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Teaching Critical Thinking through Literature

Instruction

**The Case of Second Year LMD Teachers and Students of English at
Ammar Thelidji University, Laghouat.**

*A dissertation submitted to the Department of English in partial fulfilment for
The Requirements of a Master Degree in Literature and Civilisation*

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Abstract

Teaching critical thinking skills is considered as method that may help EFL teachers to improve the power of thinking in students. This dissertation seeks on the importance of developing critical thinking in literary classes especially at reading and writing about literary works. The current study emphasizes also on the great role that literary works play for the development of critical thinking of 50 Second Year Students at the English Department – University of Laghouat. This research is divided into three chapters: the first chapter includes the Theoretical Development in Teaching Literature; it provides the reader with the definition of the conception of Literature and language teaching besides the used techniques to teach literature. The second chapter deals with Theory and Approaches of Critical Thinking. The third chapter involves the analysis and the interpretations of the Questionnaires for both teachers and students. The findings of the research showed that teaching literary works such as short stories is considered a suitable tool to teach higher – level thinking skills and improving them. Hence, it is required to be included in the educational curriculum.

المخلص

يعتبر تدريس مهارات الفكر النقدي وسيلة قد تساعد أساتذة اللغة الإنجليزية في تطوير المستوى الفكري لدى الطلبة لذلك تسعى هذه الدراسة إلى توضيح كيفية تدريس الفكر النقدي من خلال استعمال النصوص الأدبية بحيث يقوم أساتذة اللغة الإنجليزية على تشجيع طلابهم على إبداء و التعبير عن أفكارهم النقدية المختلفة. تركز هاته الدراسة على مدى تأثير النصوص الأدبية مثل القصص الأدبية القصيرة على تطوير مهارة الفكر النقدي لخمسين (50) طالب كعينة للدراسة في اللغة الإنجليزية - السنة الثانية - جامعة الأغواط. يحتوي هذا البحث على ثلاث فصول , بحيث يبين الفصل الأول التطور النظري في تدريس الأدب. لتزويد القارئ بمفهوم الأدب و تعليم اللغة و التقنيات المستخدمة لتدريس الأدب. ثم يأتي الفصل الثاني الذي يركز على توضيح نظرية ومناهج الفكر النقدي مبينا تلخيصا شاملا عن الدراسات السابقة. بالنسبة للفصل الثالث فيتمحور حول الطرق والوسائل المستعملة في هاته الدراسة مبينا النتائج المتعلقة بالفرضية المطروحة و من ثم الحصول على النتائج, حيث طلب من الأساتذة و طلبة اللغة الإنجليزية الإجابة على بعض الأسئلة لتقييم مقدار تحفيز طلبتهم من أجل قراءة النصوص الأدبية , و إعطائهم واجبات تزيد من تطوير قدراتهم الفكرية, وأيضا لفحص مستوى الطلبة في فهم القراءة. وبعد تحليل إجاباتهم أظهرت نتائج البحث المتحصل عليها أن النصوص الأدبية مثل القصص القصيرة تعتبر أداة مناسبة لتعليم مهارات التفكير العليا و تحسينها و منه فإنه يقترح إدراج هذه الطريقة في المنهاج الدراسي .

List of Abbreviations

EFL: English Foreign Language

ESA: Engage Study Activate procedure

ELT: English Language Teaching

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General Introduction

General Introduction

General Introduction

In today's changing world individuals such as EFL students need to develop their critical thinking skills so they can meet the demands they may face in their working lives. Thus, teaching critical thinking in relation to literature may achieve and foster the students' performance and practice during the class where they may work in specific subjects which are related to special texts. Hence, Shaheera Jaffar argued that "most of the EFL students are expected to think critically and apply their critical and analytical skills to the texts they study" (Jaffar 15). The EFL students in the University of Laghouat are one of those who are really in need to enhance their critical thinking where the use of literary works could be a helpful tool to achieve the student's critical thinking skills.

Background of the study

Steven D. Schafersman said that "Critical thinking is defined as logical, analytical, reasonable, higher-order, reflective, and scientific thinking as well as reasoning skills (qtd. in Khatib 166-167). Shaheera Jaffar stated that "Critical thinking also involves the use of different cognitive skills, which do not come automatically and have to be taught and developed (Jaffar 15). It was suggested by many scholars that the role of Literature in the ELT classroom has been re-assessed by many experts, and now many of them view literary texts as providing rich linguistic input, in addition to effective stimuli for students to express themselves in other languages. Thus, critical thinking in literature develops a keen awareness of the use of language, not merely from the aesthetic point of view but keeping in mind today's world and its developments.

Statement of the problem

The EFL students are in need to use their critical thinking skills in their studies. However, they do not know the process of critical thinking and how they can improve

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their critical thinking skills successfully? Thus lead them to not use thinking skills and making them unable to analyze literary texts deeply. Critical thinking takes no place in the educational curriculum, so; no level of thinking in students is developed or showed.

Aim of the study

The aim of this study is to show to the EFL students that critical thinking is much needed in developing their studies of Literature and also what concerns of the other subjects. This study is going to emphasize on the importance of Literature in improving their language competence, and how Literature Instruction intervene in enhancing the progress of the students' critical thinking ability. Thus, the students will be able to work on the literary texts through following critical thinking steps without any difficulties.

Research Questions

The EFL students find a difficulty to enhance their critical thinking of their literary studies especially at the process of learning that they pass through at University now days. Therefore, we attempt in this work to check about three questions:

- Do critical thinking skills improve the language competence of the EFL students in their learning?
- How can critical thinking be taught through Literature Instruction?
- Does Literature consider as best way or method to teach critical thinking skills? In what basis!

Hypotheses of the study

Critical thinking has positive and negative understandings. In academia, being critical means weighing up the particular arguments and evidence for and against an idea where the learners will identify and evaluate in certain positions the evidence of all these arguments concerning any literary work. Hence, the students will have the ability of

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thinking towards Literature and other subjects. This research suggests a tool which is considered as an important method to teach critical thinking and improving it. Critical thinking is used by many of scholars whom tried to show it as the main concern of the 21st century. As result, we hypothesize that Literature Instructions are very helpful to make the connotations of critical thinking skills of the EFL students understandable, and also they will have the encouragement to be a critical thinker.

Research Methodology and Tools

This research is experimental study in which a questionnaire is used to identify the students' ability to use their analytical skills, and the effectiveness of literary works like short stories in improving the EFL students' performance and how did the teachers encourage their learners to do so. The questionnaire is used as a pre /post Test about one short story (Cinderella). Also, a lesson about critical thinking is planned by following the ESA (Engage Study Activate) procedure that produced by Jeremy Harmer. Thus, this lesson is taught directly before both tests because the first test was done while reading, but for the second test was about their level of thinking out of text in order to make them more activate through being familiar with the process of critical thinking. The data of the test' answers about the short story' themes were gathered from 50 Second Year License students at English Department-University of Laghouat.

Organization of the Study

This research involves three chapters; the first chapter contains the Theoretical Development in Teaching Literature, it provides the reader with the definition of Literature and Teaching Literature, it also deals with Techniques of Teaching Literary Works with introducing the used procedures. At the end of this chapter the reader will figure out the multiple tips to teach literary works. The second chapter deals with Theory and Approaches of Critical Thinking: the review of the literature, the chapter contains the

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connotation of critical thinking and its relation with literature. This section describes the way of teaching critical thinking, the use of cognitive skills to enhance the individuals' thinking; finally we provide a summary of related studies from (2004 until 2012). The third chapter is about the experimental study and results which includes the variables of the research, plan of the research, tools and steps of the study. At the end, the results concerning the hypotheses of the study were established.

Chapter one

Theoretical

Development in

Teaching Literature

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I.1. Introduction

The EFL students should know the importance of literature to improve their critical thinking in the process of learning by acquiring the meaning of literature and the language competence. In which, it can help them in comprehending the all kinds of literary works successfully. According to Koutxmpou Violetta-Irene (2015) "literature is the feelings and thoughts in black and white. And it is a world fantasy, horror, feelings, visions....put into words" (Violetta 74). In other words, literature gives life meaning and creates beauty and expresses vivid motions and ideas. Where the learners will have the ability to comment on any of literary works and produce different point of views without difficulties. The current chapter deals with the theoretical development in teaching literature. It starts first with defining the concept of literature and language teaching, showing the meaning of literature and the relationship between language and literary competence, and stating the reason behind the use of literature in the language classroom in order to see how literature is much related to the language and its developments. Then, the approaches to using literature including (A language – based Approach to using literature and Stylistics in the classroom). After that, we will speak about literature and self-access involves definition of this concept and for what we will have a literature self-access center. In addition, we will highlight the techniques of teaching literary works and classroom procedures for teaching literary works. At the end of this chapter we will introduce some of benefits of literature based classes.

I.2.The Conception of Literature and Language Teaching

Literature and Language are closely related and this is a fact none can deny. "Literature is a canon, which consists of those works in language by which a community defines itself through the course of its history" (Mc - Fadden 56). "Language Teaching is a process whose aim changes not only from country to country and culture to culture but

from individual to individual” (Türker 299). Gillian Lazar said that "literature should be used with students because it is a motivating stimulus for language acquisition, students enjoy it, and it is a fun, it is found in many syllabuses and the like" (Lazar). Literature, a convenient source of content for a course in foreign language, provides motivating materials for language teaching. Literature is rooted in language and language gets life through literature. So literature and language are closely interconnected. As we can see that literature encourages students in reading literary works to become broadly aware of the social, political and historical events which form the background to a particular play or novel. And enables them to express their own personal responses to multiple levels of meaning which can only serve to accelerate the students ‘acquisition of language. Literature and Language Teaching or the language classrooms suggest so as overcoming the difficulties stemming from the literary works as course materials.

I.2.1.The meaning of Literature

According to Terry Eagleton "the concept of literature was not confined, as it sometimes is today, to a creative or imaginative writing" (Eagleton 17). It meant the whole body of valued writing in society: philosophy, history, essays and letters as well as poems. “Literature could be said to be a sort of disciplined technique for arousing certain emotions” (Violetta 47). Thus, literature can be seen as a language that is used effectively in expressing certain conditions; where we usually find them in the literary texts, which can be used in language teaching because they are suitable for the context of the events.

I.2.2.Language and Literary Competence

Literature and Language are not only intertwined but also inter-related. Therefore, it doesn’t make sense to study literature without language or to study language without literature at the centre stage. As we can notice that the definition of literary competence has been widely discussed by some scholars. Thus, the use literature (literary works) in

second language educational context shows the importance of awaring or recognizing literary competence. Gillian Lazar argues that "effective readers of literary text possess “ literary competence”, in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the words on page of a play or other literary work and convert them into literary meanings" (Lazar 12). Literary competence thus refers to surpassing mastership in having knowledge of the roles and norms of literary discourse. This ensures how a literary work can be read processed and comprehended.

I.2.3.The reason behind using Literature in the Language Classroom

Literature in a Language Classroom gives enough space for the learners to comment, justify, mirror and express themselves, through; using literary text “the language class can turn out to be lively and motivating” (Violetta 75). Thus, literature is supported and shaped by language and it represents one of the most important uses of language. In other words, the literary text has different interpretations which generate multiple opinions among the learners and that can make a motivated interaction with the text, the students and the teacher i. e. considering interaction as one of the bases of communication which defends that it is by both of interacting and communicating the language is learned. As we all know that the literary text presents the real feelings of the writer and this creates a powerful motivation in the learner where he/she can access this personal experience. So the aim of using literature in language classroom is to make the class interactive where the learners will improve the communicative competence, and they can enhance the critical thinking abilities.

I.3.Approaches to Using Literature

Language creates its own context in the literature classroom. And literature as it is can offer opportunities for learners to criticize discuss and produce. Thus, the use of literature gives the learners a variety of knowledge where they will express their

perception by acknowledging principles and beliefs, wisdom, customs, emotions and creativity. In other words, using literature has to be developed by following thoughtful and principled approaches through providing the teachers with the tools to improve their own classroom materials in using them in a way that suits the learners. According to Gillian Lazar "using literature in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings" (Lazar 3).

I.3.1.A Language – Based Approach to Using Literature

Gillian Lazar stated that “A language – based approach to using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself” (Lazar p27), where it focuses mainly on the development of four skills: reading, listening, speaking and writing or integrating ideas and themes from various subjects. Hence, literary text will enable the students to make meaningful interpretations of it and provide them with necessary language skills. Furthermore, the teachers need to provide tools to help their learners to interpret a text by utilizing their language ability which can enhance their critical judgments on literary works. Lazar argues that certain language – based study skills can act as important preliminary activities to studying literature. In which the teachers will ask their student to make prediction about what will happen next in any of literary works like a short story. And this surely paves a way to the learners to fill the gap between language study and the development of more literary – based skills.

I.3.2.Stylistics in the Classroom

Dr. Acheoah John Emik said that “Stylistics is simply the study of style. In stylistics, texts of various disciplines can be seen as "language in action". Defining stylistics therefore presupposes a clear understanding of the term "style", which refers to the way language is used in a given context, by a given person, for a given purpose” (Emike 1). In a way,

stylistics involves the close study of the literary text itself in order to support students' knowledge and awareness of the language in general, and to push them to read and study literature more competently in providing them with excellent language practice. Many of scholars argue that stylistics is a method as a mediating discipline between linguistics and literary criticism i. e. the interest of linguists is the codes that transmit particular messages whereas the literary critic is concerned with the interpretation and evaluation of literary works. And that puts a link between the two in which stylistics uses linguistic analysis to comprehend how messages are justified and then it gives a way of comparing different types of texts, whether literary or non – literary.

I.4.Literature and Self-Access

The EFL students need to be encouraged in order to enjoy literature by themselves in making the use of a self – access literature centre. Which is considered as a part of library, and this library is full of different collections of books, both fiction and non – fiction books. The teachers here are supposed to ask their students about what they would like to see in the library, mainly the students will choose to read the books that are related to what they have seen or watched. Thus, it will help the teachers to give suggestions about any literary text, because literary texts are seen as a resource which provides stimulating language activities. The teachers need to clarify and explain certain points that are difficult to the learner to grasp and they need more interpretations from him/her.

