

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
FACULTY OF LITERATURE AND FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



**ENHANCING CRITICAL THINKING SKILLS
THROUGH READING SHORT STORIES**

**THE CASE STUDY OF SECOND YEAR LMD STUDENTS OF ENGLISH AT AMAR
THLIDGI UNIVERSITY**

*DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENTS OF THE MASTER DEGREE IN LITERATURE,
CIVILIZATION, AND LANGUAGE TEACHING*

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Academic year : 2016/2017

Dedications

Dedication I

I dedicate this work to my dear parents who devoted their life to my education without whom I would not be who I am for their unconditional love and unceasing prayers. I hope they are now proud of me. I dedicate this work to my sisters for their moral support, and my brother for his tenderness towards me.

Also, a very special gratitude to my fiancé who was very patient to help me to have my degree. I dedicate this work to all those who encouraged me to do this research despite the difficulties I faced.

I dedicate this work to my teachers, all my friends and to all my family.

FerchaneAmina

Dedication II

In the Name of Allah, Most Gracious, Most Merciful

All the Praise is due to Allah alone, the Sustainer of all the Worlds

I dedicate this work to:

To my dear parents who were the source of support and motivation

To my sisters, my brother and the whole family

To all my teachers in the Department of English –Laghouat University

Special thanks to Mrs. Ben Taher

To all my friends and especially those in L'MNOUARE Camp

To all who knows & loves me

LoubakiImane

Acknowledgments

We would like to thank our supervisor *Mrs. Houda Boumediene* who accepted to supervise this work. Throughout the whole research process, she was an immeasurable source of insightful guidance and advice to us.

Special thanks go to all teachers of the English department at Laghouat University.

we would like to thank the members of the jury for accepting to read and evaluate our dissertation.

Abstract

Enhancing critical thinking abilities is a desired general goal in education and a specific focus for EFL students. The current study focuses on the effectiveness of reading literary short stories in developing critical thinking skills of 50 Second Year Students at the Department of English – University of Laghouat. This research is divided into three chapters : the first chapter contains the Theoretical Development in Reading Skills, it provides the reader with the definition of reading comprehension and its skills, . The second chapter deals with approaches to Critical Thinking: the review of the literature. Finally we provide a summary of the related studies. The third chapter is about the field work which contains the tools and steps of the study and at the end, the results concerning the hypotheses of the study were established. The data were collected through Pre-Post Test based on a questionnaire and a lesson about critical thinking processes as a remedy. This study took place during the second semester of the academic year 2016-2017. Students were asked to answer questions to reveal about their reading comprehension strategies. The findings of the study showed that reading short stories made suitable tools for enhancing critical thinking skills. Also, the study came up with such a fact that short stories can establish critical thinking skills. Therefore, they are required to be included in the educational curriculum.

Key words: Critical thinking, reading literary short stories, EFL students, reading comprehension strategies

المخلص

لقد اصبح تطوير قدرات الفكر النقدي هدفا عاما مرغوبا في الوسط التعليمي و خاصة من طرف طلبة اللغة الانجليزية التي تعتبر في الجزائر لغة اجنبية. تركز هذه الدراسة على مدى تأثير قراءة القصص الادبية القصيرة على تطوير مهارة الفكر النقدي لخمسين (50) طالب كعينة للدراسة في قسم اللغة الانجليزية - السنة الثانية - جامعة الاغواط. يحتوي هذا البحث على ثلاث فصول ، بحيث يبين الفصل الاول التطور النظري في مهارات القراءة ، لتزويد القارئ بمعنى القراءة الفهمية و مهاراتها . اما الفصل الثاني فيركز على اساليب التفكير النقدي و يبين ملخص عن الدراسات السابقة. الفصل الثالث يحتوي على الطرق و الوسائل المستعملة في هذه الدراسة موضحا النتائج المتعلقة بالفرضية المطروحة تم الحصول على النتائج عن طريق القيام بفحص قبلي و بعدي معتمدين على استبيان و درس حول عملية الفكر النقدي كوسيلة اصلاح . لقد تم اجراء هذه الدراسة خلال السداسي الثاني للسنة الجامعية 2016/2017، حيث طلب من الطلبة ان يجيبوا على بعض الاسئلة لفحص مستواهم في فهم القراءة. بعد تحليل اجاباتهم اظهرت النتائج المتحصل عليها ان قراءة القصص القصيرة تعتبر وسيلة مناسبة في تطوير مهارات الفكر النقدي. كما اظهرت هذه الدراسة ايضا انه يمكن للقصص القصيرة ان تساعد في انشاء مهارات الفكر النقدي و منه فانه يقترح ادراج هذه الطريقة في المنهاج الدراسي.

.List of Abbreviations

RRSG: RAND Reading Study Group

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General Introduction

General Introduction

The development of the students' thinking skills was and still a main concern in the 21st century, it was not only for the sake of making knowledgeable learners but also to make innovative, creative thinkers, effective doers and skillful problem solvers (Areesophonpichet, 2013) . The English Foreign Language (EFL) students in the University of Laghouat are one of those who are really in need to enhance their critical thinking. It was suggested by many scholars that the use of literary works is beneficial and helpful tool to develop and improve the students critical thinking skills since the literary works are used multiply as an instructional material in teaching English language(Khatib,2012). The literary works could be in form of text-books, novels, or stories. Short stories could have a great effect on the obtainment of the language and the development of some thinking skills like comprehension which is considered as a first step to be a critical thinker.

1-Background of the study

The development of critical thinking skills has been inextricably linked to being successful in the complex 21st century world (Pellegrino & Hilton, 2012).Critical thinking develop responsibility and competencies for good democratic citizenship (Nussbaum, 2006), and leads to better learning and transfer (Helsdingen, Van Gog, & Van Merriënboer, 2011). In educational research many attempts have been made to develop and test critical thinking teaching strategies. It is still unclear how critical thinking skills can be best taught (Niu, Behar-Horenstein, &Garvan, 2013).Many studies attempted to cultivate critical thinking skills due to the thinking skills weaknesses of the students in general and the EFL learners in specific.

2-Statement of the Problem

The EFL students are required to use their thinking skills excessively especially critical thinking skills to master reading strategies. However, they do not know what is critical thinking? Why it is needed? And how it can be developed? The critical thinking skills of the EFL students are not used at all .Therefore, they are not able to deal with comprehension cases like analyzing literary text deeply. Students are not encouraged to process the information from texts by themselves through an intellectual engagement, analysis and interpretation of the text. Critical thinking is not taught properly and teachers do not participate in enhancing the thinking level of the students.

3- Aim of the Study

The aim of this study is to find a way to develop the critical thinking processes of the EFL students. This study is going to focus on the effect of reading short stories on the development of the critical thinking skills. The importance of this study is to make the students able to deal with complex issues in their studies and their lives through mastering critical strategies. The study concentrates on the enhancement of critical thinking by using reading comprehension skills applied on literary texts such as short stories.

4- Research Questions

The EFL students faces many problems in applying their thinking skills in their learning skills. Hence, we tried in this work to investigate about three questions:

- Why the under-graduate students need critical thinking skills ?
- Does reading comprehension has an effect on the development of critical thinking ?
- Do short stories play a role in enhancing critical thinking skills ?

5- Hypotheses of the Study

Critical thinking encompasses interpretation, analysis, evaluation, inference skills, presenting arguments. It is spotlighted in the educational settings so as to improve the power of thinking in students. This research proposes a solution or a tool to develop these thinking skills. The proposed tool is reading short stories to enhance EFL students critical thinking. Thus, we hypothesize that reading literary short stories will develop the critical thinking skills in the EFL students reading practices.

6- Research Methodology and Tools

This research is quasi-experimental study in which a questionnaire is used to identify the comprehension level of the students, and the impact of reading comprehension on the critical thinking skills. The questionnaire is used as a pre /post-test about two short stories (Snow White and The Seven Dwarfs) and (The Black Cat) that the sample already read .Also, a lesson about critical thinking is planned and taught directly after the pre- test to the participants to make them more familiar with the critical thinking process. Then, so as to check the effect this lesson could make on reading skills we used the Post-test. The data were collected from the answers to the test about the two short stories' themes of 50 Second Year License students at the English Department-University of Laghouat.

7-Organization of the Study

This research includes two parts with three chapters, the first chapter contains the Theoretical Development in Reading Skills, it provides the reader with the definition of reading comprehension and its skills, it also deals with the socio-cultural theory of Vygotsky and Techniques of Teaching Reading with introducing the used procedures. At the end of this chapter the reader will discover the ‘instructional materials’ used for reading. The second chapter deals with Approaches to Critical Thinking: the review of the literature, the chapter contains the notions of critical thinking and the issues pertinent to it. This section describes the teaching of critical thinking, the use of reading to enhance critical thinking, finally we provide a summary of the related studies from (2000 until 2017). The third chapter is about the quasi-experimental study and results which contains the variables of the research, plan of the research, tools and steps of the study. At the end, the results concerning the hypotheses of the study were established.

Chapter One: Theoretical Development in Reading Skills

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Introduction

EFL learners need real practice to acquire successfully the target language. One of the exercises that can help them is reading. According to Al Udaini (2011) , reading is a complex process which includes not only printed words but also understanding meaning of the written expressions. In other words, being able to comprehend meanings in the text, which makes the learners in need to acquire the reading comprehension skills. The current chapter deals with the theoretical development in reading skills. It starts first with defining the concept of reading comprehension, showing the heuristic thinking of reading, and stating the importance of reading comprehension in order to have a clear idea about the defined concept. Then, the socio-cultural theory by Vygotsky is displayed, including the use of language as a psychological tool and the zone of proximal development. This section will also provide the readers with sub-skills of reading, in addition to some approaches to teach reading (Top-down Approach Bottom-up Approach and Interactive Reading) and classroom procedures (Pre-reading, while reading, and post reading). At the end of this chapter we will introduce an explanation of how literary works are used as instructional materials for reading in addition to the benefits of short stories.

