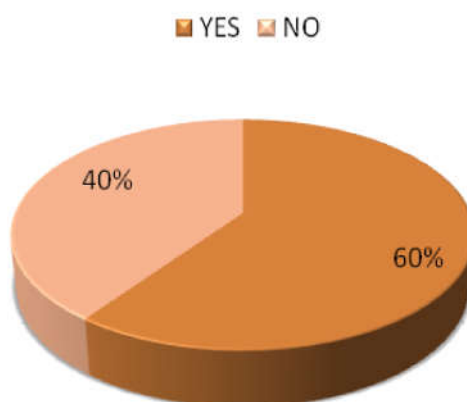


Figure3.13 : The Continuation of Writing Journal is a Reason of Being a Critical Thinker

As it represents the highest rate of positive answers with a percentage of 60% for the question of whether the continuation of journals writing is a reason of being a critical thinker.

Q12 : Do you think that journals writing can develop your knowledge and critical thinking?

Options	Number	Percentage
yes	12	60%
NO	08	40%

Table 3 16 : Developing Critical Thinking Through Journals Writing

When asking about developing critical thinking through journals writing, 12 students find that writing journals can develop their knowledge, while 08 students do not find it interesting.

Developing Critical Thinking through Journals Writing

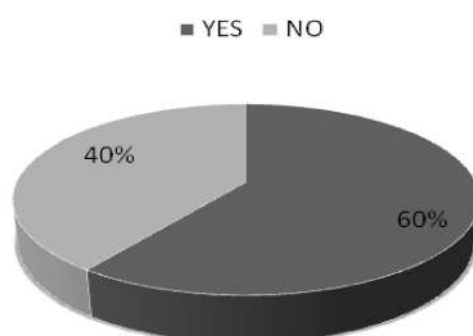


Figure 3. 14 : Developing Critical Thinking Through Journals Writing

When asking about developing critical thinking skills through journals writing, 11 students (60%) find that journals writing can develop their knowledge, while 09 students (40%) do not find it interesting. This is seen as positive point where the majority of students will have the chance to develop their critical thinking skills through journals writing .

3.6.2. Teachers' Semi Structured Interview

Q1 :Do you think that journals writing can improve the learners' critical thinking?

Options	Number	Percentage
yes	07	70%
NO	03	30%

Table 3.17: Improving the Learners' Critical Thinking through Journals Writing

The table above shows an overwhelming, 07 respondent's majority having a number of the importance of journals writing to improve the learners' critical thinking skills while 03 teachers answer by no.

Improving the Learners' Critical Thinking through Journals Writing

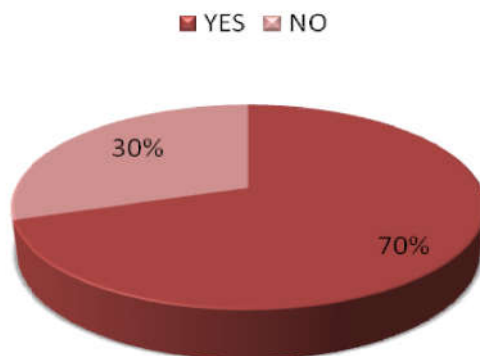


Figure3.15: Improving the Learners' Critical Thinking through Journals Writing

As it represents the highest rate of positive answers with a percentage of 70% for the question of whether journals writing can improve the learners' critical thinking or not. The result of these statistics indicates that the majority of teachers have used journals writing to improve the learners' Critical Thinking.

.Q2 :According to you , do reflective journal writing assignment improve third year EFL students' course performance?

Options	Number	Percentage
yes	07	70%
NO	03	30%

Table 3.18 :Improving the Students' Course Performance through Journals Writing

Table 18 shows that the highest rate of positive answers for the question of whether journals writing can improve the learners' performance or not., We have 07 teachers agree, and 03 answered by no .

Improving the Students' Course Performance through Journals Writing

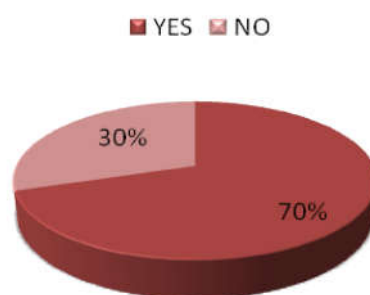


Figure 3.16 :Improving the Students' Course Performance through Journals Writing

As it represents the highest rate of positive answers with a percentage of 70% for the question of whether journals writing can improve the learners' performance or not. The result of these statistics indicates that the majority of teachers have used journals writing to improve the learners' performance.

Q 3 : In your opinion, do reflective journals writing enhance the learners' motivation to write and confidence?

