

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND
SCIENTIFIC RESEARCH
UNIVERSITY OF AMMAR THELEDJI- LAGHOUAT
FACULTY OF LETTERS AND FOREIGN LANGUGAES
DEPARTMENT OF ENGLISH



**ENHANCING CRITICAL THINKING THROUGH TEACHING
LITERATURE IN THE EFL CLASSROOM**

The Case of teachers of literature of the English department at Ammar
Telidji University of Laghouat

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR MASTER DEGREE IN CIVILIZATION AND
LITERATURE

Presented by: Bader Amani Ferial

The supervisor: Dr. Gasmi

The jury members:

The examiner(s): Dr. Boumedien

Dr. Ben Redda Djamel

Academic Year 2020-2021

Acknowledgments

First of all, I would like to thank my dear teacher Dr. Gasmi Mustapha for his guidance, patience, encouragement, and advice that I really appreciate for the rest of my life.

Second, I would love to thank the jury members for examining, and evaluating my humble dissertation of the master degree.

Finally, I would like to thank teachers of literature of Ammar Thelidji University of Laghouat who have helped me to answer the questionnaire and to collect the needed information for the practical part of this dissertation.

Abstract

Teaching literature is an intricate pedagogical practice that requires the integration of techniques, and strategies. The present study aims at finding fruitful teaching strategies to enhance the critical thinking among students of literature. The research problem of this study is: what are the effective strategies in teaching literature that enhance critical thinking, among students of the English department? This study adopts mixed methods which are analytical and descriptive methods, and mixed approaches that are qualitative and quantitative approaches. The samples of this study are teachers of literature who belong to the English department. The questionnaire is the main instrument of this study to test the research hypotheses. The results of the questionnaire highlights that literature enhances the critical thinking among students; the investigation showed that, there are various objectives can be exploited from literature to enhance the critical thinking among students, to develop the critical thinking teachers should be seen as coaches. The main findings of the research are; first there exists different strategies to enhance the critical thinking, but the discussion method is the useful strategy to enhance the critical thinking, second the positive atmosphere prevailing in the classroom helps students to improve their critical thinking, lastly the issues that cannot help teachers to achieve the role of literature which is enhancing the critical thinking are; first lack of motivation among students, students' uneasiness to be motivated to assimilate the lecture, memorizations and over generalizations reduce the improvement of the critical thinking, and lack of reading and depending only on revues and summaries. This work needs to go beyond English department in which we will have a large sample to see the weaknesses as well as the strengths of this subject.

List Of tables

Table 2.1: The distributions of Questions in the questionnaire

Table 2.2: Sample of multiple choices which present the closed questions

Table 3.1: Participants' answers about their teaching experience

Table 3.2: Participants' answers about teaching objectives and methods of teaching literature (1)

Table 3.3: Participants' answers about teaching objectives and methods of teaching literature (2)

Table 3.4: Participants' answer about teaching approaches and their role in teaching literature (1)

Table 3.5: Participants' answers about teaching approaches and their role in teaching literature (2)

List of figures

Figure 2.1: Sample of multiple choices options which present open questions

Table of Contents

Dedication.....	i
Acknowledgements.....	ii
Abstract	iii
List of Abbreviations.....	iv
List of Tables.....	v
List of Figures.....	vi
Table of contents.....	vii

General Introduction 1

Chapter One : Literature Review

Introduction.....	6
1.1. Definitions of Literature	6
1.1.1. Origins of Literature.....	6
1.1.2. Examples of Ancient Literature.....	7

1.2. Divisions of Literature.....	8
1.3. The Importance of teaching Literature.....	8
1.4. Teachers Objectives of Teaching Literature.....	9
1.5. Teaching Strategies for Teaching Literature.....	12
1.6. Overview of Critical Thinking	14
1.6.1. Definitions of Critical Thinking.....	15
1.6.2. Characteristics of Critical Thinking	15
1.7. Theories of Critical Thinking	16
1.8. The link between Critical Thinking and Literature.....	17
Conclusion.....	19

Chapter Two : Research Methodology

Introduction.....	20
2.1. Research Design	20
2.1.1. Research Questions.....	21
2.1.2. Research Hypotheses.....	21
2.1.3. Research Objectives.....	21
2.2. Context of the Study	22
2.3. Participants	22
2.4. Research Methods	22
2.5. Research Approaches	22
2.6. Research Tool.....	23

2.7. Questionnaire.....	23
Conclusion.....	29

***Chapter Three: Data Analysis,
Findings, Discussion, and
Recommandations***

Introduction.....	30
3.1. Data Analysis.....	30
3.1.1. Number of Participants.....	30
3.1.2 The outcomes of the questionnaire.....	30
A.Section one : Personal Information	30
B.Section Two: Objectives and Methods of Teaching Literature.....	31

C.Section Three : Approaches and The role of the teacher in Teaching Literature34

3.1.3. Interpretation of the outcomes37

Section One : Personal Information.....37

Section Two: Objectives and Methods of Teaching Literature.....37

Section Three: Approaches and The role of the Teacher in teaching literature.....39

3.2. The results of The Questionnaire.....40

3.2.1. The findings.....40

3.2.2. Recommendations41

3.3. Short comings of The Research41

Conclusion.....42

General Conclusion 43

Works Cited
Appendices
Appendix A.....
Appendix B.....

General Introduction

Learning languages especially foreign languages is a dominant key to communicate effectively with foreigners, recognize culture-specific perspectives and values embedded in language behavior. The major domain to learn a foreign language is acquiring flexibility and openness of mind in negotiating cultural differences. The English language has a fundamental spot on the globe since it gives access to a world of entertainment. Literature is a segment of English since it can take the readers through literary devices, poems and novels.

Teachers of literature seek in a way or another to achieve many objectives by the end of their educational experiences; one of these objectives is critical thinking. Unfortunately, due to the number of classes and the inconvenient schedules, it seems difficult for teachers to come up with an effective strategy to enhance critical thinking.

This present research is an attempt to investigate the effective teaching strategies to enhance critical thinking and creativity among students of literature.

The crucial question of this research is: what are the effective strategies in teaching literature that enhance critical thinking, among students of the English department?

The main objectives of this research are analyzing methods and strategies that are used to enhance critical thinking in specific time, and to highlight the key strategies of enhancing critical thinking. To realize the main objectives above the project will therefore scrutinize the following questions:

- 1: What are the positive factors that can help students improve their critical thinking in literature class?
- 2: What are the issues that cannot help teachers achieve the role of literature which is enhancing creativity and critical thinking in literature class?
- 3: What is the fruitful strategy that should teachers adopt to ensure enhancing creativity and critical thinking in literature class?

These questions make appearance of three hypotheses that are put forwards as provisional answers:

- 1: The more positive atmosphere implemented in the classroom the more students develop their critical thinking.
- 2: The extra memorizations, generalizations, students' uneasiness to assimilate the lecture and/or to be motivated reduce their ability to enhance their critical thinking.
- 3: The reinforcement of the debate during the class of literature enhances creativity and critical thinking among students.

The study findings will improve both literature teaching strategies and the enhancement of critical thinking and creativity among students. Considering that critical thinking plays a vital role in higher education, especially among students, because it helps them to improve first their intellect, second develop their mental abilities to perceive things well. The investigation will uncover the main question mentioned above and gives solutions to problems previously mentioned.

A review of literature revealed that there have been numerous definitions and theories about critical thinking that have been written by scholars.

Critical thinking has been recognized as one of the most important thinking skills and one of the crucial indicators of student learning quality. The first serious discussion and analysis of critical thinking were conducted by John Dewey (1916, cited in Kuhn1999) who discussed the concept of critical thinking skills in education. Dewey perceived critical thinking as "a process that begins with a problem and ends with a solution and self- interpretation"

Bean (2011) elaborates this point by stating that such problem should evoke the student's natural curiosity and stimulate both learning and critical thoughts.

From a cognitive psychologists' view, Halpren (1997) emphasizes that critical thinking "is the use of those of cognitive skills or strategies that increase the expectation of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed that involve in

solving problems, formulating inferences, calculating and making decisions. Thinkers use these skills appropriately without promoting any claim or theory, with a conscious intent, in variety of settings". In other words, when people think critically, they evaluate the outcomes of their thought processes, calculate how good a decision is, or identify how effectively a problem has been solved. Thus, promotion is highly neglected in critical thinking.

Since many scholars dealt with critical thinking and which part should take place first, one of these thinkers states that critical thinking should start with learners then teachers and vice versa, the present work is to shed lights on the effective teaching strategies that teachers of literature should use to help students of English department to enhance creativity and critical thinking.

The present work will be based on a descriptive data collection that will be analyzed to draw the appropriate conclusion. This method is chosen because the participants will respond openly by giving their real-life experiences through teaching literature. This method is helpful to collect data and to interpret the results as well as it has a great importance in the contemporary studies. John W. Cresswell stated in his book(*Qualitative Inquiry and Research Design: Choosing Among five approaches* 1997) " phenomenology is not only a description but it is also an interpretative process . . .". The research requires qualitative and quantitative methods since they are suitable and important in this research. Especially, for describing and analyzing the outcomes of the findings from the experiences of the participants, and from the statistics of the results, as James P. Spradley quoted "I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experiences", and as for Hilaire Belloc, who stated in her essay *On Statistics* (1941) " statistics are the triumph of the quantitative method . . ." To conduct this research a questionnaire is used to collect data and measure the results of the given questionnaire. The questionnaire is a main tool for the research, because it will help to collect data without gaining much effort or time. Also, the importance of the questionnaire is extreme; as an illustration, it can be an effective means of measuring the behaviors, attitudes, preferences, and opinions. It is used for quantitative approach. The best way to attract people to answer the questionnaires is to establish purposeful questions, as Ayivor stated in his book (*101 Keys to Everyday Passion2016*)" to get answers ask questions, but to get good answers ask good questions".