1.1 The Conception of Reading Comprehension

Reading has no core without comprehension; comprehension is the active process of making meaning from the text (Durkin, 1993). Reading comprehension is the ability of the reader to create a mental representation of the text when the action of complex overlap among automatic and strategic cognitive processes happens (van den Broek & Espin, 2012). According to Woolly, G (as cited in Al Udaini ,2011) the conception of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Reading comprehension is the evolution of thought that occurs as we read. True understanding happens when readers merge their thinking with the text, ask questions, draw inferences, think about what's important, summarize and synthesize. This enables them to use their new understanding to ask further questions and guide new learning. This active, constructive, strategic thinking process entails for more than simply retelling (Al Udaini,2011). Reading comprehension can be defined as the process of extracting and constructing meaning through interaction and involvement with written text, therefore, readers construct meaning by interacting with text through connecting prior knowledge, previous experience, information in the text, and the stance the reader takes in relationship to the text.

1.1.1 A Heuristic Thinking of Reading

Reading comprehension was defined according to Chaire as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. There are three elements that Reading Comprehension consists of, which are: The reader, the text, and the activity of reading. To show how these elements are interrelated the RRSg developed a heuristic in reading comprehension. The inter-relationship of these three-way appears in a larger socio-cultural context that shapes and interacts with each of the elements through the process of reading in an interactive way .

The Reader

When the reader starts the action of reading, he/she recalls his/her cognitive abilities (attention, memory, critical analytical capacity, the process of inferring, visualizing) ;motivation (a purpose for reading, interests in the context, self-efficacy as a reader) knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies) ;and experiences, these attributes vary considerably among readers and even within an individual reader as a function of a particular text being read and the reading activity.

The Text

Comprehension is largely affected by the characteristics of a written text. During the reading process, the reader builds different representations of the text which are very important for comprehension. Those representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning of the text), and the mental models (the way in which information is processed for meaning) that are embedded in the text.

The Activity

The activity of reading is useful for one or more purposes, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific contexts. When the reader reads, his inceptive purpose for the activity can change, because he may face information that develop new questions and make the original purpose insufficient. Reader capabilities and the various text features are the bases of elements that help processing the texts. The elements contains decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension. According to Chair (2002),Each element of text processing has varying degrees of importance depending on the type of reading being

done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time).

The outcomes of reading are a part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problem, and/or engagement with the text. However, these outcomes may or may not map directly to the reader's initial purpose in reading. (Chair,2002)

1.1.2 The Importance of Reading Comprehention

Authors may not state the main purpose of a piece of writing. It is for the reader to bring his background knowledge and thinking ability to get the main idea. Readers who can only read facts and nothing more can never be called good readers. Reading comprehension skills separate the "**passive**" unskilled reader from the "**active**" readers. Skilled readers don't just read, they interact with the text. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a reader's reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success. (Caldwell, J,S and Leslie,L,2010)

1.2 Socio-cultural Theory by Lev Vygotsky

Lev Semenovich Vygotsky (1978), a Russian psychologist who lived during the Russian Revolution, developed a theory known as the socio-cultural theory of development during the first quarter of the twentieth century. The socio-cultural theory is a psychological theory that emerged to look at the important contributions that society makes to individual developments. The theory emphasizes the interaction between people development and their cultural environment. This theory proposes that society effects largely human learning.

The psychologist Vygotsky is the father of socio-cultural theory, who believed that the development of higher order functions is the responsibility of parents, caregivers, peers, and the culture at large. According to him, learning has its bases in interacting with other people. Once this has occurred, the information then integrated on the individual level:

" Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapyschological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals."(Cherry,2016)

Socio-cultural theory focuses on two sides. First, it focuses on how adults and peers influence individual learning. And second, it focuses on how cultural beliefs and attitudes, instruction and learning take place. Vygotsky considers children are born with basic biological constrains on their minds. According him, the tools of intellectual adaptations allow children to use their mental abilities in a way that is adaptive to the culture they live in. For example, while one culture might emphasize memory strategies such as not taking other cultures might utilize tools like reminders or rote memorization.

1.2.1 Language as a Psychological Tool

The fulfillment of the gap between lower and higher mental functions requires psychological tools. Language is one of the tools that enable the emergence of self-awareness and voluntary control of our actions. Parents act with their children to control their behaviours, as the child develops greater awareness of what is acceptable and what is not he/she takes over some of this control. Initially it is the adult who says yes or no to the child, eventually the child will say yes or no to her/himself. For the child to become responsible for his/her actions self-awareness is necessary. So, the tools that lead us to gain self-awareness and consequently voluntary control our actions, these tools are provided by language. In growing up within linguistically structured and sustained relationships, the child begins to perceive the world not only through its eyes but also through its speech. And later it is not just seeing but acting that becomes informed by words' (Vygotsky1978)

1.2.2 Zone of Proximal Development

Vygotsky is the most recognized for his concept of Zone of Proximal Development pertaining to the learning development for a specific task are almost able to perform the task independently, but not quite, with an appropriate amount and level of assistance. However, children are able to successfully accomplish the task.

The lower limit of a child's zone of proximal development is the level of analysis and problem-solving reached by a child without any helps. The upper limit, on the other hand, is the level of additional responsibility that a child can receive with the support of a skilled instructor. As a child are verbally given instructions or shown how to perform certain task,

they organize the new information received in their existing mental schemas in order to assist them in the ultimate goal of performing the task independently made by Vygotsky underscores his conviction that social influences, particularly instruction, are of immense importance on the cognitive development of children.

1.3 The Sub-skills of Reading

The successful or efficient reader is the one who is equally proficient in all or most of the sub-skills of reading. Most of these sub-skills discussed here in short:

1.3.1 Skimming

According to Harmmmer (as cited in Rahman, 2004), skimming is the ability to take in stream of discourse and understand the gist of it without worrying too much about the details, skimming also means to take a quick glance over the text to get an initial idea of the gist of the text. In addition to this, skimming involves reading only the opening and closing paragraphs, also the sentences that carry most of the meaning and the keywords.

According to Nuttal (as cited in Rahman 2004), he mentioned the point view of Williams about the purpose of skimming in which she stats that the purpose is « simply to see what the text is about...the reader skims in order to satisfy a very general curiosity about the text, and not to find the answer of particular questions ».

1.3.2 Scanning

Pugh (as cited in Rahman 2004) states that scanning is to find a ‘match’ between what the reader seeks and what the text supplies. Scanning means to look for specific items of information through a text, such as a date, a number or a place. It refers to a quick overview of a passage. It is a very selective reading, and its purpose is to achieve very specific reading goals (Rahman,2004).

Scanning is featured by dismissing any parts of the text that doesn’t contain the preselected symbol(s). There are different texts suitable for scanning: indexes, dictionaries, maps, advertisement and reference materials.

1.3.3 Browsing

The process of browsing is when the reader reads the structured text loosely and he/she have no clear goals in mind. Urquhart and Wier (as cited in Rahman,2004) see that browsing is « a sort of reading where goals are not well defined, parts of the text may be skipped fairly randomly, and there is a little attempt to integrate the information into macro structure ».

1.3.4 Search Reading

This sub-skill gives information to the reader to answer set of questions, it is unlike skimming. Search reading involves both bottom up and top down process of reading. « closer attention » Period in search reading is longer than that in any other reading strategies. And because of this. It is regarded as an adequate type of reading for students to answer questions after a certain passage.

1.3.5 Prediction

Sometimes in order to understand something that is written or talked about, the reader or the listener needs to guess. Good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader to set a purpose for his reading. The strategy also gives opportunity for more student interaction, which increases students interest and improves their understanding of the text (Al Udaini,2011).

1.3.6 Inferencing

Inferencing is the process of reconstructing the writer's unstated presupposing, sometimes the text suggests indirect information, and it is the responsibility of the reader to infer it. Grellet (1996 :14) has defined inferencing as « ...making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. » it is also regarded as manipulative thinking skill.

Inferencing is powerful aid for the students to comprehend a text and helps them to read books more quickly. In addition to that, it can make the text more enjoyable because « its problem solving character appeals to most people and it challenges students to make use of their intelligence » (Nutall, 1996). Students should make use of common sense, power of reasoning, knowledge of the world and relevant schemata in order to infer a piece of information of a given text effectively

1.3.7 Previewing

This reading skill is very special and unlike predicting. Previewing is a technique used to find the needed information very quickly. It involves using the title of text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information in the back cover, and acknowledgement. The importance of this skill lies in leading the students toward intended and specific information also in their valuable time (Rahmane, 2004)

1.3.8 Anticipation

Anticipation is about what the reader expects about the contents of a text before starting reading. It motivates the readers to read. When the reader reads, he is expecting to find answers for his questions. This « expectation » is a permanent interrelationship between the reader and the text. The anticipation of the reader starts in the pre-reading stage and they are modified and increased in the while reading stage. And finally it is corrected and modified in the post reading stage. So, anticipation is a process that continues through reading. (Rahman, 2004)

1.3.9 Presupposition

It is the ability to read between the lines and the understanding of the untold connections between facts in the text, this is called the guessing power. It will be difficult for the students who are not aware of the unstated facts to grasp the author's message. Concerning the students who « aware of the potential problem are halfway to solve it ; can scrutinize the text for unstated assumptions and try to identify the mismatch that has produced difficulty ». (Nuttall, 1996 :8)

According to Nuttall (as cited in Rahmane, 2004) has divided presupposition into two groups :

- 1-The knowledge and experience that the reader have is expected by the writer
- 2-The reader's opinions, attitudes, emotions that the writer expect to share or at least to understand

1.3.10 Recognizing text organization

Recognizing text organization is to be aware about the cohesion of the text. In other words, it is to know how sentences are joined together to make paragraphs, how paragraphs for the passage, and how this organization is signaled. If the organization of the text is misunderstood, it will be difficult to make out the cohesive sense of the text. There are different types of exercises can be practiced to train the students recognize text organization Grellet(1996 :21)