I.4.1.The meaning of Literature Self – Access Centre

Gillian Lazar clarified that “A literature self – access centre is a library or small collection of texts for students to read on their own with minimal supervision” (Lazar 179), and reading here doesn't concern the reading of the classroom only, but also for homework. Since the variety of literary texts can suit classroom activities, the self – access centre may divide into multiple kinds like: novels, plays, short stories and poems that may found in

both of library or kept in the classroom where the students find it easy to select and to borrow. Also, we can consider the collection of video recordings of plays or films based on novels as another kind of literature self – access centre. In which it encourages the learners to work through on their own. The idea of literature self – access centre needs resources to require which can be provided by the teacher, and here the student will brainstorm some ideas about required texts. Hence, the choice of choosing the kind of self – access centre should be more practical and appropriate for the class.

I.4.2.The reason of having Literature Self – Access Centre

To establish a literature self – access may take time and too much effort in making the learners understand at least ideas about what they studied. Consequently, the teachers will provide the choice of literary texts to listen or to read for the learners. And make literature enjoyable for them, also they will help in enhancing the students’ language competence by developing their reading and listening skills. Hence, the students will have the self-confident and independent as learners. Self – access aims to foster the autonomous of learning, to indicate good and bad practices as well as areas needing further development. This will lead to achievement of new learning materials and activities, and it makes the students know what they are developing by exposing to a wider range of learning opportunities.

I.5.Techniques of Teaching Literary Works

According to Gillian Lazar “Literary works are enrichable source for the language input of the students in their classroom and enhance their language acquisition by giving meaningful and memorable contexts for processing and interpreting new language” (Lazar 17). That is to say, the literary works are the reflection of human culture, knowledge and wisdom. And they are considered as an art of language, more than just an entertainment. In a way, the teachers should use some certain suitable strategies to fulfill their teaching aims.

As Zhen suggested that:

- The teachers should modulate their ways to suit the specific situations of teaching.
- They should not confine themselves to one or two old fixed modes of teaching.
- Excellent teachers will always change their way of teaching along with the new circumstances and they do not cling to the so – called established ways to deal with different students and different textbooks.

Resulting that, Zhen focuses mainly on the way of teaching that should be carefully taken by the teachers especially in dealing with literary works. Whereas, Dr. Mrs. Mujawara stated some of creative techniques to teach literature at what she called it the pre – teaching project which are:

- The teacher should give students a small project regarding the introduction, historical and political background of the country to which the text is related.
- The teacher should provide films to be showed to students after or before teaching mainly about a novel as well as computer-aid language laboratories that gives an idea of language style.
- The teachers should advice students to express their understanding towards that literary work by using their creativity like: writing poem, drawing picture...in some way form the subjects which the text is speaking about.

Dr. Mrs. Mujawar wants to show that the students need to know and recognize the historical details that influence the country and its literature as well as the political movements that effects on society and has been reflected in literature. Also, it will give the opportunity to enhance their abilities to learn language by using their creativity faculty.

I.6.Classroom Procedures for Teaching Literary Works

The component of literary works is aimed at improving students' language

proficiency, and it is considered also as a purpose to generate the aesthetic side of the language that is personal response from students. All of Mustakim et.al argued that there are three models in the teaching of literature as follow:

- The cultural Model: shows literature as a teacher – centered and source of facts where s/he delegates knowledge and information to students.
- The language Model: allows teachers to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals.
- The personal growth Model: where it focuses on a particular use of language in a text and in a specific cultural context.

These models contribute to help the students in understanding the content of literary texts, recognizing the issues presented in the texts, comprehending the themes and messages of the texts, and how they will interpret and identify the improvement of that literary work. Besides, how they will produce a piece of work in response to it. The classroom procedures should be concerned within the choosing of "literary work", where the teachers find it easy to present their lecture in enjoyable, interesting atmosphere. Resulting that, the students will be affected by the presented lecture without difficulties, and they can interact and express about the text studied successfully which based always on classroom observation and cooperative work between the learners.

I.7.Benefits of Literature Based Classes

The study of literature at the academic institution especially universities is essential for the acquisition of linguistic and cultural knowledge of the foreign language. Therefore, the students will appreciate a foreign culture in different periods and tolerate cultural, racial differences that may offer to them an uninfluenced world view in criticizing a text. So literature as content can be useful in the process of learning, where the ideas and thoughts of learners will developed in certain levels by having the ability to go deeper

within the context of the literary works. In addition, the learners will be more motivated to link their life experience with literature; they will be highly enhanced to take part in the process of learning. On the one hand, Kohzadi et.al stated in their work that literature can:

- Help students' cope with contradictory views.
- Help the language instructors nurture their own cultural, linguistic and deciphering abilities.
- Integrate diversity into the language classroom.

This makes literary works a very sensitive subject. On the other hand, Nicoleta Padurean argued that literature can provide:

- An Excellent writing and linguistic diversity.
- Mental training like (the ability to be creative through thinking critically).
- An opening interpretation: it can be basis for interaction.
- Memorability especially poetry.
- A cultural enrichment (to get knowledge about multiple cultures around the world).

In brief, students need to enhance their ability to think critically and learn to apply critical thinking skills through analyzing the literary texts. Therefore, the use of literature is considered as a helpful tool in the learning process because the main objective of teaching literature is to develop the language competence of learners through the acquisition of the ability to read.

I.8.Conclusion

The use of literature in teaching is generally considered to be a tool to introduce students to the cultural knowledge, the great thoughts that may play a big role in the development of the critical mind. Therefore, the teachers should find better ways mainly to observe and measure effective instruction in their process of learning, provide a list of

questions about the text to ensure the students' understandings and give materials to instruct by students to finish their tasks in the time. Besides that, the students will be aware of the language they are learning, help them to develop their skills by applying multiple strategies in many different situations and contexts, increase their interest and motivation, and make the learning of the language more entertained and worthwhile experience. In this chapter, many aspects have been presented from the definition of literature and language teaching, and how we use literature at the classroom which leads us to identify the approaches of using literature that the teacher should provide in certain way and how the teacher gives the chance to his/her students to be creative in analyzing the literary texts. Thus, the teacher should use some of techniques and follow the classroom procedures in order to facilitate his/her teaching process, and consider the benefits of literature based class that have been showed in this chapter.

Chapter Two

Theory and

Approaches of

Critical Thinking

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II.1. Introduction

The process of teaching literature and critical thinking need more investigation about the language use, where the process of critical thinking plays a great role as language pedagogy in improving the language competence and the skills of the learners. Moreover, critical thinking as an academic skill will open opportunities to both teachers and students in making a strong interaction at the classroom through giving analysis, judgments to be discussed about the context of literary works. This chapter provides an overview of critical thinking and its importance in education generally, and obstacles of critical thinking, then; showing the way of teaching critical thinking skills and its relation to literature. Moreover, we present the use of cognitive skills in critical thinking with listing its main steps and giving the benefits of learning critical thinking skills, and most importantly the key features of critical thinking, then concluding with a set of processes of critical thinking.

II.2. The Definition of Critical Thinking

The identification of critical thinking from Clare Nukui and Jane Brooks' view, "it is a fundamental component of academic life, and it is an essential skill when writing essays or reports, taking part in seminars and debates" (Nukui and Jane Brooks 2). Meaning here, critical thinking is the basis of all studies where the EFL students are left to guess what their teachers mean when they are told to be more critical. According to the view of The American Philosophical Association "critical thinking is the purposeful self – regulatory judgment which results in interpretation, analysis, evaluation and inference as well as explanation of the evidential conceptual, methodological, and contextual considerations upon which that judgment was based" (qtd.in Kohzadi et.al 64) . Furthermore, critical thinking is seen as a process of achieving the higher level of thinking and reasoning abilities of the EFL learners by using some strategies in order to get the needed results. Meanwhile, Lois Tyson said that "critical theory supplies us with remarkable collection of pedagogical

tools to help students, regardless of their educational background, develop their ability to reason logically; to formulate an argument; to grasp divergent points of view; to make connections among literature, history, the society in which they live and their personal experience" (Tyson xiv). From this perspective, critical theory seems to be an appropriate resource in order to guide, correct and improve the students' intellectual growth. In wide brief, critical thinking is considered as an academic skill of being able to look at ideas and problems to assess them. It also involves the ability to see links between concepts and enhance one's own thoughts.

II.3. The Importance of Critical Thinking in Education

The EFL students' awareness to the importance of critical thinking considered as an outcome of their learning. In which, "it is seen as a cognitive activity, and associated with using the mind" (Cottrel 1). Because, the learners need to learn how to apply critical thinking skills in their educational studies; where, the complicated problems will face them in their professions. Moreover, critical thinking also would help students of literature in having a communication with the text in purposeful way, and this may heighten students' awareness of mental processes which would assist them to observe and rethink about their own views. Thus, critical thinking and literature can raise the language's application and competency. In other words, the implementation of critical thinking skill will be developed only when the students are given the needed opportunities to use these skills in literary works. In addition, Emily R. Lai said that "good thinking requires the ability to generate intellectual products, which associates with creativity"(Lai 21) i. e. critical thinking and creativity are much related in which the students will show their capacity of thinking. Hence, the relationship between education and critical thinking can motivate the use of process oriented teaching methods. Since critical thinking is an essential part of pedagogy, the instructors are in need to provide explicit instruction in it, and they should support their

learners' ability to analyze problems and make thoughtful decisions, where; they get interest to critical thinking which is particularly important in the progressing of learner's mental and realistic ideas. In brief, critical thinking can be seen as a vital topic and at the heart of the modern educational settings.

II.4.Critical Thinking' Obstacles

Most of scholars attempt to focus on helping students in developing and engaging them into critical thinkers. In which, they will be involved in generating themselves with the meaning of the objects of their academic subject. But, some of researchers state that the students do not have a good foundational basis of critical thinking because of many reasons such the lack of cultural obstacles, and students' lack of motivation to active learning. Hence, we can notice that the culture plays a significant role in supplying the basis of language learning and apprehension. Also, it can either promote or prevent the thinking process (Kohzadi et.al 66). Furthermore, the teachers should be interested in the way of teaching critical thinking to their learners in which they will be well informed about the new teaching methods of critical thinking skills in order to improve as well as to test students' critical thinking skills (Schafersman). The fact that critical thinking has obstacles is giving an opportunity to the teachers in knowing how to recognize the different cultural backgrounds of their learners, which it will be shared among them for neglecting racial discrimination that has a negative impact on self – confidence and thinking patterns. That is why the teachers should encourage the students' positive attitudes about their heritage by which they can include it in the activities that examine culture differences. Most of all, the teaching of critical thinking may foster the learners way of thinking.

II.5.Teaching Critical Thinking

Critical thinking is learned ability that must take place in the process of learning,

because, it has a significant place in education where its achievement should be one of the main purposes for educators at all levels. According to Mohammad Khatib and Kamran Mehrgan "critical thinking is spotlighted in the educational settings so as to improving the power of thinking in students" (Khatib and Kamran Mehrgan 168). This means that the thinking process of the prior knowledge to what is being read and seen develops higher level of thinking skills in students, in which they will be able to relate new information to what is known in order to find answers to their questions. The discussion of teaching critical thinking sees the light in the modern education that would prepare students for a successful life. Moreover, the educators should recognize different characteristics and dispositions of critical thinking skills; know the conceptual and pedagogical complications of it. In other words, the discussion gives the essence of teaching critical thinking that contains conditions enabling the rules expansion of reference by which students interact with others because it deals with mindful and deep learning. Teaching students how to think critically give them the chance to be much more engaged in the learning production of tasks that is required from them in order to present or create something new, to develop their capacity to read and write with fluency and to solve problems. Thus, instructors are urged to know the conception of critical thinking by reading research articles and taking part in seminars, workshops and conferences on critical thinking to make the classroom well prepared in having an attentive atmosphere that suits teaching and learning thinking skills. As result, facilitating critical thinking based on or focuses on teaching conditions which can help learners to improve their perspective on the contexts, and on the problems which they generate.

II.6.Critical Thinking and Literature

The earliest scholars had supported the idea of including literature in language learning and teaching programs which can be used as a source to establish critical thinking

skills in learners, so that, through literature the students would get the opportunity to use certain critical thinking skills of analyzing, judging, evaluating and thinking logically. On the one hand, literature gives the helping hand to the EFL students to promote their thinking by using the literary tools such short stories, novels, plays and poems. Hence, researchers like Alina Nicoleta Padurean who said that "literature is more than language; it is knowledge culture and personal development" (Padurean 200). Through literature the real subjects and problems can be seen and appeared, and solved. It also opens a new vision where the learners achieve their abilities. On the other hand, critical thinking as we know is a sort of expectations made by individuals to express their own views towards a phenomenon, though, it is the same case in learning and teaching literature where the teachers introduce and give what is needed to make their students react whether negatively or positively in discussing any of literary works by suggesting and predicting ideas. Most of all, critical thinking is coming from multiple sources to present the information in a creative and logic manner. At the end, literature and critical thinking can make huge progress in putting the education in higher positions or levels.

II.7.The Use of Cognitive Skills in Critical Thinking

Critical thinking is not just a set of processes, but it is more than that where many of different skills and actions could be involved in like emotions. However, to reach the final outcomes successfully the students of literature should be more interested, at the same time they must think logically about some issues to see which level of their thinking is going to. Moreover, the students need to use the basic cognitive process such as, observing the issue, measuring it and classifying it. According to the consensus statement of the national panel of experts "the cognitive skills included as being at the very core of critical thinking such interpretation, analysis, evaluation, inference, explanation and self – regulation"(qtd. in Facione 6).

Interpretation: it is to acquire and express about the importance and the meaning of different experiences, judgments...etc.

Analysis: it is to give an identification of the exact relations among questions, information, opinions....

Evaluation: it is to estimate the truth of the given statements that consider as person's perception or belief.

Inference: it is to discover and protect the needed elements to make hypotheses, to make conclusion...

Explanation: it is to be able to present the results in coherent way, where you give the whole image to clarify the evidence in terms of conceptual and contextual considerations.

Self – regulation: it is about the one's cognitive activities where the one's ideas, opinions and results are in need to be examined and checked on the basis of self – interest.