The questionnaire is devoted to teachers of literature in the English department of the University of Ammar Thelidji of Laghouat, 2020/2021. The questionnaire will be constructed of closed questions as well as open questions with multiple choices options.

The frame work of this study is divided into three chapters. Chapter one represents the review of literature of this study, in which literature is defined, given its origins, division, and its importance along with its teaching strategies and objectives. Moreover, the historical background of critical thinking is mentioned, different definitions about it as well, its characteristics, theories, and its relationship with literature. Chapter two is concerned with the methodology, the context of research, the participants, and the objectives of the research, and research instrument which is the questionnaire. Chapter three represents the data analysis and interpretation, along with a summary of the main findings.

The main findings of the research are presented in the following:

First there exists different strategies to enhance the critical thinking and all of them are important but the fruitful one to enhance the critical thinking is the discussion method.

Second the positive atmosphere prevailing in the classroom always helps students to improve their critical thinking and puts them away from negative thinking.

Lastly the issues that cannot help teachers to achieve the role of literature which is enhancing the critical thinking and creativity are numerous first lack of motivation among students, students' uneasiness to be motivated to assimilate the lecture, memorizations and over generalizations reduce their critical thinking in addition to all of these is lack of reading and depending only on summaries and revues.

Chapter One: Review Of Literature

Introduction

1.1. Definitions of Literature

1.1.1 Origins of Literature

1.1. 2 Examples of Ancient Literature

1.2 Divisions of Literature

1.2.1 Poetry

1.2.2 Prose

1.3. The Importance of Teaching Literature

1.4. Teacher's Objectives of Teaching Literature

1.5 Teaching Strategies for Teaching Literature

1.6. Overview of Critical Thinking

1.6.1 Definitions of Critical Thinking

1.6.2 Characteristics of Critical Thinking

1.7 Theories of Critical Thinking

1.8. The link Between Critical Thinking and Literature

1.9. Previous Studies

Conclusion

Introduction

This chapter involves review of literature on literature in general and critical thinking. Literature has a major role to pick up any foreign language through appropriate methods and techniques that should teachers use in order to provide their target objectives.

The role of the teacher should create a motivational atmosphere for the students to improve themselves and engage them to the core of the lecture. In addition, to tolerate diverse interpretations and attitudes. The chapter will cover definitions of literature, its origin, examples of ancient literature, its divisions, importance of teaching literature, teachers' objectives of teaching literature, teaching strategies for teaching literature, overview of critical thinking, definitions of critical thinking, characteristics of critical thinking, theories of critical thinking, and the link between critical thinking and literature in addition to the previous studies.

1.1. Definitions of Literature

Literature is a body of written works. The name has traditionally been used for imaginative works of poetry and prose that are categorized and differentiated by the motives of their authors in order to perceive the aesthetic high quality of their presentation. (Britannica dictionary)

In fact, literature can be defined in many ways, because it can be viewed from different perspectives. As one of these perspectives according to Hancock (2006), believes that literature is a body of written works of culture, language, people, or period of time. This definition highlights that literature embrace culture, language, people, and the period of time that literary work is written, and exclude eventually the oral traditions, because it is not preserved like the written form.

1.1.1 Origin of Literature

The earliest of written examples of literature originated in ancient Mesopotamia and flourished in Egypt, later in Greece then to Rome. The first author of literature was the priestess Enheduanna (2285-2250BCE) who wrote hymns in praise of goddess Inanna. The genre of ancient Mesopotamia literature was known by Mesopotamian Naru literature in which historical figures implemented in fictional plots. The most famous works from this genre *The Curse Of Agade* was written 2100 BCE and *The Epic Of Gilgamesh* was

written between c.2150- 1400 BCE. The purpose of Naru literature was not to relate what really happened, but to emphasize a moral cultural and religious point. (World History Encyclopedia)

1.1.2 Examples of Ancient Literature

The Pyramid Text of Egypt is considered as literature, it tells the journey of the soul to the afterlife in the *Field of Reeds*. These works, unlike Mesopotamian Naru Literature, which presented the subject as truth. The role of the gods played in one's eternal journey, which one's life on earth was only one part. Which was mentioned by William Kelley in his book entitled (*The Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry 2003*)

In the book of Homer's *Iliad and the Odyssey* translated by Samuel Butler (2009) recounts the famous ten-year war between the Greeks and Trojans. While his *Odyssey* tells about the great hero Odysseus's journey, back home after the war, to his beloved wife Penelope of Ithaca. These works like other works mentioned, reinforced cultural values without a concern for what may or may not have happened concerning the war with Troy. (World History Encyclopedia)

1.2 Divisions of Literature

There exist two divisions of literature which are prose and poetry that are differentiated and defined as follow:

1.1.1.3.1 Poetry: is a literary art that uses aesthetic and rhythmic qualities of language to evoke meaning in order to show the beauty of an art. And it is set in verse and lines, while prose is formed by sentences (OXFORD ENGLISH DICTIONARY).

Possibly the term poetry resulted by the influence of Aristotle by his poetics. Poetry was composed earlier by oral traditions; hence it constitutes the earliest example of literature. Stated by (Ruth H. et al 1977)

1.2.1 Prose: is a form of language that possesses natural speech in which is structured by sentences which is distinct from poetry. In other words prose is a written form of language, and it is used in both fiction and non-fiction. There exist distinct types of prose which are;

Nonfictional prose, fictional prose, heroic prose, and prose-poetry (Masterclass ARTICLES)

1.3 The Importance of Teaching Literature

Literature is a useful field for teaching and learning basic language skills, which are writing, speaking and reading. Language areas that involve vocabulary, grammar, and pronunciation.

In addition, literature helps learners to expand their language awareness as well as its supports stimulating their personal intellectual growth through perceiving and appreciating the literary world around them, by reading books as Collie and Slater suggest “Literature plays a major role for learners in forming the reading skills as well the reading habit. Besides, it helps learners to develop their writing skills through learning new words, syntax and discourse functions” (Collie and Slater1990)

Teaching literature motivates individuals to discover foreign cultures and languages through involving them in reading stories; furthermore, it helps develop their critical thinking and interpretative skills. As well as it teaches morals according to Day and Bamford (2002) “The primary activity of reading a lesson should be learners reading texts not listening to the teacher”

Moreover, teaching literature produces imagination and curiosity within learners about events, characters, and settings entailed in the literary text. It helps the student to think outside of the box. (Swain, 2000) expresses this in the following “Involving students to read literature will facilitate their learning process through comprehension that leads to production. When students are asked to give their interpretation, they are pushed to reproduce from the given literary text by written or spoken in a target language . . .”

Literature allows gathering a better understanding of culture and has a greater appreciation of them. It teaches people the ways history is recorded, in the forms of manuscript and through speech itself. In other words, literature creates curiosity within the students or learners about events that happened in the past, which stimulate their imagination and make them want to discover more about it. As it was mentioned by Rosenblatt "The power of literature to offer entertainment and reaction . . .” (Rosenblatt, 1995)

The impact of literature in modern society is remarkable, because it can act as a form of expression for each individual. Some books mirror society and allow people understand better the world. As an example, authors like F. Scott Fitzgerald are prime examples of this. As his novel *The Great Gatsby*; is a reflection of his experiences and opinions of America during the 1920s. The aim of literature is to help people to understand each other by their culture and language. (Findcourses)

1.4 Teachers Objectives of Teaching Literature

There are so many reasons that led teachers and educators to use literature as an important subject at schools and universities. Specially to visualize various objectives depending on teachers themselves. Literature stimulates learners to communicate with teachers after reading a particular literary work. They would have a desire to participate during literature classes and being encouraged to use the target language. Literature helps to ameliorate their confidence and their self-esteem. As well as, enable them to compare the target culture with the existing one with an open mind. In general, the primary objectives of teaching literature are to help learners recognize and appreciate the aesthetic nature of literary genre. Moreover, teachers may have several objectives in teaching literature; including language training, giving student the opportunity to enjoy the world of literature. The work on the development of their reading skills, widening their knowledge, improving the student use of vocabulary and expressions in order to teach them how to analyze and interpret a literary work. As well as improving their four skills which are speaking, listening, reading and writing. Additionally, the most important teacher's objective in the teaching of literature is the development of their critical thinking and creativity by relying on different methods and techniques. (Researchgate)

The learning objectives of literature are outlined by the Curriculum Development Centre as cited by Cheng (2007) as follows: first to instill and inculcate the reading habit among pupils, second to enrich pupils' vocabulary and language content, third to enhance pupils' thinking skills , fourth to promote cultural understanding ,and lastly to improve English language proficiency.

It is argued that literature is also taught for aesthetic appreciation, where the students should be able to discuss about the characters, plot, setting, author's point of view and other literary elements found in the text stated by (GanaKumaran 2003).

Among the aims of incorporating literature into the English language program, according to Vethamani (2004) “to help students improve their language skills (especially reading) and also to experience both education and pleasure when reading literary texts”. And it is supported by Calia (2009) who suggests that “parents can develop a literary interest in children by reading to them in the initial phases of their lives”. She further argues that "encouraging them to read daily will expose them to language and reinforce the importance of reading with the incorporation of the literature component into the English syllabus" Calia(2009). This claim represents the responsibility to develop the reading skill habit through literature lays heavily on teachers. Furthermore, reading literary texts definitely offers opportunities for students to come across many words. Basnett and Grundy (1999) cited by Sarceni (2003) claim that literature "is learnt because of its strong language, which marks the development of the reading skills among students".

Chan (1999) argues more that literature "is an illustration of different literary genres, text-types, registers, narrative structures, points of view, patterning of words and sounds". It is also supported by the claim of Malley (2001) cited by Sarceni (2003), "the text may also be used as an example of certain types of patterns and structure".