- Rejecting irrelevant information
- Finding the topic sentences and what kind of relation they have to rest of the text.
- Discrimination between generalization and specific statements
- Completing skeleton outlines of the structure of the text

1.4 Approaches to Reading

The choice of the appropriate approach to read a text is based on the size of the text, the purpose of reading and the time determined. Some of these strategies are :

- 1- The number of the passage that should be discovered, because not all the passages are important to be taken into consideration
- 2- How much is the available time, all the passages can be tackled by no means
- 3- How much the class is capable and how well they respond
- 4- How much is essential to minimum worth-while respond.(Rahmane,2004)

1.4.1 Top down Approach

What makes this process special is that the reader brings with him a previously formed plan to the text, and he may remove some pieces that seems irrelevant to his goal. Urquhart and Wier (as cited in Rahman,2004), “We draw on our own intelligence and experience -the predictions we can make, based on the schemata we have acquired to understand the text. ... We make conscious use of it when we try to see the overall purpose of the text, or get a rough idea of the pattern of the writer’s argument, in order to make a reasoned guess at next step”. The expectations of the reader are very important, because when he brings with him his personal experiences, these experiences are going to affect largely the way of interpreting the text

1.4.2 Bottom up Approach

This process is used consciously by the readers when they are confused with initial reading. The reader does not need any background knowledge in this approach since it is text-driven. According to Nuttal (1996) Bottom up approach happens when the reader constructs a meaning from the black marks on the page : distinguishing letters and words out sentences. Rahman(2011) sees that “the two distinction between the two approaches is very clear. In which bottom up process is the text-driven, and top-down approach uses meaning brought by the reader, i-e. it is the reader –driven”.

1.4.3 Interactive Approach

It was proved by experts that the two previous approaches (top-down and bottom -up) cannot be useful for an effective reading if they are used separately. The relevant collocation of these two approaches is known as interactive approach, the good readers use both processes by shifting from one to another taking into account what reading strategy demand. Nuttal (as cited in Rahman,2004) “a reader continually shifts from one focus to another, now adopting a top-down approach to predict the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says.”So, reading is two sides

approach, because both the reader and the text have their respective shares in a process which is interactive.

1.5 Techniques of Teaching Reading

Students should be taught how to read. So, it is the teachers' task to choose the appropriate technique to teach reading for their students, taking into consideration their previous competence, the ability to perceive new items or vocabulary and their linguistic level.

1.5.1 Teaching How To Tackle Meaning

Readers can give different interpretations for the same text though the writer may have just one idea while writing it. That is why; students should be taught how to grasp the explicit meaning of the text. All the efforts and techniques to teach reading will not be useful if the students fail to understand the meaning of the text. According to Dechant (as cited in Rahman,2004) Proficient readers are those who have an opposite base of knowledge that permit them to bring meaning to the written page. He proposed 'a threefold process' for the teaching of meaning for the words' :

- Students should be taught the exact meaning of words
- They should be taught what are synonyms of a particular word,
- And they should know how a specific word can be used for particular purpose to fit the context

1.5.2 Approaches To Teach The Skills To Understand The Meaning

When the reader brings out the required information from the text effectively it means that he has understand it. Students should be prepared to practice different activities to understand the text meaningfully. Different types of questions were suggested by Widdowson (1978) such as open questions, right or wrong, multiple choice options etc, In order to make the meaning intelligible. In Grellet's point view, these activities can be beneficial for the student when they are involved in active way (1996).The Non-linguistic and linguistic approaches are two categories, each one includes some activities which are suggested for the development of the skills to understand the meaning of the texts.

1.5.3 Non-linguistic Approach

The no comprehension activities in this approach require from the learner any intricate or literal response. Instead, some elements are added to the text (a document, a diagram, a picture etc.) and the students are asked to link the text to a particular document. For teaching understanding meaning, Grellet (as cited in Rahman 2004)has stated some non-linguistic ways. They are:

comparing texts and pictures; accomplishing or naming a document; the usage of illustrations; transcoding the information into the form of a diagram; The information in the passage is used to make a decision, find a solution or solve a problem; matching; mapping out a document; jigsaw reading.

1.5.4 Linguistic Approach

According to Grellet (as cited in Rahman, 2004) this approach includes the following strategies:

1. **Reordering:** In these activities, the students are asked to find different way for presenting the same information . They can be asked to reorder disordered sentences into a coherent event, to accomplish a table, or to draw up a chronological list of the events mentioned in the text. The aim of this type of activities is to make the students know that “there are many several ways of showing the same information.”
2. **Comparing:** The attention of the students is brought to what is specific to the read passage through the comparison between different texts. Grellet (as cited in Rahman,2004.) states thatthe compared passages can be different in their contents (e.g. one can study the development of an item of news over a period of time) or in their points of view (e.g. different articles taken from different sources talks about the same subject).
3. **Summarizing:** This technique is very important for the development of understanding meaning of the text. Since summarizing is “an accurate and objective account of the text, and deny all minor details, students are forced to make meaningful reading.
4. **Note-taking:**It means writing down the key ideas of the passage, and students can be able to note down these ideas only when they read the text clearly and effectively. That is why, this practice is more helpful for the students to develop their understanding meaning of the text

1.6 Classroom Procedures for Teaching Reading

The teacher should encourage the students to read effectively in the class. It is very important to teach reading skills through activities. The proper planning of reading lessons is the main foundation to teach reading in the class successfully . So, effective activities should be designed by teachers in order to teach reading in the class. There are some teaching techniques for teaching reading , and these techniques can be followed in the classroom. Grellet (as cited in Rahman,2004) states that for the practice of reading in the classroom ‘a silent activity’is recommended. He suggests that students should read silently in the class, because, reading aloud is difficult exercise, very specialized ,and it may give the feeling that

all texts are to be read at the same speed. Moreover, the development of 'efficient reading strategies' could be prevented when students read aloud.

The following procedure, according to Grellet (1996), is 'very helpful' for the students to develop their reading skills effectively:

- a) Taking the text as united piece, its title, picture(s) or diagram(s), the paragraphs, the typeface used, and making expectation about what the text is about, who is the writer, for whom is the text, where it appeared, etc.
- b) Checking the credibility of the learner's hypotheses by Skimming through the text a first time and then asking a number of questions to themselves about the contents of the text.
- c) Reading the text slowly and carefully for the second time, trying to understand and answer as much as possible the questions asked by the learners themselves.

Williams (1996) has proposed that in order to teach reading effectively in the classroom, the teacher should divide the lesson into three consecutive phases. They are pre-reading, while-reading and post-reading phases.

1.6.1 The Pre-reading Phase

The objectives of this stage are elevating or building the knowledge of the student about the subject, providing any language preparation that might be needed for coping with the passage, and, finally, motivating the learners to have the desire for reading the text.

The teacher should investigate the predictions of the child about the text what is it about, before presenting it, by looking at the pictures. Young children should be guided by teachers to use basic logic skills when they are looking at the pictures to form an idea of what the text will be about. This will encourage prediction skills to be developed and will provide them a set of ideas concerning the lesson that they can use to help decode any unfamiliar words they face while reading. (Rahmane,2004)

1.6.2 The While-reading phase

The goals of the second stage are to help students to comprehend the specific content and to perceive the rhetorical structure of the text. Teacher's guidance is very important in this stage to guarantee that students assume a pragmatic, questioning approach to the material.

1.6.3 The post-reading phase

The last phase is needed to check the content' work on bottom-up concerns such as grammar, vocabulary, and discourse features; and incorporate what has been read by linking the new information to the learner's knowledge, opinions and interests.

1.7 Instructional Materials used for reading

Instructional materials are used as tools in educational lessons, it includes active learning and evaluation. precisely, any kind of resource that a teacher uses to help him teach his students is Instructional material. There are different types of instructional materials used for reading, but the most common ones are workbooks and textbooks used in the classroom.

1.7.1 Literary works

In the language learning process Literature can be useful, because of the personal involvement it strengthens in the reader. The student begins to live the text when he reads a literary text. He is drawn into the text. Grasping the meanings of lexical items or phrases becomes less important than following the development of the story. The student becomes enthusiastic to discover what happens as events unfold through the climax; he starts comparing himself to certain characters and shares their emotional reactions. This can have positive effects on the whole language learning process. At this point, the appearance of the choice of a literary text in connection to the expectations, needs, and interests, the students' language level is evident. In this process, he can take away the selfhood crisis and develop into an extrovert.

EFL teachers need to adopt a dynamic, student-centered approach for the comprehension of a literary work. During the lesson of reading, discussion starts at the literal level with direct questions that can be answered by using the text as reference like setting, characters, and plot. When literal understanding becomes mastered by the students, they shift to the inferential level, where they have to make guesses and interpretations about the characters, setting, and theme, and where they produce the author's opinion. After understanding a literary selection at the literal and inferential levels, students are well prepared to do a synergistic work. That is to prove that they share their work evaluations and their personal reactions to it - to its characters, its theme(s), and the author's opinion. The third level, the personal / evaluative level motivates students to use their imagination and think about the work and evoke their problem-solving capacities. (Stern and Hişmanoğlu, 2005).

1.7.2 Benefits of Short Stories

Short fiction is the best resource to observe language and life itself. In short fiction, characters behave differently comparing to people's behavior in their daily lives, and also in a variety of registers and tones. The world of short fiction both reflects and lights human lives

Chapter One : Theoretical Development in Reading Skills

(Sage 1987). Arioğul (2001) found that the implication of short fiction in the EFL program proposes these educational benefits:

- makes reading task easier for the students because of its simplicity compared with the other literary genres,
- develops the advanced level readers' views about different cultures and people,
- supplies with more creative and challenging texts that needs for personal detection pillared with previous knowledge for advanced level readers,
- stimulates learners to read in order to be an authentic material,
- gives students the chance to use their creativity,
- enhance critical thinking skills
- simplifies teaching a foreign culture ,
- makes students feel free and comfortable
- helps students coming from different parts of the world communicate with each other because of its universal language,
- helps students to go beyond the external meaning and swim deeper into underlying meanings,
- Performs as a perfect tool to help students understand their positions as well as the others by adopting these gained knowledge to their own real world.