II.8.Stages of Critical Thinking

Critical thinking is much related with literature, because literature is considered as a source of meaningful knowledge. In which, we can recognize the real significant of critical thinking in making this relation more fruitful. As what we have seen before that critical thinking can be included in the teaching process, where the posed question will be on how can be taught? Of course through knowing and applying certain steps that need to be explained and practiced to the students, in which, they can be supported in enhancing their knowledge about critical thinking process. Therefore, these steps are commonly discussed in literature where one of researchers presents them as follow:

1- Observe: it is about gathering a variety of information from different sources, and discovering the different perspectives.

2- Analysis: it is about identifying major themes or arguments.

3- Evaluate: it is about classifying the most significant arguments.

4- Question: it is about developing new hypotheses and opinions.

5- Contextualize: it is about considering the analysis and assessment of the specific context.

6- Reflection: it is about testing conclusions and reflecting on possible outcomes.

II.9. Benefits of Learning Critical Thinking Skills

Critical thinking skills will benefit the EFL students, in which their thinking skill will play a huge role in maintaining and developing the designed targets, then bringing a great number of advantages in education and life as whole. Particularly, practicing critical thinking would help the students to be more exact and specific in noting what is suitable and what is not. According to Stella Cottrell “A good critical thinking skills have numerous benefits such as:

- Improving attention and observation.
- More focused reading.
- Improving the ability to identify the key points in a text.
- Enhancing the ability to respond to the appropriate ideas.
- Having skills of analysis that can be chosen to apply in a variety of situations”
(Cottrell 4).

From those advantages, each learner will have the capacity of analyzing literary works while reading and writing. Also, they will know how to evaluate their information by using questions or opinions. Thus, the skills of critical thinking are stable and can be applied to many fields of knowledge especially literature.

II.10. The key Features of Critical Thinking

As what has been known, critical thinking contains a wide range of approaches that

contribute to clarify and investigate about certain discussions of the way of people actually think. Therefore, the needs that most of the EFL students should take into account are basically based on the background of knowledge in order to demonstrate their critical thinking. In other words, critical thinking can improved just with good thinking where thoughts are shown by both ability and disposition. Because, critical thinking is about making the proof more balanced that should be presented to say what is believable and what is not. As Meriem Rehim showed in her dissertation that "the three key features of critical thinking: effectiveness, novelty and self – direction" (Rehim 13).

- **Effectiveness:** critical thinking obviates most difficulties like observing an issue from one side, the failure of supporting the knowledge with proofs, neglecting the new evidence which dismisses individual's thoughts.
- **Novelty:** critical thinking looks for what is new as solved problem, and not only recalling previous information or remembering a solution or a situation to be the main focus. In which, it will be applied by specific and limited systems or rules.
- **Self – direction:** thinking skill is based mainly on the students' own decision and his notes about an issue to be more confident with his performance.

Knowing the key features of critical thinking above can help to foster intellectual independence. Yet, they can grasp the specific and the general descriptions of critical thinking as what has seen by most of researchers.

II.11.Critical Thinking: A Set of Processes

Critical thinking is about practicing and applying rational thought process using reflective and independent thinking for more and new knowledge. It is also not just one exercise that would happen once and reach to perfect results. In general, it covers all the thinking processes to get the surface of something. Hence, it has been produced each time that critical thinking is stands on analysis and rationality, and on the following processes:

- Analysis of the arguments.
- Judgment of significant information.
- Evaluation.
- Construction of clear arguments.

These set of processes complete each other, where none of them can be neglected in order to acquire critical thinking's component.

II.12.Related Studies

In the point view of Simpon and Courtney “critical thinking is a process that involves higher-level thinking and reasoning abilities” (qtd.in Kohzadi et.al 64). The use of critical thinking helps individuals such students to improve their level of thinking through making questions and finding answers for more clarification. Griggs et al believed that critical thinking is “a process of evaluating evidence for certain claims, determining whether presented conclusions logically follow from the evidence and considering alternative explanations” (qtd.in Kohzadi et.al 64). Chance viewed “critical thinking as the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems” (qtd.in Khatib and Kamran Mehrgan 167). Shersman declared that “critical thinking is paramount in modern education” (qtd.in Khatib and Kamran Mehrgan). Critical thinking is considered as an essential part of educational settings where educators should be interested in teaching it for their learners so as to improve the power of thinking in them, therefore; teachers need to re-regard their methods of learning process to do so successfully. Scriven and Paul defined “critical thinking as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication as a guide to belief and action” (qtd.in Khatib and Kamran Mehrgan). It is potential that critical thinking

is considered as a set of mixed mental processes, methods, and representations in solving problems, making decisions, and learning a great number of new information. Maley stated that “ESL/EFL literature should be used as a resource rather than as an object for study” (qtd.in Khatib and Kamran Mehrgan 169). The usage of literature in general and short stories in particular helps the students to be engaged intellectually in the literary works, hence; short stories has a great significant where the students will get the chance to employ their critical thinking skills as analyzing, judging, synthesizing, evaluating, and thinking logically (khatib and Kamran Mehrgan 169). Critical thinking skills can be taught at any age, and can be developed fruitfully through using literary works such short stories in which the EFL students will feel free to create, and to explore facts.

II.13.Conclusion

Critical thinking skills have relation to several other important students’ learning outcomes, and it is powerful resource for them so they can benefit from. Critical thinking is used when we want to assess the intellectual works of others, in which, we will figure out our strengths as well as weaknesses in working on those literary works. Additionally, critical thinking is about making decisions, predictions and solves problems. It deals also with the process of thinking in which the new thoughts will be enhanced each time. Therefore, teaching critical thinking at university is really needed; so that, the teachers could provide certain ways in literary classes to make critical thinking understandable for students, give tasks to work on to develop their own opinions. Consequently, the students will have an opportunity to improve their creativity to be good thinkers where they will have self – confident to present their multiple arguments, though the teacher should take into account the significance of the following skills such organizing ideas, evaluating arguments and so forth to be applied by the EFL students. To conclude, critical thinking is paving the way for the learners to be free to make frequent use of their thinking skills.

Chapter Three

Data Analysis and

Interpretations

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III.1. Introduction

This study examines the students' ability to use their thinking skills in understanding and discussing the literary works in EFL classroom, and how the teachers do encourage their learners to be more motivated in presenting their ideas and thoughts. The main aim of this research is to show the importance of literature through teaching critical thinking at universities, and to know how to use their analytical skills while they are working on literary texts and how do critical thinking enhance the students' language competence. The study was carried out in English Department at Ammar Theligi University, Laghouat, Algeria. The current chapter is divided into two parts. The First part provides the variables of the research, the plan, samples of the research, and tools of the study and steps of the research, then, data analysis. Whereas, the second part provides the interpretation of data collection, results of the study and results concerned with the demonstrated hypotheses.

III.2. Variables of the Research

The variables of this research are classified into dependent and independent variables. The first variable is independent variable where it emphasizes on reading certain passages from short stories which should be evaluated by the researchers. Whereas the second variable is dependent variable where it concerns with critical thinking that would be observed by the researcher, and find out the effectiveness of the first variable.

III.3. Plan of the Research

The aim of this research is to investigate about the effectiveness of literary texts in improving critical thinking skills. This study carried out with a quantitative approach to show that literary texts like short stories could develop widely the critical thinking of

university students such the second year students in the English department whom were the participants.

To reach the aim of this study, a group of students will first have an interview to see if they have an idea about thinking critically, and if they know how to apply critical thinking skills while reading some of literary texts. The next step includes the identification of critical thinking in order to make the students figure out its meaning. After that, they will have a lesson about the process of critical thinking and the way of applying it. For that, this lesson is planned by following the ESA (Engage Study Activate) procedure by Jeremy Harmer. The students will take a pre – test to evaluate their comprehension level of thinking at the same time reading, and discover if they are using their thinking skills; then, they will have a post – test to see the achievement of their performance of thinking critically out of the text. The text is about one short story (Cinderella) and the students are asked to answer the questions of both part one and part two that are related to the short story. The lesson and the two tests were gathered and analyzed.

III.4. Sample of the Research

The participants in this study are 5 EFL teachers and 50 of EFL students at the English Department – University of Laghouat in the academic year 2017 – 2018. They are of both genders and the average age of the teachers is between 27 – 45 years old, and for these students is between 20 – 30 years old. The population of both teachers and second year students was randomly selected. Thus, the teachers show that the students somehow are weak in interpreting the literary texts whereas the students were having problems in applying their analytical skills on the literary texts. For that the sample would help to apply the experiment.

III.5. Tools of the Study

Each research should have tools for data collection that makes the given aim of this research improved. Thus to gather the data that help to reach the goal of this study, the following tools are used in this research: a pre/post questionnaire and interview on one short story, practicing the lesson of critical thinking.

III.6. Steps of the Research

This research is used to find out the students' level of comprehension and see if their analytical skills are applied, and how their thinking skill is improved. The questionnaire is done for both teachers and students where the questionnaire of teachers was about the gender of participants, their consideration towards the students' level in English, the difficulties that may face in presenting their lectures, their encouragement for students to read literary texts and if they provide them with tasks and home works; also the strategies that are provided by teachers to make their lectures more enjoyable and interesting, and if they ask their students to be more critical, and if they should know how to think critically; additionally, how did the teachers evaluate the students' interpretation of literary texts. This questionnaire includes eleven questions; whereas, the questionnaire of students includes three sections; the first section was about defining the gender of participants, their level, and their university. In other words it was for background information. The second section is entitled "students' Comprehension in Reading Literary Texts". It contains seven questions that dealt with their habits towards literary works in the past; additionally, how does their level of English can effect on their reading. The third section entitled "students' ability to use their analytical skills". It includes five questions in which it allows them to consider their thinking skills if it is applied or not while reading literary texts like short stories, and out of the texts. Then, the test is divided into two parts: pre – test and post – test. The pre –

test is about using thinking skills while reading some of short passages from a short story (Cinderella) the participants are asked to answer the questions related to it. The post – test is about using their analytical skills out of the text, they are asked again to answer the two final general questions to evaluate their ability to think.

III.7. Analysis and Interpretation of Data

The aim of this study is to improve the language competence of the learners by using the literary texts in which their critical thinking can be enhanced. The outcomes that are reached in this study contribute to show the needed analysis through answering the research questions in form of charts as follows:

III.8.The Teachers' Questionnaire:

Question 01: Gender

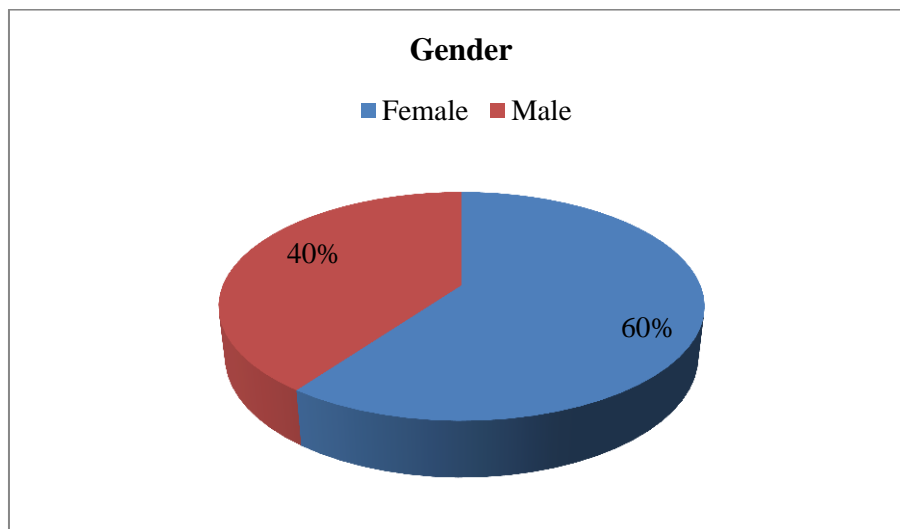


Figure 01: Gender

In English department at Ammar Theligi of Laghouat, we notice that female teachers of literature are more than male teachers. In this questionnaire, we have 3 female teachers (60%) and 2 male teachers (40%).

Question 02: what do you think about the students' level in English?

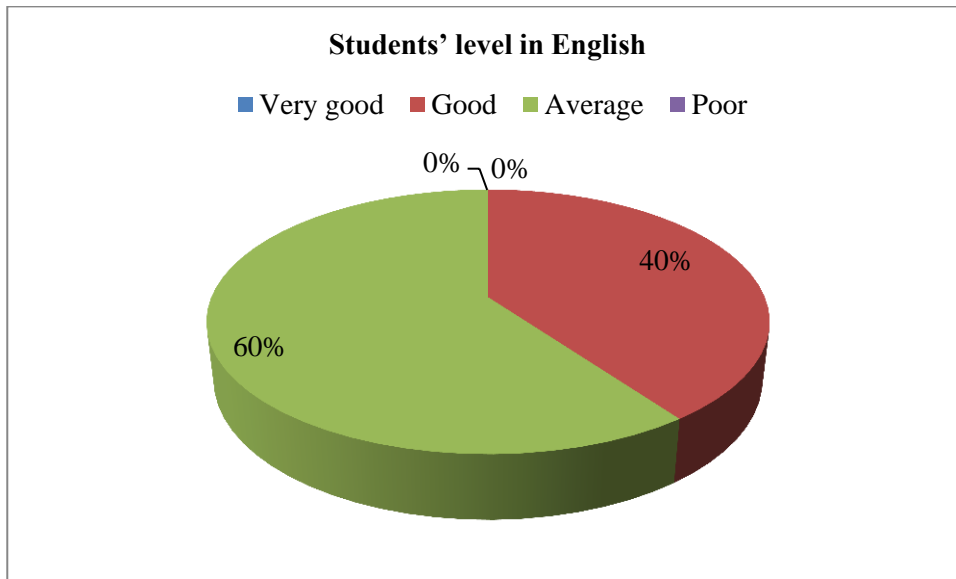


Figure 02: Students' level in English

Most of teachers 3 said that the students' level in English is Average (60%), but for the other teachers 2 said that is Good (40%) and for the rest (0%). This means that EFL students are somehow good at English and this helps us to know their ability in expressing and presenting their ideas correctly.

Question 03: Do you have difficulties in presenting your lecture?