In Enhancing pupils' thinking skills Tierney and Pearson (1983) cited by Collins (1993) posit "those readers to use their knowledge to interpret meanings. The process of linking their knowledge to what is being read develops eventually a higher level thinking skills in students". Collins (1993) further argues that "in order for a learner to achieve the higher level of reading, he/she must be able to relate new information to what is known, to find answers to cognitive questions". Besides, the nature of a literary text could be interpreted in many ways which results the development of the thinking skills. Sited by (Sarceni, 2003).

Promoting cultural understanding is another objective for teaching literature as Valdes (1986:137) cited by Plastina (2000) claims that "literature is a mean for transmitting people's culture who speaks a language in a written form" Valdes (1986). Thus, the ideas and values presented in the literature are much influenced by the history, culture and circumstances relevant to the individuals who produce them. As it is presented by Langer (1991) cited by Tina Abdullah et al. (2007) claims that "teaching literature is a way to provide students cultural knowledge". Langer (1991)

Improving English language proficiency is the next objective in teaching literature as Collie and Slater (1987), Oster (1989), Lazar (1993) and Vethamani (2004) agree on the notion that

literature can be used to enhance students' main language skills, especially reading and writing. According to Collie and Slater (1987), "by reading a specific text, students are exposed to the formation and function of sentences" (Collie and Slater (1987). The diversity of possible structures and the different ways of linking ideas is highly improved by extensive reading of a literary work. And it is further argued by Saraceni (2003) who stated "all these will expand and deepen students' writing skills. In addition, oral work based on literary texts may help improve students' speaking skills" (Saraceni, 2003).

Lazar (1993) further argues that "students can develop their listening skills by listening to the given literary materials". In addition, reading literary texts provides enjoyable and high interest in reading as Brumfit and Carter (1986) state that "there is interaction involved between the reader and the literary texts. The texts provide examples of language resources and the reader is having an active role through its interaction by making sense of this language". Collie and Slater (1987) added "this interaction can be a source of enjoyment for the students". Collie and Slater (1987)

Malley and Duff (1994) further argue "that literature can make people respond personally to other people's ways of seeing things and can engage both their intellects and their emotions". Malley and Duff (1994).

According to Hill, "the study of literature contributes the development the both of students as an individuals and the development of their language" (Hill 1986:12). For teachers of English, their main concern is exposure to the language . . . (Hill 1986:7-9). As it is mentioned in this statement the primary role of the teachers of English is to fulfill the language awareness among their students.

Penny Ur presents her opinion regarding the advantages of literature teaching in her book *A Course in Language Teaching: Practice and Theory*. Ur suggests that "literature provides motivation to read, gives examples of different styles of writing and promotes vocabulary expansion" Penny Ur (1991). Moreover, teaching literature also fosters reading skills and acts as a "jump-off" point for both writing and discussions in the classroom. Furthermore, students benefit from literature by becoming emotionally involved, to show their personal development. Other benefits listed by Ur include the encouragement of empathy, critical and creative thinking, increased knowledge of the target culture, world knowledge and finally, a heightened awareness of humanity and conflicts (Ur 1991).

American literature theorist Louise Rosenblatt also uses the verb “to foster” in her quotation Literature can “foster ideas or theories about human nature and conduct; define moral attitudes, and habitual responses to people and situations” (Rosenblatt 1995:4). She discussed that teaching literature foster the personal development of the students, in addition teachers of literature plays a major role in teaching literature by influencing and encouraging their students. Moreover, studying literature is associated with fostering good moral attitudes, which is a belief that held by many teachers of literature by exposing their students into a good literature in which it will shape them into moral and good citizens by the end of their learning experiences.

For students, studying English language is important that they be exposed to literature from the literary canon as a way to learn about the literary background and heritage of English culture. Terry Eagleton comments on literature in his book *Literary Theory: An Introduction*, saying that literature is constructed in a good manner and its views change by time as he mentioned "people may even change their minds about the grounds they use for judging what is valuable and what is not" (Eagleton 1996: 10).

Popular fiction is justifiably important to understand and use the target language and the culture it portrays. Students often choose literature from current popular fiction because they can relate on it more than many other classical novels. However, teachers are often unwilling to use books from popular fiction, because they do not contain the same level of richness in terms of language, or quality of moral teaching found in literature from the canon. Besides, teachers may also reject some controversial books due to sensitive subject matter that may be disturbing or upsetting to the students. Stated by Persson (1999).

1.5 Teaching Strategies for Teaching Literature

Carter and Long (1991) state that there are three models in the teaching of literature:

- 1: The cultural model which view literature as a teacher centered and source of facts where teacher delegates knowledge and information to students
- 2: The Language model which allow teachers to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals

3: The personal Growth model where the focus is on particular use of language in a text and in specific cultural context.

The three models discussed above denote different approaches. An approach, according to Anthony (1963), was “a set of assumptions dealing with the nature of language, learning and teaching”. Brown (2001) defines approach as “theoretically well-informed positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings”. Moody (1983) cited by Diana Hwang and Amin Embi (2007) explains that the importance of an approach "is to provide a framework, or sequences that are going to be operated in order to be used when we come to actualities”. Moody (1983). Based on these definitions, it is clear that an approach will influence teaching strategies.

Language-based approach is closely related to the language model presented by Carter and Long (1991) where literary texts are seen as means to help students improve language proficiency. This is done by providing them exposure to the target language and connecting them to specific vocabulary and other aspects of the language.

Malley and Duff (1990) insist that the primary aim of this approach is “the use of literary texts as a resource for stimulating language activities”. (Wei Keong 2007) elaborates that the focus shifted to the learner when using the language based approach through reading process and creating language awareness in them. In addition, McRae (1991) and Vethamani (1991) proposed that reading literary texts in the framework of language based approach focuses on vocabulary, sentences, discourse; it also focuses on sounds the visual effect of the text, meaning, variations of Standard English, tone, archaism, and the message in the text.

Paraphrastic approach deals with the surface meaning of the text, as it is mentioned by (Hwang & Embi 2007). Further Rosly (1995) asserts that the paraphrastic approach allows teachers to use simple words or sentences compared to the given text. The paraphrastic approach is suitable for beginners of the target language.

Information-based approach, is an approach that demands a large input from the teacher because it describes the study of literature as aesthetically patterned with knowledge potentials philosophy, culture, morality, and humanities. Suggested by (GanakKumaran 2007: 2). Carter and Long (1991) further argue that the information based involves critical concepts, literary conventions and meta language that the students should be able to use such terms and

concepts in talking and writing about literature. This approach views that literature is a medium to offer a source of information to students. (Carter 1988).

Personal-response approach, this approach is associated with Personal Growth Model proposed by Carter and Long (1991) as it aims is to elicit the personal response and foster students' personal development. Hirvela (1996) elaborates that this approach focuses on learner's response to the author's text. The learners respond to what they think about the intentions of the author and the possible meanings that could be derived from the text. Moreover, Vethamani (2003) further argues that learners are encouraged to explore various textual meanings, and their interpretation must be related to the context of the text. Besides, Rosli (1995) claims that this approach motivates and encourages students to read in order to make a connection between the themes or events of the texts studied and their personal life experiences.

Moral-philosophical approach is an approach which incorporates moral values across the curriculum. The focus of this approach is to discover moral values while reading a particular literary text. Cited by (Hwang and Embi 2007). The aim of this approach is to find the worthiness of moral and philosophical considerations behind one's reading mentioned by (Rosli 1995)

1.6 Overview of Critical Thinking

Critical thinking is used to describe an educational objectives it goes back to the American philosopher John Dewey (1910) who called it reflective thinking he defined it "as an active thinking with a careful consideration of any belief or any form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey 1910:6; 1933:9). In 1930s many of schools that participated in the Eight – Year Study of The Progressive Education Association. (Aikin1942) adopted Critical Thinking as educational goal, for whose achievement the Study's Evaluation staff developed tests (Smith, Tyler, and Evaluation Staff 1942). Besides, Glaser (1941) showed experimentally that it was possible to improve Critical Thinking of high school student. Further, Bloom influential taxonomy of cognitive educational objectives (Bloom et al 1956) incorporated Critical Thinking abilities. Along with Ennis (1962) proposed 12 aspects of Critical Thinking as basis of search on the teaching of teaching and evaluation of Critical Thinking and educational reform attracted tens

of thousands of educators from all level's education and from many parts of the world. In 1983, the Association for Informal Logic and Critical Thinking has sponsored sessions in conjunctions with the divisional of the American Philosophical Association. In 1987 Facione (1990) mentioned that the APA's committee on pre-college philosophy commissioned a consensus statement on Critical Thinking for purposes of education assessment and instruction. (Stanford Encyclopedia of Philosophy).

