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***Effective Instructional Strategies: An Investigation into
Techniques to Promote Students' Critical Thinking in a
Literature Classroom***

***The Case of: Master Students at the Department of English, Laghouat
University***

A Dissertation Submitted in Partial Fulfilment of the Requirements for
the Master Degree in Literature and Civilization

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Dedication

I dedicate this work, the fruit of my thoughts and study to my dearest persons to my heart, my parents “Bida” and “Maamar” who were very enthusiastic, proud, supportive and whose prayers help me to reach my goals.

To my only sister “Nour El-Houda”.

To my dearest brothers: “Abd-El Fatah”, “Badr El-Islam”, “Abd El-Nour”, “Mustapha” and “Fares”.

To my husband “Abou Bakr El-seddik”

To my aunts and uncles each with his/her name.

To my cousins “Nafissa” and “Asma” for their support.

To my grandparents.

To my friends with whom I shared the university life with its lights and shadows.

To all who love me.

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Abstract

Teaching English as a foreign language is really not that easy . It is considered as a major issue that all universities and schools aim to achieve and teach it in the right manner. Nowadays, another thing emerges besides learning English, it is critical thinking. Critical thinking is the thinking about the thinking. It is the thinking beyond the surface and do not accept things as they are appeared in real life. Hence, this importance of critical thinking in education and as well as in the work world what really motivates me to choose this topic. Which is about the effective instructional strategies that an English teacher may use to promote student's critical thinking especially in a literature classroom. This present study examines, first, the English language learning process. Where, the researcher shed light on 21st century classrooms. It aims also at discovering the meaning of critical thinking and why it is important in this global world. In addition, the researcher provides some teaching strategies that may help a lot in promoting students' critical thinking and to be critical thinkers. This study relies on two questionnaires, one devoted to teachers in our English department at Amar Thelidji University, and the other questionnaire devoted to master-one students at the same department. The findings of the study revealed that most master-one students prefer to be taught in the 21st century classrooms. Because it offered different digital media and new creative classrooms and they also prefer to be participants in the teaching-learning process. The results obtained from the questionnaires confirm the hypotheses set for this research that are ,if the teacher incorporate the 21st century classroom and use different teaching strategies in accordance to students' needs and wants, they will enhance their critical thinking skills. Furthermore, in an attempt to find some solutions, the researcher argue that creating a creative atmosphere for learning is the first thing that a teacher should establish. Also, the university teacher should adopt a suitable teaching methods and techniques regarding to the nature of the topic discussed to encourage students' critical thinking in English as a foreign language.

المخلص

إن تدريس اللغة الإنجليزية ليس بالأمر السهل. فهي تعتبر مسألة هامة لدى أغلبية الجامعات و المدارس الذين يسعون لتدريسها على أحسن وجه. في يومنا هذا ظهرت مسألة أخرى لا تقل أهمية عن تعليم اللغة الإنجليزية ألا وهي التفكير النقدي. التفكير النقدي هو التفكير في التفكير حد ذاته. أيضا هو التفكير في ما وراء المرئيات و عدم تقبل الأشياء كما تبدو عليه في الواقع. وما دفع الباحث لاختيار موضوع التقنيات التعليمية الفعالة لتطوير مهارات التفكير النقدي لدى الطالب هو أهمية التفكير النقدي في الدراسة و في عالم الشغل . يقوم هذا البحث بدراسة طرق تعليم اللغة الانجليزية , حيث قام الباحث بتسليط الضوء على التقنيات المتوفرة في القرن 21. كما يهدف أيضا لاستكشاف معنى التفكير النقدي و لماذا هو مهم لهذه الدرجة في الوقت الحالي. بالإضافة إلى بعض المنهجيات التي قدمها الباحث فهي تساعد كثيرا على رفع مستوى التفكير النقدي لدى الطلاب فبذلك يصبحوا نقادا.

إعتمدت الدراسة على إستبيانين , أحدهما وجه لطلبة سنة أولى ماستر لغة إنجليزية بجامعة عمار تليجي الأغواط, و الآخر وجه إلى أساتذة اللغة الإنجليزية بذات القسم. النتائج المتحصل عليها من الإستبيانين تعزز الفرضيات المطروحة لهذه الدراسة. و التي تنص على أن الطالب يفضل إستعمال التقنيات الحديثة أثناء تلقيه الدرس لأنها تعرض أفكار جديدة وبذلك يمكنه المشاركة و إبداء رأيه في كل مرة مما يزيد من إحتمالية رفع مستوى التفكير النقدي لديه بنسبة كبيرة.

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List of Abbreviations

EFL: English as foreign language

ST: first

PC: Personal Computer

%: Percent

Chapter one

English Language Learning Process

- 1.1 Introduction
- 1.2 General definitions
- 1.3 The status of English Language in the Algerian
Educational System
- 1.4 Definition of Instructional Strategies
- 1.5 Features of 21st century Classrooms
- 1.6 21st century Skills: 4 C's of Education
- 1.7 Critical Thinking and its Origin
- 1.8 Characteristics of a critical thinker
- 1.9 Conclusion

General Introduction

General introduction

Teaching is a great science that has a lot of things to do with art. In which the instructor is the first responsible to the way it operates. Effective teaching and learning require the use of different methodologies and strategies to meet the needs of the learners, Geressu (2008). The challenge is to find new and suitable ways to stimulate today's generation learners to get them engaged in the teaching-learning process. The great technological development in 21st century provides a lot of choices to enable teachers achieve their aims in enhancing their students level. However, this new complex world requires intelligent and open-minded people who has the ability to analyse and evaluate things in a reasonable and logical manners. People with these qualifications are called critical thinkers. Critical thinking is "... reasonable and reflective thinking focused on deciding what to believe or do" Ennis(2011). Critical thinking then becomes "... an important and vital topic in modern education." Schaferman (1991), particularly in higher education.

Developing students critical thinking skills became the hottest issue of almost universities, teachers, and students themselves as well. Thus, fostering critical thinking in EFL's learners becomes so crucial, because English language is so important in today's world as it is the global language. In order to achieve this purpose, effective and supportive teaching-learning process is required. Traditional teaching in which the teacher is the only leader and authority in the classroom is no more reliable, because students need to be engaged in the instruction process to trigger their thinking as they are participating in the lecture. According to Ruso (2007), learners do not like the teacher-central authority during the lecture because this only-way information flow demotivates them and makes them passive learners. Downing (1997) shows that creativity in the classroom has a great positive impact on the achievement of students if used effectively.

Among other skills that should be enhanced in students at university, critical thinking is one of the most significant ones. Elder and Paul (2006)

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said that “ Everyone thinks ; it is our nature to do so”, but thinking with itself is not enough. The quality of thought is the most important thing, where good thinking needs to be built upon reasons and logical evaluations and analysis of things. Critical thinking then is acquired and developed with the help of other externe factors, like teachers, as argued by Osborne etal. that“Critical thinking is not just a skill that one holds individually; critical thinking can best be fostered collaboratively”(49). Consequently, the researcher of this study recognizes a need for conducting this research about the most effective instructional strategies that a teacher can use in order to promote students’critical thinking in EFL.

Problematic :

The reseacher puts this problematic that can help in forming the present research paper :

-How the use of certain instructional strategies can enhance students’ critical thinking in an EFL classroom?

Purpose of the study :

The main purpose of this study is to provide the effectiveness of teacher’s way of teaching on promoting students critical thinking in EFL. In order to achieve the main purpose the researcher set the following objectives :

- To discuss the reliability of 21st century classrooms in teaching English as a foreign language.
- To show the main education skills in 21st century classrooms.
- To discuss the characteristics of a critical thinkers and the attributes needed for a thinking classroom.
- To suggest some teaching strategies that can be helpful to develop students critical thinking in EFL.

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Research questions:

To fulfill the main purpose of this study, and to achieve the above objectives , the following research questions are addressed :

- Why the 21st century classrooms are more looked forward by today's learners ?
- To what extent does 21st century classroom improve the critical thinking skills in EFL ?
- How can teachers help their students to develop their critical thinking skills in EFL ?

Hypotheses :

To answer our research questions, the researcher cites the following hypotheses to be tested in this dissertation :

1. Today's generation students prefer the 21st century classroom, because it enables them to participate in the learning process.
2. 21st century classroom offers different materials that can help in increasing students'critical thinking skills in EFL.
3. -If teachers make a clear instructional adjustments according to their students' levels and needs, that will enable them to promote their learners' thinking capabilities in EFL.

Significance of the study :

Teachers' way of teaching in the classroom plays a great role in students' engagement in the lesson as well as their comprehension and well grasping of information provided. Moreover, it deserves much attention from teachers to promote students'thinking abilities when presenting an EFL lesson. However, critical thinking is a very crucial element in 21st century classrooms, particularly,in higher education as students are going to be graduated and will confront this complex world through entering the work

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world. The role of the teacher, in this context, is not just the traditional job of teaching. Yet, it is the way an EFL teacher adjusts his/her strategy of teaching through using flexible techniques and tools in accordance to learners' wants. The present study attempts to highlight the qualifications of a critical thinker, as well as the relationship between the development of students' critical thinking skills in EFL, and the impact of the instructor's teaching process. This research might be useful for readers who are concerned with educational issues. In addition, for teachers who want to have a well-structured thinking classroom in order to motivate and engage their students in the lesson.

Research methodology :

To reach the intended objectives, the researcher of this study applies the qualitative method of research. This method is the most suitable regarding to the nature of this topic that is under the umbrella of education sciences. Concerning data collection, the researcher conducts two questionnaires. One is devoted to a group of master-one students at the English department in Ammar Thelidji University, Laghouat. The main aim of students' questionnaire is to investigate the attitudes of students towards their teacher's way of teaching to help them increase their critical thinking skills in EFL. The other questionnaire is intended for teachers at the same department. This questionnaire aims at investigating the influence of the way they teach with in the classroom on their students' interaction and motivation as well as their critical thinking ability in EFL.

Structure of the Study :

The present dissertation is basically divided into three main chapters. The first two chapters are devoted to the theoretical framework and the third chapter is about the field of work or the practical part of the study.

Chapter one is devoted to reviewing literature about English language learning process. In this chapter, the researcher defines some important

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Concepts in this dissertation like language, teaching, English foreign language teaching , the status of English as a foreign language in the Algerian educational system ,and the instructional strategies. Then, a general overview about 21st century classroom is highlighted in this chapter. Finally , the researcher explains what is critical thinking as it is one of the major concepts in 21st century classroom.

The second chapter is about critical thinking in language teaching. This chapter sheds light on the features needed for a thinking classroom. Moreover, the researcher has a look on the steps that should be followed to have an effective critical thinking process. As a final point, this chapter ends with some critical thinking teaching strategies.

The practical chapter is related to the whole study design procedures, and findings. The third chapter deals with the description of students' and teachers' questionnaires.

Chapter One: English Language Learning Process

1.1 Introduction

In this chapter, the researcher is going to review the existed literature concerning English language teaching in the 21st century classroom. First of all, English language is a global language that people in all over the world aim to learn it in order to be able to understand it and to communicate with it. In Algeria, English language is considered as the second foreign language after French. It takes an essential part of education and much concern is given to English language teaching from the Ministry of Education which announced many changes and reforms concerning this issue. Learning English in this modern age is no more that difficult thing, where technology materials offer different assistance in the classroom and the student can rely on his/herself to learn and ask the guidance of the teacher without totally relies on instructor's efforts. In this chapter, the researcher is going to provide a general overview about foreign language teaching and the case of English language teaching in Algeria. Moreover, the researcher through this chapter is going to define what does instructional strategies mean and what are the characteristics of the 21st century classrooms as well as the 21st century skills.

1.2 General defintions

1.2.1 Definition of language :

Ball State University (2000) stated that “Language is at the center of everything we do, allowing us to define and understand ourselves and our surrounding environment.”

According to Cambridge Dictionary, “Language is a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work”.

According to Merriam Webster, language is “the system of words or signs that people use to express thoughts and feelings to each other”. Also,

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Merriam Webster defines language as it is “any one of the systems of human language that are used and understood by a particular group of people”. Boukerkour (2016) defined “language is a tool of communication between human”. Oxford Advanced Learner’s Dictionary gives language the meaning of “The system of sounds and words used by humans to express their thoughts and feelings”. Bloch and Trager (1942) stated that ‘A language is a system of arbitrary vocal symbols by means of which a social group cooperates’ (qtd. In Boukerkour 13). Reviewing all the above definitions one can understand that language is a system consists of different words and sounds used by a particular group of people in a society in order to convey messages and share information in accordance to a special circumstances.

1.2.2 Teaching :

According to Freeserves teaching may be defined as “ Showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. That is to say, teaching means the efforts that someone made in order to assist others who needs help to do or understand something as well as guide them to acquire knowledge. According to Merriam-Webster Dictionary (2017), teaching as a noun is “ the act , practice, or profession of a teacher”. Also, the Oxford Advanced Learner’s Dictionary defined teaching as “the work of a teacher”. The Free dictionary by FARLEX defined teaching as it is “ the activities of educating or instructing ; activities that impart knowledge or skill”. Teaching according to the latter definition refers to the job of the instructor in which s/he convey knowledge through providing different activities.

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1.2.3 Language Teaching :

Refers to “teaching people to speak and understand a foreign language” as it is stated in Free dictionary by FARLEX.

1.2.4 English Foreign Language Teaching :

Moeller and Catalano (2015) defined Foreign language teaching as “teaching of a nonnative language outside of the environment where it is commonly spoken”. Also, they said that “ A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs” (p.327). Moeller and Catalano want to convey the message that foreign language teaching means the language that is totally different from the spoken language in a specific country, that is to say there is no mutual interactions between members in society using the non-native language but rather it is spoken in the classroom limits. In this dissertation, English language teaching is our concern.

As it is defined in Collins Dictionary is a noun that refers to as “ The practice and theory of learning and teaching English for the benefit of people whose first language is not English”. That is to say English language teaching is educating or instructing English to people or learners whose mother tongue or first language is not English. In our country, Algeria, English is considered a foreign language that takes much importance.