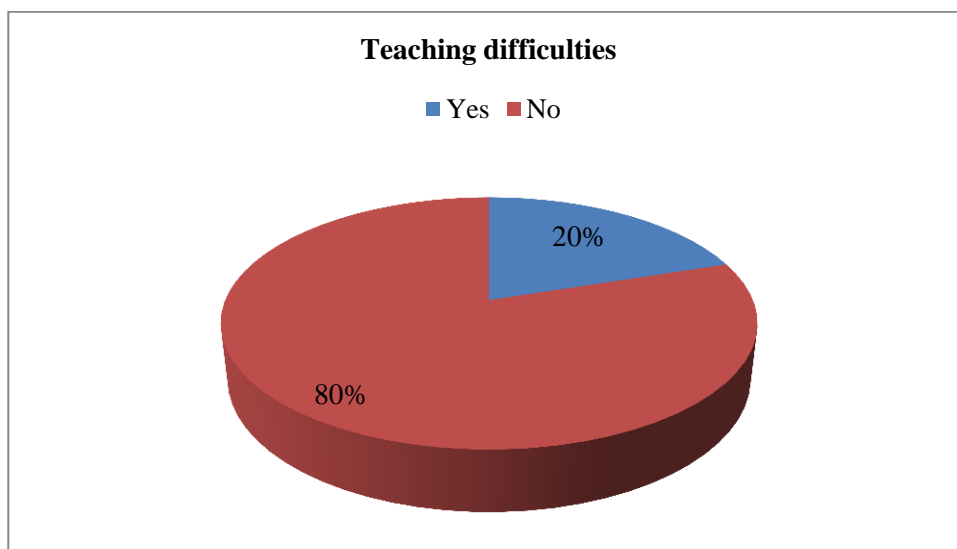


Figure 03: Teaching difficulties

The majority of teachers 4 said that they do not have problems in presenting their lectures (80%); only 1 said that s/he does have problems (20%) in the abstract notions and philosophical ideas. Thus, we can see that Literature could be difficult to teach especially what concerns with specific and deep subjects.

Question 04: Do you encourage your students to read some of literary works?

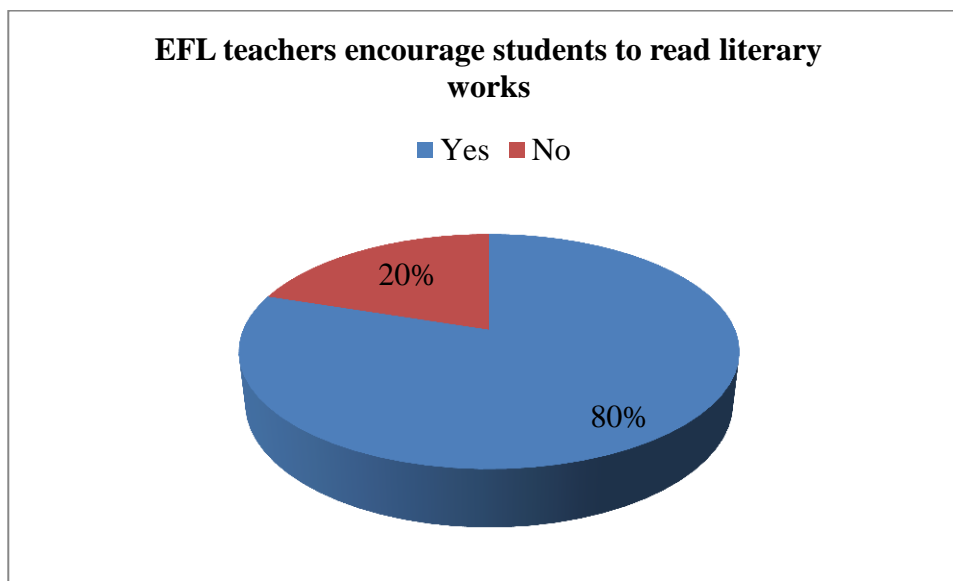


Figure 04: EFL teachers encourage students to read literary works

This indicates that 4 teachers, encourage (80%) their students to read literary works and 1 who said (20%) no. It is seen as a positive sign where the students will make their effort and manage their time to improve their reading skills.

Question 05: Do you give your students home works and tasks?

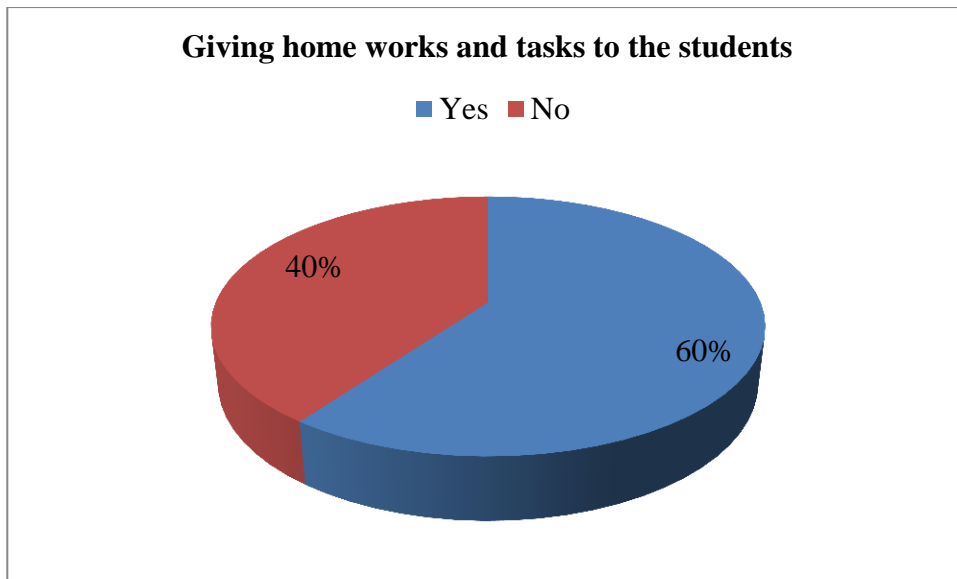


Figure 05: Giving home works and tasks to the students

This shows that 3 teachers, give (60%) home works and tasks to their students and 2 who (40%) do not. This explains that the students' writing and thinking skills will be developed through doing certain researches like looking for literary terms, summarizing what has been explained, analyzing novels and presenting exposes.

Question 06: Do you follow specific strategies to make your lecture enjoyable and understandable?

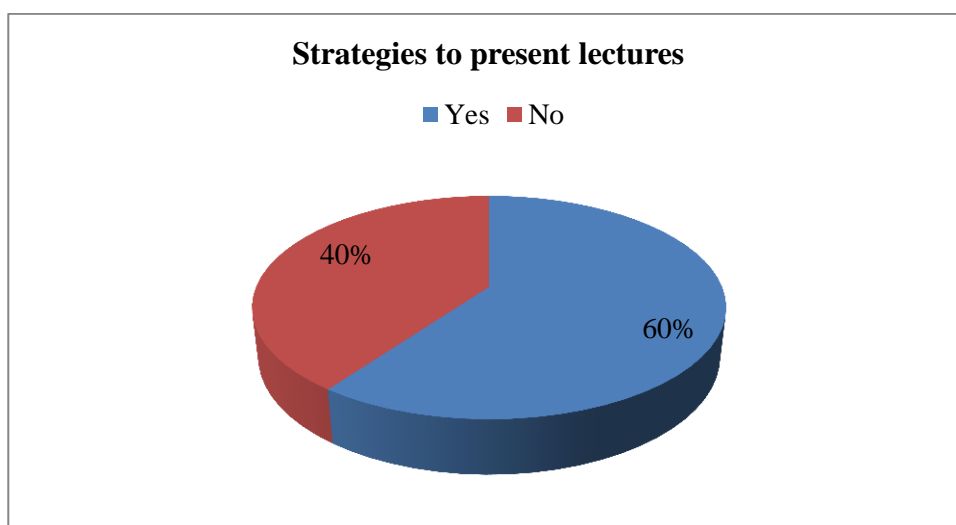


Figure 06: Strategies to present lectures

Those 3 who said that they (60%) have strategies, they use multiple ways to present their lessons like opening discussions, making groups to create debates, posing central questions and arguments; but only 2 teachers who (40%) do not have specific strategies. So most of them have strategies in which it considered as helpful tools to make the lectures more interesting for the students.

Question 07: Do you ask your students to be more critical to get a detailed analysis?

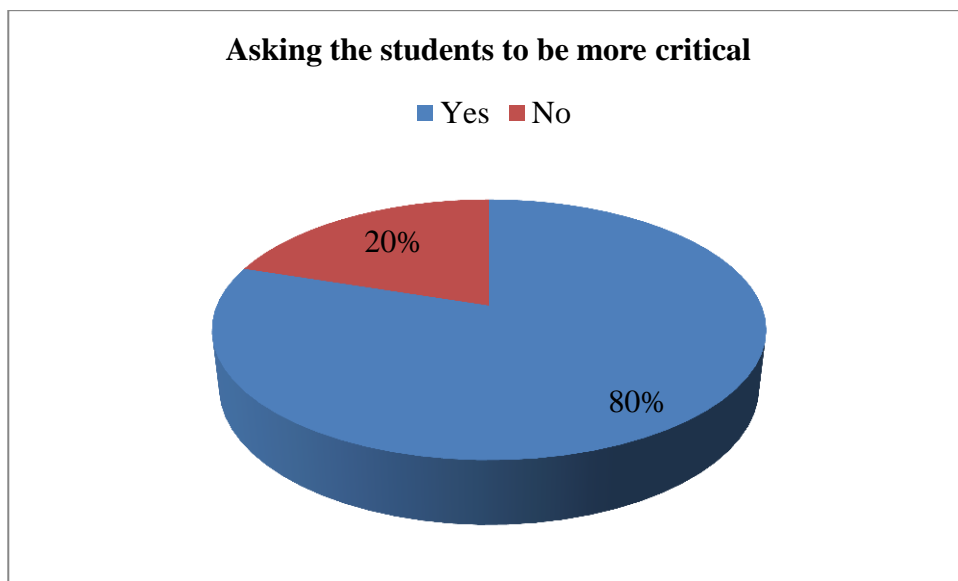


Figure 07: Asking the students to be more critical

4 teachers said yes, they (80%) ask their students to be more critical while discussing certain literary texts especially what deals with short stories, and novels. Only 1 who said that they (20%) do not do so. This question is very important to be asked many times by the teachers in order to let the students use their analytical skills to get a detailed analysis correctly somehow.

Question 08: Do you think that critical thinking is needed and the students should know how to think critically?

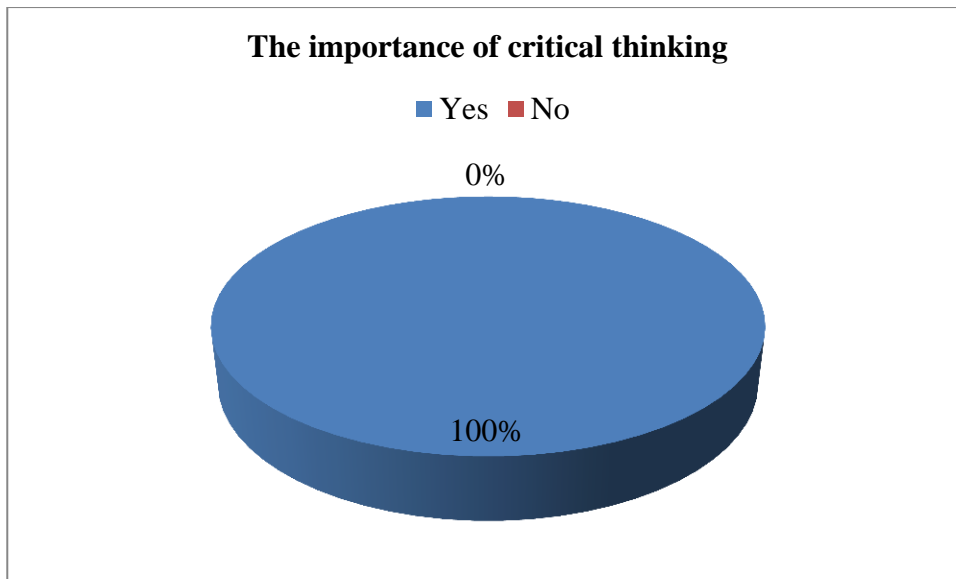


Figure 08: The importance of critical thinking

It is very interesting to see that 5 of teachers, ensure (100%) on the importance of critical thinking in which it should be in teaching programs where the students will achieve their performance in analyzing literary texts.

Question 09: what do you think about critical thinking in relation to literature?

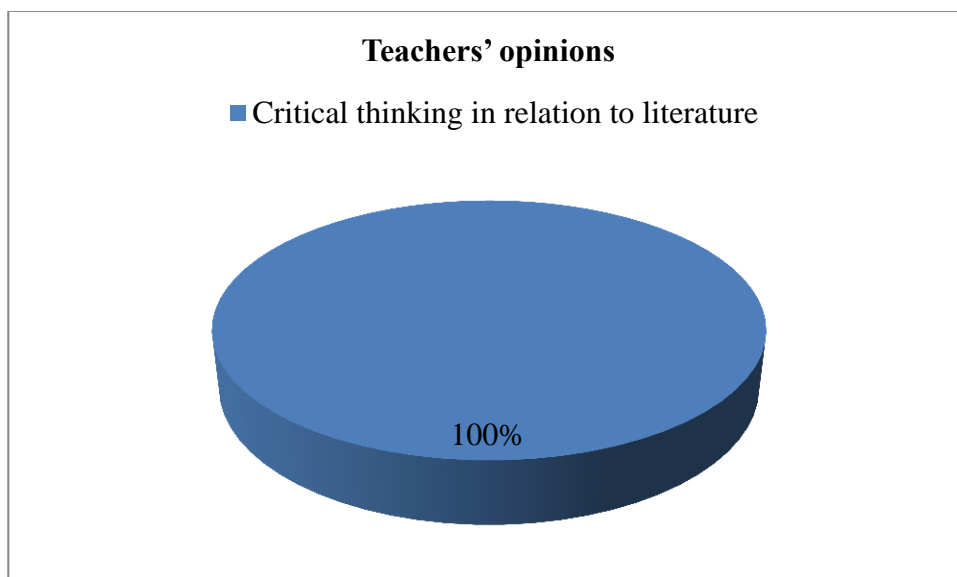


Figure 09: Teachers' opinions about critical thinking in relation to literature

Most of teachers see (100%) that critical thinking is much related to literature because it is essential and it is at the core of teaching literature; where literature consider the discipline that needs and requires most critical thinking. This shows that critical thinking is very important for students of literature in which they can participate and understand what the author thinks.