1.6.1. Definitions of Critical Thinking

Rawls (1971:5) defines critical thinking as "a set of principles for assigning basic rights and duties to determine the proper distribution of the benefits and burdens of social cooperation". In addition Bailin et al. (1999) critical Thinking must have at least three features: it is done for the purpose of making up one's mind about what to believe or do first, second the person engaging in the thinking is trying to fulfill standards of adequacy and accuracy that are appropriate to thinking, and finally the thinking fulfills the relevant standards to some threshold levels. Scheffler (1960:19) defines critical thinking in the educational context as "critical thinking is pragmatic definition that expresses a practical program in the educational goal"

1.6.2. Characteristics of Critical Thinking

Critical thinking is a way of approaching whatever the issues or problem occupying the mind to come up with possible conclusions. Critical thinking is subdivided into characteristics that are presented as follows: first **observation**, which is the ability to perceive and understand issues or facts in details, and to collect data through senses. The observation then eventually leads to insight and a deeper understanding of the world. Second **curiosity**, means asking about the reasons behind issues or claims, and being curious about how things are the way they are. Eventually, curiosity forces to have an open mind. Then, objectivity is the ability to look at information or situation objectively, objectivity oblige critical thinkers to keep their emotions from affecting their judgment. However, it is impossible for the critical thinkers to remain objective, because they are all shaped by their point of view, their life experiences, and their perspectives. To be objective then, means being aware of biases. Next, **introspection** means the awareness of our thinking; how we think about things, and it is the ability to examine the inner thoughts, feelings, and sensations. Introspection is closely related to self reflection, which gives insight into emotional and mental state. After, **analytical**

thinking it is the ability to analyze information, and it is the important key to look at anything whether it is a contract or report for example. Analytical thinking means to break information down to its component and evaluate those parts function together and separately. The analysis relies heavily on observation, in order to, gather and evaluate evidences to come across to the meaningful conclusion. Analytical thinking should begin with objectivity. Then, **identifying biases** is identifying the evidences that forms beliefs and assess whether or not those sources are credible and reliable. Identifying biases is an important step in becoming aware of how biases intrude on thinking and recognize information may be misleading. After, determining relevance the most difficult part of thinking critically is when figuring out what information is the most relevant and important to take it into consideration, for instance when presenting a data that may seem valuable and important, but it turns out to be only a minor information to consider. Following that, **inference** is the ability to collect meaning from a data to discover potential outcomes when assessing a scenario. Later, **open-mindedness** is the approach to see from the broader view, with the avoid of taking sides. Which means any situation should be seen from different perspectives. Lastly, **creative thinking** is an essential feature in the critical thinking because, it helps critical thinkers to think outside of the box , to have a wide range of interests and diverse perspectives on a given problem , besides it also helps them to find different methods when experimenting. (Entrepreneur articles)

1.7.Theories of Critical Thinking

According American theorist John Dewey (1916) critical thinking is perceived as “a process that begins with the problem and ends with a solution and self-interpretation”. Thus, to him, the heart of critical thinking is the problem, without it there is no critical thinking.

This theory is elaborated by Bean (2011, p.3) stating that “such a problem should evoke student natural curiosity and stimulate both learning and critical thought “. Critical thinking for Bean and others who agreed with the theory of Dewey starts first with the student engagement with the problem.

Bolt and Dwyer (2012) equate it with the theory of correct argumentation and they define the term as follow “Critical Thinking is a skill of correctly evaluating arguments made by others and composing good arguments for your own”. Critical Thinking for them is a skill for a good

argumentation to strengthen any thesis without forgetting the argumentations that should follow a logical and rational thinking.

Cottrell (2011) who considers Critical Thinking as: “a difficult process of thinking in which involves a wide range of skills and attitudes”. Critical Thinking according to Cottrell is a systematic process of thinking which is based on skills and attitudes that involve identifying others people positions, arguments, and conclusions, or evaluating the evidence for alternative points of view.

Budgen (2010) is against the one-sided perception of critical thinking only as a study of arguments. According to him, it should be seen as “the activity of looking at the possible meaning and significance of the claims”. Critical thinking in this theory is the actions of possible meaning which is in fact evolves from mentalist theories and at the same time its importance of the claims i.e., what makes the claim so important and meaningful.

According to Manniovà (2007), critical thinking means “Thinking about our own thinking in a way that allows us to find out the strength as well as weaknesses of our thinking and then improve it”. Thereby, critical thinking is a strategy that can either highlight negative points that may spoil their claim or shedding light on good points that may help to support their claim or deny them. This theory was supported by Cottrell (2011) who mentioned the term criticism and gave the true meaning of the term as he mentioned “we might encounter with the fact that some people assume that criticism means making negative comments which are misunderstandings of the term . . .”

From a cognitive psychologist’s view Halpren (1997) emphasizes that critical thinking is “the use of cognitive skills or strategies that increase the probability of a desirable outcome”. This theory means critical thinking should be reasoned, purposeful, and goal directed. In addition, it helps critical thinkers to make decisions without promoting and calculate how effectively a problem has been solved.

1.8. The Link between Critical Thinking and Literature

Studying literature can be an effective tool for teaching critical thinking, and understanding literature requires intelligent judgments and well made decisions based upon reasonable and reflective thoughts. To make such judgments students must become familiar with how literature functions. The more students learn about various writing techniques and forms, the better they become at comprehending, interpreting, and judging the quality of the

writing. For instance, the student who is familiar with irony can most likely comprehend, and interpret a story which employs better than a student who has little understanding of irony. As (Peterson1986) highlighted in this statement: “Learning about structural qualities of stories improves both reading comprehension and the ability to write stories”

Teaching literature then means teaching a body of knowledge. Students can become familiar with how literature works, by understanding literature, having a foundation to make decisions about what they are reading; recognizing, and deciding, for example, where the story is going, how it is developing, and how well it is being played out. Eventually, students will develop and become good critical thinkers and their perception become sharper. Stated by(Costa 1987). Reading literature is eminently essential traits of critical thinking for the following reasons;

First, the mental process of reading literature requires critical thinking skills, and it is a complex process that requires readers to recall, retrieve and reflect on their prior experiences or memories to collect meanings from the text . While they are doing so, they need to demonstrate the following capacities that are: making the difference between facts and opinions, understanding the implicit meanings and the narrator’s tone; locating details related to the issues discussed; finding connections between the events or actions; perceiving the multiple points of views, and the most important thing is applying what they have learned from this process to other domains or the real world. Mentioned by (Brunt, 2005; Facione, 2007; Halpern, 1998; Lazar, 1987).

That is why Lazar argued that “literature...is the single academic discipline that can come closest to encompassing the full range of mental traits currently considered to comprise critical thinking” (Lazar 1987).

Second, the subject matter, the setting and the language of a literary work provides readers with a variety of real-world scenarios to construct meanings of self and life incrementally. Literature is just a way to show how life and world are formed, by investigating into its plot, thematic development, and the interactions of the characters with others and the environment, readers are exposed to multiple points of view. They will think and rethink about their ideas and actions. Only successful readers will see their limitations and weaknesses. Moreover, a literary work aims to help readers learn to change and be better through challenging literary text. Mentioned by (Facione, 1992)

1.9. Previous Studies

There are several studies about enhancement of the critical thinking through literature that are, a thesis presented by William H. Hayes of master degree entitled *Critical thinking through Literature: A Dialogue Teaching Model* submitted at the university of Massachusetts at Boston in September 1990. The objective of this work is developing the critical thinking among students of literature using dialogue teaching model using the discussion approach as the main method. The findings of this research highlight that the dialogue teaching model evolves eight phases that allows first students to respond to literature according to their own understanding by allowing them to interpret readings on their own. Eventually, the teacher has students make judgments or decisions after the reading process, the discussion during literature class help students to evaluate the decisions or judgments that are made after the reading. The role of the teacher using the method mentioned previously will be a coach to his students by facilitating learning process by establishing the discussion between his students, and by helping his students to evaluate their thinking.

Second work entitled *Implementing Teaching Strategies to Enhance Critical Thinking Through Teaching Literature in High School Students* submitted by Arcelia P. Velasquez in 2018 at California State university, Monterey Bay of master thesis. The objective of this study is bringing literature into the high school setting as primary source for teaching critical thinking skills. The findings of this study shed light that critical thinking is important method or tool that teachers use it as a technique to develop the thinking skills among their students of high school level through literature.

Third work which is an article entitled *Teaching Critical Thinking Skills* by Nada J. Alsaleh published on January 2020 volume 19 issue 1. The main discussion in this article featured that most researchers agreed that critical thinking refers to the use of the cognitive skills through teaching and coaching and students can master the critical thinking.

Conclusion

Literature can play a major role to develop critical thinking skills among student since it has a great advantage in our modern days in many ways like reflecting our real life society, plus it provides us growth and strength in our mind. Without forgetting it is needed that teachers of literature should help their students to develop their critical thinking since it is already set in their minds by attracting them to the core of literature.

Chapter Two
Research Methodology

Introduction

2.1. Research Design

2.1.1. Research Questions

2.1.2. Research Hypotheses

2.1.3. Research Objectives

2.2. Context of the Study

2.3. Participants

2.4. Research methods

2.5. Research approaches

2.6. Research tools

2.7. Questionnaire

Conclusion

Introduction

This chapter will tackle the methodology section that shows how data is collected; the questionnaire is used as a main instrument to collect data in quantitative method. This chapter will contain tables and charts to describe well the questionnaire. This chapter will cover the research design, research questions, research hypotheses, research objectives, context of the study, participants, research methods, research approaches, research tools, and the questionnaire.

2.1. Research Design

Research design is a plan of the proposed research work, research design is defined in different terms; first Borwankar (1995) defined the research design as " the research design is the plan, structure, strategy, and investigation formulated to obtain the ensurance to search question and to control variance".

Second Claire Selltiz et.al. (1962) highlight that the research design does not make random desicions connected with the data collection, and analyses only, but it represents a logical basis of these decisions. Further, MacMillan and Schumacher further indicate that the goal of a sound research design is to provide results that are judged to be credible (MaccMillan and Schumacher, 2001).

In addition, Coldwell and Herbst (2004) defined research design as "a strong plan specifying and highlighting the methods, and procedures for gathering, and analyzing the needed data".

Besides, Leedy (1997) defines research design is " a plan about the overall framework, providing the essential steps to answer the research questions". Moreover, Durrheim elaborates this definition by stating that "the research design is a strategic plan for actions that serve as a link between research questions and the executions" Durrheim(2004)

2.1.1. Research Questions

In this work, a number of questions are formulated to realize the research objectives that is based on the analysis of methods and strategies that are used by teachers of literature to enhance critical thinking among their students.

- 1- What are the positive factors that can help students improve their critical thinking in literature class?
- 2- What are the issues that cannot help teachers achieve the role of literature which is enhancing critical thinking and creativity in literature class?
- 3- What is the fruitful strategy that should teachers adopt to ensure enhancing creativity and critical thinking in literature class?

2.1.2 Research Hypotheses

In order to find answers to research questions, the following hypotheses are put forward to be tested at the end of this study

- 1- The more positive atmosphere Implemented in the classroom the more students develop their critical thinking.
- 2- The extra memorizations, generalizations, students' uneasiness to assimilate the lecture and/ or to be motivated reduce their ability to enhance their critical thinking.
- 3- The reinforcement of the debate during the class of literature enhances creativity and critical thinking among students.