In brief, short story seems to be a very helpful technique today to teach foreign languages. The fact of being short makes the students' reading task and the teacher's coverage easier. Being universal is an important feature in short fiction. Sag (1987) sees that, "short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment".

Conclusion

Reading comprehension is an important skill that helps students to be more aware about what they are reading, it consists of three elements: the reader, the text and the activity. The student should acquire reading skills like skimming and scanning in order to be a good reader. It is a challenge for the teacher to make these good readers by choosing effective techniques to teach them reading. The teacher should use different instructional materials to develop the student's comprehension, the instructional materials includes different kinds of texts, in this chapter the literary texts and specifically the benefits of short stories is discussed.

Chapter two: Approaches to Critical Thinking

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Introduction

Language learning requires not only the language system (structure/grammar) but it requires a creative use of language system in real communicative situation. Thus, the implementation of critical thinking as a language pedagogy in the field of English as Foreign Language has started recently and it consequently requires further investigation. Moreover, some findings from research into English Foreign Language (EFL) contexts reveal that this pedagogy has been effective in improving learner's skills. This chapter provides a broad and general overview of the common terminology used in the discussion of critical thinking and its notions. Furthermore, examining the early conceptions of critical thinking by Dewey, Glaser, Rusell, also describing the critical thinking as an inquiry and as a social practice with the general and specific domain in critical thinking teaching and how its skills transferred across these domains, and most importantly how to enhance critical thinking skill through reading then we conclude with an over view of related studies.

2.1 Common Terminology Used In the Discussion of Critical Thinking

Accurate: free from errors or mistakes, it implies a positive exercise of one to obtain conformity with facts or truth, accuracy is an important goal in critical thinking.

Ambiguous: having two or more possible meanings either through deliberate intention or due to inexactness of expression, indefinite, uncertain.

Arguments: a persuasive piece of reasoning formed of reasons (premises) and a conclusion, in other words, it is a reason offered for or against something.

Assumption: an (often unstated) part of an argument which is needed for the conclusion to be drawn, a belief taken for granted.

Concept: an idea or thought, especially a generalized idea of a thing or class of things.

Clarify: to make easier to understand, clarity is a fundamental perfection of thought and clarification a fundamental aim in critical thinking.

Critical reading: is an active, intellectuality engaged process in which the reader participates in an inner dialogue with the writer.

Evaluation: to determine the quality, it has a logic and should be carefully distinguished from mere subjective preference.

Fact: what is true, verifiable by empirical means.

Judgment: the act of deciding, to cultivate people's ability to think critically is to foster their judgment.

Opinion: beliefs formed on the basis of careful reasoning.

2.2 The Notions of Critical Thinking

Developing an accurate, commonly accepted definition of critical thinking is absolutely essential which research demonstrates that most college faculty lack a substantive concept of critical thinking because it is foundational to the effective teaching of any subject and it must be at the heart of any professional development program. critical thinking is that mode of thinking about any subject content, or problem in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing and reconstructing it. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and socio-centrism.

2.2.1 Definition of Thinking

The identification of thinking with speech was assailed by the Russian psychologist lev semyonovich Vygotsky (1978) and by the Swiss development psychologist jean, both of whom observed the origins of human reasoning in children's general ability to assemble nonverbal acts into effective and flexible combinations. It allows being to model the world and to deal with it according to their objectives, plans, ends and desires. Also, it involves the mental manipulation of information, as when we forms concepts, engage in problem solving, reason and make decisions. It is occurring as automatically as blood circulation in the human body and perhaps during both the wakeful hours and while we sleep too and hence the difficulty in defining it. Perhaps we should define the kinds of thoughts or thinking we are concerned with in this post. Thinking allows humans to make sense of, interpret, represent or model the world they experience, and to make predictions about that world, it is therefore helpful to an organism with needs, objectives, and desires as it makes plans or otherwise attempts to accomplish perhaps this is how sciences came to exist and could be conveyed to future generations. From Wikipedia, thought is described as thought can refer to the ideas or arrangements of ideas that results from thinking, the act of producing thoughts, although thought is a fundamental human activity familiar to everyone, there is no generally accepted agreement as to what thoughts is or how it is created, thoughts are the result or product of spontaneous acts of thinking.

2.2.2 Early Conceptions of Critical Thinking: Dewey, Glaser, and Russell

Throughout the evolution of critical thinking, there has been much inconsistency in the conceptual definition of critical thinking which its reference can be found in the early 1900s, when Dewey (1910) wrote about thinking, he stated that « the essence of critical thinking is suspended judgment » he suggested that deduction and induction are the primary components of critical thinking, induction is used to move from detailed facts to general principles while

deduction is used to test the hypotheses developed through induction. In other words; Dewey linked critical thinking to the application of logic for analyzing information. For example, sitting in the students union and watching the number of students using cell phones, one may hypothesize that all college students have cell phones, this example is an application of inductive reasoning, to test this hypothesis, a class of students could be asked to raise their hands if they have a cell phone, testing this sample of students in an example of deduction. Thus, Dewey emphasis on critical thinking was prevention of conclusions until a problem is completely understood. However, Glaser (1941) considered critical thinking as « the process of examining concrete verbal materials in the light of related objective evidence, comparing the object or statement with some norm or standard and concluding or acting upon the judgment made ».

2.2.3 Metacognition as an Aspect of Critical Thinking

One of the aims of education is for students to think critically, in order to achieve this end, it is important to identify certain cognitive factors that can facilitate it, specifically developing student's critical thinking skills is facilitated through metacognition, that was selected in the present study to be a predictor of critical thinking. Metacognition is about planning, monitoring, and evaluating one's own thinking and learning, it is usually known as « thinking about thinking ». Thus, metacognition concept has two components : metacognitive knowledge that refers to knowing about oneself as a thinker, critical thinking and cognition are both associated with higher order thinking.

Metacognition skills consists of a series of competencies for learning and thinking, they include a number of skills required for active learning. Critical thinking, reflective judgment, problem solving, and decision-making: some researchers argue that these are components of metacognition. There is a relationship between learners use of cognitive or metacognitive and their critical thinking ability, this positive relation may be a replication of many previous studies concerning the effectiveness of critical thinking on the ultimate success of language learners in the challenging process of foreign language learning. Thus; in order to function effectively in society, encounter different problems, and promote independent learning, individuals must be able to think critically and reason effectively since a significant relationship was found between critical thinking and metacognition as its aspects.

2.2.4 Distinguishing Critical Thinking from Being Correct

In an educational context, critical students should know how to make judgments, to identify thesis, reasons, assumptions and conclusion. Ruggiero (as cited in Buranapatana,2006) defines critical thinking as « the process by which we claims and arguments and determine

which have merit and which do not ». Furthermore; when critical thinking considered logical thinking and reasoning, its elements can be identified (Chan as cited in Buranapatana ,2006) . Stapheton (as cited in Buranapatana ,2006) points out key elements of critical thinking which include argument, evidence, and recognition of opposition. The ability to think critically is essential for people to live and work effectively (How and warren, as cited in Buranapatana ,2006). Thus; critical thinking as the core skill is concerned ultimately with the status of claims (evidence, recommendations, predictions, principles guesses), especially when inferences are draw from them.

2.2.5 Critical Thinking as a Social Practice

Many academics have in clearly defining critical thinking while still being able to recognize and discuss it is presented as evidence of the concept being a tacit social practice. Critical thinking presumes that each person constructs or makes sense of his or her own reality;is able to recognize the limits of his or her knowledgeand to see knowledge as over changing, even shifting and unstable. Thus; the process of critical thinking involves the experience of a challenging situation or issue. Moreover; social workers help from all walks of life and come across people or populations with experiences, ideas, and opinions that often vary from their own. Doll (as cited in Buranapatana ,2006) describes the development of practice wisdom in social work as an “interactive process of doing-critiquing”. Furthermore, critical thinking is the systematic application of critical thinking skills to real life situations that can only be learned and defined through practice within a particular discipline.

Another aspect to critical thinking which should be considered is the social nature of critical thinking. Critical thinking is not simply a set of teachable skills, but a social practice Atkinson which he defines as « behaviour in which an individual is automatically immersed by virtue of being raised in a particular cultural milieu » and is therefore learned subconsciously. As Neuman and Blundo (as cited in Buranapatana ,2006) note, students must be encouraged to recognize and consider that the way in which « they view the world has significant consequences for their work and those with whom they will be working ». Drawing on critical thinking theory for social work practice implies a focus on the structural causes of individual ‘problems’ promoting client rights, challenging inequality, and recognizing patterned disadvantages related to. For example, Gender, race, sexuality and class, as ‘social problems’ are conceptualized as socially constructed rather than as fixed realities, the capacity to interrogate underlying political ideologies and discourses is essential to the critical thinking endeavor for social work. Immersing students in critical thinking requires critical talk, dialogue and engagement by both teachers and learners; this means

situating learning tasks, units or courses in a context where reflective talk and incisive discussion is encouraged. Thus, critical thinking is a combination of skills and attitudes for social work practice.

2.2.6 Critical Thinking as an Inquiry

Since thinking view as a purposeful conscious mental activity directed towards findings solutions to problems or answers to questions, this would involve at least three (3) categories, namely: inferential thinking, reflective thinking and creative thinking. First of all, inferential thinking allows us to arrive at inferences on the basis of a given body of information ,inferential thinking can be viewed as the process of reasoning, however, reflective thinking includes perceiving patterns, relations, similarities and differences whereas creative thinking involves inventing ideas, solutions and entities, as well as the conceptualizing, and imagining. Critical thinking involves a disposition to a rigorous process of inquiring, learning and acquiring knowledge, in term of rationally. Llewellym (as cited in Buranapatana ,2006) said that « the development in thinking and inquiry teaching process can improve the critical thinking skill. This is because in the inquiry process, when the students receive information, Critical Thinking is the context of inquiry involves evaluating the truth of knowledge statements.