Question 10: Do your students know how to be more critical?

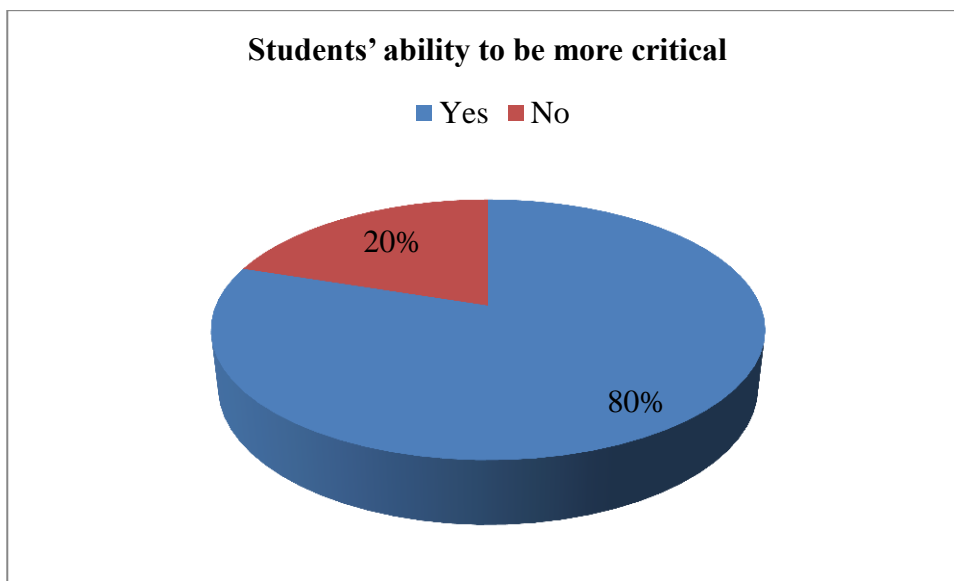


Figure 10: Students' ability to be more critical

We note that 4 teachers do not think (80%) that their students know how to be critical thinkers, which means that critical thinking is unknown as concept and as study for them. Only 1 who said that they (20%) think so. This is seen as negative point because at the state of being English student at university without recognizing the component of critical thinking is very complicated and difficult.

Question 11: What is your reaction about the students' interpretations of literary texts?

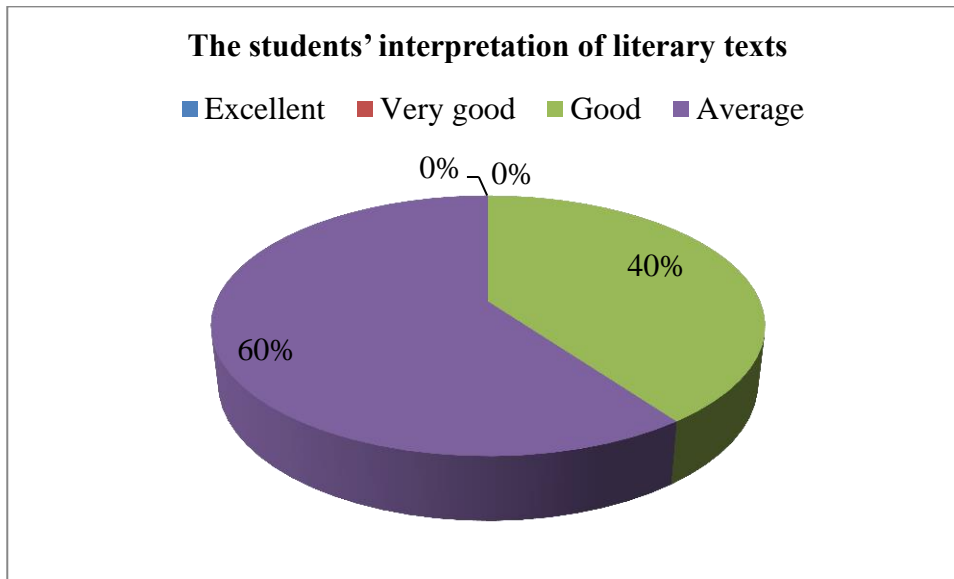


Figure 11: The students' interpretation of literary texts

The teachers' answers were between Average and Good, where 3 teachers see that the students' interpretation of literary texts is (60%) not at the level that they want to find. Only 2 teachers said that the students' interpretation is (40%) good and acceptable. For that, we note that the majority of students are weak in interpreting and analyzing literary texts.

III.9. The Students' Questionnaire:

III.9.1. The First Section: Background information

Question 01: Gender

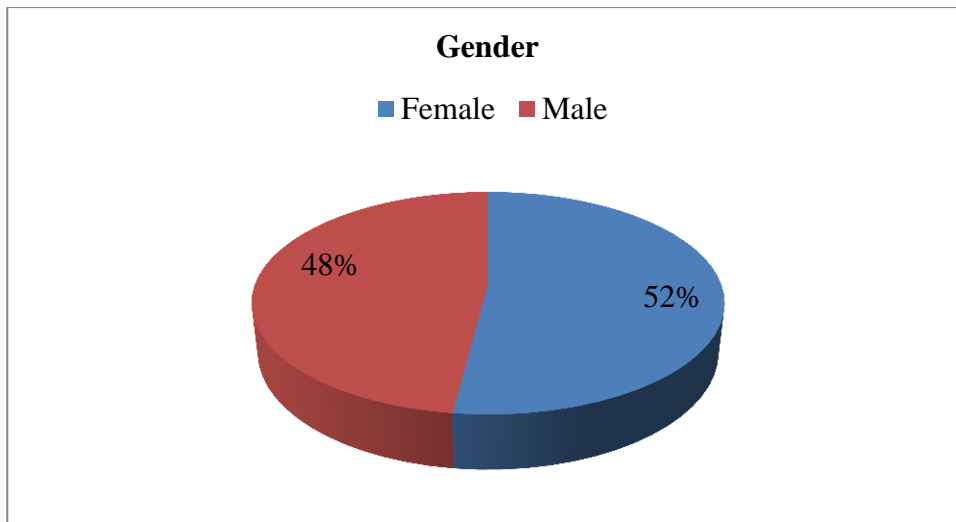


Figure 12: Gender

This section is about the students' gender of Second Year English Students at University of Ammar Theligi – Laghouat. We note that there are 50 participants, 24 students are (48%) male and 26 students are (52%) female.

III.9.2. The Second Section: The Students' Comprehension in Reading Literary Works

Question 01: How long have been studying English?

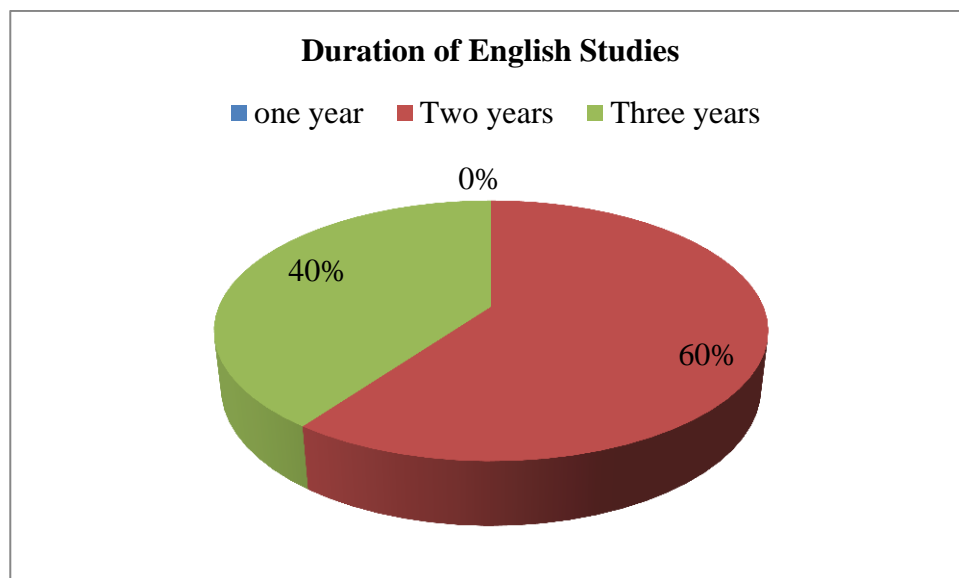


Figure 13: Duration of English Studies

The great majority of students 30, were studying (60%) English for two years and 20 students were (40%) studying English for three years. This means that most of them are in the exact year where our case study is the second year in the university. But for the rest, they may present the weak group in English language.

Question 02: What is your in English language?

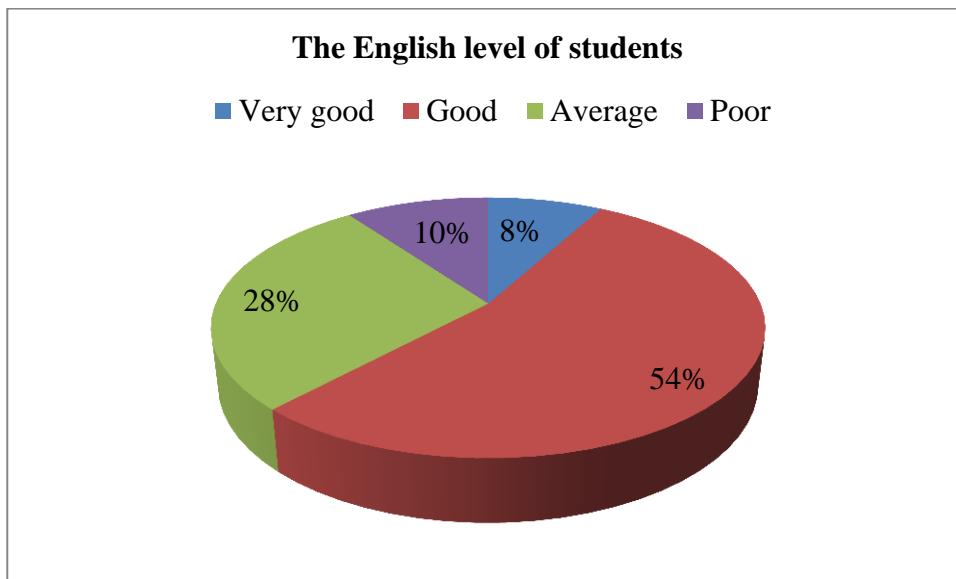


Figure 14: The English level of Students

This indicates that 27 of students are (54%) good at English and 14 students are (28%) somehow good at English, only 5 students are (10%) not good at English and 4 students find their level in English is (8%) very good. This means that most of students do not find problems in giving and writing their answers in English language.

Question 03: Do you like reading literary works?

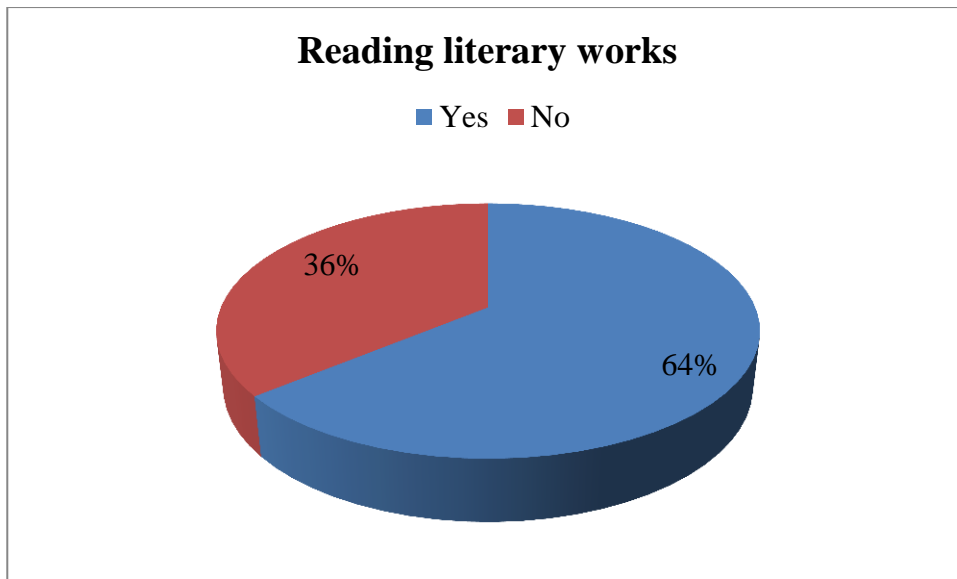


Figure 15: Reading literary works

Those who said yes formed (64%), 32 students like reading literary texts and 18 students do not like (36%) reading texts. This indicates that reading literary works is interesting and very entertainment, and it helps in extending the students' knowledge.

Question 04: How often does your teacher encourage you about reading literary works?

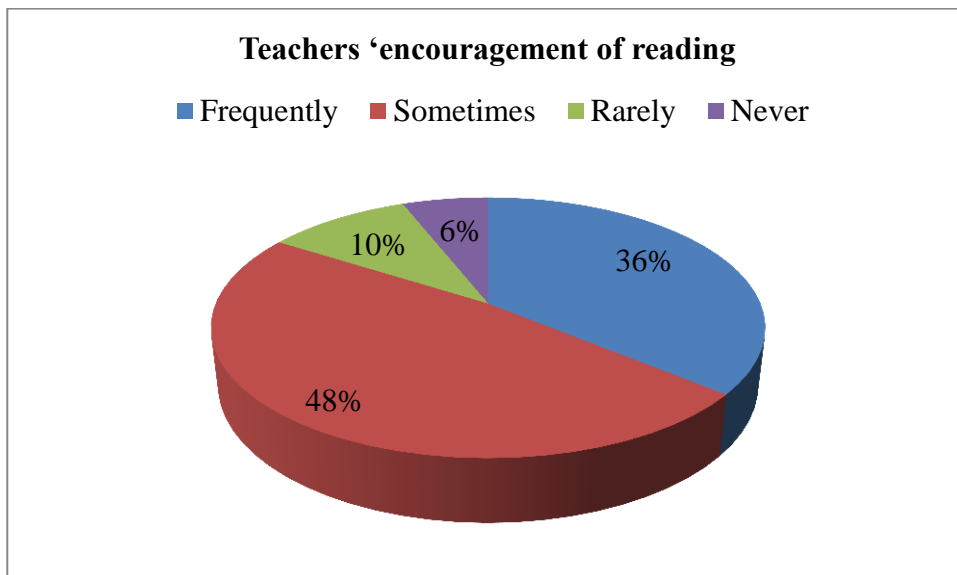


Figure 16: Teachers' encouragement of reading

24 students select (48%) the answer b – sometimes, 18 students said that their teachers (36%) encourage them to read and 5 students said that they rarely did (10%) encourage them to read literary works. Only 3 who said that their teachers do not (6%) encourage them to read. This illustrates that teachers make an effort to encourage their students to read.