Chapter One: English Language Learning Process

1.3 The status of English language in the Algerian educational system :

Boukerkour (2016) mentioned that learning languages become an obligation in nowadays regarding to the development in almost fields in the world which makes the global as a small village. English is the language of the most powerful country in the world, thus it becomes so essential language that each one wants to learn it. In Algeria as well English takes a crucial part in education in which the Ministry of Education declared many changes concerning the case of teaching English as the second foreign language, in 2001. Where, English language started to be taught at first year middle school till the third year secondary school for the sake to form competent users of English. The Algerian Ministry of Education aimed from starting teaching English at the age of 11 in order to offer some opportunities to learners as follows :

- To help learners learn by themselves and be critical thinkers.
- To increase the intellectual abilities of learners.
- To support learners be able to use English documents

In sum, teaching English as a foreign language in Algeria does not restricted in education objectives only ,but rather in addition to education it aims at promoting universal, human and national values of students who are expected to be able to speak in English about their country (pp.16-18).

1.4 Instructional strategies :

1.4.1 Instruction :

‘Instruction’ is a broad concept that different defintions can be found concerning its meaning. Its professional meaning according Akdeniz is originated from the word to ‘build’ or to ‘structure’ where the classroom

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setting structures and builds according to the learner's needs and interests. The following are some among many researchers definitions as cited in Akdeniz work:

- ❖ Instruction is a concept refers to the whole process of teaching and learning in which the role of the teacher is to facilitate the whole learning process and guide learners in order to help them to learn and to develop their level in the target situation. Also, the instruction should have a positive impact on learner's motivation and interests as well as it should reinforce their cognitive skills.
- ❖ 'Instruction is a planned action, practice, or procedures for teaching'(Candy and Retting,1996)
- ❖ 'Instruction is an effort that supporting the individual's growth and formation'(Bruner,1960)
- ❖ Instruction is the teacher's efforts in the classroom in which the instructor is going to use different materials and apply a number of activities and strategies for the sake to engage learners with the lesson as well as to create an interesting learning setting.

1.4.2 Instructional Strategies :

Instructional strategies refers to the skills, ways and techniques the teacher uses in the classroom while presenting a lecture or lesson for the purpose to meet students' needs and achieve the planned objectives. According to Akdeniz, instructional strategies are the approaches, theories of learning and activities that the instructor applies inside the classroom in accordance to the intended objectives and goals he/she wants to achieve and reach from the presented lesson as well as structured learning setting. Instructional strategies refer to the tactics, ways, and techniques the teacher uses during the teaching-learning process. The teacher should select the appropriate strategies depending upon learner's needs. Shin (1997) said that 'teaching strategy is a complex educational behaviour of a teacher in using methods, techniques, tools, discipline and communications in order to achieve goals and/or objectives'. Shin wants to convey the message that instructional

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strategy refers to the teacher manner in presenting lessons in which he/she is going to apply the suitable tools and skills while lecturing for the sake to achieve and reach the intended objectives.

1.5 Features of the 21st century classroom :

In modern classrooms and with the technological advancement in the 21st century, the focus shifted from the teacher as the only source of information to learners who became no more passive receivers of the data. They can be a source of knowledge as well through the interaction with the teacher during the lecture. A 21st century classroom has many characteristics that makes it totally different from the conventional classrooms of the past centuries. The following are the top features of the 21st century classrooms as declared by Saomya Saxena in EdTechReview website (2017) :

- **Student centric :**

In 21st century classrooms students are no more passive learners, they rather play an active role in the teaching-learning process. Teachers are asked to guide them and facilitate the lectures for them. The instructor serves as supporter who assists learners to think critically and put the learners' needs as a first concern.

- **Computing devices :**

Computers play so crucial part in education in 21st century where in somehow they replace the pen and paper. Computing devices offer many opportunities to teachers and learners as well that greatly assist in having effective instruction process. They help both learners to conduct online research and teachers to improve their lessons.

- **Active learning :**

In modern classrooms, learners are actively engaged in teaching-learning process. Students participate in the activities and learn actively by speaking, listening, reading, writing, and reflecting.

- **Adaptive learning :**

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The level of students is different from one another, therefore the teachers' way of teaching may be not suitable and understood by students. But the modern approach of adaptive learning offers to students the freedom to learn in the way they are most comfortable with.

- **Invitational environment :**

The modern classrooms should be attractive in which the students have the choice to bring their PCs and tablets to the classroom. This technological materials stimulates students' engagement in the teaching-learning process and eases the work of teachers.

- **Students understand and follow the rules and procedures :**

The modern classroom is well-organized in which all the rules, goals, and responsibilities that should be followed in classroom are posted in different places in the classroom.

- **Mutual respect :**

Although the teacher is not the only source of information in modern classroom, he should be respected by his/her students because he is still the only facilitator and guide in the instruction process. Also, the respect should be shared between classmates as well in the modern classroom.

- **Students take responsibility of their learning :**

In modern classrooms, the teacher uses a variety of teaching of strategies to promote students self-reliance and help them to be responsible of their own learning.

- **Collaborative learning :**

The teaching-learning process in 21st century classrooms is attributed by cooperation between students in the classroom. This group learning improves the possibility of learning as well as increase critical thinking capacities.

Learners of the 21st century are no longer relying on textbooks and teachers as the main source of information. They

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rather use multiple tools including technology through googling any type of question ,task, or topic to obtain the information they require. What really characterized the 21st century classrooms is that the purpose from the learning process is to promote the critical and the inventive thinking of the learner. Also, the modern classrooms prepare the learners to be productive participants in the workplace, whereas the main purpose from the traditional teaching is asking learners to memorize and recall the information they have learnt.

1.6 21st century skills : the 4 C's of education :

According to Thoughtful Learning website “ The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age”. That is to say 21st century skills are considered a group of capacities that the learner needs to increase in order to be able to understand what is happening in this technological age. Moreover, the Glossary of Education Reform website defined 21st century skills as it is referred to “...a broad set of knowledge, skills, work habits, and character traits that are believed . . . to be critically important to success in today’s world, particularly in Collegiate programs and contemporary careers and workplaces”. According to the latter website, twenty first century skills is the knowledge and behaviours that the learner or student should require for being able to treat this modern world in the correct way as well as to have the ability to be successful in his/ her workplace. The most important skills in the 21st century are known as the 4C's of education _creativity, critical thinking, communication, and collaboration. The following is a description of what the 4C's are about as it is mentioned in AWW website by Dorotea Knezevic :

- **Critical thinking :** is the process of evaluating and analysing the data provided and then choosing the most appropriate information. After that transforming it in a form that an individual can make use of it. Critical

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thinking is an important skill in 21st century because “ it allows students to make sense of the presented content and apply it to their daily lives”.

- **Collaboration :** collaboration skill refers to the group work and cooperation between members community. Thus cooperation happens through utilizing the various talents, knowledge of the group members to create an outcome.
- **Communication :** this skill refers to the presentation of information in a very apparent, understandable, brief and expressive way. It has many purposes as “ informing, instructing, motivating, and persuading”.
- **Creativity :** the four skill in 21st century classroom that should be fostered is creativity. In modern classrooms the student should have the ability to innovate new ideas and make the already existed knowledge in a new way.

Since the critical thinking skill is considered as the major issue of the present study, the researcher shed light on its meaning and origin as well as the features of a critical thinker.

1.7 Critical Thinking and its Origin

1.7.1 What is Critical Thinking?

‘Critical thinking’ once a reader reads this compound word comes to his/ her mind that its meaning is to think critically, to have a controversial thinking, to have a thinking that is always against what others say about something-be negative. In fact, the true critical thinking is wide different from the above literal definition. It is a broad concept that has many definitions resulting from each researcher own perspective about critical thinking. According to Paul (2007) critical thinking is a process in which the thinker thinks about his own thoughts, analyses and evaluates them in order to have a good and better thinking. Nordquist (2016) stated that ‘ critical thinking is the process of independently analysing, synthesising, and evaluating information as a guide to behaviour and beliefs’. This means that

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critical thinking is a process in which the thinker examines and assesses the information he/she is provided with independently in order to have a better view about something. Also, Shirkhani and Fahim (2011) in their article *Enhancing Critical Thinking in Foreign Language Learner* said that critical thinking is '*...the individual's ability to think and make correct decisions independently*'. Moreover, Kurfiss (1988) mentioned in his *Critical Thinking : Theory, Research, Practice, and Possibilities* that critical thinking is '*a rational response to questions that cannot be answered definitively*', he also defined it as '*...an investigation whose purpose is to explore a situation, phenomenon, question, or information and that can therefore be convincingly justified*'.

Reviewing the definitions of Shirkhani and Fahim (2011); Kurfiss (1988) one can understand that critical thinking refers to the capability of a person to have an independent thinking that enables him/her to think in a logical way about questions and problematic in order to come with a final reasonable response. Hernandez and Rodriguez (2015) defined critical thinking as '*...a mental and rational activity that involves different processes: remembering, understanding, applying, analysing, evaluating, and creating among others*'. Both researchers stated that critical thinking is an activity that takes place inside the brain of the critical thinker who is going to rely on his cognitive skills of remembering, understanding, analysing and evaluating for the sake to find logical answers and relationships.

Critical thinking means that a person does not accept whatever he/she reads and hears, instead his /her thinking provoked once he reads or hears an information and start asking different useful questions, what is this, why this happened, how can this problem be solved. The critical thinker has the ability to think in a logical way and seeks for good and convinced answers that are proved with evidence. '*Critical thinking is a self-directed, self-disciplined, self-monitored, and self-corrective thinking*'. This means that critical thinking is the correctness of one's ideas and thoughts by himself or herself in which he or she is going to guide his/her thinking to have a better and organized thinking.

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1.7.2 The Nature of Critical Thinking:

The following is a brief history about critical thinking foundation from Socrates to nowadays when it becomes a crucial concept in almost disciplines. Adriana and Zhanna argued in their article “What is Critical Thinking and its Origin” that:

Critical thinking is an ancient idea where its intellectual roots comeback to Socrates when he emphasised the importance of asking deep questions before accepting all what is in surface. Socrates was the first one who discovered it since 2500 years ago. Then, after ‘Socratic Questioning’ emerged, other thinkers like Plato, Aristotle, and the Greek Skeptics followed the Socrates’s foot steps to do not accept life as it appeared in surface. Yet they go beyond the surface and understand deeper realities of life through thinking critically and asking different questions.

In the Renaissance period, many scholars started to think critically about different aspects of life in different domains such as religion, art, human nature, law, and freedom. In England, Francis Bacon was one among these scholars. He was concerned with the misuse of our mind to ask for knowledge. Bacon wrote one of the earliest books in critical thinking ‘The Advancement of Learning’. In France, half a century later, Descartes wrote a text that is considered the second significant contribution to critical thinking called ‘Rules for the Direction of the mind’. In this book, Descartes emphasised the need for assumptions, questions, doubts and tests as a foundation to every part of thinking.

In the Renaissance and post Renaissance periods thinkers and scholars who had a critical mind that does not accept all what is appeared in real life increased alot. Where they do seek for evidences, proofs, and reasoning for everything. This type of refusing led to the emergence of science, the development of democracy, human rights and freedom of thought. In 1997,

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Michal Scriven an educator and president of both Associations, American Educational Research and the American Evaluation declared critical thinking as an 'academic competency' like reading and writing. Thus, Critical thinking became an important element and skill in higher education as well.

1.8 Characteristics of a critical thinker :

Buskist and Irons (2008) argued that critical thinkers do not wear special clothes to say that they are critical thinkers. Yet, they have special behaviours and skills that are needed in problem solving as cited in . To say that a person has critical thinking abilities and skills should first determine whether she/he is featured with almost if not all the following qualifications as highlighted by different researchers ;

- According to Coughlan (2007) critical thinkers are active, skeptical and open to new ideas. They do not accept things as they are, however, they ask questions, try to analyse and evaluate what is appeared in surface. Moreover, critical thinkers accept others perspectives if they found them logical.
- Thyer in her article Development of the Critical Thinking stated that critical thinkers are individuals who are open-minded, honest, curious and objective.
- Ennis (2011) declared that ideal critical thinkers are disposed to :
 - a. be honest and clear in presenting their understanding,
 - b. be well informed about the subject or issue in order to provide right and convincing judgement about it,
 - c. care about every person regarding their feelings as well as their level of understanding.
- Pauker (2010) said to be a great critical thinker you need this six characteristics as below ;

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1. **Curiosity** : be curious and ask different questions about how things work. You should not accept things as they look like at the apparent.
2. **Humility** :to be a good critical thinker you should accept that you do not know everything in order to keep yourself keep searching for answers.
3. **Ability to research** : a good critical thinker is the one who has the ability to use multiple resources in order to have a satisfactory answer.
4. **Active listening** :a good critical thinker should be an active listener who participate and gives his/her point of view in a conversation.
5. **Objectivity** :critical thinkers have no place for emotions to show their judgement about the issue.
6. **Creativity** : to be a great critical thinker you should innovate new tactics and techniques like brainstorming to come up with new and amazing ideas.

1.9 Conclusion

As a conclusion, being a perfect English teacher means being able to engage your students in the learning process. In order to achieve that you should have a background about the 21st century 4C's of education. The latter are critical thinking, collaboration, communication, and creativity. Also, a good teacher has to pay more attention to the organization of his/her class in term of seating or in term of the way and the materials are used while presenting the lesson. And the most important thing is to contribute in enhancing students' way of thinking and help them be more critical thinkers than just receiving passively the information you provide them with.

Chapter Two

Critical Thinking in Language Teaching

2.1- Introduction

2.2- Features needed for a thinking classroom

2.3 Steps for effective critical thinking

2.4 Critical thinking teaching strategies

2.5 Creative classroom climate

2.6 How do teachers apply creativity in their classrooms

2.7 The Six Thinking Hats

2.8 Developing critical thinking through literature reading

2.9 Conclusion

2.1 Introduction

Critical thinking is a concept that plays a significant role in the field of education, particularly in higher education. For many reasons it becomes the hot issue of almost universities, teachers, and students themselves as well. Many definitions are built concerning the meaning of critical thinking. Wood (2002) defined it as *“the process of using reasoning to discern what is true, and what is false, in the phrases and ‘sound bytes’ we hear everyday”*. That is to say to think critically means the use of logic when you want to determine the truthfulness of things in surface, everything you hear in real life should manipulate questions to it. This skill must be developed regarding to its importance in this technological age. It does not develop automatically by itself (Thoms, 1998-99). It requires great efforts from the part of teachers inside the classroom to help learners to think critically. Teachers have to include elements that may help the thinking level of students and being critical thinkers. Therefore, in this chapter the researcher is going to highlight the features needed for a thinking classroom. Then, many different steps that should be followed in order to have effective critical thinking are going to be depicted. Furthermore, the researcher will have a look at some important teaching strategies that the teacher may use inside the classroom to increase students critical thinking skills in EFL. Finally and the most important, the last point in this chapter is developing critical thinking through literature reading.