2.1.3. Research Objectives

Any study has set of objectives. The main objectives of the research are analyzing methods and strategies that are used to enhance critical thinking and creativity in specific time, and to highlight the key strategies of enhancing critical thinking.

2.2. Context of the Study

The study is conducted in Ammar Thlidji university of Laghouat that offers courses and programs of higher education degrees, on May 2021 in the English department that consists around six teachers of literature that include American , British and third world literature and around 12 who are specialized in the field of literature but teach other modules.

2.3. Participants

The target sample of the current study is teachers of literature who belong to the English department. This research is conducted during the second semester at the University of Ammar Thlidji Laghouat 2020/2021.

2.4. Research Methods

According to Collis and Hussey(2003,p.55) the term methodology indicates the overall approaches and perspectives to the research process as a whole, it is concerned with the reasons behind collecting data, the quality of data collected, and the area that data is collected.

The present work will be based on a descriptive data collection that will be analyzed to draw the appropriate conclusion. This method is chosen because the participants will respond openly by giving their real life experiences through teaching literature and this method is helpful to collect data and to interpret the results as well as this method has a great importance in the contemporary studies

2.5. Research Approaches

The research approach is a plan and procedure that consists of detailed steps and methods of data collection. The research approach is sub-divided into two categories first the approach of data collection which is based on quantitative and qualitative approach, second the approach of data analysis or reasoning based on inductive and deductive approaches.

The research requires qualitative and quantitative approaches since they are suitable and important approaches in this research particularly for describing and analyzing the outcome of the findings from the experiences of the participants and from statistics of the results

2.6 Research Tools

The research tool can be defined as any means of collecting data in a given research, for example questionnaires, surveys, experiments...etc.

The main research tool that is going to be used to conduct this research is the questionnaire, because it will help to collect data without gaining much effort or time. Also, the importance of the questionnaire is extreme; as an illustration, it can be an effective means of measuring the behaviors, attitudes, preferences, and opinions. It is used for quantitative approach. The questionnaire will be constructed of closed questions and open questions with multiple choices options.

2.7. Questionnaire

The questionnaire is a list of questions related to a specific topic or research. According to (Barr, Davis and Johnson 1953) a questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired.

In addition to, (S. Acroyd and J.A Hughes, 1981) defined the questionnaire as" the questionnaire is a suitable tool for gaining a quantitative data. It enables researchers to organize data and receive answers without even talking to the respondent. As a method of data collection, it is very flexible and there are no embarrassing questions . . ."

The participants are supposed to answer a questionnaire which is a basic instrument for gathering data. The questionnaire consists of 18 questions; eight questions are multiple choices and the other ten questions are closed. These questions are based on research questions to test the given suggested answers or hypotheses, that help us to find out the last findings and solve the problem of this study. The questionnaire is chosen for many reasons: first of all, it is more practical in gathering large amount of information in a short period of time from a large number of people in an effective way. Second, researchers or any number of people can carry it out with limited effect to its validity and reliability. Third, the questionnaire is used widely in any research nowadays.

The questionnaire consists of 18 questions that are subdivided into three sections (table 1). Furthermore, it contains of multiple choice options that are subdivided into close questions (table2) and open questions in form of charts (charts2.1) in which the participants, openly, are going to give their experiences and opinions.

Sections	Type of Questions	Number of Questions
Section one	Personal questions	2 questions
Sections Two	Objectives and Methods of teaching Literature	9 questions
Section Three	Approaches and the role of the teacher in teaching literature	7 questions

Table 2.1: The Distribution of Questions in the Questionnaire

As it is mentioned in the table above the questionnaire consists of three sections. The first section contains two questions about personal information, then nine questions dealing with objectives and methods of teaching literature in the second section, next another seven questions about approaches and the role of the teacher in teaching literature in the third section.

1. Do students read a literary work when they are asked to?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Do students participate in literature class?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Do you agree that literature enhance critical thinking and creativity among students?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Do you ever a surprise questions during literature class to attract students' attentions whenever they lose their focus?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Table 2.2: sample of multiple choices which present the closed questions

As it is designated in the table above sample of multiple choices which present the closed questions that are answered by literature teachers of foreign languages at the university of Laghouat.

What are the main objectives behind teaching literature?

Enhancing
critical
thinking and
creativity

Enhancing
language
proficiency

Highlighting the
aesthetic nature
of literary genre

Exploiting
other cultures
via literature

What are the issues that do not help to foster critical thinking among students of literature?

Lack of
motivation among
students

Students'
uneasiness to be
motivated to
assimilate the
lecture

The extra
generalizations and
memorizations
among students of
literature

What are the methods you use to enhance critical thinking and creativity?

Debate

Discussion

Lecturing method

How often students participate in literature class?

Always

Sometimes

Never

What type of questions do you ask in literature class?

Direct questions

Indirect questions

Open questions

Writing an essay

What are the approaches you are using critical thinking among students?

Language based approaches

Reader response approaches

Objective based approaches

Information based approach

Chart2.1: sample of multiple choices options which presents open questions

As it is presented in the above charts sample of multiple choices which represents open questions in which the participants will answer them taking into consideration that the participants are totally free to give their personal attitudes and opinions. Without forgetting that all the questions that are mentioned in questionnaire are directly related to the research questions.

Conclusion

The overall chapter consists of the research design context of the study. Participants are presented the way how the present research is conducted and how the questionnaire is purposefully established, in order to find out solutions for the problems cited in this work for the sake of getting beneficial interpretations.

Chapter Three

Data Analysis

Introduction

3.1. Data Analysis

3.1.1 Number of Participants

3.1.2 The outcomes of the Questionnaire

3.1.3 Interpretation of the Outcomes

3.2. Results of the Questionnaire

3.2.1 The findings

3.2.2 Recommendations

3.3. Short Comings of the Research

Conclusion

Introduction

This chapter holds the data collected from a questionnaire use as the means to in which the questionnaire is needed to answer the research questions that will solve the research problem. The quantitative and qualitative approaches are used to analyze the present questionnaire in order to quantify, describe and analyze participants' answers that will be presented in tables and for describing and analyzing their given attitudes and opinions.

3.1. Data Analysis

The data analysis of this study will be divided into two types of analysis that are: quantitative data analysis that highlights numbers of answers of the questionnaire, and qualitative data analysis that highlights the quality of the answers. Moreover, the analysis shed lights on the interpretations and discussions about the results of the questionnaire.

3.1.1 Number of Participants

In this research only eight participants answered the questionnaire among 13 teachers of literature who belong to the English department of the University of Ammar Thligji Laghouat, who are mentioned in the following tables in a quantitative approach.

3.1.2 The outcomes of The Questionnaire

The outcomes of the questionnaire will be structured of three sections, and each section has its own results in form of quantitative data collection.

1. Section One: Personal Information

This section represents personal informations about participants in their teaching experiences in which it holds two questions that are:

Q1: How many years have you been teaching?

Q2: How many years have you been teaching literature?

The participants answered differently about their teaching experiences in the university, in which their answers are summarized in the following table

Q1					
Years	1-5	5-10	10-15	15-20	More than 20
Participants	4	1	2	0	1
Q2					
Years	1-5	5-10	10-15	15-20	More than 20
Participants	5	3	0	0	0

Table 3.1: Participants' answers about their teaching experience

As it is shown in the table above only one participant taught more than twenty years in the university; whereas, four participants taught between one to five years, two participants taught in the university between ten to 15 years, and one participant who taught in the university between five to ten years. Nevertheless, only five out of eight participants taught literature between one to five years; however, three participants taught literature between five to ten years.

2. Section Two: Objectives and Methods of Teaching Literature

This section presents the participants' objectives and methods that are used in teaching literature; it contains nine questions that are presented as follows:

Q1: What are the main objectives behind teaching literature?

Q2: What are the issues that do not help to foster critical thinking among students of literature?

Q3: What are the methods you use to enhance critical thinking and critical thinking and creativity?

Q4: Do students read a literary work when they are asked to?

Q5: Do students participate in a literature class?

Q6: How often students participate in the literature class?

Q7: Do you agree that literature enhances critical thinking and creativity among students?

Q8: what type of questions do you ask in literature exams to assess students' critical thinking?

Q9: Do you ever ask surprise questions during literature class to attract students' attentions whenever they lose their focus?

The yielded results of these questions are tabulated as follows:

Questions		Responses
Q1	Enhancing critical thinking and creativity	8
	Enhancing Language profeciency	4
	Highlighting the aesthetic nature of literary genre	3
	Exploiting other cultures via literature	6
Q2	Lack of motivation among students	5
	Students' uneasiness to be motivated to assimilate the lecture	4
	The extra generalizations and memorizations among students in literature class	5
Q3	Debate	3
	Discussion	7
	Lecturing method	4
Q6	Always	1
	Sometimes	6
	Never	0
Q8	Direct questions	1
	Indirect questions	5
	Open questions	6
	Writing an essay	3

Table3.2: Participants' answers about teaching objectives and methods of teaching literature (1)

As it is presented in the table above the questions are open questions with multiple choices options in which the participants choose their appropriate methods and objectives in teaching literature without forgetting they are allowed to give their opinions and attitudes in each of these questions above according to their teaching experiences, it has to be mentioned that the section number two is divided into two categories the first category holds open as it is presented in the (table 3.2) and the second category holds closed questions(3.3)

The results of these questions showed that:

All the participants agree that the main objectives behind teaching literature are enhancing critical thinking and creativity; while, only four participants agreed on enhancing language proficiency as a main objective behind teaching literature, and three participants are with highlighting the aesthetic nature of literary genre in addition to six others subscribed on exploiting other cultures via literature for the first question.

As for the second question related to the problems that do not help fostering critical thinking among students of literature, the results showed that only five participants agreed that the lack of motivation among students as one of the issues that reduced the improvement of critical thinking among them, as a second option only four participants subscribed on students' uneasiness to be motivated to assimilate the lecture, in addition five participants accepted that extra generalizations and memorizations among students in literature class could reduce the ability to think critically.