Question 05: How often do you read about literary works without being asked?

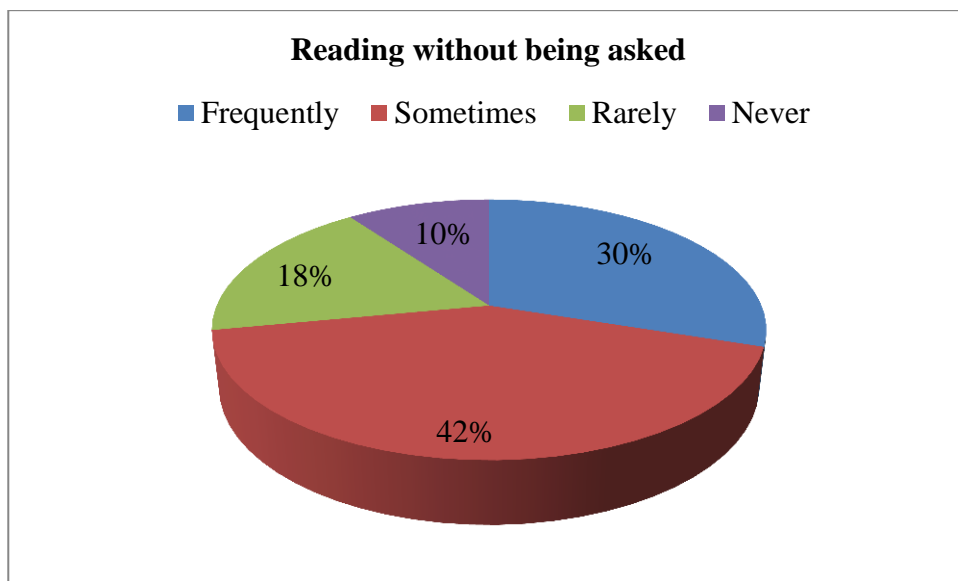


Figure 17: Reading without being asked

It is significant to see that 21 students are sometimes read (42%) literary texts, and 15 students who said that they are frequently read (30%) literary texts, while 9 of them said that they are rarely (18%) read. But for the other 5 students who never (10%) read. This shows that the number of the students who read by their own is not few.

Question 06: Do you find literary works interesting?

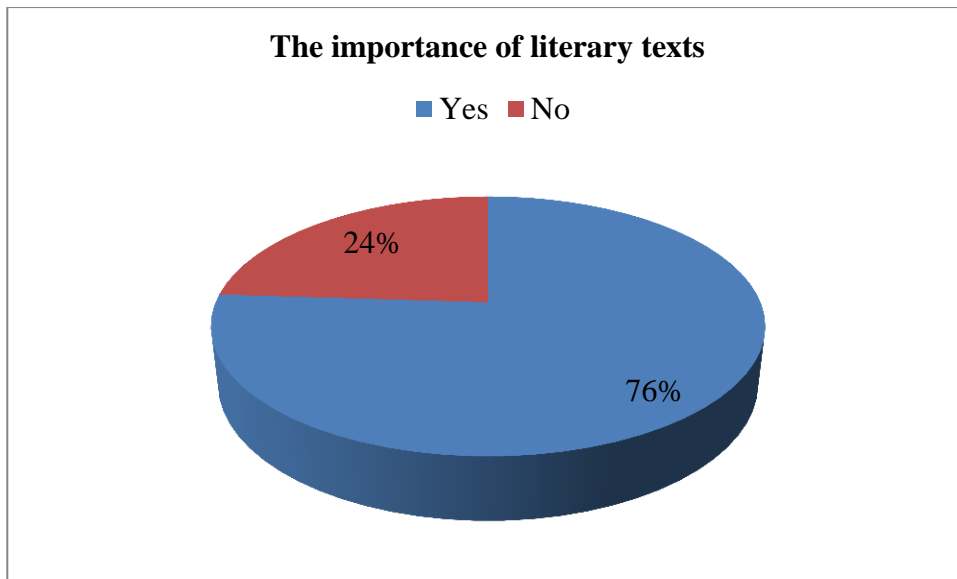


Figure 18: The Importance of literary texts

Those who chose the answer yes were 38 students, (76%) find that literary texts interesting while 12 students do not (24%) find it interesting. This is seen as positive point where the majority of students will have the chance to create their own ideas without limitations.

Question 07: What do you think about exams' questions of literature module?

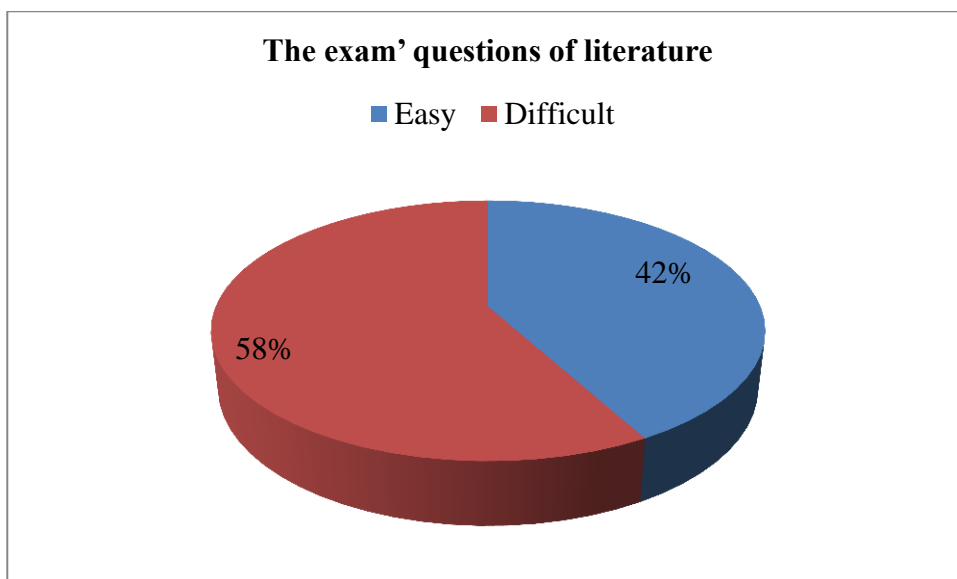


Figure 19: The exam' questions of literature

29 of students find (58%) exams' questions difficult, whereas 21 students see that exams' questions are not difficult. This indicates that most of students can't answer the exams' questions because they may find difficulties in understanding the questions.

III.9.3. The Third Section: The Students' ability to use their Analytical Skills

Question 01: Can you guess what the text is speaking about directly from the first reading?

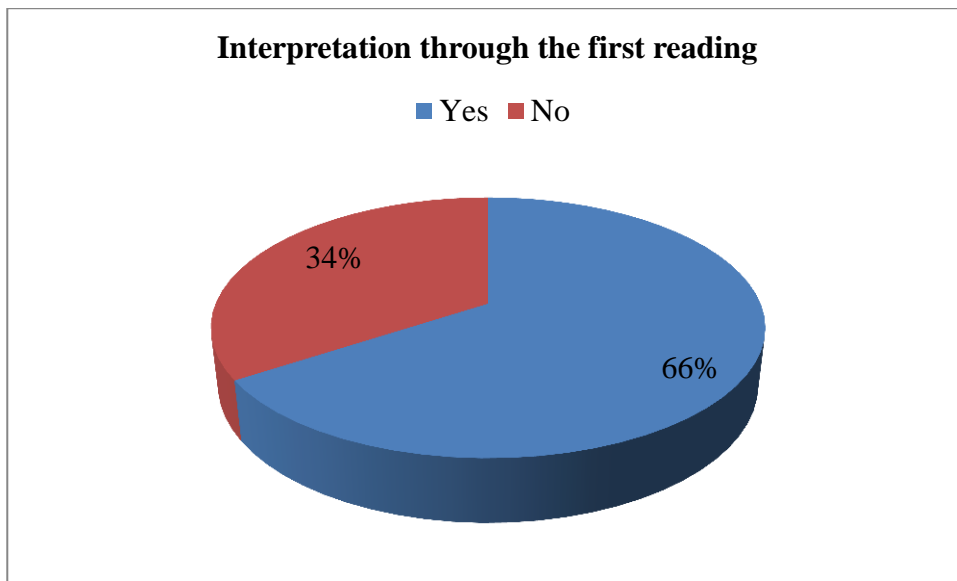


Figure 20: Interpretation through the first reading

This indicates that 24 students can (48%) guess what the text is about from the first reading, while 26 students can't (52%) figure out the content of literary texts. This means that the great majority of students have problems in predicting the sub ideas or in reading comprehension.

Question 02: How often does your teacher ask you to do tasks?

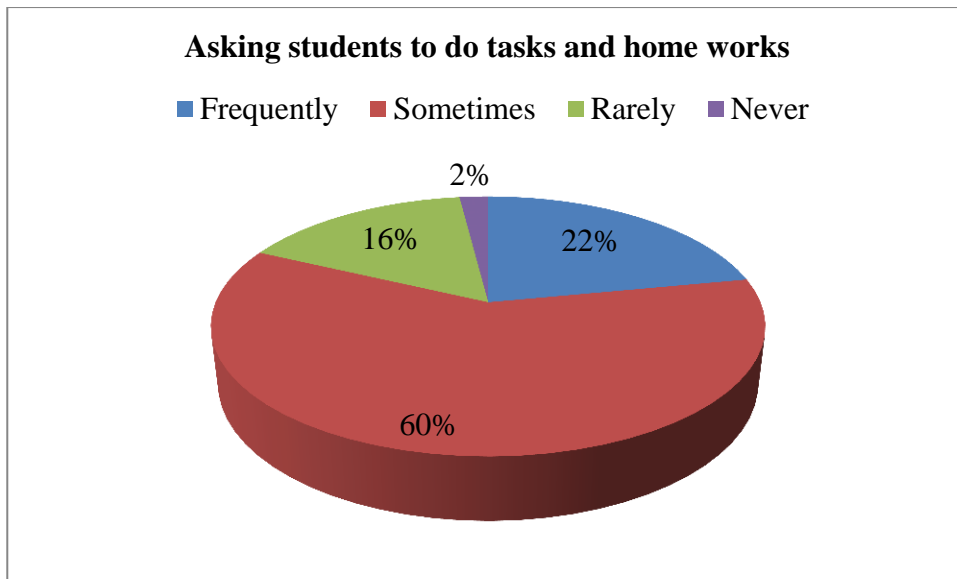


Figure 21: Asking students to do tasks and home works

As indicated in the graph above, 30 students said that their teachers sometimes ask (60%) them to do tasks and home works and 11 of students chose (22%) the answer a-frequently; meanwhile 8 students said that (16%) their teachers rarely ask them about doing activities but only (2%), 1 who said that their teachers never ask them to do works at the classroom. It is noticeable that teachers tried to make their students participating at the classroom and then evaluate their answers according to specific classifications.

Question 03: Do you like to be asked of doing tasks and home works? If “no”, can you suggest other ways to do so?

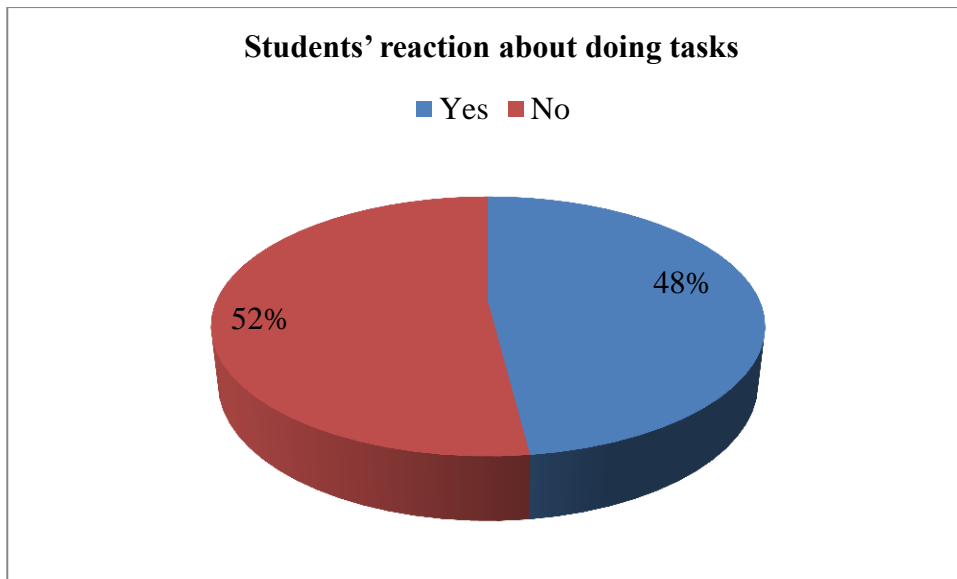


Figure 22: Students' reaction about doing tasks

This graph shows 24 students who like (48%) doing tasks and home works, but 26 of students who do not like (52%) doing these tasks; furthermore, they suggest some of strategies to do so like making groups to do activities, using enjoyable tools; however, those tasks should be only in the classroom not at home. This means that majority of EFL students like doing exercises, and if the teachers use certain tips to make their activities more enjoyable for their learners.

Question 04: Do you consider thinking skill a helping tool in understanding the context of literary texts?