2.2 Features needed for a thinking classroom :

A thinking classroom needs a teacher who has the ability to control and direct everything inside the classroom and during the lesson. In other words, a thinking classroom needs a teacher who can help students to be engaged with the subject discussed ,as well as, guide them to create several different ideas so that to

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have a thinking classroom. According to Gast, the teacher can take seven actions to promote critical thinking skills in his /her students and have a thinking classroom as follows :

- For a good thinking classroom, the teacher and learners as well should follow the rules for a classroom talk
- Listen to others and add or build on their ideas.
- Never have this mood of scare inside the classroom
- The teacher should provide a thinking time , actively take all ideas into consideration and ask other new questions.
- Test ideas and expose challenges about the best ideas.
- Respect all the views of others without exceptions.
- Consider the value of different viewpoints and the evidence.

According to Browne and Freeman (2000), a classroom that is attributed of critical thinking skills commonly reflects the following features “... frequent questions, developmental tension, fascination with the contingency of conclusions and active learning.” Browne and Freeman aimed at providing how critical thinking can be enhanced through different actions inside the classroom .First, they emphasised the importance of asking frequent questions wether from the teacher or the learner. These frequent questions encourage active learning which as a result can help in encouraging critical thinking as well. Also, active learning that is focused on critical questioning led to an atmosphere full of tension. The mood of accepting some answers and rejecting others depending on reasoned judgement caused this developmental tension.

2.3 Steps for effective critical thinking

“Critical thinking prevents our minds from jumping directly to conclusions. Instead, it guides the mind through logical steps that tend to widen the range of perspectives, accept findings, put aside personal bias, and consider reasonable possibilities.”

Elmansy (2017)

Elmansy argued through this quotation that critical thinking is a procedure that takes place in our minds. Therefore, it avoids the acceptance of things that is

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presented in front of us without asking many question and finding a logical results. Critical thinking process believe in logical way of thinking so that it puts personal ideas apart.

Below is a brief description of critical thinking steps:

Synder (10) mentioned that for effective thinking six steps should be followed which he entitled them with “**IDEALS**”, each alphabet is an abreviation of one step:

- I-** Identify the problem.
- D-** Define the context.
- E-** Enumerate the choices.
- A-** Analyse the options.
- L-** List reasons explicitly .
- S-** Self-correct.

A revised model of Bloom’s taxonomy by Anderson and Krathwahl (2001) shows the classification of six the six steps to critical thinking. Where each step should be well mastered in order to move smoothly to the other step – steps are interrelated to one another.

Remembering : is the first level in Bloom’s taxonomy .It is about recalling and repeating the facts and information in order to identify the problem that needs to be solved. Main questions need to be focused on what is the problem ? Why do we need to solve it ?

Understanding : after the identification of the problem the next step is understanding. At this level the learner can grasp the meaning of the information provided and show a deeper understanding about the facts . What is important at this level is to understand what has been presented.

Applying : at this level, the learner should apply the knowledge and information that have been acquired in the previous step to solve problems. But still the learner is employing lower order thinking skills.

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Analysing : learners begin to use higher order of critical thinking skills in their learning at this level. Where the learners examine complex items or concepts through separating them into components parts then determine the relationship between this components so that the organized structure may be understood.

Evaluating : at this level ,the learner is asked to be able to check and judge because this step is classified in higher order thinking skills in Bloom's taxonomy. The learner should evaluate different information ,then judge them to finally provide why he/she choses what he/she thinks is true ?

Creating :creating is the highest and the most complex level of thinking on Bloom's taxonomy. At this level, the learner is asked to produce and create completely new ideas and thoughts.

2.4 Critical thinking teaching strategies

Inside the classroom and during the teaching- learning process , the teacher is the monitor of the lesson even if the learning process is a learner – centered and not a teacher-centered. Therefore, the instructor has to be intelligent and skillful to enhance learners'critical thinking skills. Where, moving students towards critical thinking needs a well structured and organized learning environment. Below, there are some techniques that a teacher can make use of them to encourage students think critically .

2.4.1 Steps to move students towards critical thiking :

Duron, Limbach, and Waugh (2006) suggested five steps to provoke students critical thinking in a classroom as follows :

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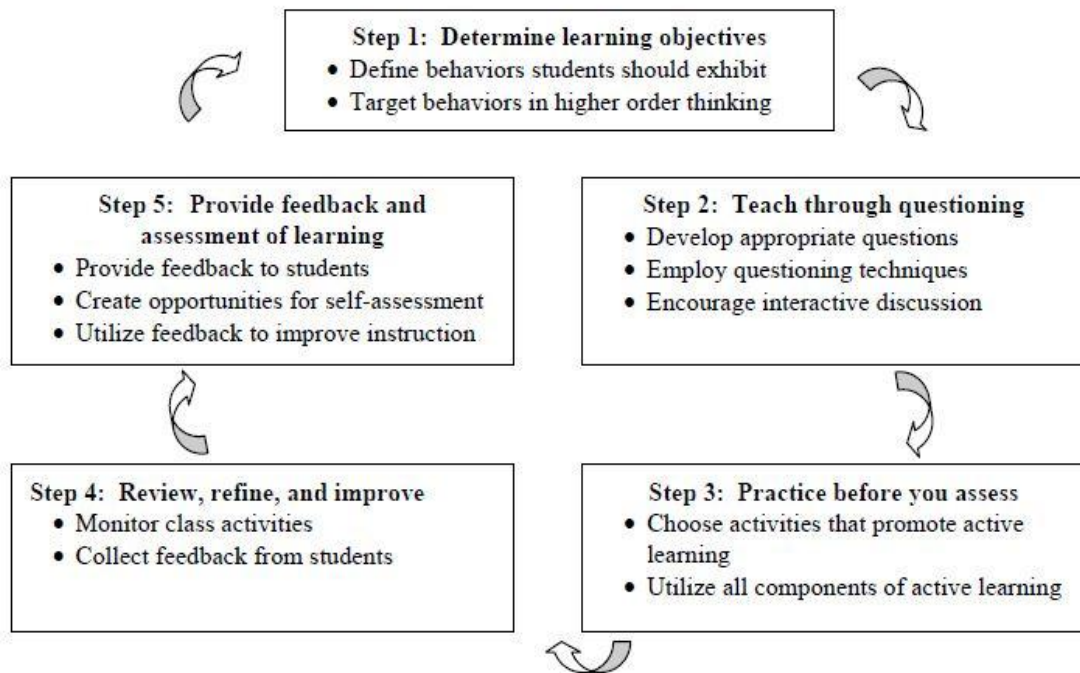


Figure 2.1: Steps to move students towards critical thinking

2.4.2 The ABC's critical thinking lesson plan :

ABC is an abbreviation to three parts of a lesson plan :

A-----Anticipating

B-----Building

C-----Consolidating

2.4.2.1 Anticipating :

At this part the teacher should introduce the lesson context and ask students to call u their previous knowledge in a specific topic. The teacher must correct the misconceptions among students. Also, the learning objectives should be set from the beginning.

2.4.2.2 Building knowledge :

This part is considered the main body of the lesson. At this level the teacher presents the lesson with its different corners.The instructor is going to monitor students's personal thinking, identify the main points and explain them.

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2.4.2.3 Consolidating :

This is the third and last part in the lesson plan. At this level students reflect on what they have learned from the lesson. It is about to what extent students grasp the information provided. Moreover, students are going to be asked to show their understanding through summarising and interpreting the main ideas. The instructor tests the students' understanding by applying what they have learned to assignments and projects.

2.4.3 Dialogic Teaching :

'Dialogic teaching' is a term that is first developed by Robin Alexander since 2000s. Alexander developed this teaching strategy to stimulate students' thinking as well as to increase their learning and understanding. Dialogic teaching is not just a traditional teaching that focuses on teacher's presentation of the lesson, and question-answer routines. It rather involves ongoing talk between teacher and students. By engaging students in dialogues, teachers can explain ideas as well as simplify the purpose of activities. Dialogic teaching helps students to grasp new way of describing phenomena. And also it helps a lot in enhancing student's critical thinking in English as a foreign language

This teaching strategy requires :

1-Interactions : students are more encouraged to think in different ways when interacting with each other.

2-Questions and answers : questions keep on the conversation and discussion. More questions means more answers which are justified and built upon rather than just received.

3-Feedback : it leads thinking forward

4-Discussion and argumentation : learners should not accept whatever mentioned in the classroom, but they should ask questions and look for justifications.

5-Classroom organization, climate, and relationships: the appearance of the classroom is so important to make all the above possible.

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2.5 Creative classroom climate

The traditional teaching method is one of the factors that causes the hatred towards foreign languages, in which the teacher is the center of the learning process and students are supposed just to listen without any feedback to teacher's lesson. (Liu and Long, 2014) defined traditional teaching as it is a direct method in which learners obtain information under the guidance of the teacher without any interaction between student and teacher. Also, they argued that the knowledge is limited as its source is only from one side, teacher. This passive role of the students makes them bored and less motivated to learn foreign languages like English. For that reason many creative ideas and strategies are built in order to encourage students' learning and motivate them to learn EFL. The EFL teacher must be smart and flexible in presenting his lesson in the classroom to improve students' attainment and to enhance their critical thinking in EFL. Task number one is to focus on the classroom environment that should be suitable and effective for teaching English. Starko (2000) claimed that "the best classroom climate is one that inclines a student toward wanting to learn about the subject rather than less" (qtd. in Benlamri11). The EFL teacher must create a reinforcing classroom environment to have a successful and effective learning process as well as to capture the students' attention for all the session.

2.6 How do teachers apply creativity in their classrooms

Richards in his article "Creativity in Language Teaching" demonstrates the various manners and skills that creative teachers may apply in their classrooms to help their learners succeed (2013 ;11). The following are applications of creativity inside the classrooms that may use by creative teachers :

➤ **Creative teachers make use of an eclectic choice of methods :**

They apply a blend of approaches to language teaching due to the learners needs and capacities. In other words, creative teachers employ '...the principles of eclecticism approach to foreign language teaching when circumstances do not allow for the

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adoption of a single method' according to Popova in her article Eclecticism in Foreign Language Teaching.

➤ **Creative teachers teach in a flexible way :**

Flexibility in teaching means that the teacher can use different teaching styles and modes during the lesson. Creative teachers may adjust and modify their way of teaching while they are presenting the lesson. In other words, they may not need to refer to the lesson plan each time and follow exactly its steps. Where, they may teach a lesson from a textbook many times, each time it becomes a different lesson thanks to the flexibility of creative teacher during the teaching-learning process.

➤ **Creative teachers look for new ways of doing things :**

Creative teachers dislike routines in their classrooms. They do prefer to have a different and new way of teaching a lesson each time. From time to time can be a student like doing tasks with his student and never be a teacher. Also, the creative teacher may give his learners choices about different aspects.

➤ **Creative teachers make use of technology :**

Technology may play an important role in creative teaching. The use of technology inside classrooms support the engagement of student when have an auditory and a visual aid lesson.

2.7 The Six Thinking Hats:

This method has been first introduced by Edward de Bono in 1985. The six hats represent six modes of thinking and each coloured hat is a significance to a type of thinking. Bono's method of the six thinking hats is one of the successful methods to organize group and individual thinking. It is very helpful in fostering critical thinking skills in the classroom. The teacher uses the six hats to organise the sequence of questions between small groups of students or the whole class. The teacher determines which hat should be worn in specific part of the discussion as below :

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- **The red hat** : it is better to begin the discussion by asking students to wear the red hat which represents the feeling in order to share their feeling to the issue under discussion.
- **The white hat** : the teacher asks his/her students to wear the white hat literally or metaphorically. When wearing this hat the teacher asks students about the available information and facts to the topic under discussion. Questions in this phase build upon students' emotional response.
- **The green hat** : is usually the third phase in which the teacher asks questions that require students to innovate solutions for the problems or look to the suggestions from a creative perspective through using creative tools as brainstorming technique.
- **The black hat** : the teacher often followed the green hat with the black hat which represents the cautious and defensive part to the problem discussion. At this part teacher ask questions to identify the disadvantages and risks of the suggestions provided by students when wearing the green hat. Questions can be asked during this discussion 'What are the risks' ?and 'Why is the suggestion not working ?'
- **The yellow hat** : this hat is totally different from the black hat questions. At this part the teacher asks questions that help to show the advantages and optimistic point of view about the suggested sollutions in the green hat part of discussion. Questions can be asked are as follows : 'What are the advantages of applying the sollution?' and 'Why do you think it is workable ?'
- **The blue hat** : the teacher or the leader wears this hat. This hat can be used to guide the thinking process to better routes. For eg : th facilitator direct the discussion to the green hat if there is no new ideas

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2.8 Developing critical thinking through literature reading

2.8.1 What is literature ?

According to Merriam Webster Learner's Dictionary, the word literature refers to “ written works (such as poems, plays, and novels) that are considered to be very good and to have lasting importance.” Furthermore, literature means the imaginative written works like prose, drama, poetry which are featured with specific style and expressions.(Kohzadi, Azizmohammadi, Samadi,2014)

2.8.2 What is literary text ?

Sirirat (2010) defined literary text as a fictional text type that needs an interpretation of the story presented in it. In addition, the Didactic Encyclopedia Website has defined the literary text as a kind of texts in which the author intends to use an artistic language to catch the attention of readers.