Then for the methods used to enhance critical thinking and creativity in a literature class related to question number three displayed that, seven participants were with discussion method; while, four participants complied with lecturing method, and only three participants went by the debate method.

Question number six holds different points of view of the participants according to their teaching experiences which expose six participants coincide that sometimes students participate in literature classes, exceptionally only one participant in the literature class has active students who always participate in each literature session.

Lastly question number eight related to types of questions asked in literature exams to assess students' critical thinking the results highlight a variety of opinions of the participants which six participants used to ask open questions in literature exams, five participants; however, asked indirect questions; while, three participants asked to develop an essay in literature exams, one participant gives direct questions in literature exams

Q4	Yes	3	No	4
Q5	Yes	5	No	1
Q7	Yes	7	No	0
Q9	Yes	6	No	1

Table3.3: Participants' Answers about teaching objectives and methods of teaching literature (2)

As it is designated in the table above only three participants unveiled that their students of literature they read a literary work when they are asked to; however, four participants confirmed that their students of literature do not read a literary work when they are asked to.

For the next question five participants affirmed that their students participate in literature class, exceptionally one participant his students do not participate in literature class.

Then all participants professed that literature enhances critical thinking and creativity the total number of the participants who agreed with the claim is seven

Lastly six participants ask a surprise questions during literature class attract students' attentions whenever they lose their attention, only one participant does not ask a surprise questions during literature class as a method.

3. Section Three: Approaches and The Role of The Teacher in Teaching Literature

This section shows participants' approaches and their role in teaching literature which constitutes the seven questions that are:

Q1: What are the approaches you are using to enhance critical thinking among students?

Q2: Do you think the positive atmosphere prevailing in the classroom helps students to enhance their critical thinking in literature class?

Q3: Should teachers of literature be a coach or a resource?

Q4: Do you accept students read only summaries?

Q5: Do assignments and tests improve the critical thinking and creativity?

Q6: How do usually you start your lecture in literature class?

Q7: On what basis do you correct literature exams?

This section is also divided into two categories. The first category holds open questions with multiple choices options and the participants will give their opinions and attitudes according to their teaching experiences (table3.4) The second category will be based on closed questions with multiple choice options (table3.5)

Questions		Responses
Q1	Language based approach	1
	Reader response approach	7
	Objective based approach	4
	Information based approach	3
Q3	A resource	2
	A coach	6
Q6	Giving an introductory questions	4
	Small warming up about a topic	6
	Starting directly the lecture	1
Q7	Language based	5
	Information based	5
	Personal response	4

Table 3.4: Participants' answers about teaching approaches and their role in Teaching Literature (1)

As it is presented in table (3.4) the questions present open questions with multiple choices options in which the participants choose their appropriate approaches and their role in teaching literature and they are allowed to present their own approaches and their role in teaching literature depending on their teaching experiences.

The results demonstrate that, seven participants use a reader response approach, whereas four participants use an objective based approach, yet three participants use the information based approach, only one participant uses the language based approach for question number one

In question number three six participants choose the role of a coach; however, two participants choose the role of a resource.

For question number 6 six participants who start their lecture by a small worming up about a given topic, unlike four participants start their lecture by introducing questions about a topic only one participant starts directly the lecture.

Question number seven expresses the basis of how teachers of literature correct the exam papers and the results about this question expose that five participants correct the exam papers based on language based, and on information based, only four participants correct the exam papers based on personal response.

Q2	Yes	8	No	0
Q4	Yes	1	No	7
Q5	Yes	7	No	1

Table 3.5: Participants' answers about teaching approaches and their role in teaching literature (2)

For question number two all participants agreed on the fact that positive atmosphere prevailing in the literature classroom helps students to enhance their critical thinking in literature class. Question number four expresses the idea that students should read only summaries and the results declared that seven participants refuted the claim above only one participant agreed on

the previous claim. The last question in the table above holds the claim that tests and assignments improve the critical thinking among students of literature the results revealed that seven participants confirm the claim cited above and only one participant disproved the claim above.

3.1.3. Interpretation of The Outcomes

This questionnaire is used to find answers to the research questions and test the research hypotheses the findings of this questionnaire are as follows:

Section One: Personal Information

In conducting research, it is important to know the participants' experiences in teaching in general and in teaching literature precisely at the university because it can tell a lot of things. So we have found that who taught more than twenty years at the university has more experience in teaching, but who taught literature more than five years has a plus in his teaching experiences because he knows how to deal with the module as knowledge and how to deliver it to his students. Unlike others who taught literature for less than five years.

Section Two: Objectives and Methods of Teaching Literature

In section two teachers of literature have different objectives behind teaching literature for question number one all teachers of literature confirm that teaching literature make their students improve their critical thinking and creativity as a main objective, then exploiting other cultures via literature as a second objective because literature is a mirror to societies and shed light to the lifestyle of people of the given society, after that comes enhancing language proficiency as the third objective because to have meaningful understanding students must understand the culture of a certain society at first then they enhance their language proficiency to have a mutual understanding, lastly highlighting the aesthetic nature of literary genre as a fourth objective.

The issues that teachers of literature face in their teaching experiences are lack of motivation among their students and they are hard to be motivated to assimilate the lecture, besides they generalize and memorize just to have a good grade in the module rather than enhancing their

competencies especially language competencies, in addition as first-year students they lack reading and they are unfamiliar with the module especially with figurative language because it appears strange and difficult to grasp.

There are also issues related to students dealing with cultural differences when students deal with western texts, in addition to the great number of students, teachers of literature struggle to attract their students to the core of the lecture.

Teachers of literature have many methods to enhance critical thinking among students some teachers find the discussion method is most likely a better method to enhance the critical thinking among their students; however, some teachers use their own method to enhance the critical thinking, for example they establish workshops in their classroom having a theoretical part, then doing some tasks to discuss the subject matter, other they establish a link between the content and the context (society-culture), and some others they use the methods cited above they expressed in the questionnaire; each time they use two methods at the same time depending on the nature of the lecture. With some lectures teachers of literature they use the lecturing method but with analysis they use either debate or discussion, and some others use all the methods depending on the number of the students and the literary text.

The results of the questionnaire revealed that students do participate during literature class but sometimes because some teachers use teacher based approach in some cases like during lectures they use lecturing method as it is cited above; nonetheless, students always participate if the session is about a discussion or a debate so here the students have to participate in literature class or if the teacher of literature depends on the students based approach like giving presentations in each session.

Furthermore teachers of literature confirmed that literature enhances the critical thinking and creativity among students, because it gives more liberty to think about different interpretations and grant students to elaborate new ideas and make link between theories and the subject matter.

One of the issues faced in literature class among students is the loss of the attention and the focus, so teachers of literature need to ask surprise questions to attract them again in the core subject and it is seen in the results above that some teachers indeed use this method during literature class.

Once the period of the exams teachers of literature ask different questions to assess students' critical thinking, some teachers give open questions to assess first the improvement of their

students' language fluency, second the knowledge they gained during literature classes then the way they understand the given claim in the exam, other teachers ask indirect questions to assess their ability to understand the questions, unlike others who prefer asking students to develop an essay to assess everything about them first their language proficiency, their gained knowledge, and their personal response the way they answer the questions , while others they vary their questions from the easy question to more difficult in order to make a balance between students, contrary to other teachers who prefer to ask direct questions to their students especially first-year students because as it is mentioned previously they are not familiar with literature so teachers establish direct questions to make things easy to the students, but if the teachers establish indirect questions for first year students they will not understand the problem given in the exams and eventually they will fail in literature exams.

Section Three: Approaches and The Role of The Teacher in Teaching Literature

In section three teachers of literature use different approaches in teaching literature some focus on the students' interpretations of the matter, others focus on the objective of the subject matter, while some focus on the information based they establish kind of interpretations with analysis of the subject to enhance the critical thinking among their students, unlike others who focus on the language based approach meaning emphasizing on the aesthetic nature of a literary texts in order to improve the language proficiency among students then enhancing their critical thinking.

Besides, all teachers confirmed that the positive atmosphere prevailing in the classroom improves the critical thinking among students, because as it is mentioned above in the early beginning students lack motivation and it is hard to attract their attentions to the core of the lecture. So, teachers of literature must establish the positive atmosphere in the classroom for many reasons first some students especially first years have a kind of fear and stress about modules like civilization and literature so teachers must establish a motivational atmosphere in the classroom, second some students who graduated from high school with a science major and they choose to study foreign language because of different circumstances and they are not fluent in English and this is another reason that teachers should support their students to make them comfortable with the teachers first then the module and eventually they improve their capacities.

Many teachers of literature believe that to enhance the critical thinking and creativity among students they supposed to be coaches not only providers for knowledge , so their prior role in teaching literature is being a coach in order to leave space for their students' interpretations and make them independent to solve problems in and outside of the university. However, in some cases teachers should be the providers for knowledge in order to correct the wrong information, or to inculcate new information that their student do not know at the same time they should be coaches when their students analyze the literary texts.

Moreover, teachers of literature are totally against reading only summaries because of various reasons. First reading summaries influence stereotypes among students and pre- judgments. Second it reduces the critical thinking among students of literature, and lastly the literary text as a whole will no longer have its value.

Additionally teachers profess that assignments and tests improve first language proficiency first and improve the critical thinking among students in addition those tests and assignments make students updated, eventually students will not be stressed during exams of literature.

Then teachers of literature have distinct ways to introduce the subject matter for example giving introductory questions to attract their students to the subject, small worming up about the matter paying attention to the worming up will not exceed five minutes, making a link or revisions with previous classes. For some teachers use images to attract their students to make them curious about what is going to be in the session or asking about similar situations to the story in the students' lives.