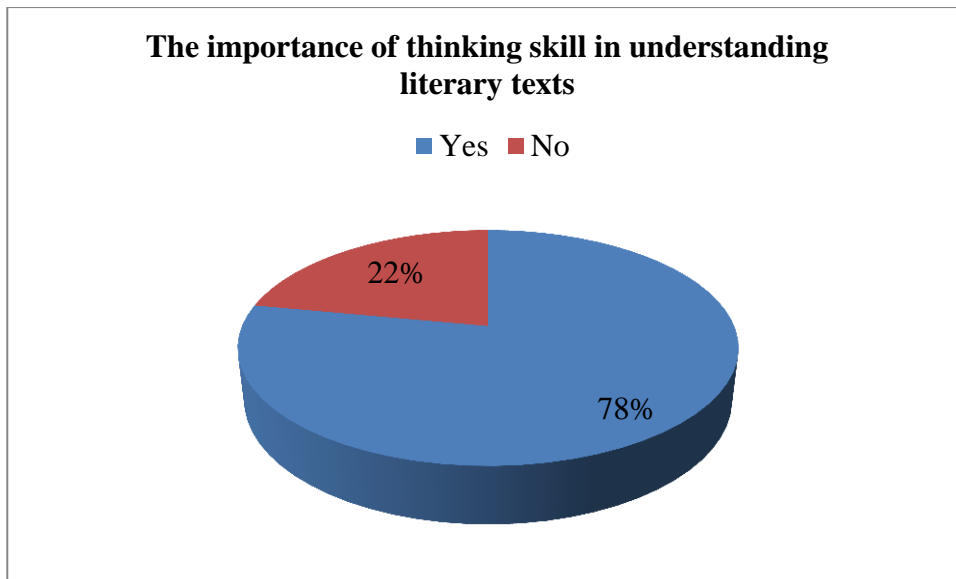


Figure 23: The importance of thinking skill in understanding literary texts

It is significant to see that 39 students said that (78%) consider thinking skill important and helpful to understand the context of literary texts, and 11 of students said that the skill of thinking is (22%) not helping tool to comprehend the literary works. This means that most of the learners use their thinking skills while studying certain literary texts.

Question 05: Do you think critically while you are reading a novel, or short story, etc.?

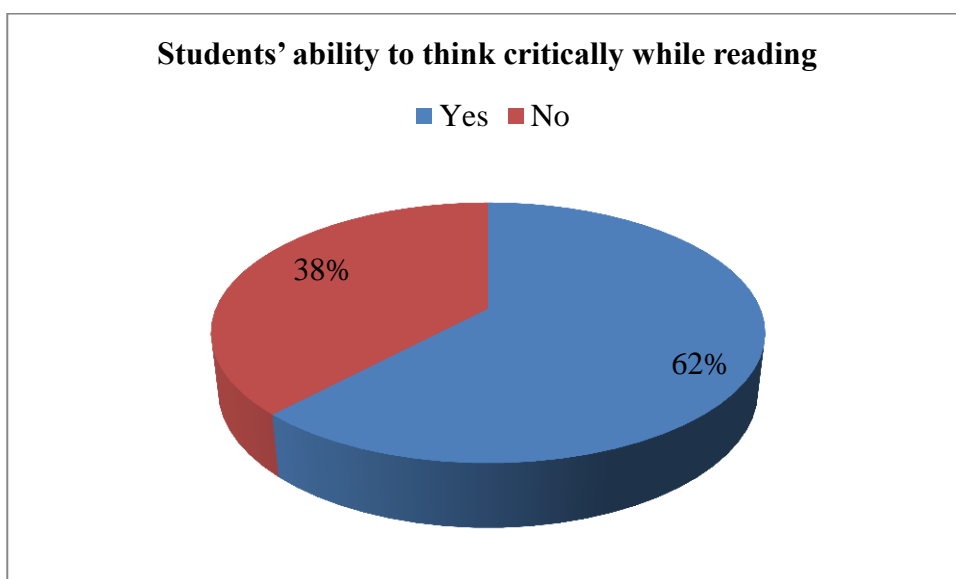


Figure 24: Students' ability to think critically while reading

This study presents 31 students who use (62%) their thinking skills in critical way while reading a novel, short story, and etc. Only 19 of students who do not think (38%) critically while studying a literary work. Thus, we notice that the great majority of them are trying to improve their analytical skills; however, they do not reach to a good analysis.

III.10.The Lesson of Critical Thinking

The aim of this lesson is to give the EFL students an opportunity to use their creative thoughts and predict what will happen next while reading a novel, short story and etc. The lesson is given to present and to identify the concept of critical thinking and its process in order to make the students have an idea about it and how do they use their thinking skills. The needed time to present the lesson is one hour (01h). The students were given printed papers during the lesson and at the end of the lesson that includes questions to be answered according to the story.

III.10.1.The Results of the Pre – Test

The test is about certain passages from the short story “ Cinderella” by Brothers Grimm, the form of the test is a questions related to the short story. These questions are three questions and each question is matched with its passages. The participated are asked to answer these questions to examine their way of thinking while reading.

Question 01: Do you think that Cinderella is protected by special person? How and Why?

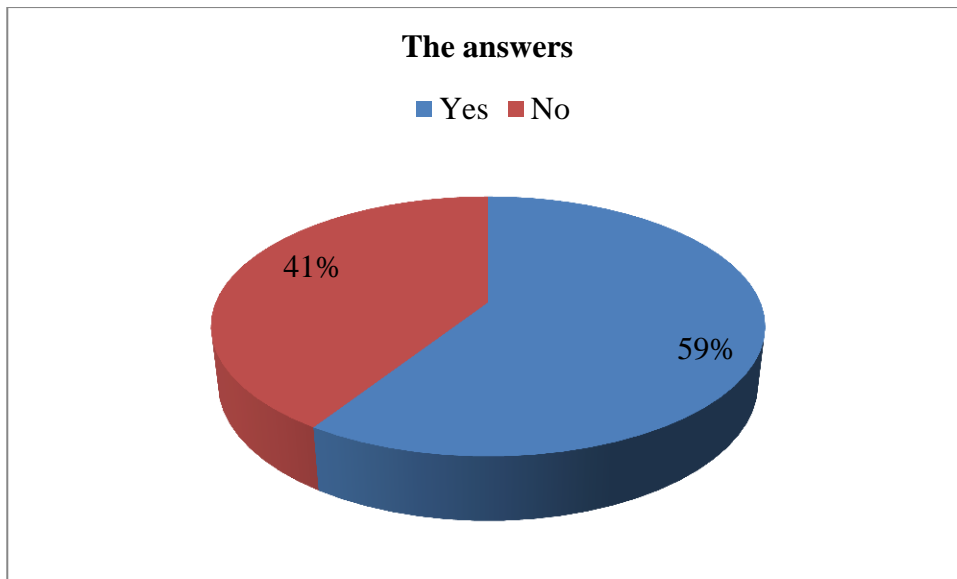


Figure 25: The Answers of the First Passage

The majority of 13 students said, they agree (59%) that Cinderella was protected by special person and that person could be her mother, a fairy send by her mother, God or her friendly animals. But 9 of students do not (41%) agree on that, because they said that if she was protected why she goes through troubles. From here, we note that most of students are near to the correct answer and they did use their critical opinions.

Question 02: Put yourself in Cinderella's situation, how do you behave with such stepmother and her daughters? Why?

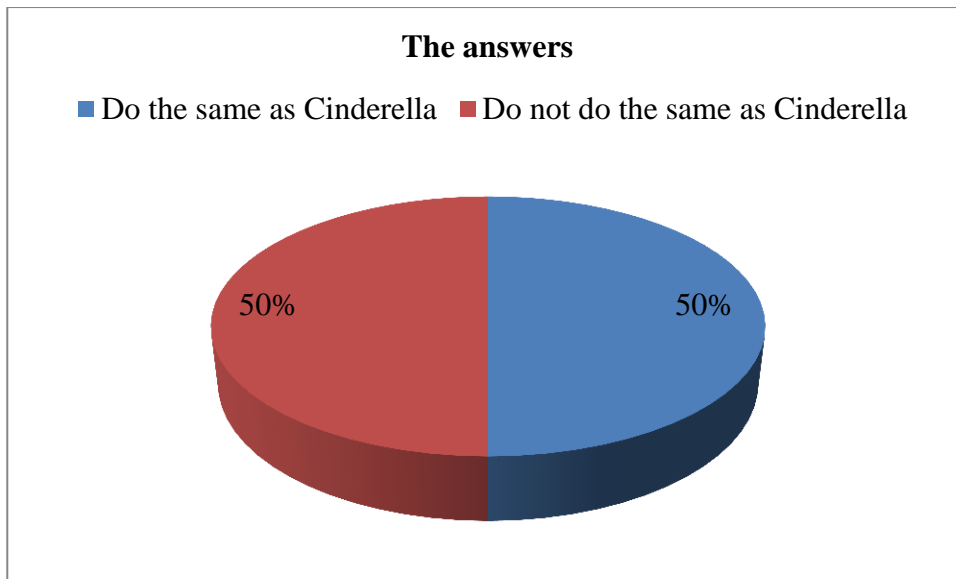


Figure 26: The Answers of the Second Passage

The results show that 8 students will do (50%) the same as Cinderella did in treating her stepmother with kindness, while the other 8 students will not (50%) do the same as Cinderella did because they were born free and no one can control them in any way. The students here try to analyze the character of Cinderella when they put themselves in her situation through giving multiple ways to not be bad person at the same time a good person. This seen as positive sign in which the students are using their analysis and evaluation skills.

Question 03: What do Cinderella and her friendly animals teach you about giving the helping hand?

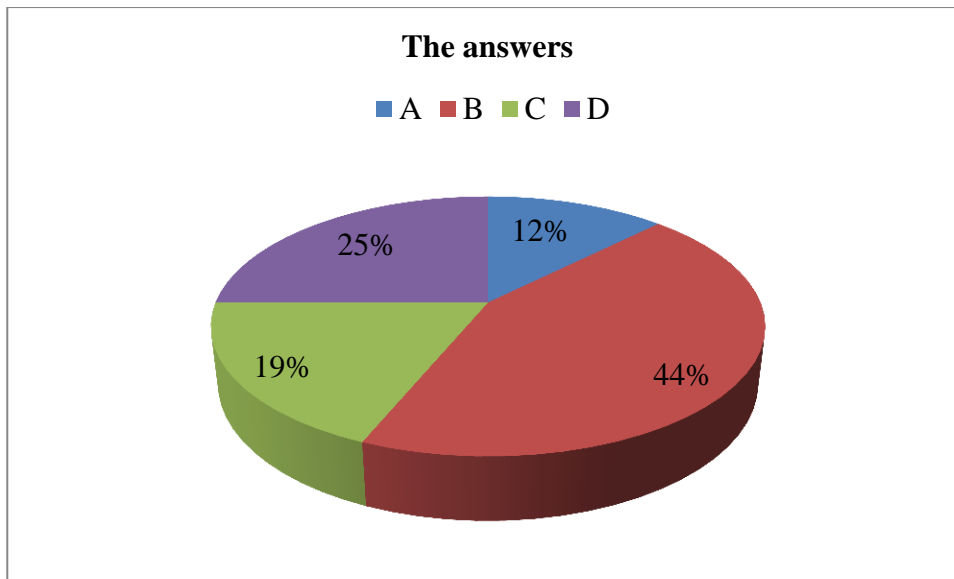


Figure 27: The Answers of the Third Passage

7 of EFL students said, they (44%) have learned that helping others will return with good results at the end, 4 students said that they (25%) learned that they should help people no matter how because it is must, and 3 of students have learned (19%) that working together it saves time and takes less effort while 2 students said (12%) that they should have faith in friends. This question is done to see if they did get the hidden message through deep reading that passage or not, thus the results presents that all the students are close to the correct answer and they use their prediction.

The whole results of this test shows that the EFL students try to apply the process of critical thinking, observing, analyzing and assessing or evaluating. Thus, their answers were close because they apply the story in real life which seems to be a good improvement as beginners.

III.10.2. The Results of the Post – Test:

The form of the Second test was not the same as the First one. But the chosen story was the same. The aim of this test is to see their level of thinking out of the text, and how did they have self – confidence to express their own ideas in their own styles. This test

includes two general questions. The students' level of thinking will be shown when the results of the two tests are compared.

Question 01: Does short stories “fairy tales” inspire you and give you another vision in your life? How and Why?

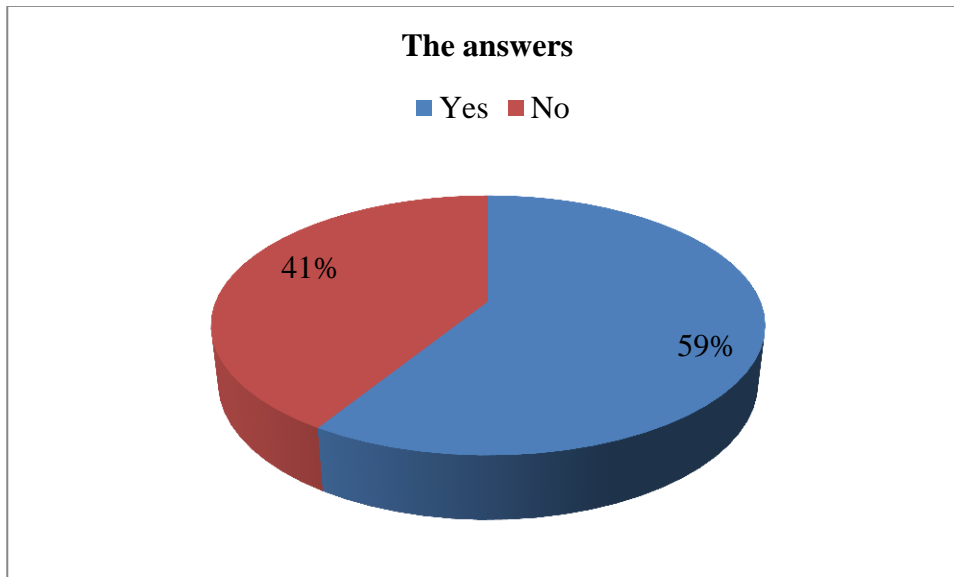


Figure 28: The Answers of the First General Question

10 of students said, they (59%) agree that the sort stories did inspire them because it makes them have the strength to face real world problems, while 7 students do not (41%) agree on that because they think that short stories is full of romance and imagination and that does not help them in real life. This question is done to see their way of thinking out of the text and how did the short stories effect on them. The majority of them still think that short stories have an important role in giving morals about life.