2.8.3 The value of literature reading in fostering critical thinking :

According to Tung and Chang“Literature reading is a complex process that requires readers to recall, retrieve and reflect on their prior experiences and memoriesto construct meanings of the text.” (2009). The author wants to covey the message that reading a literary text by readers needs a mental activity in which they think and call back their previous knowledge to understand the literary text and interpret its meanings. Erma in her article The Use of Literature to Enhance Student Critical thinking said if the expert in the EFL class uses the common techniques and exercises that are used in all the other “ classroom learning context”, the student are going to be bored. Also she mentioned that in the English as a Foreign Language context literary texts are more useful in enhancing students critical thinking. Moreover, Erma stated since “ literary text like poetry always have metaphorical meaning or meaning beyond the surface of the poem itself”, it requires the readers skills of analysing and interpreting the meaning of the text using a logical reasoning to provide at the end a clear and convinced judgement that is supported by proofs (2017). Supporting the views of the importance of literary reading in promoting students critical thinking, Alverman and Phelps (1998) declared that “ their students found reading literature helped them to think and analyse the recent social issues as literature

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provides numerous viewpoints.” (qtd. in Hamedreza.etal, 2014). Similarly, Hall claimed that reading a literary text is very different from reading other texts, where the latter cannot help in increasing the critical thinking abilities in students as does the literary texts (2005) (as cited in Sirirat,2010, p.18). Sirirat (2010) stated that literary reading offers many different correct interpretation and analysis to the written literary piece (p.19). Additionally, Sirirat claimed that “ reading literature has an important role for in-depth learning, critical reflection, and decision making”(2010, p.20). That is to say the higher order thinking skills developed alot through reading literary text and make a sense of it by analysing and interpreting its content. Tung and Chang (2009 : 291) argued that when a student read a literary text should have the ability :

“to differentiate facts from opinions; to understand the literal or implied meanings and the narrator’s tone; to locate details related to the issues discussed; to find out the causal relationship or the connections between the events or actions; to detect an inferential relationship from the details observed; to be perceptive of multiple points of views; to make moral reasoning and fair-grounded judgments;and most of all, to apply what they have learned from this process to other domains or the real world”.

When reading a literary text the student is asked to make a distinction between realities and view points, to get the deep meaning of the written text, to have the ability to know cause and effect relationships between events. Furthermore, the readers must welcome the opinions of others as well as support their own with evidences and proofs to show its validity.Finally, and the most important the student at the end of the reading should have the capacity to employ what have already learnt in the real world. According to (Brunt, 2005; Facione, 2007; Halpern, 1998; Lazere, 1987), these students practice when reading a literary text is considered a mental process that requires higher order thinking skills, as cited in Tung and Chang (2009).

Literature reading is considered a significant element in fostering students’ critical thinking as it offers different views and perspectives. The teacher in order to have satisfactory results may incorporate some teaching strategies into the lesson. Our focus in this study is going to be on Socratic questioning.

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2.8.4 Socratic Questioning:

According to Sahamid (2016), good thinking is derived from asking the right questions that stimulate thought. Socratic Questioning is one of the most powerful teaching methods that helps in promoting students's critical thinking skills in EFL. The Greek philosopher Socrates is the first one who found it. This method is a teaching-learning method that is fueled by questions. It follows an orderly and structured questions to enable students discover their thinking weaknesses, lack of knowledge and false hypothesis. Socratic method does not focus on the traditional way of teaching in which the teacher is the only information provider and students are asked to just memorize, listen to lectures, and be passive learners. Socratic Questioning helps in developing students' deep understanding of topics and ideas as well as their critical thinking in EFL. The following is a Socratic questioning taxonomy by Elder and Paul (2007) as cited in Mukundan and Zare (2015) paper of The Use of Socratic Method as a Teaching/Learning Tool to Develop Students' Critical Thinking: a Review of Literature:

Types of questions	objectives	Examples
1. Clarity	The individual is inquired to elaborate, illustrate, and exemplify his/her viewpoints.	<ul style="list-style-type: none">• Can you provide more elaboration on the topic?• Can you give an example?
2. Precision	The participant is asked to be more precise by providing more specific details.	<ul style="list-style-type: none">• Can you please give more details?• Would you please be more explicit?
3. Accuracy	Argue the accuracy and/or trustworthiness of viewpoints and beliefs.	<ul style="list-style-type: none">• How can we ensure that it is true?• How can I validate the claimed facts?• Are these data dependable considering the debatable source?

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4. Relevance	Focus on the relevance and try to make sure that all considerations used in addressing any thought are genuinely relevant to it.	<ul style="list-style-type: none"> • How the support is relevant to the question? • Please explain the link between supporting thought and the question raised.
5. Depth	Examine the depth of thinking and determine whether the questions involve complexities that must be considered.	<ul style="list-style-type: none"> • Is the question complicated? Is it hard to answer the question? • What makes the question difficult?
6. Breadth	Argue breadth of thinking, ensure that the individual takes all possible viewpoints into account, and leave no perspective unconsidered.	<ul style="list-style-type: none"> • What viewpoints are applicable to this matter? • What pertinent opinions have been overlooked so far? • Have the contrasting perspectives been examined reasonably?

Table 2.1 : Elder & Paul (2007) Socratic Questioning Taxonomy

Questions in Socratic Questioning are well – developed from the easiest questions to the more difficult ones. Elder and Paul(2007) stated that Socratic Questioning method should be first begun by clarification, then followed by precision, accuracy, relevance, depth, and finally breadth. The teacher who applies Socratic Questioning method should first begin with clarification questions. Asks students to give their own point of view about an issue or topic, then, clarify and explain what they mean by their view. Then, in the second level that is about precisizing the idea the teacher asks students to be more exact and explicit by providing more specific details about their idea. Accuracy, at this level the teacher asks his/her students to give arguments that justify and defend their idea in order to ensure the correctness and worthiness of their beliefs. At the relevance level, the teacher verify to what extent the suggested answers are

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relevant to the question asked. After that, the teacher checks the extent of deep understanding. And finally, argue the extensiveness of thinking.

According to (Jones and Safri, 1994 ;King,1994 ;Paul ,1993), “Socratic Questioning is one of the most powerful methods to promote critical through dialogue from questioning between students and the teacher”(qtd. in Sahamid, 2016). So that, when the in-class discussion is guided by Socratic questioning when reading literature is going to foster critical thinking skills in EFL.

2.9 Conclusion

This chapter was devoted to the critical thinking in language teaching and how it could be developed in students. Developing students’critical thinking cannot be achieved without the corporation of students and teachers. In which the teacher provide the information through the use of different teaching strategies in accordance to students’needs, and on the other hand, the students are obliged to participate, ask questions, and create new ideas. Hence, they help themselves to be more critical thinkers. In this chapter, the researcher gave an example of Socratic questioning strategy and to what extent is helpful in literature reading as well as in developing students’ critical thinking.

Chapter Three

Field of Work

3.1 Introduction.

3.2 Participants.

3.3 Tools of Research.

3.4 Data Description and Analysis.

3.5 Conclusion.

Chapter Three : Data Analysis and Interpretation

3.1 Introduction

This chapter is related to the practical part of the study. It is associated with the teachers' and students' point of view about the teachers' way of teaching, and to what extent it can improve students' critical thinking abilities in EFL. In order to achieve the reliable results; the researcher will adopt the descriptive method. Besides, the researcher will tackle first with the participants chosen. Then, will move to describe the tools that are adopted (teachers' questionnaire, students' questionnaire). After that, the analysis of the finding results is going to be done.

3.2 Participants

The students' questionnaire sample consists of 43 master-one students of English. The students were chosen randomly including 28 females and 15 males. The students' age ranged from 22 to 30 years old. As well, the teachers' questionnaire sample consists of 5 literature teachers.

3.3 Tools of Research

In order to investigate the effectiveness of the teachers' way of teaching on enhancing students' critical thinking skills in English as a foreign language at Amar Thelidji University, two tools have been adopted. The first one is a questionnaire devoted to master one students at the English Department. This questionnaire is composed of 19 questions (see appendix I); yes/no, multiple choices, and open ended questions, distributed into four sections that fit the variables of this study.

Section One: Background Information

This section related to the students' personal background information, in which three questions are asked to specify students gender, age, and how they find thinking in English.

Chapter Three : Data Analysis and Interpretation

Section Two: Students' Attitudes towards Critical Thinking Skills

This section is related to students' standpoints to critical thinking skills. The researcher devotes five questions from four to eight, in which the learners are asked if they have any idea about critical thinking skills. Furthermore, what kind of teachers they prefer to be taught with, and if their teachers are qualified to make them think critically.

Section Three: Students' Perceptions of Teachers' Critical Thinking Practices

In this section, seven questions are posed, from nine to fifteen. Section three is devoted to demonstrate students' perceptions about the activities are done by their instructors during the learning process. In addition, to what extent their teachers are able to make all students involved in the lesson.

Section Four: teachers' role in developing students' critical thinking

This fourth and final section is composed of four questions from sixteen to nineteen. This section seeks information about students' view concerning their teachers' role in developing their critical thinking skills. The main aim of this questionnaire is to study how much master-one English students are satisfied by their teachers' way of teaching in fostering their critical thinking skills.

The second tool is also a questionnaire, but it is devoted to a number of teachers in our department. This teachers' questionnaire is composed of twenty-three questions which are divided into four sections. The questions are either closed questions, requiring from teachers to choose 'yes' or 'no' answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanations.

Section One: Background Information

The first section is devoted to personal background information of the teacher in which four questions are going to be answered. These questions are about gender, age, degree, and work experience.

Chapter Three : Data Analysis and Interpretation

Section Two: teachers' perceptions about critical thinking

This section consists six questions from five to ten that are related to teachers viewpoints about critical thinking. The information that the researcher seeks to get from this section are concerned with the meaning of critical thinking and to what extent it is important.

Section Three: teachers' attitudes towards critical thinking environment

In this part five questions are stated from eleven to fifteen that are devoted to know if critical thinking is important to teachers or not. Also, to discover the effectiveness of classroom environment on students' critical thinking skills.

Section Four: teachers' role in developing students' critical thinking in EFL

The fourth and the final section in this questionnaire is related to the role of teacher in enhancing learners' critical thinking skills in EFL. Eight questions are put forward from sixteen to twenty-three. In this part, the researcher seeks answers about the lessons are provided by the teacher. Are they fitted the students' needs? If not does the teacher assist the learners to enhance their critical thinking ability? The main aim from this questionnaire is to study the influence of instructors 'way of teaching on students' motivation as well as on fostering their critical thinking ability in EFL.

3.4 Data Description and Analysis

A/ Students' Questionnaire

Section one : background information

1. Gender

Gender	N° of Students	Percentage
Female	28	65 %
Male	15	35 %

Table 3.1 : Students' Gender

Chapter Three : Data Analysis and Interpretation

It is indicated in the table above the females' students 65% outnumber male students 35%

2. Question Three: How do you find thinking in English?

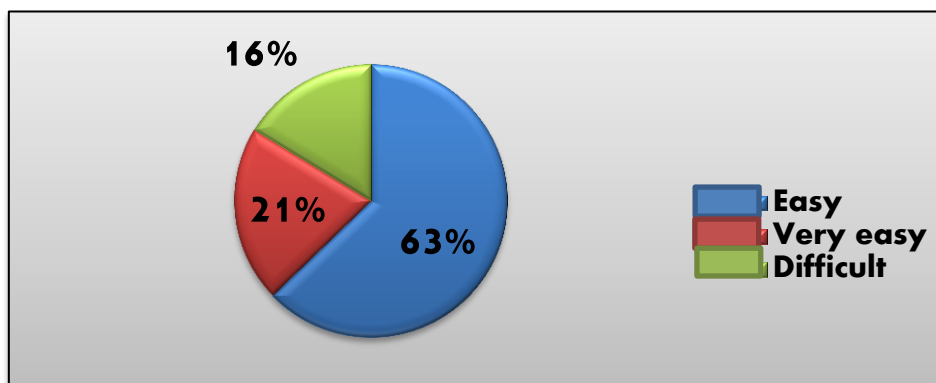


Figure 3.1: Students' perceptions about thinking in English

Figure 3.1 represents the students' perceptions about thinking in English. The results indicate that students find thinking in English is not that difficult matter (0 %). As it is shown in table 3 more than half students (63%) find thinking in English easy. Also, 9 students from 43 students (21%) find thinking in English very easy. However, a number of students find that thinking in English is a difficult matter (16%). But in general students do not find much difficulty when thinking in English, may be just when the subject is complicated.

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Section two: students' attitudes towards critical thinking skills

Question Four: Do you have any idea about critical thinking?

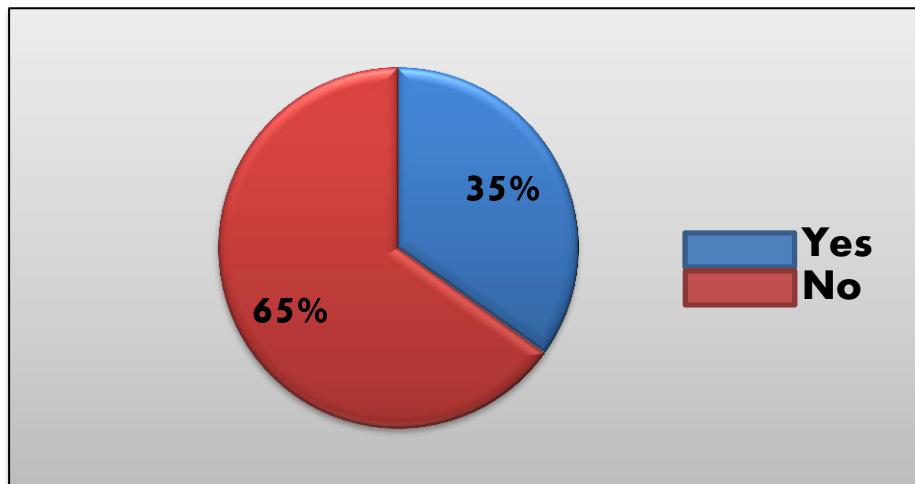


Figure 3.2: Students' idea about critical thinking

This question aims at discovering if students know the meaning of critical thinking or not. According to the figure 3.2 the majority of students (65%) do not know what does critical thinking mean. Yet, there are some ones (35%) who know and can define what does critical thinking means. Through these results we may conclude that critical thinking is not an obvious and known skill in the part of students.

Question five: what kind of teachers do you prefer to work with?