Options	Number	Percentage
yes	08	80%
NO	02	20%

Table 3.19 : Enhancing Learners' Motivation and Confidence through Journals Writing

It is observed in table 19 that 08 of the teachers answered that journals writing enhancing the learners' motivation and confidence, while only 02 answered the question with a refusal.

Enhancing Learners' Motivation and Confidence through Journals Writing

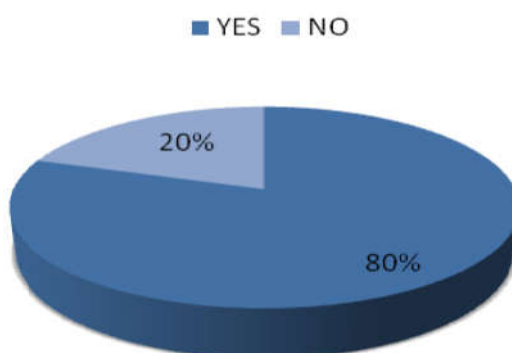


Figure3.17 : Enhancing Learners' Motivation and Confidence through Journals Writing

The giving graph shows that 8 teachers (80%) respond by yes , and This indicates that writing journals motivate student to write. this indicates that reflective journal writing helps in enhancing learners' motivation and builds up their confidence.

Q 4 : Do you think that reflective journals writing can develop the students' knowledge and critical thinking?

Options	Number	Percentage
yes	07	70%
NO	03	30%

Table 3.20 : Developing Critical Thinking Skills through Journals Writing.

When asking about developing critical thinking skills through journals writing, 07 teachers find that writing journals can develop their knowledge, while 03 teachers do not find it interesting.

Developing Critical Thinking Skills through Journals Writing

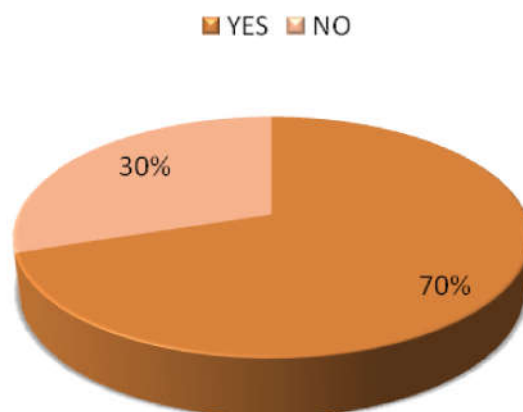


Figure3.18 : Developing Critical Thinking Skills through Journals Writing.

the participants 70% agree on the developing critical thinking skills and knowledge through journals writing. and 30% stated they disagree with this answer. The analysis of this result gives a clear explanation of how journals writing can develop critical thinking . we can deduce that they are strongly satisfied with the process of journals writing can develop the students' knowledge and critical thinking ,which they can evaluate themselves and improve their learning capacities

3.6.3. Interpretations

This section is about through and detailed results of the already undertaken processes of questioning and discussing. The results are both quantitative and qualitative namely in the teachers' semi structured interview and learners' questionnaire. Because the combination of both the qualitative and quantitative methods, the principals of validity and reliability have been taken into high consideration in this study; the two kinds of results reveal that the journals writing helps in developing critical thinking related to students' writing skills as well as improve learners understanding. The study shows that the journal writing has become necessity in developing their critical thinking skills and understanding of all stages of learners undergo to reach what is considered as a good piece of writing. Moreover, journals writing for teachers who use critical thinking for analyzing arguments, making inferences, using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems based upon the two conceptualizations, reasoning and motivation learning atmosphere as a whole.

3.6.4. Results Concerning the Students' Questionnaire

Generally speaking, the investigation conducted for this study has shown various positive results. Basically, the students' questionnaire reveals that the majority of students are good levelled and have positive attitudes toward journals writing. Actually, the results implicate that the majority of students in Laghouat's English language university department are aware of that importance of the reflective journals writing. In fact, the questionnaire reveals that the majority of students have positive attitudes towards enhancing their critical thinking through journals writing. The questionnaire has also shown that even students are familiar with other strategies like analysis and evaluation, and other various process like blooms taxonomy, they are more productive when critical minds are used. yet they could extremely gain several benefits. Students who write journals were able to better define their purpose to develop their skills especially in analysing , applying literature theories and to be acquainted with new vocabulary. Despite the fact, that students integrating critical thinking skill in the writing process. Generally, journals writing specifically is an enhancing idea. In fact, the results proof the effectiveness of journals writing in providing a space to students where they can effectively express their own impressions and opinions. At last, the majority of students have appreciated the reflective journals writing to foster their critical thinking skills as alternatives to traditional writing instruments for the reason that they are hopefully desired to learn with and to experience new writing strategies to develop their critical thinking skills.

3.6.5. Results Concerning the Teachers' Semi Structured Interview

Question01: Do you think that journals writing can improve the learners' critical thinking ?