Lastly after the period of the exams teachers of literature correct the exam- papers of their students based on language proficiency and the amount of the information they gained during literature classes, for some teachers pay attention to the way their students answered the questions i.e., to what extent their students are intelligent, their understanding to the questions, their personal way to come up with new ideas and reproduce their information that they gained before the exams, others, however, prefer to assess the cultural response in other words to what extent the students are equipped with understanding of western culture plus the literary devices like themes and characters...etc.

3.2. The Findings

The main findings of the research are presented in the following:

First there exists different strategies to enhance the critical thinking and all of them are important but the fruitful one to enhance the critical thinking is the discussion method.

Second the positive atmosphere prevailing in the classroom always helps students to improve their critical thinking and puts them away from negative thinking.

Lastly the issues that cannot help teachers to achieve the role of literature which is enhancing the critical thinking and creativity are numerous first lack of motivation among students, students' uneasiness to be motivated to assimilate the lecture, memorizations and over generalizations reduce their critical thinking in addition to all of these is lack of reading and depending only on summaries and revues.

3.2.2 Recommendations

First this research should be developed in various contexts in order to analyze the effectiveness of critical thinking strategies.

Second this work needs to go beyond the English department in which we will have a large sample to see the weaknesses as well as the strengths of this subject.

Third this study should be enhanced in good sanitary conditions to allow us to find out more about the subject.

3.3 Shortcomings of The Research

Due to the pandemic issues (Covid-19) our sample was reduced to the maximum; still there are issues concerning teachers of literature in the English department some of them are specialized in literature, however they teach other modules like phonetics, grammar, and civilization, only few of them, and who teach till now literature helped in answering the questionnaire. During gathering data of the third chapter we have send e mails to the remaining teachers but they did not answer their e mails. This is why our sample was reduced; nevertheless in the future this research will expand more.

Conclusion

This chapter represents the heart of the work, in which the data analysis of the study manifested by the participants' answer, and the tools needed to indentify and analyze information needed about the topic.

Questionnaire results pointed on the fruitful strategies to enhance the critical thinking and creativity, the positive atmosphere in a way or another helps developing capacities among students. Finally the issues that decrease the improvements of students' critical thinking and creativity were also spotted

General Conclusion

The aim of this study is to look into methods and strategies that are used to enhance critical thinking in specific time. The key goal of this research is to shed light on the key strategies of enhancing critical thinking.

This study is divided into two main parts: theoretical and practical. Essentially, the practical part is split into two chapters, the first chapter about the research methodology adopted in this study, and the context of the study. The second chapter about the data analysis, and interpretation of the data collected from a questionnaire administrated to a sample group.

This research was undertaken at Ammar Thelidji University of Laghouat- Algeria. The chosen sample group was teachers of literature of the English department. The questionnaire was made to investigate the effective strategies in teaching literature that enhance the critical thinking among students of literature.

This research is a case study, the method used in this research are descriptive and analytical methods for the data analysis; as well as a mixed approach. The analysis of the data obtained from the questionnaire reveals that the majority of the participants agree upon the idea that the discussion method is the fruitful one to enhance the critical thinking.

The data collected provides the following findings:

The discussion method is the main method to enhance the critical thinking among students of literature.

The positive atmosphere prevailing in the classroom always helps students to improve their critical thinking.

The issues that cannot help teachers to improve the critical thinking among their students are various but the main problem is the lack of reading among students.

In the literature review of this study, we identified a gap, despite having much information and researches about the critical thinking and its relationship with teaching literature, but there is no tangible data on this topic. By conducting this research, we were able to fill that gap by providing some tangible data about the topic of enhancing the critical thinking through teaching literature, thanks to the data we collected which is the participants' responses on the questionnaire.

Study Limitation

Due to the pandemic issues (Covid-19) ours ample was reduced to the maximum; still there are issues concerning teachers of literature in the English department some of them are specialized in literature , however they teach other modules like phonetics, grammar, and civilization, only few of them, and who teach till now literature helped in answering the questionnaire. During gathering data of the third chapter we have send e mails to the remaining teachers but they did not answer their e mails. This is why our sample was reduced.

Recommendations

The major focus of this study is to analyze and find out important teaching strategies to enhance the critical thinking among students of literature. Based on this analysis, it is considered to make the following recommendations:

First this research should be developed in various contexts in order to analyze the effectiveness of critical thinking strategies.

Second this work needs to go beyond English department in which we will have a large sample to see the weaknesses as well as the strengths of this subject.

Third this study should be enhanced in good sanitary conditions to allow us to find out more about the subject.

Works Cited

- Ahuja Ram, (2010), *Research Methodology*, New Delhi: Rawat and J. Gale (eds.),
Constructivism In Education (pp. 3-16), Lawrence Erlbaum
- Andersson, Lars Gustaf, Persson, Magnus & Jan Thavenius. 1999. *Skolan och de kulturella förändringarna*. Lund: Studentlitteratur.
- Anthony, E. M. (1963). Approach, method and technique. *English Language Teaching*, 17, 63-67. Associates, Hillsdale, New Jersey
- Bailin, Sharon, Roland Case, Jerrold R. Coombs, and Leroi B. Daniels, 1999a, "Common Misconceptions of Critical Thinking", *Journal of Curriculum Studies*, 31(3): 269–283. doi:10.1080/002202799183124
- _____ 1999b, "Conceptualizing Critical Thinking", *Journal of Curriculum Studies*, 31(3): 285–302. doi:10.1080/002202799183133
- Barr, A.S., Robert, A. Davis and Plainer, O. Johnson (1953): *Mutational Research and Appraisal*. Chicago: J.B. Lippincott.
- Bassnett, S. & Grundy, P. (1993). *Language through literature: creative language teaching through literature*. London: Pilgrims/Longman
- Bean, J. (2011). *Engaging ideas: the professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd ed.). San Francisco: Jossey-Bass.
- Brown, D. H. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Longman.
- Calia, B.A. (2009). *Establishing Infant Reading Habits: Introducing Literature to Baby Boy*. Suite101.com. [Online]
- Carter, R. (1988). Is there a literary language? In Steele, and Threadgold, (eds.), *Language topics: essays in honour of Michael Halliday*, 431–50.

- Carter, R. Long, M . N (1991), *Teaching Literature*, Longman: Handbook for Language teachers
- Cheng. (2007). *Issues in the Teaching and Learning of Children's Literature in Malaysia*.
- Coldwel D. and Herbst F.J., (2004), *Business Research*, Cape
- Collie, J., Slater, S. (1990). *Literature in the language classroom : A Resource Book of Ideas and activities*, CUP
- Collins, N.D. (1993). *Teaching Critical Reading through Literature*. Eric Digest.
- Collis, J. & Hussey, R. (2003) *Business Research: a practical guide for undergraduate and postgraduate students*, second edition. Basingstoke: Palgrave Macmillan.
- Costa, Arthur L., and Robert Marzano. 1987. "Teaching the Language of Thinking." *Educational Leadership* 45 (October): 29-32.
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument* (2nd ed.). New York, NY: MacMillan.
- Day, R.R and Bamford, J. (2002). *Top principles for teaching extensive reading. Reading in a foreign language*: 136
- Dewey, John, 1910, *How We Think*, Boston: D.C. Heath.
- Durrheim, K., and Wassenaar, D. (2004) . *Putting design into practice: writing and evaluating research proposals*. In M. Terre Blanche, and K. Durrheim (Eds.) , *Rsearch in practice: applied methods for social science* . Cape Town
- Eagleton, Terry. 1983, 1996. *Literary theory: An introduction*. Oxford: Blackwell:10.
- Facione, P. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction, Research Findings and Recommendations*, American Philosophical Association, Newark, Del.
- Ganakumaran, S. (2003). *Literature programmes in Malaysian schools: A historical overview*. In Ganakumaran, S. (ed). *Teaching of literature in ESL/EFL contexts*. 1.
- Goode, William, J. & Hatt, Paul K. (1968). *Methods in Social Research*, McGraw-Hill: New York.

- Halpern, D. (1997). Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4), 449-455.
- Hill, Jennifer. (1986) . Teaching Literature in the language classroom. London: Macmillan
- Hirvela, A. (1996) . Reader response theory and ELT .*ELT Journal*, 50 (2) , 127 -134. Oxford : Oxford University press
- Hwang, D., & Embi, M. A. (2007). Approaches Employed by Secondary School Teachers to Teaching the Literature. *Jurnal Pendidik dan Pendidikan*, Vol. 22, 1–23. Retrieved from myais.fsktm.um.edu.my//?/Approaches_Employed_By_Secondary_School_Teachers_To_Teaching_The_LiteratureComponent_In_English.pdf
- Kurfiss, J. (1988). *Critical Thinking: Theory, Research, Practice, and Possibilities*. Washington, D.C: Association for the Study of Higher Education.
- Langer, J. A. (1991). *Literary Understanding and Literary Instruction (Report series 2.11)*. Albany, NY: National Research Center and Literature.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge: Cambridge University Press.
- Leedy, P. D.(1997) . *Practical research : Planning and design(6th Edition)* . New Jersey : Prentice –Hall
- Maley, A. and Duff, A. (1990). *Literature*. Oxford: Oxford University Press. McRae, J. (1991). *Literature with a small l*. Basingstoke: MEP Macmillan. McRae, J. and Vethamani M.E. (1999). *Now Read On*. London: Routledge. Ministry of Education of Malaysia. (1999). *Curriculum specifications for the literature component in the English language curriculum for secondary schools*. Kuala Lumpur: Ministry of Education of Malaysia.
- Manniová, J. (2007). Kritické myšlenie v školskej edukácii. In *Hodnocení v profesi učitele – psychodidaktické a etické souvislosti* (pp. 238– 243). Hradec Králové: Gaudeamus.
- McMillan, J. H., and Schumacher, S. (2001) . *Research in education : A conceptual introduction (5th Ed .)*. New York : Longman
- McRae, J. (1991). *Literature with a small l*. Basingstoke : MEP Macmillan : 97
- Moody, H.L.B., 1979. *The Teaching of Literature*. London: Longman Group, Ltd

Oster, J. (1989). Seeing with different eyes: Another View of Literature in the ESL Class. TESOL Quarterly, 23(1), 85-103.