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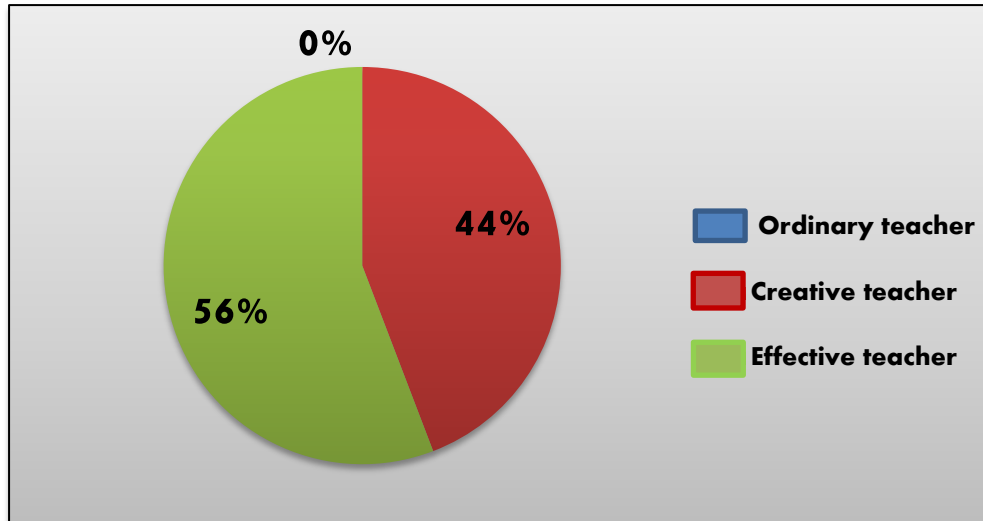


Figure 3.3: Students' preferable teacher

Regarding the present findings, we can notice that none of the students do prefer an ordinary teacher who just relies on old teaching and traditional way of teaching. However, more than half of students (56%) do prefer the effectiveness of instructors no matter the way they used to teach with. In addition, (44%) of students choose a creative teacher who uses creative methods while teaching. Therefore, it is the impact and influence of teacher that students like better without giving much attention to his/her way of teaching.

Question six: do teachers characteristics encourage your critical thinking skills?

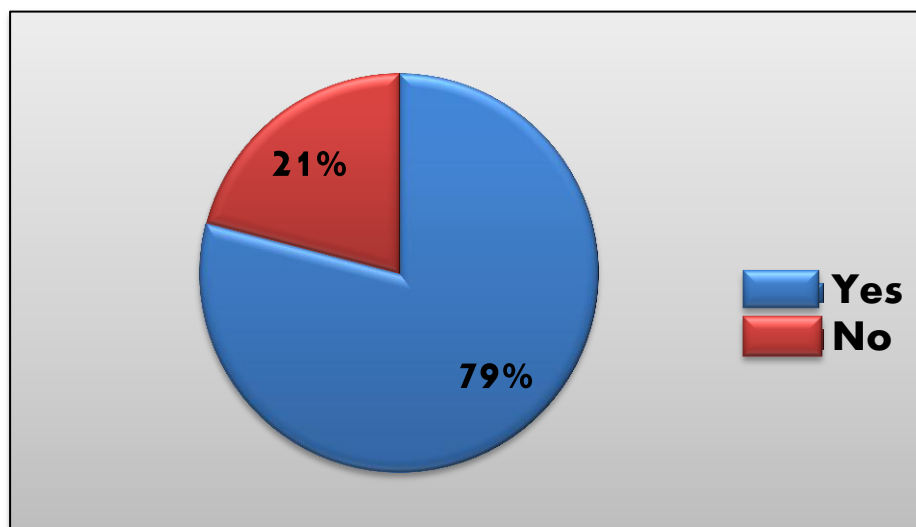


Figure3.4: teachers' features and developing critical thinking

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Figure 3.4 shows that the majority of students (79%) believe in the view that teachers' characteristics can play a great role in enhancing their critical thinking skills. Whereas (21%) of students indicate that enhancing their critical thinking skills has no relationship to teachers' characteristics.

Question Seven: what would be in your opinion the features of an effective teacher that promote your critical thinking?

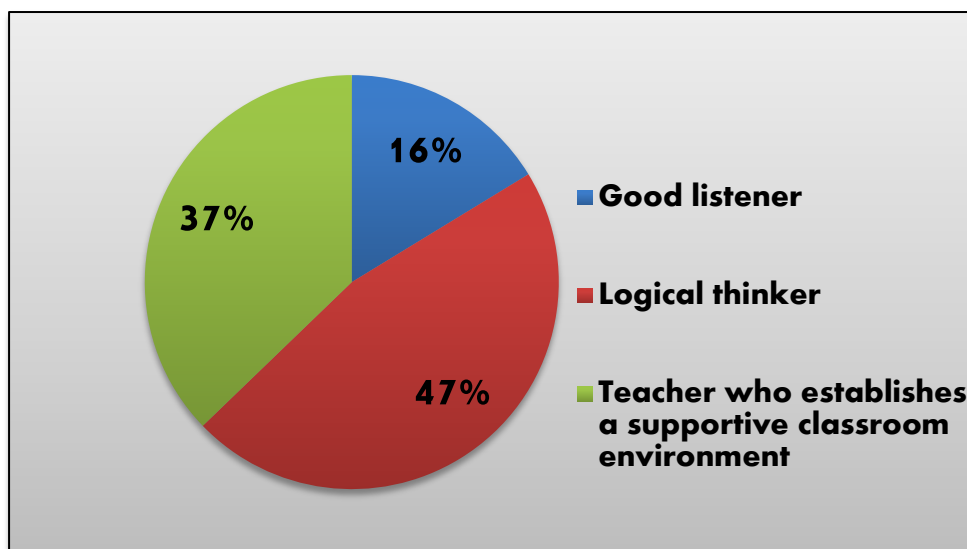


Figure 3.5: Students' view about the effective teacher

As shown in this figure, 47% of students believe that an effective teacher is the one who establishes a supportive classroom environment. In this situation, the students may have many opportunities to enhance their critical thinking ability. Otherwise, 37% of students show their supportive to the teacher who is a logical thinker. According to them, developing critical thinking skills needs a logical thinker first than anything else. Yet, 16% of students assure that fostering their critical thinking needs a teacher who listens to their views in a suitable and good manner.

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Question Eight: to what extent do you think that creative teaching is helpful to make you think critically?

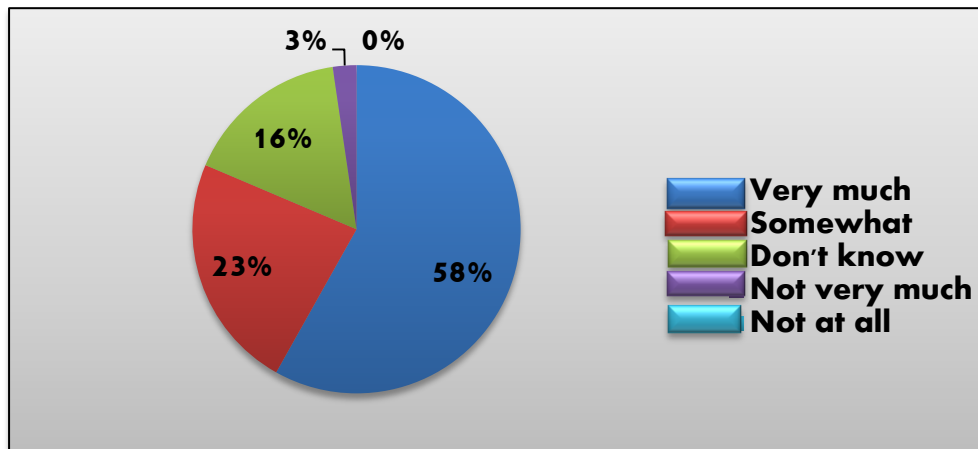


Figure 3.6: creative teaching helps in fostering critical thinking

Findings in figure 3.6 show that 58% of students said that a creative teaching helps them very much to think critically. May be because it offers new ideas and different information which are presented in different ways that trigger their thinking. Besides, 23% of students answered that creative teaching helps them somewhat to think critically. May be for the reason that it is not enough alone, they may need some other options to have the ability to think critically. Moreover, there are (16%) of students do not even know if creative teaching can make them think critically or not. This unknowing may refer to the misunderstanding of the critical thinking element (They do not know even what is critical thinking). Eventually, no one do mention that creative teaching don't make any sense to help them think critically. They all said that it has some percentage in developing their critical thinking even if it is not very much as it is mentioned by (3%).

Section three: Students' Perceptions of Teachers' Critical Thinking Practices

Question Nine: is your teacher able to get you all involved in the learning process?

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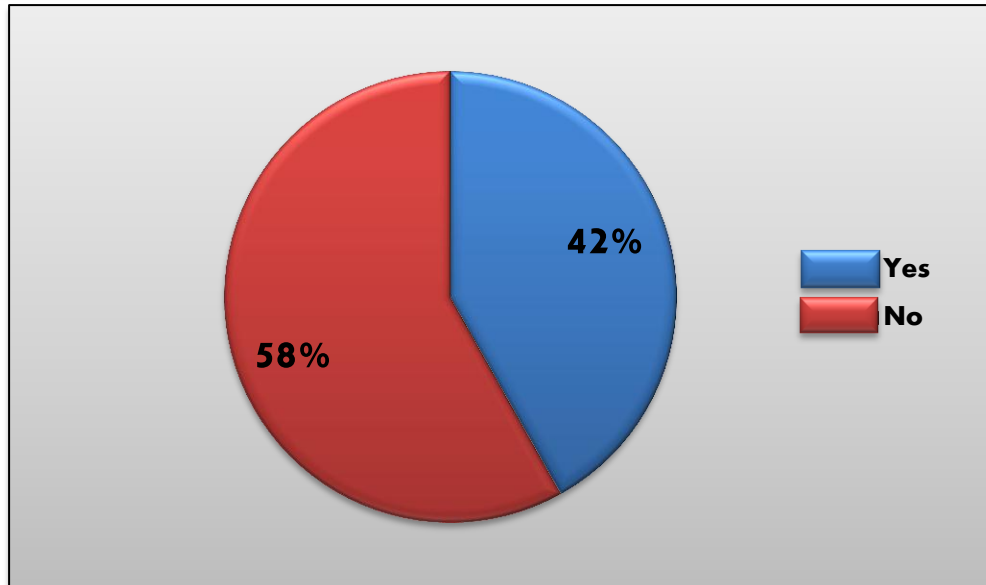


Figure3.7: being involved in the learning process

As it is appeared in figure 3.7, the majority of students (58%) said that their teachers are able to make them all involved in the learning process. May be this comeback to the huge number of students who are studied in master- one classes in English Department at Amar Thledji University. This huge number constructed an obstacle in front of teachers to engage all students in the learning process. Yet, (42%) of students said that their teachers are able to involve them in the learning process. May be because they consider that involving in the learning process it's their duty and it is referred to them not to the teacher.

Question 10: Do you participate in classroom activities that require problem-solvi

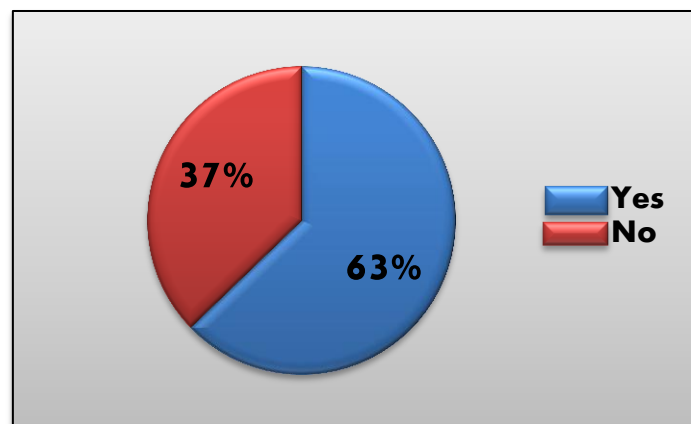


Figure 3.8: Students' Participation in Classroom

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The results show that (63%) of students participate in classroom activities that require problem –solving’ activities. Regarding to this findings, we can say that the ones who take part in classroom activities are intelligent, and more motivated to face problems and to show their thinking ability through providing different new ideas and solution. While the rest of students may be they do not understand the teachers’ explanation or they do not prefer the activities that require the brain to be awoken. Accordingly, students who welcome problem-solving activities are more able to enhance their critical thinking skills.

Question 11: Do your teachers encourage you to ask questions and participate in discussions?

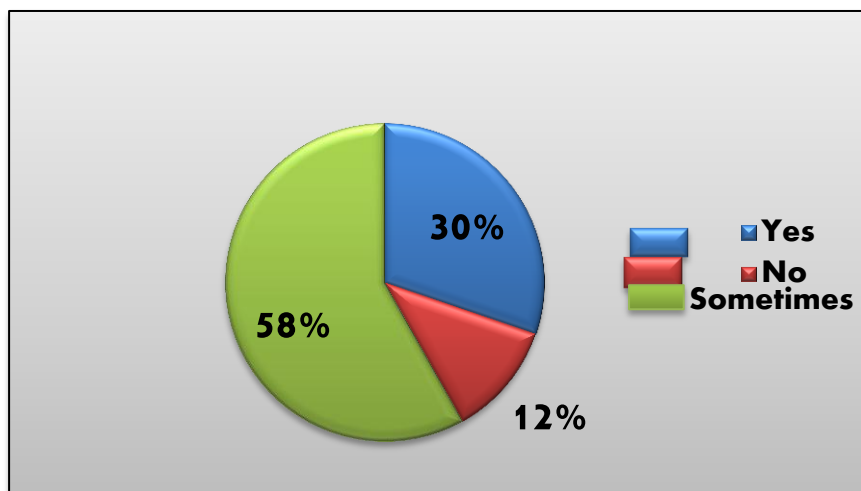


Figure3.9: Teachers’ Encouragement to Students

Questions during the lecture play a great role in triggering the thinking of students. The figure above indicates that more than half of students (58%) said that

Chapter Three : Data Analysis and Interpretation

their teachers encourage them to ask questions and participate in discussions sometimes not always. These may refer to the topic discussed in which students are not always getting involved in the learning process just sometimes. In contrary, (30%)of students give a positive “yes” to this question. They always ask questions and participate in discussions, perhaps because the lesson is presented by the teacher encourage students to be more engaged and therefore participate and ask a lot of questions. On the other hand, as shown in figure 3.9 (12%) of students indicate that their teachers neither encourage them to ask questions nor to participate in discussion. May be because they do not concentrate while the teacher is explaining. Therefore, being more engaged in the learning process helps a lot in asking questions and participating in discussions.