Most of our interviewees had long experiences of teaching literature and agree on the idea that journals writing is a useful method, as it helps students to learn and to develop writing skills in enjoyable way.

Question 02: According to you , do reflective journal writing assignment improve third year EFL students' course performance?

Answers to the second question showed that the majority of teachers of literature indicate that reflective journals writing has a significant effect in improving students' abilities in problem solving, they said that students are now well done performanceres which is mainly related to the writing skills gained from journals writing.

Question 03: In your opinion, do reflective journals writing enhance the learners' motivation to write and confidence?

Most of teachers of literature classes consider that the use of reflective journal writing in enhancing motivation and self confidence adding that it is the best way of improving learning in general and the writing skills in particular

Question 04: Do you think that reflective journals writing can develop the students' knowledge and critical thinking?

In literature classes, most of the teachers agree on the idea that journals writing are powerful methods to achieve better results such as developing the student's critical thinking and knowledge

3.6.6. Results Concerning the Hypotheses of the Study

The results obtained from the students 'questionnaire and the teachers' semi structured interview support the hypotheses of the study. These findings confirm the hypothesis that writing journals about the lesson in literature classes can foster critical thinking by teaching the learners to have the ability of analysing, arguing, making inferences, or solving problems which known as critical mind Also it has several imperative effects on the writing and teaching process for the reason that students agreed on the effective role that journals writing provided. Both students and teachers results prove our first hypothesis that having multiple purposes that can strongly smooth the teaching progress through writing journals , The results indicate that the majority of them define clearly their purposes such as improving their writing skills. Besides, the results of them by supporting the second hypothesis about the critical process that we should follow to write a good literature using is Blooms Taxonomy for critical thinking and applying Blooms steps in writing , not only that ,but they could reflect on their

own impressions and opinions through their writing. Consequently, all the results of the exploratory study strengthen the three hypotheses proposed for this research.

3.7. Conclusion

This research as it is mentioned before; it is devoted to both analyses of the data by providing a summary of the results and to the methodological aspect in carrying out this research. According to the results gathered through the questionnaire and through the interview, we can say that journals writing in literature classes can be used as a very helpful and useful technique for better achievements and success among students to develop the students' critical thinking skills. Moreover, the students have positive attitude towards integrating and implementing critical thinking process within the journals writing ,To conclude, the results obtained from both the teachers' interview and the students' questionnaire confirm the hypotheses of the study. Besides, the findings of this study indicate that fostering critical thinking through journals writing is an effective way to improve students' ability of creating their own ideas limitlessly and helps them enhance motivation and build up confidence



General conclusion

General conclusion

General Conclusion :

The goal wanted through making this research is to examine the use of writing journals as an effective tool to develop students' critical thinking and writing in the English Department at Amar Telidji University, Laghouat. Besides the study aimed to reach the objective of developing students' mind not only for class tasks and applications but also as an alternative to their minds

The result showed that most students encourage the idea of writing journals to develop their critical thinking arguing. Clearly this study indicated the positive effects of the use of reflective journal writing in enhancing motivation and self confidence, improving learning in general and the writing skills in particular. In addition to that, we indicated that the students who used to write paragraphs voluntarily had better attitudes than students who just wrote when instructed by their teachers.

We can see that using reflective journal writing is beneficial to students critical thinking as demonstrated by the results of this study. Additionally, the students who voluntarily wrote their own paragraphs were more motivated to write than the others and had a much better perception. Regardless of the academic level of each student writing journals is considered as a hobby that anybody would like to practice , reflective journal writing can be used to develop the writing skills as evidenced .Using reflective journal writing in EFL teaching has the added advantages of increasing motivation and self-confidence, and improving learning. Moreover, reflective journal writing makes the writing course enjoyable, motivating, relevant, and exciting. Thus, students should be aware of the benefits to be gained from reflecting and writing down those reflection

As a conclusion, the result obtained from both the teachers' interview and the students' questionnaire confirm the hypotheses of the study. Moreover , the findings of this study indicate that teaching critical thinking through reflective journals writing has a significant effect in improving students' abilities in problem solving and well done performance which is mainly related to the writing skills gained from journals writing . On the whole, the findings from the study are supposed to open up areas for research on different uses of critical thinking these findings would change learners' attitudes positively, and raise awareness among them of how much beneficial it is developing your writing skills not only for the field of critical thinking, but also in different educational fields.



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General Conclusion

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Appendices

Appendices

Appendix A:

Learners' Questionnaire

Dear students, this questionnaire serves as a data collection tool for a research project. The research tackles the subject of Teaching critical thinking through journals writing in literature classes. You are kindly requested to answer honestly and seriously the questions below to help us to reach the objective of the study.