Question 02: Do you think that short stories like Cinderella story suitable to teach higher – level thinking skills? Justify!

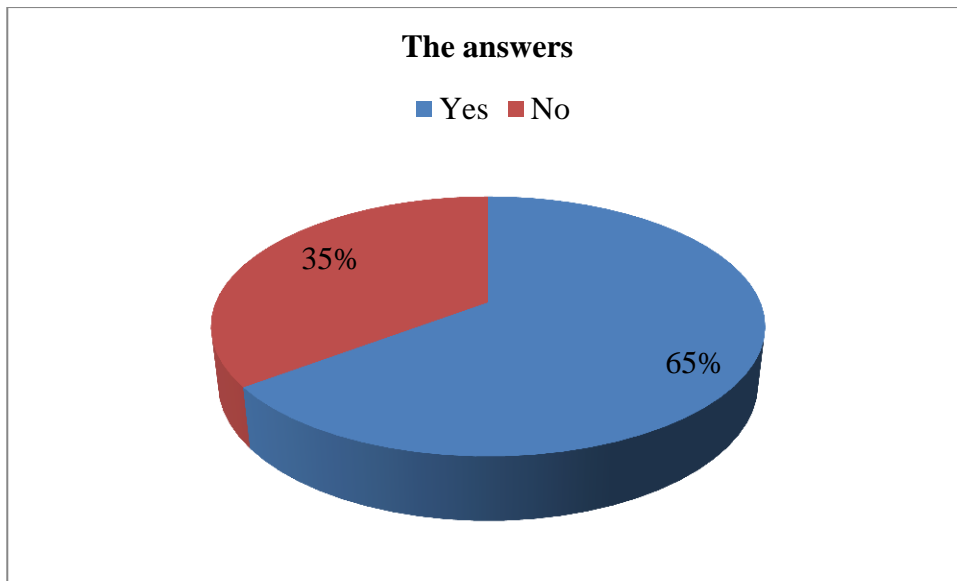


Figure 29: The Answers of the Second General Question

The majority of 11 students said that, they (65%) think that short stories like Cinderella story suitable to teach higher – level thinking skills because it helps them to think rationally and logically, it has a deep meaning and not everyone can easily understand it; whereas, 6 of students do not (35%) think so because the higher – level of learners’ thinking use more logic through utilizing novels. This question is asked in order to see whether the short stories have a great significant to improve their analytical skills. The students find the short stories very useful to enhance their critical thinking.

What can be seen through these results is that the great majority of the EFL students were having the ability to answer correctly or close to correct. Thus, the results of both tests complete each other where the first test was focusing on using thinking skills while reading but for the second test was focusing on how can do they improve their critical thinking out of the text. So the students will have the chance to apply critical thinking in their lives.

III.11. Results Concerning the Hypotheses of the Study:

The teaching of critical thinking plays a significant role in improving the language competence of the learners; in which the usage of these questionnaires were made to investigate about the importance of Literature (literary works like short stories) in making the connotations of critical thinking, and to see the students' performance in showing their various thoughts by assessing certain problems because the process of critical thinking is based on observing, analyzing, assessing or evaluating; where, the learners try to predict multiple and new ideas. So the EFL students will have the ability to express their opinions.

III.12. Synthesis of the Results

The EFL students' way of thinking should be in away more critics because the study of literature needs a deep analysis to understand the content of each literary work. Thus, the process of teaching critical thinking is considered to be one of the modern tools to explain what is hidden. In this experimental work we have studied the way of thinking in students and how it is improved. The current study aims to make critical thinking on the basis of academic systems where teaching it could be a solution of the problem of students' critical thinking achievement. From the general view, this study involves looking for new strategies to make the students of literature interest about their studies and researches.

Conclusion

This research clarifies that teachers of literature may use multiple strategies to make the content of their learning process much easier to fulfill students' critical thinking skills. Teaching critical thinking is considered as an effective tool for both the teachers and their learners in making a strong interaction during the lecture. In this study, the findings show that critical thinking skills of students can be enhanced through practicing on certain tasks. It was evidential to provide students with specific explanation to achieve their thinking skills.

General Conclusion

General conclusion

General conclusion

The findings shows that literary works like short stories can be a good teaching tool for the achievement of critical thinking of students; this research concludes that the curriculum was in challenge for graduated levels more than other learning pedagogies such secondary schools in which the current teaching systems are emphasizing on improving the students' analytical skills. It is evidential that EFL students have critical thinking skills as graduated learners through using short stories.

The results presented that critical thinking process is used for analyzing and interpreting the texts' problems that are examined in order to comprehend each individual analysis however synthesis is mixed with various sources and thoughts into a whole, for evaluating the shared styles between each of individuals. Critical thinking is about independent thinking where you can express your ideas whether is positive or negative. For that, to show your critical thinking you would need to improve the skills of interpretation in which you will understand the content of the texts by observing, analyzing or evaluating it and put it into multiple positions.

The findings shape empirical studies where it introduced the short stories as an effective tool in enhancing the critical thinking of students. Therefore, the educational curriculum should include them. Moreover, teaching critical thinking skills is essential in educational settings, and specific tool to develop the power of thinking in students. In which, the encouragement of students in making them analyze and note and then evaluate will be the main basis of achieving their language competence.

General conclusion

Critical thinking skills can be taught at universities or at any age, it depends on the cognitive skills of individuals. Thus, the teachers should put into account that these skills must be developed and checked each time to make their students more activate at the classroom.

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Appendices

Appendices

Appendix 01

Teachers' Questionnaire

Dear my teachers,

This questionnaire serves as data collection tools for a research project. You are kindly requested to answer to the questions to help reaching the aim behind the study. Thank you, in advance, for your collaboration.

Please put a tick (✓) in the appropriate answer or give full answers.

Question 01:

Gender: a- Male b- Female

Your age:

- 29 – 35
- 35 – 45
- 45 – 55
- 55 – 65

Question 02:

What do you think about students' level in English?

a- Very good b- Good c- Average d- Poor

Question 03:

Since you are teacher of literature, do you have any difficulties in presenting your lecture?

a- Yes b- No

If yes, could you justify?

Appendices

.....

...Question 04:

Do you encourage your students to read some of literary works?

a- Yes b- No

Question 05:

Do you give your students home works and tasks?

a- Yes b- No

If yes, could you please tell us what kind of tasks you give them?

.....

Question 06:

Do you follow specific strategies to make your lecture enjoyable at the same time understandable?

a- Yes b- No

If yes, could you please tell us what are they?

.....

...

Question 07:

When you have discussion about any of literary works with your class, do you ask them to be more critical to get the perfect analysis?

a- Yes b- No

Question 08:

Do you think that critical thinking is needed and the students should know how to think critically?

Appendices

a- Yes b- No

Question 09:

What do you think about critical thinking in relation to literature?

.....

Question 10:

In your opinion, do your students know how to be more critical?

a- Yes b- No

Question 11:

What is your reaction about the students' interpretations of literary text?

a- Excellent b- Very good c- Good d- Average

Question 12:

Would you add any suggestions or comments, please?

.....

Thank you so much for your time

Appendices

Appendix 02

Learners 'questions

Dear students,

This questionnaire serves as data collection tools for a research project. You are kindly requested to answer honestly to the questions to help reaching the aim behind the study. Thank you, in advance, for your collaboration.

Please put a tick (✓) in the appropriate answer or give full answers. Some questions will require you to arrange the different items,

Section one: background information:

Gender: a- Male b- Female

Class: 2nd year LMD students

University of Amar Thelidji – Laghouat

Section two:

Question 01:

How long have been studying English?

I have been studying English for..... year (s)

Question 02:

What is your level in English?

a- Very good b- Good c- Average d- poor

Question 03:

Do you reading literary works?

a- Yes b- No

why?.....

Appendices

Question 04:

How often does your teacher encourage you about reading literary works?

a- Frequently b- Sometimes c- Rarely d- Never

Question 05:

How often do you read about literary works without being asked?

a- Frequently b- Sometimes c- Rarely d- Never

Question 06:

Do you find literary works interesting?

a- Yes b- No

Question 07:

What do you think about the exams' questions of literature module?

a- Easy b- Difficult

Section three:

Question 01:

While you are studying literary works like short stories, novels, etc. Can you guess what the text is speaking about directly from the first look?

a- Yes b- No

Question 02:

How often does your teacher ask you to do tasks?

a- Frequently b- Sometimes c- Rarely d- Never

Appendices

Question 03:

Do you like to be asked of doing tasks and home works?

a- Yes b- No

If “no”, can you give other ways to do so?

.....

Question 04:

Do you consider thinking skill a helping tool in understanding the context of literary works?

a- Yes b- No

Question 05:

Do you think critically while you are reading a novel, or short story, etc.?

a- Yes b- No

Question 06:

Would you like to add comment or suggestions?

.....

Thank you for your time

Appendices

Appendix 03

Lesson Plan

Lesson plan for teaching the analysis of a literary text through an interdisciplinary dialogue

The critical analysis of space as the semiotic form of the discourse of power

Overview

We have discussed earlier in the first chapter that teaching literature plays great role to improve the language competence of the learners, and how literature intervenes to complete the students' performance of expressing their personal opinions. Also, we have discussed the tools that should be provided by teachers to teach literature in order to make the students encouraged for having the needed interaction at the classroom. After that, we have discussed in the second chapter that critical thinking opens opportunities for the students to be creative in analyzing literary texts, and gives them the chance to know how to assess the intellectual works of others. Then, we have seen multiple obstacles that may found in critical thinking at the same time we have mentioned its relationship with literature. Moreover, we attempt to highlight main steps of critical thinking to be followed and applied by the students in order to be supported in improving their thinking skill.

Learning Objectives:

The prime objective of this lesson is to enable the students of literature to read critically about literary texts.

This objective can be measured through the students' ability to read the literary texts effectively.

At the end of discussion, the students are expected to:

Appendices

- Have self – confident to present their multiple arguments.
- Know how to figure out the hidden messages behind the literary works.
- Know how to use their creativity in analyzing the literary texts.

LESSON PLAN

| | | |
|--|--------------------|---|
| Teacher: Miss.Guettafi Fatima | | Room: number two (02) |
| Observer: Mrs.Ibtissam Touhami | | Expected Number: 20-25 students |
| Date: 07/02/2018 | Time: 01:30 | Class Level: Second Year LMD Students of English at Amar Thlidgi University |
| Teaching Aids: The story of Cinderella by Brothers Grim | | |
| Learning Objectives: <ul style="list-style-type: none"> • To encourage the students to have the needed interaction at the classroom. • They will be creative in analyzing literary works. • They will know how to assess the intellectual works of others. | | Personal aim: <ul style="list-style-type: none"> • Showing the significance of literary texts in enhancing critical thinking. |
| Anticipated Problems for Students | | solution |
| Anticipated problems for teacher | | solution |

Engage Study Activate PROCEDURE

1ST PHASE/ENGAGE TIME 10 MINUTES

| | | |
|--|---|--|
| | <p style="color: red;">5mn T>S</p> | <ul style="list-style-type: none"> • In this current lesson, we will investigate about the meaning of critical thinking by asking students the following questions: A- what is meant by critical thinking? B- What do you think about critical thinking? C- Does critical thinking have relation with literature? |
| | <p style="color: red;">5 mn S>S S>T</p> | <ul style="list-style-type: none"> • The students will engage themselves to the core of lecture by giving multiple answers and opinions, and to be familiar with the key words of this lesson which are “critical thinking” and “literature”. |
| | <p style="color: red;">T>S</p> | |

Appendices

| 2ND PHASE: STUDY / TIME 25 MINUTES | | |
|--|--|---|
| | 15mn T>S | <ul style="list-style-type: none"> We will provide some definitions about critical thinking and explain them for the students in order to have a clear understanding of the real meaning of critical thinking. Then, we will mention certain steps that critical thinking is characterized with. The students will figure out the process of thinking critically and benefit from through applying it in their studies that concerned with literature mainly. |
| | 10 mn S-S-S | <ul style="list-style-type: none"> We will give them the example of Cinderella’s story by Brothers Grim, and select passages contains questions to be read and answered. |
| 3rd PHASE: ACTIVATE 30 MINUTES | | |
| | 30 Min T>S S>T S>S | <ul style="list-style-type: none"> A new discussion is opened. The second literature discussions is based on Posed questions , which generates many questions, and the students will help one another clarify questions, through listening carefully to their peers, and engaging in critical thinking . <p>Central question. Do you think that short stories like Cinderella story suitable to teach higher – level thinking skills?</p> <p style="padding-left: 40px;">Position One: the answer “Yes” Position Two: the answer “No”</p> <p>Identifying reasons.</p> <p>Evaluating reasons:</p> |
| ASSESSMENT 30 Minutes | | |
| Assessment | | <ul style="list-style-type: none"> We provide the students with papers includes one general question to be answered in few lines in order to see the students level of thinking, and if they did understand how to think critically. |

MATERIALS

Selected Passages from Cinderella’s story by Brothers Grim

Appendices

Appendix 04

Pre-test

« Cinderella »

While reading

Level: Second year LMD Students

Full name: Your Age:

Read these passages carefully and answer the questions:

The first passage: *“The wife of a rich man fell sick: and when she felt that her end drew nigh, she called her only daughter to her bedside, and said, " Always be a good girl, and I will look down from heaven and watch over you " .*

Question 01: *Do you think that Cinderella is protected by special person?*

How and Why?

.....

.....

.....

.....

.....

.....

Appendices

The third passage: *“Then first came two white doves; and next two turtle-doves; and after them all the little birds under heaven came, and the little doves stooped their heads down and set to work, pick, pick, pick; and then the others began to pick, pick, pick, and picked out all the good grain and put it into a dish, and left the ashes. At the end of one hour the work was done, and all flew out again at the windows. Then she brought the dish to her mother.*

Question 03: *What do Cinderella and her friendly animals teach you about giving the helping hand?*

.....

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.....

.....

Appendices

Appendix 05

Post-test

Out of the text of Cinderella story

General questions

- *Does short stories “fairy tales” inspire you and give you another vision of your life where you want to change it? How and Why?*

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- *Do you think that short stories like Cinderella story suitable to teach higher – level thinking skills? Justify!*

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