2.2.7 The Definition of Critical Thinking in this Study

Critical thinking has been defined in many different ways, very broad definitions include ‘thinking which has a purpose ‘or ‘reflective judgment’. Moreover, to think critically is to examine ideas, evaluate them against what you already know and make decisions about their merit. A national Delphi study was conducted by Facione (1990)to provide clarity to the core constructs of critical thinking as a set of specific skills. From Facione’s work, six critical thinking skills were identified: interpretation _ clarifying meaning, analysis _ examining arguments, inference, drawing conclusions, explanation, presenting arguments. Therefore, critical thinking skills are an intrinsic element in our study and our reading, in writing our assignments and in working with others. Whereas; for Ennis (1985) critical thinking definition « reflective and reasonable thinking that is focused on deciding what to believe or do ».

Critical thinking includes the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems. Also critical thinking was defined as « the mental processes, strategic, and

representations people use to solve problems, make decisions, and learn new concepts » (Strenberg,1987).

2.3 Issues Pertinent to the Critical Thinking

2.3.1 Can Critical Thinking Be Taught?

While thinking critically is often perceived to be the primary purpose of reading, the question of whether it can actually be taught in classrooms has been extensively debated. Most would agree that one of the primary goals of schooling is to enable students to think critically. Daniel Willingham says « critical thinking is not a set of skills that can be deployed at any time, in any context, it is a type of thought that even 3 years-olds can engage in. And even trained scientists can fail in ».According to him it can't really be taught and people who have sought to teach critical thinking have assumed that is a skill similar to other skills, once you learn it, you can apply it to any situation.

As educational research Stephen P.Norris (as cited in, Buranapatana,2006) wrote in teaching critical thinking: there is no scientific legitimacy to the claim that critical thinking ability involves ability to control for content and complexity, ability to interpret and apply, and ability to use sound principles of thinking, if anything, scientific evidence suggests that human mental abilities are content and context bound, and highly influenced by the complexity of the problems being addressed.

2.3.2 Is Critical Thinking Domain-General Or Domain Specific?

Some researchers argue that critical thinking skills can be generalized across different contexts and domains, according to this argument, critical thinking skills can only be taught in the context of a specific domain.« general instruction in critical thinking skills is unlikely to be successful because critical thinking skills are inherently domain-specific » (Ennis,1989) he identifies a range of assumptions regarding domain specificity held by various theorists. Whereas, Bailin (as cited in Buranapatana ,2006) argues that domain-specific knowledge is necessary for critical thinking because what constitutes valid evidence, arguments, and standards tends to vary across domains. There are also those who maintain that critical thinking includes both general and domain-specific elements .

2.3.3 How Can Critical Thinking Skills Be Transferred Across Domains?

Increasing the ability of learners to transfer critical thinking across domains has important implications for all forms of education and self-directed learning. Su(1201 ,58) maintains that lifelong learning is becoming increasingly important in our rapidly-changing postmodern

world « that one may acquire ‘static’ knowledge does not mean that one will be able to apply it and make it ‘dynamic ‘and useful in changing times ».

Transfer across domains is an example of dynamic rather than static. Nisbet (1991) argued that there are both distinctive modes of thinking in specific domains of knowledge and general rules which can apply across domains. So, transfer across domains can be defined in two ways: broadly and narrowly, this broad definition refers to a transfer across academic disciplines or a transfer from academic to non-academic tasks. Narrowly defined, means transfer but from one task or situation to another within a particular subject.

2.3.4 How Can Critical Thinking Skills Be Measured?

Critical Thinking is something of a challenge to measure because it includes a complex combination of skills and is interdisciplinary. In other words, critical thinking can be very difficult to measure, because it is an ongoing process rather than a recognizable outcome. As Ryle (1949) explains « learning how or improving in ability is not like learning or acquiring information. Truths can be improved imparted, procedures can only be inculcated, and while inoculation is a gradual process, imparting is relatively sudden ».

The list of core critical thinking skills includes observation, interpretation, analysis, inference, evaluation, explanation and metacognition, it employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, significance and fairness. Tsui (1998) points out that no single measure of critical thinking is perfect. However, one way to measure students’ ability is asking them to apply the process learned in one situation to a new situation.

2.4 Teaching of Critical Thinking

Critical thinking has been an important issue in education, which is a skill that young minds will undeniably need and exercise well beyond their school years. Students will need to obtain, understand, and analyze information on a much more efficient scale. So, they need to think critically. In other words, when we think critically, we are evaluating the outcomes of our thought processes, so critical thinking can be taught as argument analysis. In general, students who develop critical thinking skills are more able to become less dependent on teachers and textbooks.

Due to the differences in their levels of English language proficiency, students were allowed to use mapping or just key words with causal links to explain their ideas or observations in the learning log. Although willing to be more critical, some people don’t know which step to take next in order to improve their critical thinking skills. Whereas, with practice most people can

develop their skills in critical thinking. Teaching critical thinking skills are based on underlying sets of thinking skills such as focusing attention so as to recognize the significance of fine details in order to recognize patterns, such as similarities and differences, absence and presence, order and sequence.

2.5 Using Reading to Enhance Critical Thinking:

Reading is considered as the most important skill which is firstly recommended by the Holy Qura (Kailani and Muqattash, as cited in Buranapatana ,2006) «reading is the window through which other cultures can be seen and more general or specific knowledge can be gained ».comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task(Irwin, as cited in Buranapatana ,2006). Traditional measures of reading comprehension are limited in that they provide only a general indicator of how well a student understands text.

Furthermore, reading is a pivotal skill for students which enables them to acquire knowledge and develop their academic areas, the essential goal of teaching reading is to train students to read efficiently and quickly so as to get information and meaning from the written material rapidly with full understanding and enjoyment . In a high level of education the reading skill is not aimed to texts with the mere purpose of informing the students, it is rather directed to academic purposes, at this point critical thinking and active reading work together. Reading is seen as an effective vehicle for influencing critical thinking abilities through the enrichment and extension of concepts and through the facilitation of the use of language. Reading is the most essential skill needed to acquire knowledge, it develop critical thinking and increases students ability to concentrate. While reading is induced to actively engage in thinking about the communication and students have breadth of experience and opportunities to exchange ideas and beliefs. A critical thinker and reader not only understand the general point and structure of a text, but also gathers and assesses relevant information from the text using abstract ideas to interpret it effectively.

2.6 Related Studies

In the point of view of Ennis(2002) « critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do ». Other abilities or behaviors are identified as relevant to critical thinking includes asking and answering questions for clarification. Halpern (as cited in khatib,2012) discusses the concept of explicit instruction in how to think and introduces a four-part model for the explicit instruction of critical thinking as follows: dispositions for critical thinking, instruction in the skills, structure training, metacognitive

monitoring. Daud and Husin (2004) declares that there are still quite a number of educational institutions that still emphasis on ‘what’ to think rather than ‘how’ to think . Knott (as cited in khatib 2012) sees that «critical readers reflect on the passage by making observations such as: is it offering any relevant examples? arguments? critical readers should be able to infer what meaning the passage, as a whole, being able to look beyond the surface language ». Inorder to read between lines, the old tools and techniques are not beneficial anymore and much more advanced equipment is required. Terry(2007) suggests that “students requires reading and critical thinking to be actively involved in the learning process and they individually understand and apply the information they are exposed to during the class room interaction ». learners should learn how to produce and receive information through language critical based on what is mentioned and lots of other reasons. Hung-hwa chu(2008) suggests that “short stories, if correctly chosen and instructed, can prove to be beneficial to EFL students’ overall level and critical thinking skills”. Cosgrove (2009) states that «critical thinking is an attitude of being disposed to consider in althought ful way the problems and subjects that come within the range of one’s experiences ». A more recent model for teaching critical thinking in an ESL context and worth noting is a model proposed by ‘junxu’ which includes five-step process that are as follows: a pre-reading introduction about the back ground and/or cultural knowledge of the selected text, a comprehension activity by the explication of the main idea of each paragraph, explore the logic of the text, evaluating the logic of the text, and writing/composition (Junxu,2011). critical thinking is spotlighted in the educational settings so as to improving the power of thinking in students. Mulnix(as cited in khatib, 2012), viewed

that «critical thinking includes a commitment to using reason in the formulation of our beliefs ». it is also an active, systematic process of understanding and evaluating arguments.

Alwine (2014) «the learners are in a sense, exercising and applying what experts in critical thinking termed as: explanation, analysis, synthesis, argumentation, interpretation, evaluation inference and application ».

Conclusion :

Critical Thinking is one of the key goals of education so, it should receive more devotion and all of its thinking is one of its possible effects on language learning should be explored. Moreover, educators have long been aware of the importance of critical thinking skills as an outcome of students learning. Furthermore, reading is the most important skill which humans should acquire, as it is the means of enjoyment and pleasure, and the mother of all skills. Thus, it is an important language skill and a highly complicated act that everyone must learn. Critical thinking skills can be learned at any age, depending on the cognitive development of individuals. Moreover; short stories can help students develop critical thinking skills and a special instruction is required in order to make active reading an appropriate field for the development of critical thinking skills in advanced college students, criteria to create the appropriate methodology must be chosen according to students 'needs and context. Finally, most researchers working in the area of critical thinking agree on the important role of background knowledge. In particular, most researchers see background knowledge as essential if students are to demonstrate their critical thinking skills. One can conclude that in the process of language learning and teaching, foreign language learners lack some essential elements in their methods and techniques. These vital elements in teaching and learning language are critical thinking skills. To afford students opportunities to achieve critical thinking skills is an educational responsibility that educators should take. Educationally viewing the case, critical thinking skills can cause students to develop intellectually. It is something that is of great benefits to the educational systems. Through such skills, students feel free to discover and get engaged in the process of learning in general and language learning in particular. Short stories are thought suitable tools to establish critical thinking skills in students. In short stories, students should take a critical stance toward them, ask questions, make judgments and so on. According to the aspects of critical thinking, it should be stated that critical thinking is a productive and positive activity, a process not an outcome, its manifestations vary according to the contexts in which it occurs.