Section one : Background Information

Gender : a-male : b- female :

Level : Master two students of English, University of Amar Thelidji ,Laghouat.

Do you consider your level in English?

-Very good : - good : -average : - poor :

Section two : reflective journals writing in EFL classes

Q1 : Do you like studying literature ?

- Yes : - No :

Q2 : Do you face difficulties while studying literature?

- Yes : - No :

Q3 : What kind of struggles you face while studying literature ?

- a- The course content is so long
- b- Easily get bored
- c- Hard to focus in literature class
- d- Teacher's methodology is boring
- e- Lack of motivating tools

Q4 : What do you think of the teacher's methodology in teaching literature ?

-Ambiguous : - Boring : Exciting :

Appendices

Q5 : “Keeping a personal journal a daily in-depth analysis and evaluation of your experiences is a high-leverage activity that increases self-awareness and enhances all the endowments and the synergy among them.” Stephen R.Covey

Do you usually write your own reflective journal ?

Yes : - no :

Q6 : How often does your teacher encourage you about write your own reflective journal?

-Frequently : -sometimes : -rarely : -never :

Q7 : Do you find that reflective journals writing intresting ?

- Yes : - no :

Q8 : Do you think that writing reflective journals helped you to express your ideas and opinions?

-yes : - no :

Q9 : Do reflective journals writing enhance your motivation to write and confidence?

- Yes ; - no :

Section three : critical thinking through journals writing

Q10 : In your own opinion, journal writing is a good way to reinforce your critical thinking?

-strongly agree : agree : -disagree : -strongly disagree :

Q11 : Do you think that the continuation of writing reflective journals would be the main reason of being a convincing critical thinker ?

-Yes : No :

Appendices

Q12 :Do you think that journals writing can develop your knowledge and critical thinking?

-Yes : -no :

Q13 :Do you find that journals writing is necessary for you to develop your critical thinking skills?

-Yes : -no :

Thank you for your time

Appendices

Appendix B: Teachers' Semi Structured Interview

Dear teachers :

We would be grateful if you answer these questions which are mainly focused on Teacher's objectives about Teaching critical thinking through journals writing in literature classes.

Q1 :Do you think that journals writing can improve the learners' critical thinking ?

- Yes : - No:

Q 2 : According to you , does reflective journal writing assignment improve third year EFL students' course performance?

- yes : - no :

Q 3 : In your opinion, does reflective journals writing enhance the learners' motivation to write and confidence?

-yes : -no :

Q 4 : Do you think that reflective journals writing can develop the students' knowledge and critical thinking?

- yes : - no :

Thank you for your time

Résumé

Ces études visent à renforcer les capacités de l'esprit critique et à améliorer les compétences d'écriture en langue anglaise chez les étudiants universitaires. Cette étude a été menée sur un échantillon de professeurs et des étudiants de troisième année licence faculté de langue anglaise université Ammar Thlidji Laghouat 2019/2020 . On rédigeant un journal réfléchi on a observé que les résultats des données du questionnaire sont positifs, cette dernière consiste à enrichir l'esprit critique des étudiant en écrivant des journaux réfléchis. Quant aux étudiants la plus part de leurs réponses ont été produites pour des postes de soutien d'étude qui encouragent l'esprit critique et donnent la priorité à l'écriture car l'influence des écrits des critiques affectent la Psyché du lecteur ou de l'artiste ce qui encourage le critique à donner plus et le poste des professeurs était positif à propos de l'idée d'appliquer le journal réfléchi chez les étudiants et l'intégré au programme éducatif pour enrichir les capacités d'écriture dans l'esprit critique.

ملخص

هدف هذه الدراسة إلى تعزيز قدرات التفكير النقدي و تحسين مهارات الكتابة باللغة الانجليزية لدى طلبة الجامعات عن طريق كتابة اليوميات التأملية و مما هو ملاحظ فإن هذه الدراسة التي أجريت على عينة من الأساتذة و طلبة السنة الثالثة ليسانس فرع لغة انجليزية جامعة عمار ثليجي الاغواط 2020/2019 ، تؤكد أن نتائج معطيات الاستبيان إيجابية تمثلت في تعزيز الفكر النقدي لدى الطلبة عن طريق كتابة اليوميات التأملية . إما الطلبة فقد تمخضت معظم إجاباتهم عن مواقف داعمة للدراسة التي تشجع التفكير النقدي و إعطاء أولوية للكتابة لان تأثير الكلمات لدي الناقد يؤثر على نفسية القارئ أو المستمع مما يشجع الناقد على الإعطاء أكثر و قد كان موقف الأساتذة ايجابيا حول فكرة تطبيق الكتابات التأملية لدي الطلبة و دمجها مع المنهاج الدراسي لتعزيز القدرات الكتابية في التفكير النقدي.