Question 12: your teachers use the following teaching strategy:

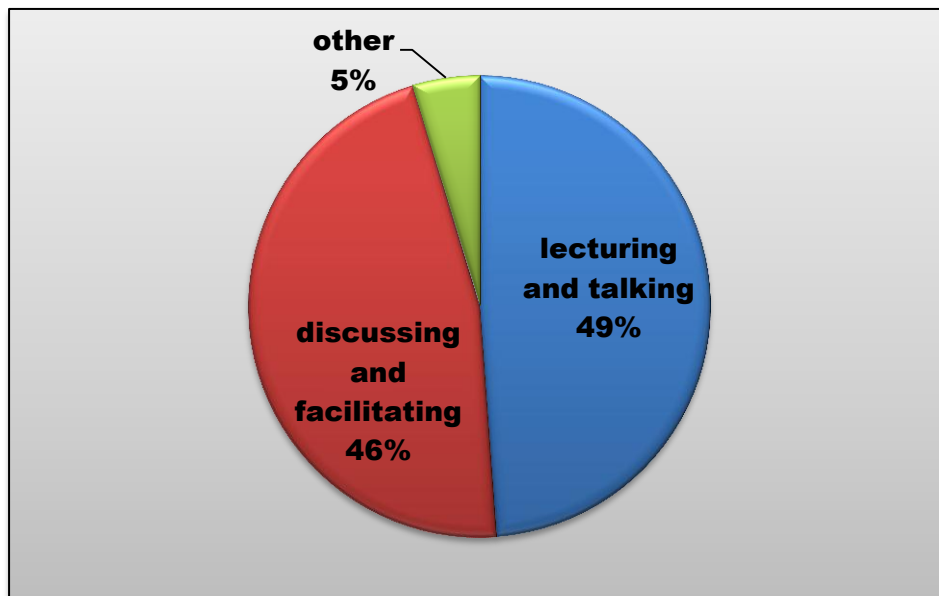


Figure 3.10: Teachers' Teaching Strategy

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The aim of this question is to know what the most teaching strategy in the classroom is. Considering the table above we notice that 49% of students said that their teachers use the strategy of lecturing and talking. Whereas, (46%) of students said that during the teaching- learning process their teachers do discuss and facilitate the topic in front of them rather than just talking. Also, (5%) of students argue that their teachers use other teaching strategies.

Question 13: which teaching strategy do you prefer?

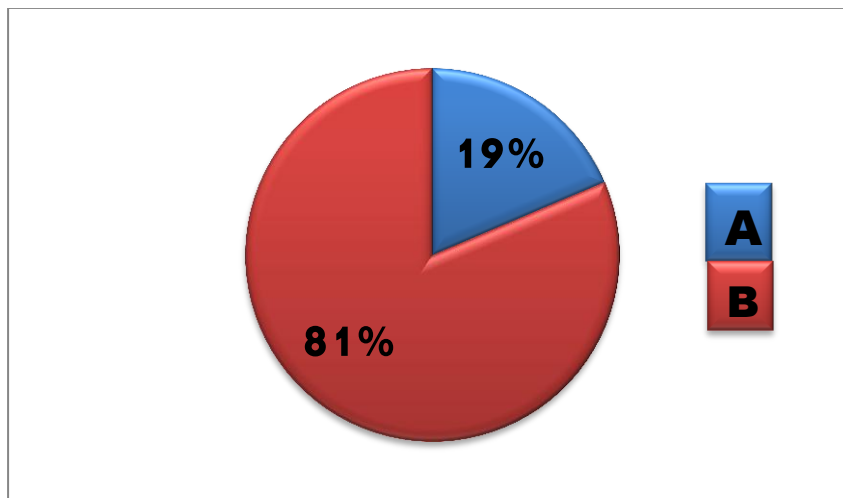


Figure3.11: the preferable teaching strategy

The intention of the researcher from this question is to know which teaching strategy that the students do prefer their instructor to work with while teaching them inside the classroom. As it is shown in table the majority of the (81%) prefer the strategy to participate in discussions and have activities. May be this refer to their high level of understanding and this way helps them to grasp and understand the ideas very well. However, (19 %) of students do prefer the strategy of the teacher lecturing and they keep passive receivers to the information provided by their lecturer. This possibly referred to their unwillingness to learn, or because they feel lazy to understand the meaning between lines. Hence they just accept what is given to them.

Question 14: Do you find the way of your teachers' teaching appealing to you?

Chapter Three : Data Analysis and Interpretation

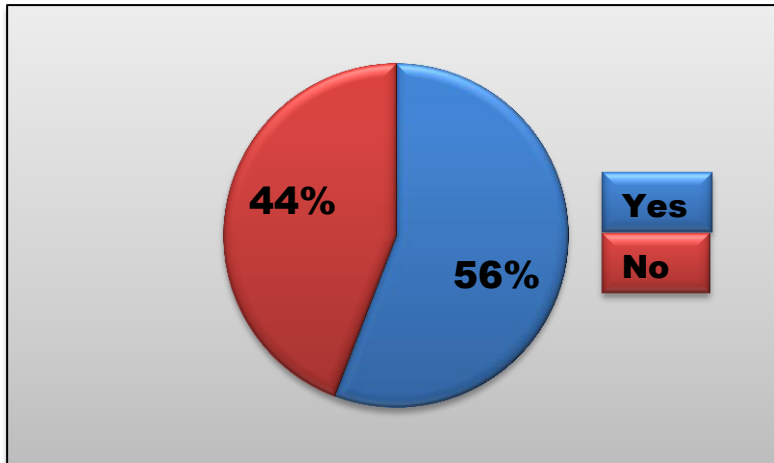


Figure3.12: The Attractiveness of Teachers Way of Teaching

According to the data presented in the figure 3.12, less than half of students (44%) find their teachers' way of teaching not attractive for them. But, (56%) of students find their teachers' way of teaching more attractive. In accordance to these results, we can suggest that the attraction of students' attention has a great relationship to the topic discussed.

Question 15: How would you describe your attitudes towards your teachers' method of teaching?

Chapter Three : Data Analysis and Interpretation

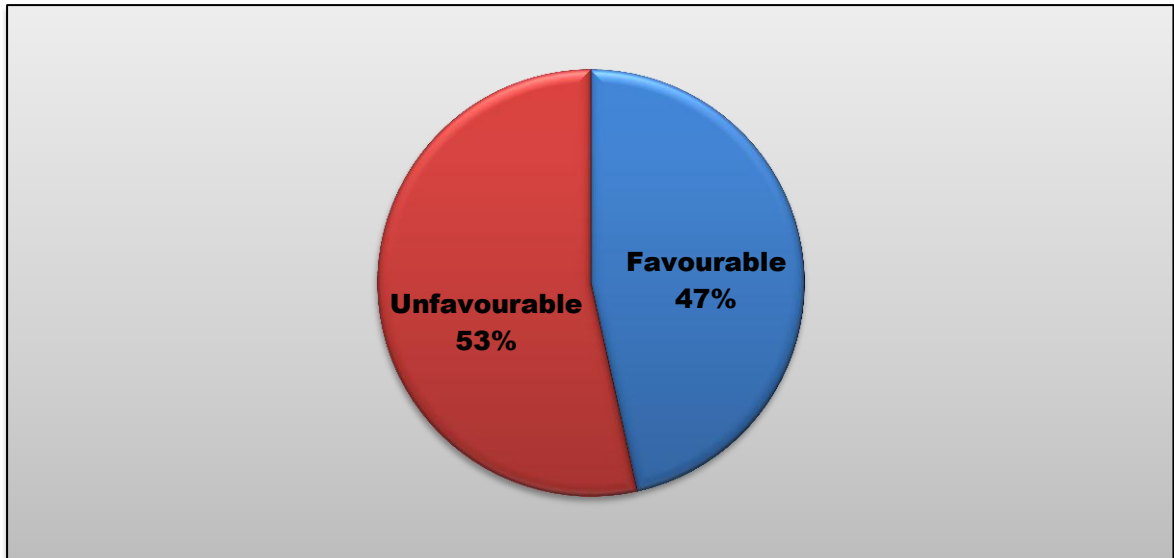


Figure 3.13: Students' Attitudes towards Teachers' Method of Teaching

The figure above (14) represents students' perceptions about the method of teaching that their teachers used to work with it. 53% of students feel uncomfortable with their teachers' way. This group of students unflavoured their teachers' way of teaching which means that they do not understand what the instructor is provided them with. May be the teacher uses boring materials that makes students discouraged and unmotivated. However, 47% of students do favour their teachers' way of teaching. May be they find it appealing to them, they understand, participate and give their own points of view and ideas.

Section Four: Teachers' Role in Developing Students' Critical Thinking

Chapter Three : Data Analysis and Interpretation

Question 16: do your teachers ask you to study for the exam:

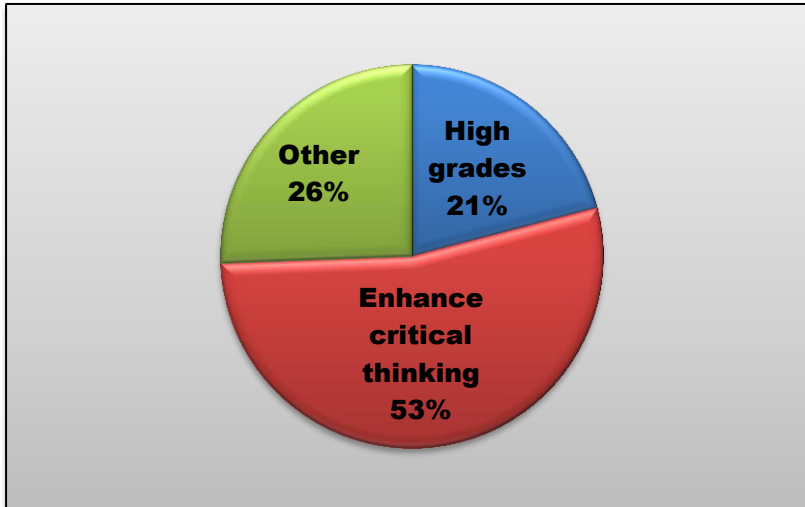


Figure 3.14: The Purpose from Studying to the Exams

The figure represents the aim from studying for the exams. It is indicated that 53% of students said that their teachers ask them to study for the exams in order to enhance their critical thinking. May be because being a well critical thinker helps alot in life after university, work life. In addition, 21% of students mention that their teachers ask them to high grades through studying for the exam. Yet, 26% of students said that their teachers tell them to study for the exam neither to high grades nor to enhance their critical thinking, but rather for other things.

Question 17: how do you think the teachers' use of multimedia teaching improves your critical thinking skills?

The purpose from asking this question is to know if the use of multimedia in the classroom is greeted by the students in a way to develop their critical thinking skills or not. Regarding some of students' answers we notice that a group of them said that multimedia if used wrongly it will be useless. Especially, when the teacher focuses just on it without making his/ her own efforts. However, there are some views which support the use of multimedia inside the classroom. They argue that multimedia has a strong positive impact on students' motivation and to develop their critical thinking skills.

Chapter Three : Data Analysis and Interpretation

Question 18: do you think it is essential for teachers to use different teaching strategies to enhance students' critical thinking?

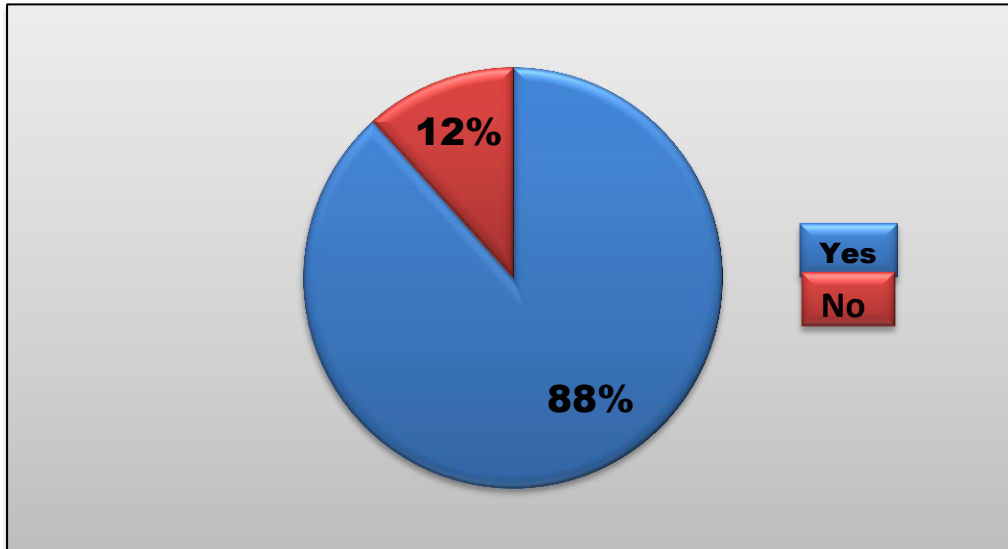


Figure 3.15: The Importance of Varying the Teaching Strategies

Through figure 3.15, we notice that the highest percentage of students (88%) assured that “yes the teachers have to use different teaching strategies to enhance students critical thinking”. Which means that they are going to be motivated and each time interpret the information provided to them in different ways. Not always having the same teaching method, so they may feel bored. In contrast, 12 % of students argue that changing the teaching strategies each time has no relationship with the enhancement of their critical thinking skills. May be because they believe that a person who has the ability to think in a logical way does not need varieties of teaching methods, one is enough for them.

Chapter Three : Data Analysis and Interpretation

Question 19: do you think the teachers' motivation play a significant role in developing critical thinking ability of EFL learners?