Chapter three: Field Work

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3-1 Variables of the Research

Variables can be classified into independent and dependent variables. In this research the independent variable is reading short stories which are evaluated by the researchers. On the other hand, the dependent variable is the critical thinking in which the researcher observed in order to find out the effect of the independent variable.

3-2 Plan of the Research

The purpose of this research is to examine the effect of reading short stories on developing critical thinking skills. This study followed a quantitative approach to prove that reading short stories could enhance widely the critical thinking of university students, more specifically the second year students in the department of English are the participants.

To achieve the aim of this study, a group of students will first take an interview in order to identify their comprehension level in reading and its impact on their critical thinking. The next step involves giving these students a pre-test to evaluate their reading comprehension and see if they are using their thinking skills effectively. After that , they will have a lesson about critical thinking process and how it can be applied. The students will take a post-test to see how does the lesson affect their performance. The test is about two short stories (Snow White and The seven Dwarfs/ The Black Cat)and the students are asked to answer comprehension questions related to the two stories. The data of the interview and the two tests were collected and analyzed.

3-3 Sample of the Research

The participants in this study are 50 EFL students at the English Department - University of Laghouat in the academic year 2016-2017. They are of both genders and the average age of these students is between 20 to 31 years old. This population of second year students was randomly chosen and they were somehow facing problems in dealing with reading comprehension activities. So that the sample would pave the way to apply the experiment.

3-4 Tools of the Study

Any research must obtain tools for data collection that achieve the aims of a given research. In order to collect the data that helps achieve the goals of this study, the following tools are used in this research: a pre/post questionnaire and interview on two short stories , applying the lesson of critical thinking

3-5 steps of The Research

It was used to identify the comprehension level of the students and see if their level has any impact on their thinking skills specially their critical thinking skill. The questionnaire includes

three sections. The first section was for defining the gender of participants, their level, and their university. In other words it was for background information. The second section is entitled “students’ Reading Comprehension” .It includes behavioral questions since it is used to find out what the respondents are doing or having done in the past, focusing on actions, and habits. It contains nine questions that seek students’ general level in studying English. The third section It is entitled “Introducing thinking skills to text reading comprehension” It contains nine questions. The final section allows students to evaluate their application of some thinking skills. Then, the test is divided into two parts : pre-test and post-test. The pre-test is about reading a short story (The snow white and the seven dwarfs) the participants are asked to answer questions related to it, the questions are divided into two parts the first part is made to examine the comprehension level of the participants, and the second part is made to examine the application of the acquired understanding.

3-6- Analysis and Interpretation of Data

The study aims to enhance the critical thinking skill through reading short stories. The results reached from this study were subject to an analysis to provide an answer to the research questions in form of **charts** as follows:

The first section is about the number of students and their gender. There are 50 participants, 19 male and 31 female from the University of Amar Thlidji - Laghouat.

Section :two

Q 1 : *How long have you been studying English?*

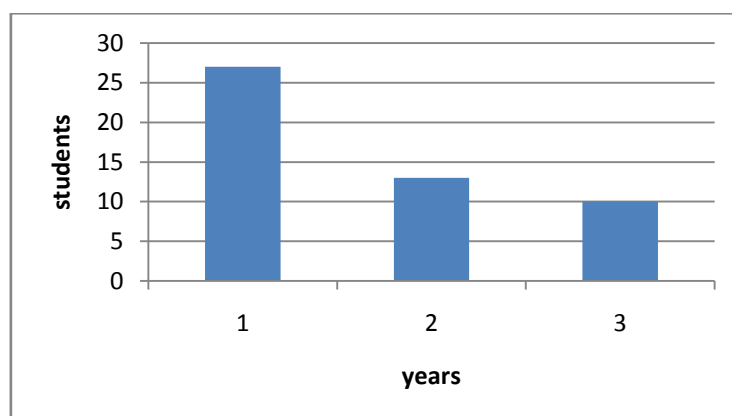


Figure 1:Duration of English Studies

The answers of the students are differentiated from 2 years to 4 years. 34 students were studying English for two years, 10 students were studying English for 3 years, and 6 students were studying English for 4 years. What can be observed is that the majority of them are

compatible with time since our case study is the second year in the university. The rest may present the weak group in English language

Q2 : How do you consider your level in English ?

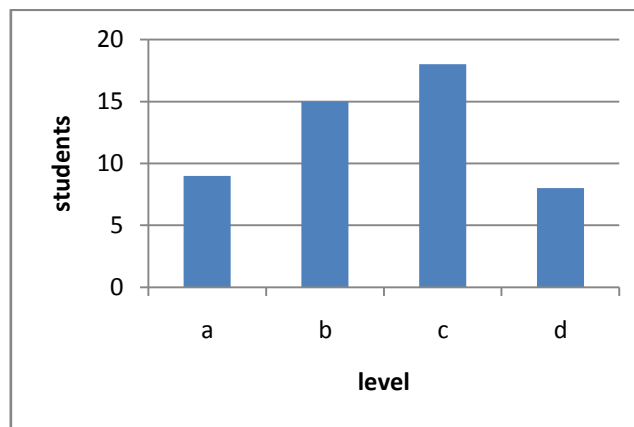


Figure 2:The students ‘Level in English

The question is asked to check the students’ level in English language. Here there are 9 students who choose : a - very good, 15 students choose : b-good, 18 students choose :c-average, and 8 students choose : d-poor. From this study we can see that the majority have lower level which may give sense to the fact of being weak in giving write answers using English language.

Q3 :*Do you like reading?*

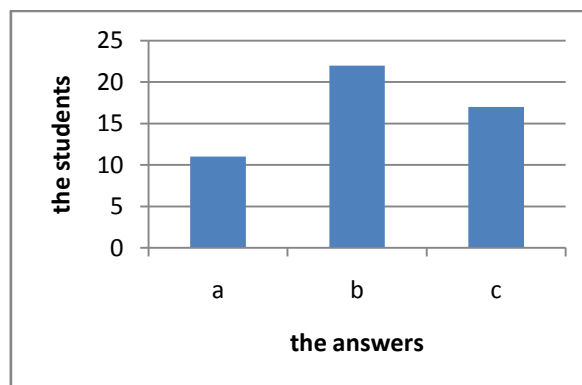


Figure 3:Reading Preferences

This Question was asked to confirm the ability of using reading skill in our experiment. 11 students choose a-A lot, 22 students choose b-A little, and 17 students choose b- Not at all. Those who read a little were the majority which could give us the opportunity to use reading skill. The study also show that reading skill is not developed very well, which it can be the reason that make the students non-critical thinkers.

Q 4: How often does your teacher encourage you to read?

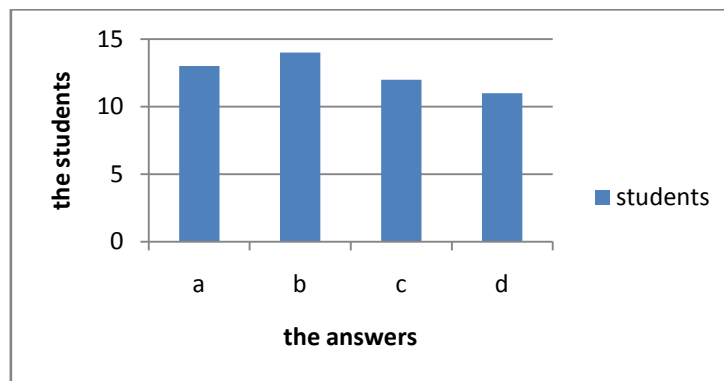


Figure4: The Teacher’s Encouragement for Reading

The goal from asking such question is to investigate the role of the class in enhancing reading skill in the students. There are 13 students who answers *a. Frequently*, 14 students who answers *b. Sometimes*, 12 students who answers *c. Rarely*, and 11 students who answers *d. Never*. This figure illustrates the efforts of the teachers in encouraging their students to read, most of the students see that their teachers were encouraging them to read.

Q5 : How often do you read in English without being asked?

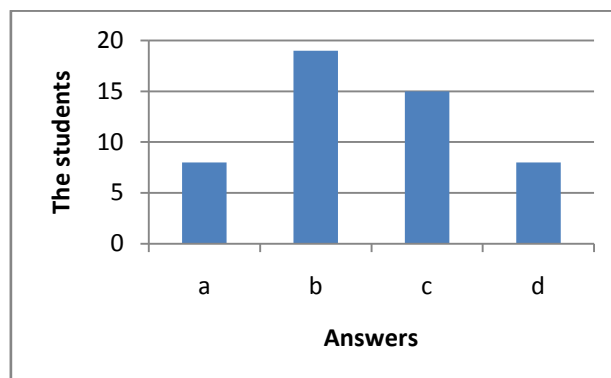


Figure 5 : How Much Reading without Being Asked

The most preferred answer for this question is **b-sometimes**, it was selected by 19 students, 15 students selected **c-Rarely** , 8 students selected **a-frequently** and other 8 students selected the answer **d-Never**. The aim from asking such question is see if reading is a voluntary action or mandatory. We can say that the number of those who read from their own in this group is not few.