Peterson, Bruce T., ed. 1986. Convergences: Transactions in Reading and Writing. Urbana, Illinois: NCT

Plastina, A.F. (2000). Teaching Culture in Literature in the ESL/EFL Classroom. The Internet TESL Journal, VI(3).

Publication

Rawls, John, 1971, *A Theory of Justice*, Cambridge, MA: Harvard University Press.

Rosli Talif. (1995). Teaching literature in ESL the Malaysian context. Kuala Lumpur: Penerbit Universiti Pertanian Malaysia.

Sarceni, M. (2003). "Literature in the EFL Classroom: Roses or Thorns?". In Subramaniam, G. and Vethamani M.E. (Eds.) *Teaching Literature in ESL/EFL Contexts*. Petaling Jaya: Sasbadi Sdn. Bhd.

Sarland, Charles. 1991. *Young People Reading: Culture and response*. Milton Keynes: Open University Press. Scholes, Robert. 1985. *Textual Power: Literary theory and the teaching of English*. New Haven: Yale Press. Tornberg, Ulrika. 1997. *Språkdidaktik*.

Malmö: Gleerup. Tyson, Lois. 1999. *Critical Theory Today*. New York & London: Garland Publishing.

Scheffler, Israel, 1960, *The Language of Education*, Springfield, IL: Charles C. Thomas..
Rainbolt, G. W., & Dwyer, S. L. (2012). *Critical thinking: The art of argument* (2nd ed.). Stamford, CT: Cengage Learning.

Swain, M., 2000. The output hypothesis and beyond: mediating acquisition through collaborative dialogue. In : Lantolf, J. (Ed.), *Social cultural Theory Second Language Learning*. Oxford University press, Oxford.

Tierney, R. J., & Pearson, P. D. (1983). Toward a composing model of reading. *Language Arts*, 60, 568-580

Tina, A., Mohammad, H.Z., Fauziah, I., Fara, A. & Marzilah, A.Z. (2007). A New Teaching Model to Teach Literature for the Tesl Pre-Training Service Programe in Universiti Teknologi Malaysia.

Too Wei Keong.(2007). "Language-Based Approach". In Subramaniam, G. and Vethamani M.E. (Eds.) Approaches to Teaching Literature: Theory and Practice. Petaling Jaya: Sasbadi Sdn. Bhd. Vethamani, M.E. (1993). The Teaching of Literature in English in Malaysian Schools.

Town: Juta and Company Ltd

Ur, Penny. 1991. A course in Language Teaching: Practice and theory. Cambridge: Cambridge University press

Valdes, J. M. (1986). Culture Bound. Cambridge: Cambridge University Press.

von Glasersfeld, E.: 1995, 'A Constructivist Approach To Teaching', in L. Steffe

Appendices

Questionnaire

Dear teacher, you are kindly requested to answer the following questions which are purposely focused on enhancing critical thinking and creativity among students of literature, which consist of multiple choice and yes/ no questions that would help us to achieve the purpose of this research. Thank you in advance

Section One: Personal Information

1. How many years have you been teaching?

1 to 5 years 5 to 10 years 10 to 15 years 15 to 20 years
More than 20 years

2. How many years have you been teaching literature?

1 to 5 years 5 to 10 years 10 to 15 years 15 to 20 years
More than 20 years

Section Two: Objectives and Methods of Teaching Literature

1. What are the main objectives behind teaching literature?

Enhancing critical thinking and creativity Enhancing language proficiency
Highlighting the aesthetic nature of literary genre exploiting other cultures via literature

Others:.....
.....
.....
.....

2. What are the issues that do not help to foster critical thinking among students of literature?

Lack of motivation among students
Students' uneasiness to be motivated to assimilate the lecture
The extra generalizations and memorizations among students in literature class

Others:.....
.....

.....
.....

3. What are the methods you use to enhance critical thinking and creativity?

Debate Discussion Lecturing Method

Others:.....
.....
.....
.....

4. Do students read a literary work when they are asked to?

Yes No

5. Do students participate in literature class?

Yes No

6. How often students participate in literature class?

Always Sometimes Never

7. Do you agree that literature enhance critical thinking and creativity among students?

Yes No

8. What type of questions do you ask in literature exams to assess students' critical thinking?

Direct questions Indirect questions Open questions writing an essay

Others:.....
.....
.....
.....

9. Do you ever ask a surprise questions during the literature class to attract students' attentions whenever they lose their focus?

Yes No

Section Three: Approaches and The role of the Teacher in Teaching Literature

1. What are the approaches you are using to enhance critical thinking among students?

Language based approach Reader response approach

Objective based teaching approach

Information based approach

Others:.....
.....
.....
.....

2. Do you think the positive atmosphere prevailing in the classroom help students to enhance their critical thinking in literature class?

Yes No

3. Should teachers of literature be?

A resource a coach

4. Do you accept students read only summaries?

Yes No

5. Do assignments and tests improve the critical thinking among students of literature?

Yes No

6. How do usually you start your lecture in literature class?

Giving introductory questions a small worming up about a topic

Starting directly the lecture

Others:.....
.....
.....
.....

7. On what basis do you correct literature exams?

Language based Information based Personal response

Others: _____ :

.....
.....
.....
.....

Thank you so much for giving us the information that we need and some of your time to answer the questionnaire honestly.

Appendix B : Webliography

1. <https://www.britannica.com>
2. <https://www.entrepreneur.com/>
3. <https://www.findcourses.com>
4. <https://www.masterclass.com/articles>
5. <https://www.oxfordenglishdictionary.com>
6. <https://www.plato.stanford.edu/>
7. <https://www.worldhistory.org>

Résumé

L'enseignement de la littérature est une pratique pédagogique complexe qui nécessite l'intégration des techniques, et des stratégies. Le problème de recherche de cette étude est: quelles sont les stratégies efficaces dans l'enseignement de la littérature qui renforcent la pensée critique, chez les étudiants du département d'anglais? La présente étude vise à trouver des stratégies d'enseignement fructueuses pour améliorer la pensée critique chez les étudiants en littérature. Cette étude adopte des méthodes mixtes qui sont des méthodes analytiques et descriptives, et des approches mixtes qui sont des approches qualitatives et quantitatives. Les échantillons de cette étude sont des professeurs de la littérature appartenant au département d'anglais. Le questionnaire est un instrument principal de cette étude, pour tester les hypothèses de la recherche. Les résultats du questionnaire mettent en évidence que, la littérature améliore la pensée critique chez les étudiants, l'enquête a montré que divers objectifs peuvent être exploités à partir de la littérature pour améliorer la pensée critique chez les étudiants, pour améliorer la pensée critique, les enseignants doivent être considérés comme des entraîneurs. Les principales conclusions de la recherche sont; premièrement, il existe différentes stratégies pour améliorer la pensée critique, mais la méthode de discussion est la stratégie utile pour améliorer la pensée critique, deuxièmement l'atmosphère positive qui règne dans la classe aide les étudiants à améliorer leur pensée critique, enfin les problèmes qui ne peuvent pas aider les enseignants à atteindre le rôle de la littérature qui renforce la pensée critique sont ; d'abord le manque de motivation des étudiants, le malaise des étudiants à être motivés pour assimiler le cours magistral, les mémorisations et les sur-généralisations réduisent l'amélioration de l'esprit critique, et le manque de lecture et dépendant uniquement des revues et des résumés. Ce travail doit aller au-delà du département d'anglais dans lequel nous aurons un large échantillon pour voir les faiblesses ainsi que les forces de ce sujet.

الملخص

يعتبر تدريس الأدب ممارسة تربوية معقدة تتطلب تكامل التقنيات والاستراتيجيات. تهدف الدراسة الحالية إلى إيجاد استراتيجيات تعليمية مثمرة لتعزيز التفكير النقدي لدى طلبة الأدب. مشكلة البحث في هذه الدراسة هي : ماهي الاستراتيجيات الفعالة في تدريس الادب التي تعزز التفكير النقدي لدى الطلاب قسم اللغة الانجليزية. تتبنى هذه الدراسة مناهج مختلطة من الأساليب التحليلية والوصفية ، ومقاربات مختلطة نوعية وكمية. عينات هذه الدراسة هي مدرسو الأدب

من قسم اللغة الإنجليزية. الاستبيان هو الأداة الرئيسية لهذه الدراسة لاختبار فرضيات البحث. تظهر نتائج الاستبيان الضوء على أن الأدب يعزز التفكير النقدي بين الطلاب ، وأظهر الاستبيان أن هناك أهدافًا مختلفة يمكن استغلالها من الأدب لتعزيز التفكير النقدي بين الطلاب ، وتعزيز التفكير النقدي الذي يجب أن ينظر إليه المعلمون كمدرسين. النتائج الرئيسية للبحث هي: أولاً ، توجد استراتيجيات مختلفة لتعزيز التفكير النقدي ، لكن طريقة المناقشة هي الإستراتيجية المفيدة لتعزيز التفكير النقدي ، وثانيًا ، يساعد الجو الإيجابي السائد في الفصل الدراسي الطلاب على تحسين تفكيرهم النقدي ، وأخيرًا القضايا التي لا يمكن أن تساعد المعلمين على تحقيقها دور الأدب الذي يعزز التفكير النقدي ؛ أول الافتقار إلى الحافز لدى الطلاب وعدم ارتياح الطلاب لاستيعاب المحاضرة والحفظ والتعميمات تقلل من تحسن التفكير النقدي ، وقلة القراءة والاعتماد فقط على الموجزات والملخصات. يجب على هذا العمل أن يتجاوز قسم اللغة الإنجليزية حيث سيكون لدينا عينات كبيرة لمعرفة نقاط الضعف بالإضافة إلى نقاط القوة في هذا الموضوع.