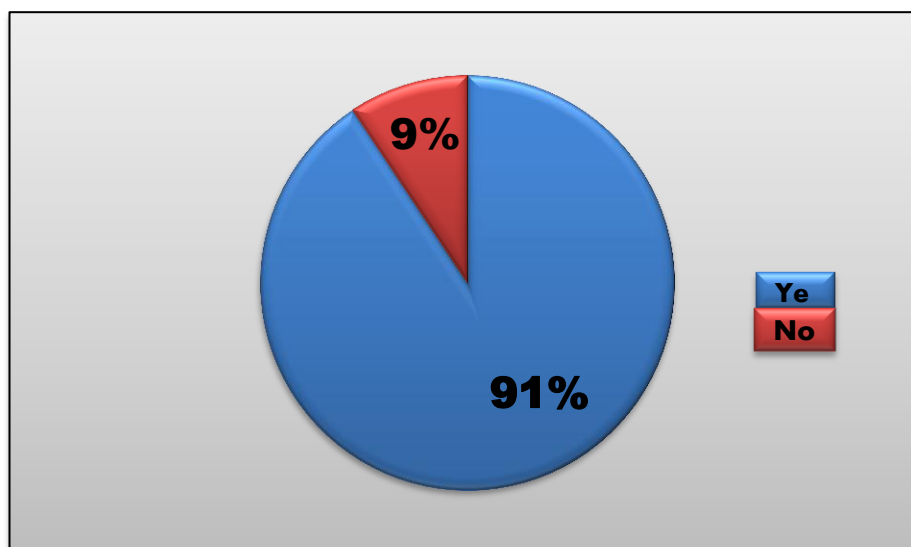


Figure 3.16: The Significance of Teachers' Motivation

The majority of learners 91% demonstrated the importance of teachers' motivation in enhancing students' critical thinking. While, the rest 9% agreed on the "No" answer. The latter, established a view that fostering critical thinking is unrelated to the motivation of instructors. These students consider the qualifications of teacher as being a motivator is not that worthy factor. Because it depends on learners desire to foster critical thinking and the teacher is just a tool to provide information. In contrast, the students who give the "Yes" answer totally believe that teachers' motivation is a significant factor in increasing critical thinking skills in EFL. May be because they consider the teacher as the major authority in the class. So that his/ her encouragement, advices, in addition to knowledge transmitted can accelerate the grasping of information. Therefore to be able to participate and ask questions which may help in promoting critical thinking skills of students in EFL.

B/ Teachers' Questionnaire

Section One : Background Information

To gather clear information about the participants' characteristics, they were asked to respond to questions related to their educational level, age, experience, and sex. The table below recapitulates the detailed findings.

Chapter Three : Data Analysis and Interpretation

Gender	N°	Ages	Work experience	Educational level	N°
Male	01	45	7	Licence	00
Female	04	27-43	2-4	Magister	05
				Phd	00

Table 3.2: Descriptive statistics on Teachers' Degrees, Ages, Experience and Sex

As for teachers' gender, the majority of informants are female (80%) and only one (20%) teacher whose gender is male.

Among the 5 participants there is one teacher (20%) who his age is 45. And teachers who represent the majority (80%) range their age is between 24-43 years old.

All the five teachers (100%) have Magister Degree, and no one from the respondents has the doctorate.

The majority of informants' experience range between 2-4 years (4 teachers), and only one informant has an experience of seven years.

.Section Two: teachers' perceptions about critical thinking

Question five: What is critical thinking?

According to teachers' point of views, critical thinking is a skill that takes place in the mind before it is uttered or written. It refers to the thinking about thinking, in which the learner reads between lines and do not accept things as they are without analysing them. Always ask why this happens, how it can occur, why it is like this...etc., many questions come to their minds.

Question Six: Do you think that critical thinking is important at this level?

Yes, all teachers (100%) agreed on the importance of critical thinking in master one level. They said that students are in an advanced level and will attend conferences in the future, thus, they need to be more logical thinkers.

Chapter Three : Data Analysis and Interpretation

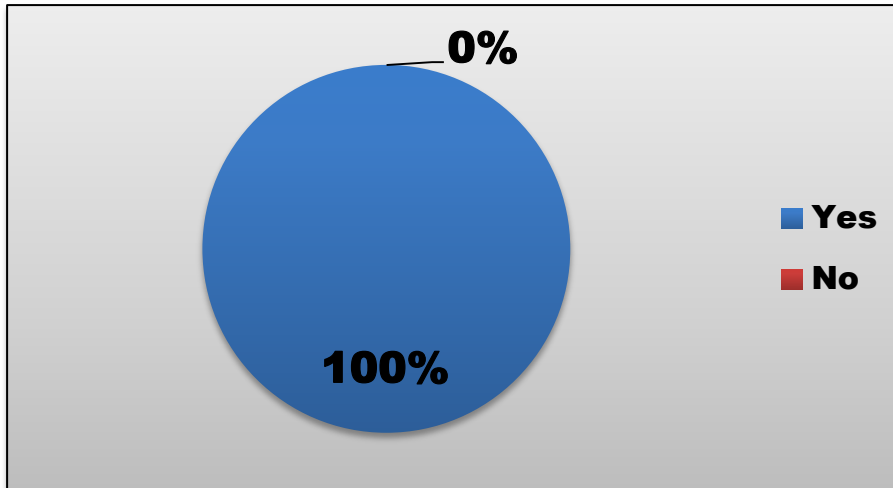


Figure 3.17: the significance of critical thinking at master level

Question seven: What motivates you to implement critical thinking activities inside the classroom?

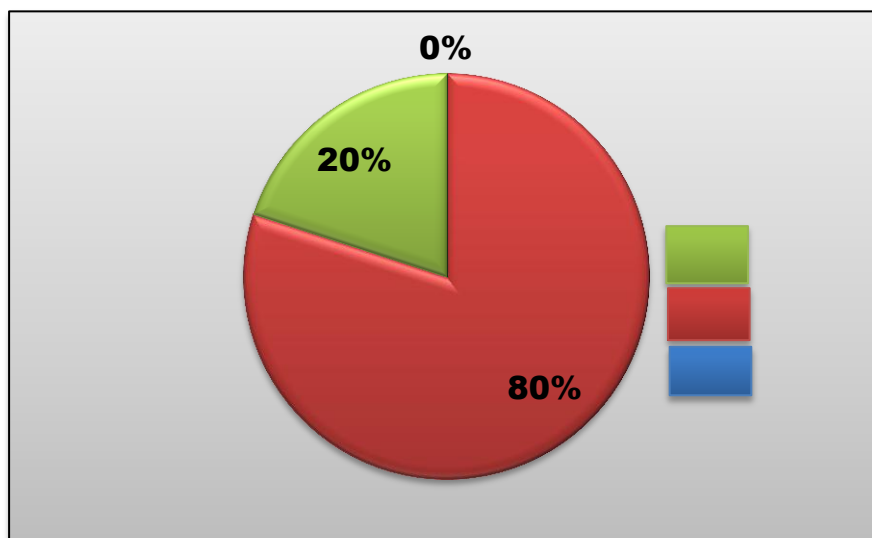


Figure 3.18: motivation behind critical thinking activities

The majority of teachers (80%) opted the second choice that is, meeting students' needs and improve their way of thinking is what motivates them most to implement critical thinking activities inside the classroom. Although, that a person has all knowledge ability, but he/she has to be motivated to make something happens. That's why when considering students' needs especially in a field like high education, the teacher attempts to build up the necessary knowledge through active learning to make more contributions. While, (4%) of teachers selected the third choice that is

Chapter Three : Data Analysis and Interpretation

implementing critical thinking activities inside the classroom is motivated by other things. Because they believe that each topic has its stimulus to be done.

Question Eight: Is there any significant relationship between motivation and critical thinking ability of EFL learners?

Teachers ' Answers	N° of Teachers	Percentage
Yes	5	100%
No	00	00

Table 3.3:the relationship between motivation and critical thinking

Relating to this question, all teachers answer “yes” (100%) motivation is interrelated to critical thinking ability of EFL learners. Teachers accepted that one of the influencing factors that promote critical thinking ability is motivation. Being more motivated is viewed as a significant precondition for critical thinking abilities.

Question nine: What method of teaching do you prefer to work with?

Teachers' Answers	N° of Teachers	Percentage
A) Traditional Teaching Method	00	00
B) Modern Teaching Method	5	100%

Table3.4: the teachers' preferable teaching method

Regarding the figure, all teachers (100%) prefer teaching with modern teaching methods. May be because the information do not take one direction flow from the teacher to student only. But rather it is going to be exchanged. Besides, modern method offers different assistant materials like data show for example.

Question ten: Which method do you think that triggers your students thinking?

Teachers' Answers	N° of Teachers	Percentage
A)To be the only authority in the classroom	00	00
B) To allow them participate and give their comments and suggestions	5	100%

Table 3.5: the teachers' perceptions about the method that stimuli critical thinking

Chapter Three : Data Analysis and Interpretation

Taking into consideration the table above, we notice that all teachers (100%) agreed on the point that allowing students to participate and give their comments and suggestions during the lecture can trigger the students' thinking. May be because this activated their thinking as they are tried to suggest new idea, information or ask new questions each time.

Section three: teachers' attitudes towards critical thinking environment

Question Eleven: What role, does critical thinking play in your classroom?

According to teachers, at this level critical thinking plays a significant role in the classroom. It is considered as the main objective from the lesson presented. Where, different activities and elements that stimuli students' critical thinking are going to be done.

Question Twelve: Do you think that critical thinking happens in your classroom when you are teaching your students?

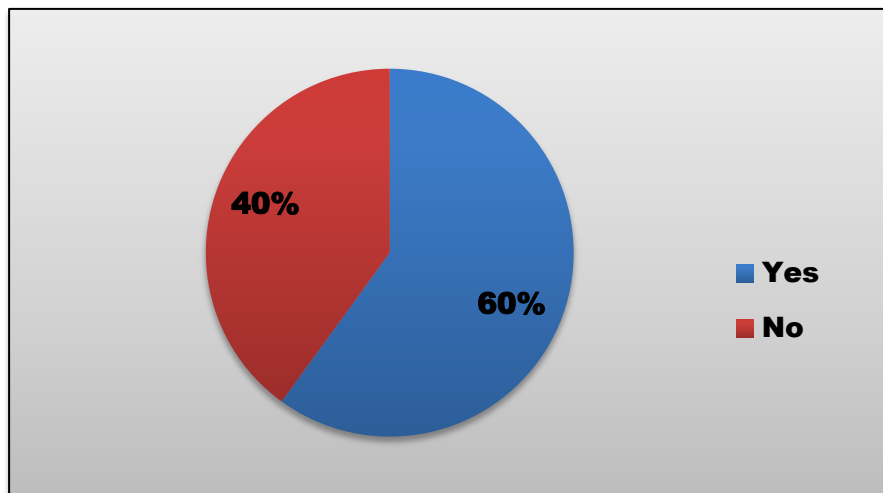


Figure3.19: the occurrence of critical thinking inside the classroom

What we can notice from the figure above, is that, the majority of teachers (60%) when asked if critical thinking is happened in their classes they answer "yes". They give a positive answer because they notice that the teaching-learning process is an active one. Where they notice the high participation of students, the latter ask a lot of questions and discuss a lot about the topic given, as well as suggest solutions and new

Chapter Three : Data Analysis and Interpretation

ideas. These all are considered an indicator that critical thinking is happened in their classrooms. While (40%) responded negatively and said “no” critical thinking does not happen in their classes. For sure because their classes are passive one and the teacher feels himself as the only authority and information provider in the classroom.

Question 13: Does the classroom environment affect students’ critical thinking?

Teachers’ Answers	N° of Teachers	Percentage
Yes	5	100%
No		00

Table 3.6: the effectiveness of classroom environment

All teachers (100%) agreed on the point that classroom environment affect students’ critical thinking. Because, if the student feel comfortable inside the classroom, this will help him/ her to generate ideas and make fruitful discussions.

Question 14: do you find difficulties in managing your classroom?

Teachers’ Answers	N° of Teachers	Percentage
Yes	5	100%
No	00	00

Table 3.7: difficulties in managing classroom

The results indicate that all teachers (100%) claimed that they do find difficulties in managing their classroom. May be because of the large number of students at this level, more than 70 students in one group.

Chapter Three : Data Analysis and Interpretation

Question 15: To what extent do you think that creative classroom environment is helpful to make students think critically?

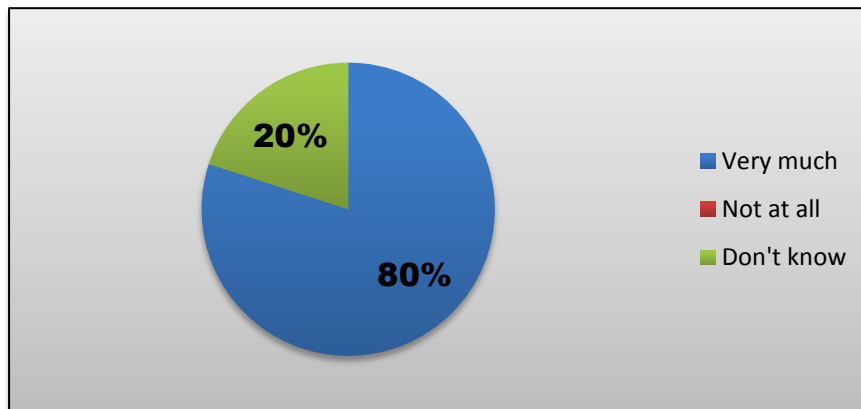


Figure3.20: teachers' perceptions about creative classroom

(80%) of teachers reported that implementing creative classroom environment will help in making students think critically very much. Because creative classroom environment offers creative seating and creative teaching methods, so that each time there is innovation and as well each time new extra visions and beliefs emerge. Additionally, none of teachers chooses the second choice that is, not at all. While (20%) of teachers mentioned that they do not know if creative teaching helps in making students think critically. May be because they do not know even how creative teaching look like as they have never use it while teaching.

Section four: teachers' role in developing students' critical thinking in EFL

Chapter Three : Data Analysis and Interpretation

Question 16: Do you pay attention to students needs and provide appropriate assistance?