Q6 :Your level in reading comprehension (according to your marks) is:

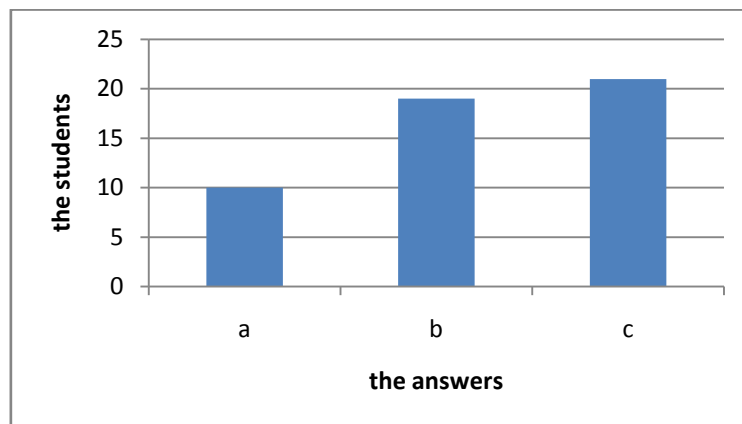


Figure 6: Students' Evaluation of their Reading

It was very clear that most of the participants has weak level in reading comprehension, because 21 students selected the answer **c-weak** which means that they have a serious problem, 19 students selected **b-Moderate** but 10 students answers **a-Good**. The study show that the level of reading comprehension is low , the reason could be the reluctance of the majority of them to read.

Q7 :Decoding (interpreting) the exams' questions is generally:

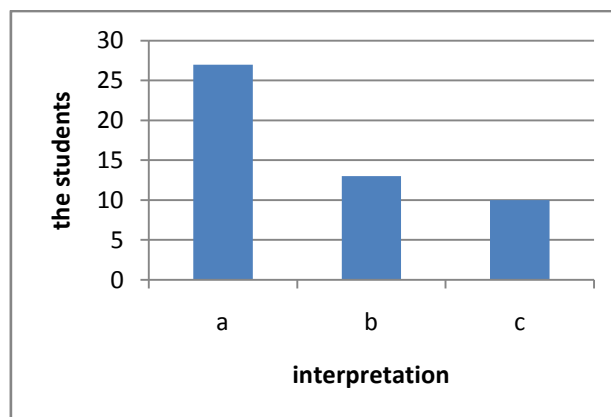


Figure7:Decoding the Exams'Questions

this question is aimed to investigate whether these students has one of the most important reading comprehension skills which is interpretation, 27 students selected the answer **a-difficult** this result indicates that reading comprehension skills are not well developed in this group, also the mental abilities are not well used. 13 students selected the answer **b-Not difficult** and 10 students selected the answer **c-Very easy**.

Q8 :How do you find the following types of exercises?

- Multiple choice
- True/ false
- Matching
- Sentence order

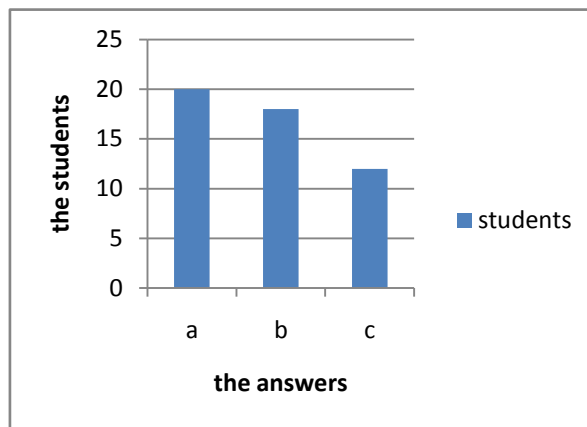


Figure 8 : The Capacity of Students to Answer Different Types of Questions

what can be observed from this study is that the students are not very compatible to deal with simple questions and the reason could be the difficulty of understanding some words in English also the luck of practicing reading activities.

Section three:

Q 01:Does the title of a book, a text, or an article give you an idea about its content before youstart reading?

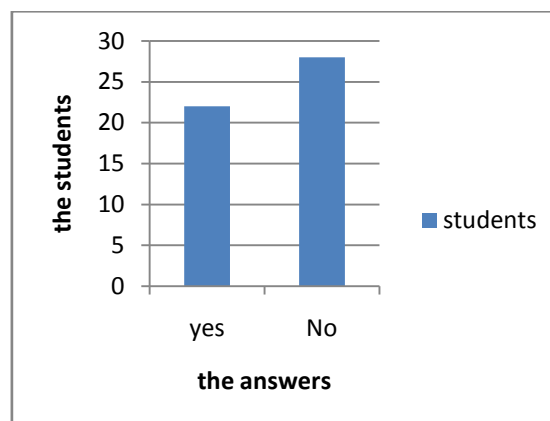


Figure 9: Interpretation though the Title

The answers of the students are slanted to the second option(**No**) they are 28 one, and the rest of them selected the first answer (**yes**). Most of the students have a problem with interpreting ideas through the title; interpretation is mental activity that requires the students to activate

their thinking skills. But what is found in this study is that these students are not using their thinking skills effectively.

Q2 :As you read, do you usually predict (or guess) what the writer is likely to say in the next word, sentence, paragraph,...?

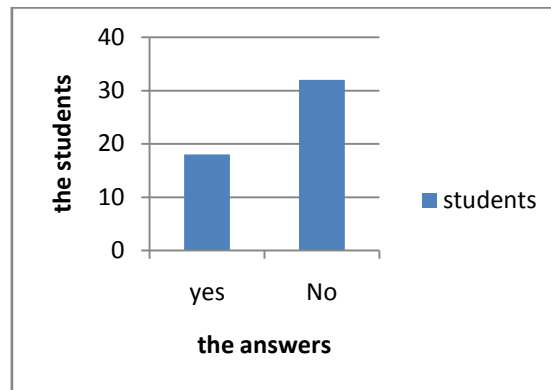


Figure 10: Students' Predictions about What They Read

18 students selected the first choice **yes** ,and the second choice **No** was selected by 32 students. The majority of the students see that they can't make predictions about what they are reading. The theory of being non-critical thinkers is clear in this study because prediction is one of the skills of reading comprehension and when we say comprehension we are referring to the use of thinking skills.

Q3 :If "yes", do your predictions (guesses) always get confirmed (they are always true)?

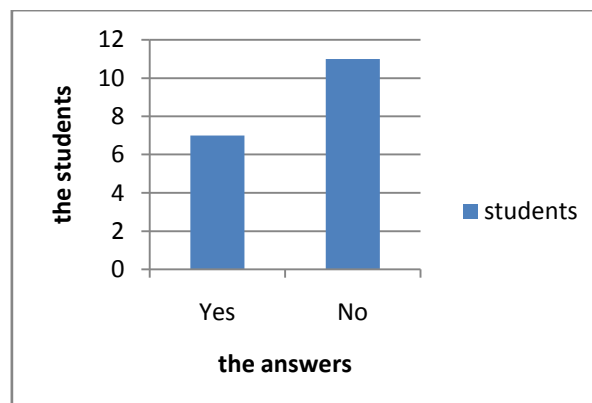


Figure 11: Students' Predictions Confirmation

Those who said that they can predict, only 7 students find their predictions are correct which means that the rest of them have a problem in interpreting ideas and events correctly when they read a word or a paragraph or a text.

Q4 :If "no", what do you do then?

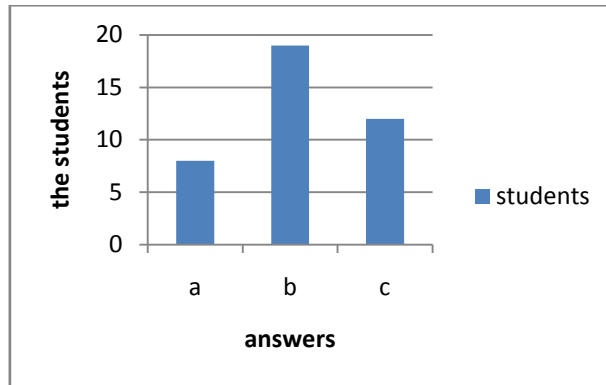


Figure 12: Reaction of Learners if Their guessing is Not Correct

The majority of the students selected the answer b-Change your prediction (or guess, 7students selected the answer a-Stop reading, and 10 students selected the answer c-Reread what you have already read. What can be observe dis that most of the students are trying to correct their mistakes by looking for other options. In other words they are trying to activate their thinking skills to achieve their goals.

Q5 :Do you think prediction (guessing) is an important thinking skill?

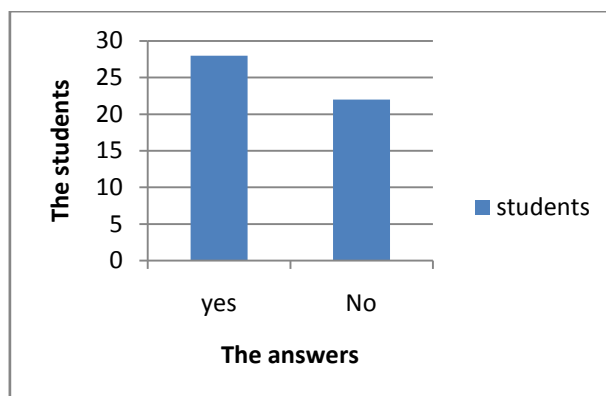


Figure 13: The Importance of Prediction as Tking Skill

28 students see that prediction is an important thinking skill because most of their problems in solving comprehension questions is caused by their lack in acquiring such skill. 22 students have another point of view, they think that this skill is not important.

Q6 : If yes, what do you think the importance of prediction (or guessing) for reading comprehension is? (You can tick more than one box. In this case, please rank your choices from 1 to the most important until 3 or 4 to the least important).

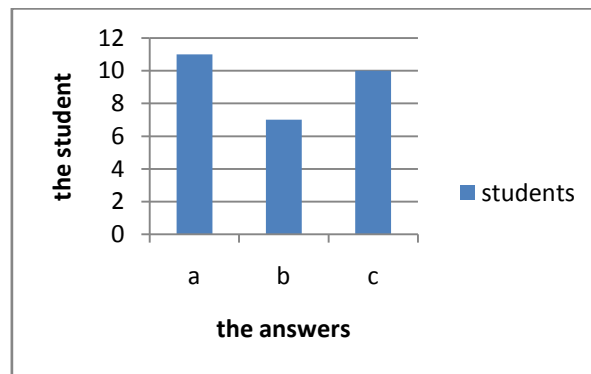


Figure 14: The Reason of Prediction Importance in The Learners' Point View

11 students selected the first answer a- It warms you to the topic (makes the topic familiar to you before you start reading, 7 students selected the answer b- It helps you become confident (not frightened) about reading a new text, and 10 students selected the answer c-It saves your time. The students have different reasons to say that prediction is important.