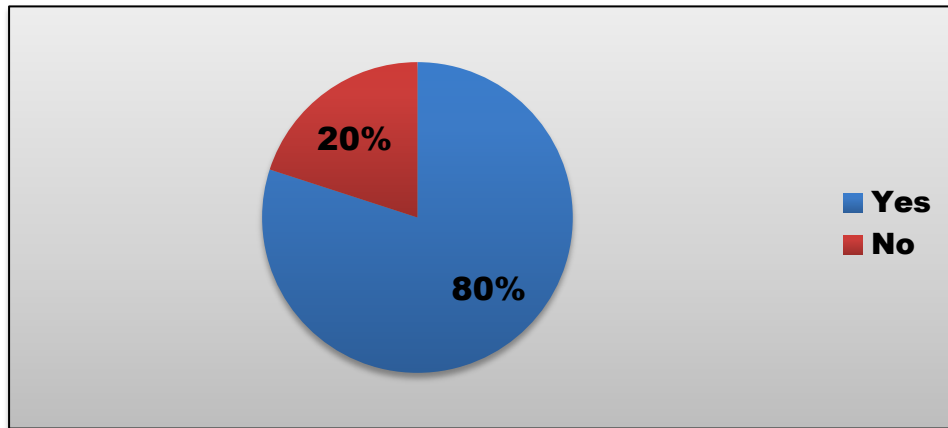


Figure 3.21: Teachers' Perceptions of Students' Needs

The majority of teachers when asked if they take into consideration their students' needs respond positively (80%). This clearly indicates that teachers are aware of their duty as teachers to give students what they require and want. Because they believe that this assistance determines the objectives from their teaching. Only one teacher answered by "no" (20%), may be because he/she consider this assistance as an obstacle in front the ongoing of the lesson. This teacher seems to have a lack of deep understanding and ignorance of this important step in the teaching process.

Question 17: Do you think your lessons are enjoyable to students?

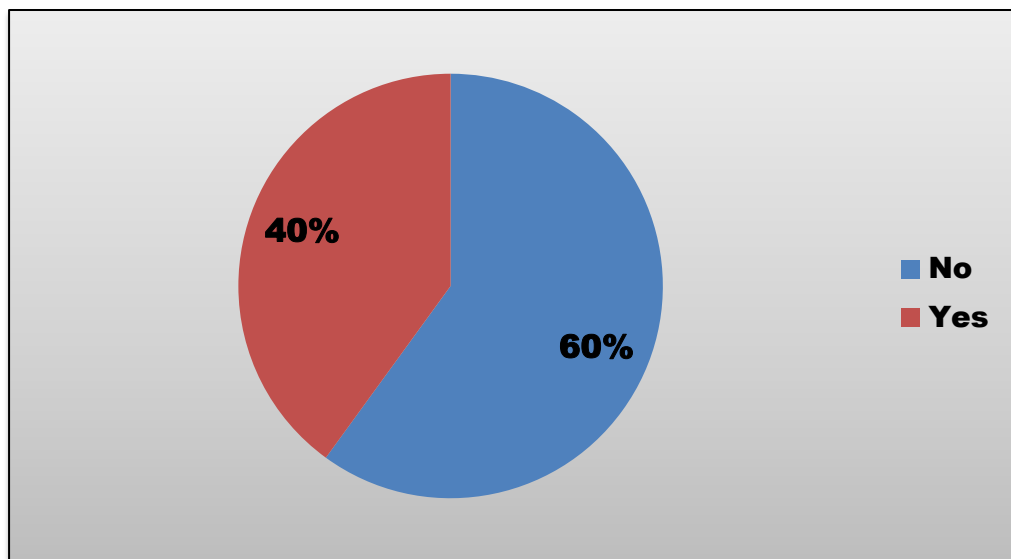


Figure 3.22: the teachers' perceptions about their lessons

Chapter Three : Data Analysis and Interpretation

The majority of teachers respond negatively (60 %) to this question. Whereas, (40%) mentioned that their lessons are enjoyable to students. These, diversity in answers may be it refers to the nature of topic discussed inside the classroom and the way the teacher presented with.

Question 18: Do you think that you need to give all the information to your students in order for them to learn your subject?

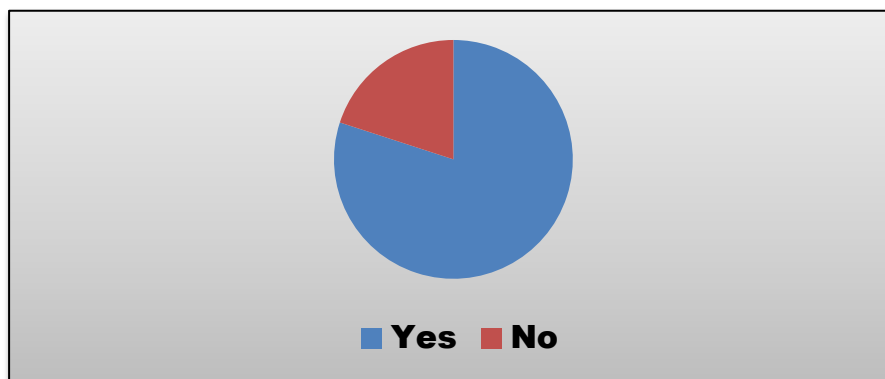


Figure 3.23: teachers' attitudes towards the information they offer to students

(80%) of teachers agreed on the point that they need to give all the information for students in order to learn the subject. But in a way they are asked to look for further information and share them with their classmates and teacher. Consequently the knowledge will spread. While (20%) of teachers argue that the teacher should never give all the information, but rather he/she should let the students to search and think about other remaining knowledge.

Question 19: What are your perceptions of the role you have to play when incorporating critical thinking in your lessons?

All teachers state that when including critical thinking in their lessons, they should be very careful. They claimed that they should play as a facilitator to the difficult concepts and as a guider if there is any misunderstanding to the lesson.

Chapter Three : Data Analysis and Interpretation

Question 20: Are you able to implement critical thinking in your lessons if you are required to do so?

Teachers' Answers	N° of Teachers	Percentage
Yes	5	100%
No	0	00

Table3.8:the ability to implement critical thinking

When the teachers are asked if they are able to apply critical thinking in lessons, they all answer yes we can. All what is needed to implement it is to ask alot of a questions that are in analogical order and interrelated ,so that the students thinking is going to be triggered and be able to think critically and in a logical way.

Question 21: How could you better design your course to develop your students' critical thinking skills?

All teachers mentioned that designing a course with promoting students' critical thinking 'objectives, need the use of different teaching strategies in one course. Besides, the Use of different materials and techniques those help in developing students' critical thinking. Like Socratic questioning.

Question 22: How would you describe the instructional strategies that affect your students' critical thinking development?

Teachers claimed that if you want a affect students' critical thinking you should apply instructional strategies that require students' engagement and participation. Hence, their critical thinking is going to be enhanced so much.

Question 23: Could you adjust your way of teaching in order to increase students' critical thinking in English as a foreign language?

Teachers' Answers	N° of Teachers	Percentage
Yes	5	100%
No	00	00

Table 3.9: teachers' attitudes towards the adjustment of their teaching way

All teachers respond positively (100%) to this question. May be because they believe that the role of the teacher inside the classroom is to meet the needs of the learners and develop their critical thinking skills in EFL.

Chapter Three : Data Analysis and Interpretation

Conclusion

Based on the findings of students' and teachers' questionnaires we may conclude that the answers have confirmed the stated hypotheses. In other words, the quality of teacher has a prominent role in enhancing students' critical thinking ability. We have investigated the main features of effective teachers from the learners' part, in addition to other factors that may affect learners' critical thinking as being participants in the learning process. Moreover, in order to enhance students' critical thinking in EFL teachers adopt different teaching strategies in accordance to the requirements of the lesson presented.

Chapter Three : Data Analysis and Interpretation

General Conclusion

General conclusion

The main goal of high education is to develop learners' competence and performance. In nowadays, critical thinking skills development becomes another goal. This current study is conducted to discover the factors that may help in enhancing students' critical thinking skills. The present work aimed at investigating how the use of certain instructional strategies can promote the critical thinking of students in English as a foreign language. Besides effective teaching is the result of the combination of teachers' qualifications as well as effective classroom practices that enhance teaching and learning process and thus fostering students' critical thinking skills. Teachers are expected to have a wide range of knowledge and skills to meet all different students' needs the main purpose of this work is to highlight the importance of teachers' way of teaching in making students think more critically about issues. Therefore, the researcher investigated learners' perceptions towards their teachers effectiveness. This paper is divided into three chapters. Chapter one and two are devoted to literature review in which they provided a description about the concepts and elements included in them. While the third chapter dealt with the practical part of this study.

The first chapter gave a general overview about English language learning process, including definitions of the main concepts that were needed in the dissertation. Also, the researcher showed the status of English as a foreign language in Algerian educational system. Besides, features of 21st century classrooms like student-centric, collaborative learning, active learning...etc. were tackled in this chapter. Eventually, the researcher had a look on 4C's in education which were critical thinking, collaboration, communication and creativity. Finally different elements and concepts that had a relationship to critical thinking are mentioned in this chapter.

The second chapter provided the features needed for a thinking classroom as well as the steps that a person should follow in order to have an effective critical thinking process was also indicated. Furthermore, some different critical thinking strategies the researcher had tackled with. Which were the ABC's critical thinking lesson plan, dialogic teaching, the six thinking hats, and Socratic questioning. At the end the researcher chose one teaching strategy which was Socratic questioning and attempt to show its effectiveness on developing critical thinking through literature reading.

General conclusion

The third chapter is the practical part of the study that used two tools to obtain data. Two questionnaires, one devoted to teachers the other one devoted to students. These two questionnaires were used to investigate the different aspects of teachers' quality, way of teaching, their perceptions about their students' ability to think critically. And, the students' perceptions towards their teachers' effectiveness. To test our hypotheses that claimed that 21st century classrooms are preferred by today's generation as it offers different teaching materials. In addition, the teachers adjustment of the use of instructional strategies in accordance to their students' level will enable them to promote their critical thinking. Therefore, we have confirmed the stated hypotheses since critical thinking is more likely to be enhanced if they were taught by effective teachers regardless to their way of teaching. Besides, they favoured the 21st century classrooms as it offered different materials and sometimes creative ones. Also, the teachers are more likely to adjust and modify the teaching strategy used in order to engage students in the learning process and to promote their critical thinking skills.

Based on the findings, the suggested solutions in our study were: a creative learning atmosphere should be built to encourage students' participation in the learning process; also, the university teachers should adopt the appropriate methods and techniques in order to enhance all students' critical thinking not just those who had a God gift. On the other hand, students must participate and ask questions so that the teacher feels happy and relaxed and attempt to meet all their needs.

Recently, most researchers investigate the role of the teacher's quality in enhancing learners' critical thinking ability as appropriate indicators of teachers' effectiveness. This present study targeted to explore the different aspects that may contribute to teachers' effectiveness and therefore enhance students' critical thinking.

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6- What kind of teachers do you prefer to work with ?

- a) An ordinary teacher who uses traditional teaching method
- b) A creative teacher who uses creative method of teaching
- c) Effective teacher no matter his way of teaching

7- Do teachers characteristics encourage your critical thinking skills ?

Yes No

8- What would be in your opinion the features of an effective teacher that promote your critical thinking ?

- a) Good listener
- b) Logical thinker
- c) Teacher who establishes supportive classroom environment

9- To what extent do you think that creative teaching is helpful to make you think critically ?

- a) Very much
- b) Somewhat
- c) Don't know
- d) Not very much
- e) Not at all

Section three : students' perceptions of teachers'critical thinking practices

10- Is your teacher able to get you all involved in the learning process ?

Yes No

11- Do you participate in classroom activities that require problem-solving ?

Yes No

12- Do your teachers encourage you to ask questions and participate in discussions ?

Yes No sometimes

13-Your teachers use the following teaching strategy :

- a) Lecturing and talking
- b) Discussing and facilitating
- c) other

14-Which teaching strategy do you prefer ?

- a) The teacher to lecture and you to listen
- b) To participate in discussions and have activities

15- Do you find the way of your teachers' teaching appealing to you ?

- Yes No

16- How would you describe your attitudes towards your teachers' method of teaching ?

- a) Favourable
- b) unfavourable

Section four : teachers' role in developing students' critical thinking

17- Do your teachers ask you to study for the exam :

- a) To high grades
- b) To enhance your critical thinking skills
- c) other

18- How do you think the teachers' use of multimedia teaching improves your critical thinking skills ?

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19- Do you think it is essential for teachers to use different teaching strategies to enhance students' critical thinking ?

- Yes No

20- Do you think that teachers' motivation play a significant role in developing critical thinking ability of EFL learners ?

- Yes No

Teachers' questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire to express your thoughts about critical thinking and how could you implement some instructional strategies in your classes in order to foster your students' critical thinking abilities in EFL. Thank you very much for taking time to share your ideas and experiences. Your efforts are highly appreciated.

Section one : background information

- 1) Gender : Male Female
- 2) Age :
- 3) Degree(s) held : Licence Magister Phd
- 4) Work experience : (Number of years)

Section two : teachers perceptions about critical thinking

- 5) What is critical thinking ?

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- 6) Do you think that critical thinking is important at this level ?

Yes No

- If yes, why ?

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- 7) What motivates you to implement critical thinking activities inside the classroom ?
- a) To pass on good knowledge to the next generation.
 - b) To meet students needs and improve their way of thinking.
 - c) other

8) Is there any significant relationship between motivation and critical thinking ability of EFL learners ?

Yes

No

- Explain

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9) What method of teaching do you prefer to work with ?

a) Traditional teaching method

b) Modern teaching method

10) Which method do you think that triggers your students thinking ?

a) To be the only authority in the classroom

b) To allow them participate and give their comments and suggestions

Section three : teachers attitudes towards critical thinking environment

11) What role, does critical thinking play in your classroom ?

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12) Do you think that critical thinking happens in your classroom when you are teaching your students ?

Yes

No

-If so, how do you know ?

13) Does the classroom environment affect students critical thinking ?

Yes

No

14) Do you find difficulties in managing your classroom ?

Yes

No

15) To what extent do you think that creative classroom environment is helpful to make students think critically ?

a) Very much

b) Not at all

c) Don't know

Section four : teachers' role in developing students'critical thinking in EFL

16) Do you pay attention to students needs and provide appropriate assistance ?

Yes

No

17) Do you think your lessons are enjoyable to students ?

Yes

No

18) Do you think that you need to give all the information to your students in order for them to learn your subject ?

Yes

No

19) What are your perceptions of the role you have to play when incorporating critical thinking in your lessons ?

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20) Are you able to implement critical thinking in your lessons if you are required to do so ?

Yes

No

21) How could you better design your course to develop your students critical thinking skills ?

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22) How would you describe the instructional strategies that affect your students' critical thinking development ?

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23) Could you adjust your way of teaching in order to increase students' critical thinking in English as a foreign language ?

Yes

No