Q7 : Do you know how to solve comprehension questions (according to your marks)?

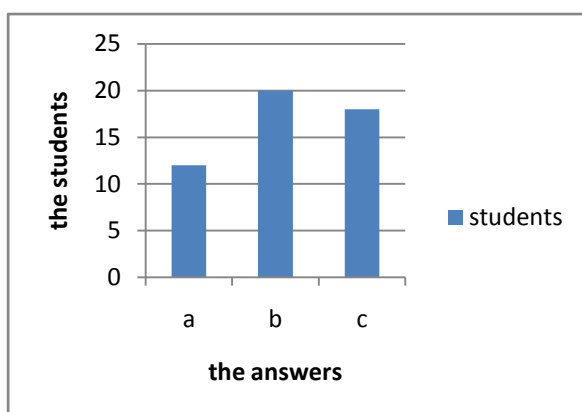


Figure 15: The Ability of The Learners in Solving Comprehension Questions

The aim of this question is to check the ability of the students in solving comprehension questions in the exams and tests. A few numbers of students selected the first answer and indicated their ability in solving this kind of questions, 20 students selected the second answer b-Sometimes, and 18 students selected the last answer. For those who selected the second answer they may need for some practice to develop their thinking skills.

Q8 : Does your teacher show you how to solve comprehension questions ?

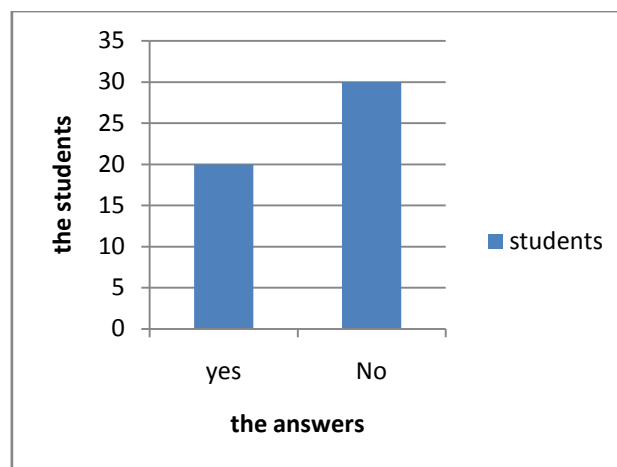


Figure 16: The Participation of the Teacher for Making the Learners Dealing with Comprehension Questions

The aim of this question is to investigate the teacher's participation in developing the student's comprehension level, 20 students approved the participation of their teachers in showing them how to solve comprehension questions, 30 students neglected the participation of their teachers in helping them. Another reason for being weak in the comprehension level is the absence of the role of the teacher as a guide.

Q9 : Does your teacher show you how to choose specific answer among deferent choices?

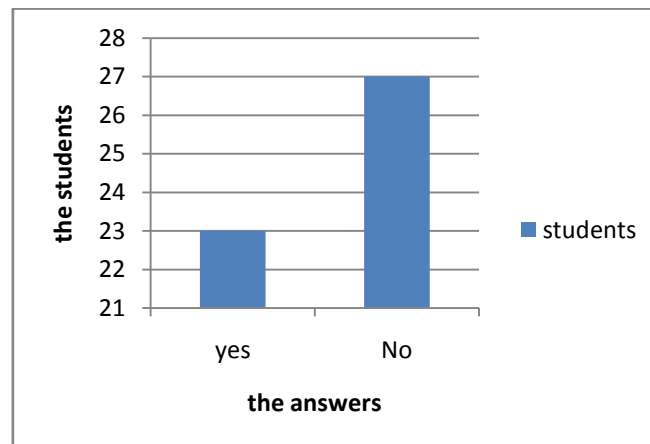


Figure 17 : The Help of The Teacher to Make The Learners Choosing Specific Answers

As usual, the role of the teacher as a guide is not very present. 23 students said that their teachers help them in choosing specific answer among different answers, 27 students said that their teachers do not help them in doing such activity. The students need to be guided and motivated by their teachers to improve their level in solving comprehension questions.in the same time they will enhance their thinking skills.

Q10 : Do you think that students put into practice their thinking abilities during text comprehension?

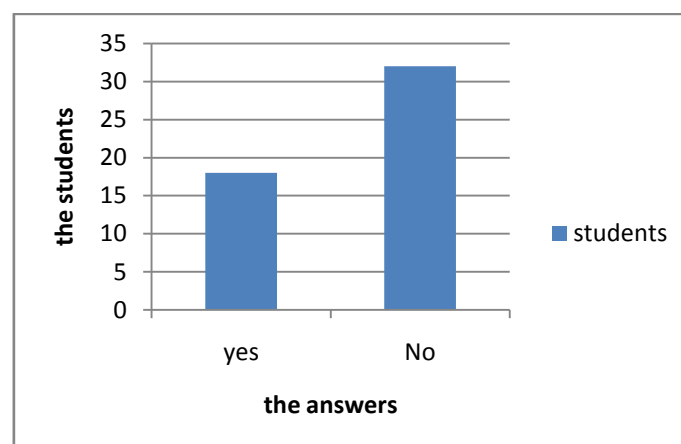


Figure 18: The Learners' Use of Thinking Abilities

The aim of this question is to see if the students have an idea about the meaning of thinking abilities or thinking skills. 18 students said (yes), 27 students said (No) which means that the majority of the students are not accustomed very well with this concept. So they should learn more about thinking skills.

The Results of the pre-test

The test is about the short story « Snow White and The Seven Dwarfs », the form of the test is questions related to the story. The questions are divided into two parts, the first part is about the comprehension of the text and the second part is about discussion questions. The participants are asked to answer these questions to examine their level in using their thinking skills.

The answers of the first part of the test :

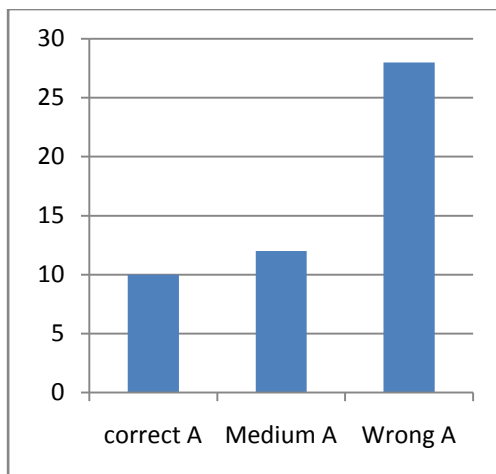


Figure 19: The Answers of Comprehension Questions

The answers of the second part of the test :

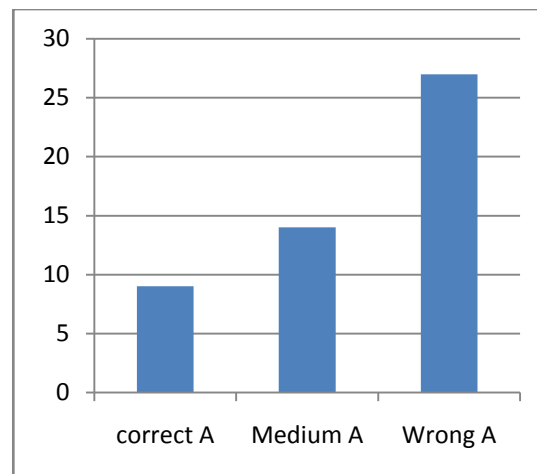


Figure 20: The Answers Of Discussion Questions

When the students took their first test, their answers were evaluated by their teacher. The answers of the majority of them concerning the first part « questions of comprehension » were wrong answers. 28 students most of their answers were not correct, 12 students gave answers in between, some answers were correct, others were almost correct, and the others were wrong. Concerning the rest of the students (10 s) they gave correct answers without making any mistakes.

It was almost the same with the second part « Discussion Questions ». 27 students had wrong answers, 14 students had Medium answers, and 9 students answered correctly without mistakes.

The result of this test shows that the students have a serious problem with comprehension since it is an important step in applying critical thinking or if we can say the first step in this thinking skill. The second part of this test was a kind of overlapping the events of the story in the students' experiences in life, in other words applying events in real life. It is obvious that

what was comprehended could be applied. So the main problem of this group is their comprehension level.

The Lesson of Critical Thinking:

The aim of this lesson is to give the students an idea about what they can do by using their thinking skills and introducing the concept of critical thinking. The lesson started with identifying the concept of critical thinking then the steps that should be followed to apply it. The needed time to explain the lesson is 15 minutes. The students were given a printed papers includes what the lesson contains.

The Results of the Post-test :

The form of the second test was the same with the first one. The story that was chosen is « The Black Cat » it was written by Edgar Allan Poe. The aim of this test is to see whether the lesson have made any changes on their manner when they answer comprehension questions. The difference in the students' comprehension level could be seen when the results of the two tests are compared.

The answers of the first part :

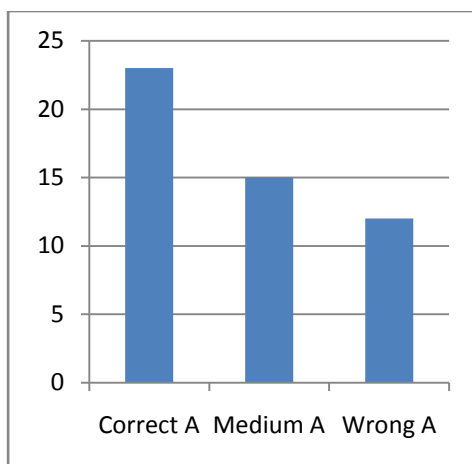


Figure 21: The Answers of Comprehension Questions

The answers of the second part :

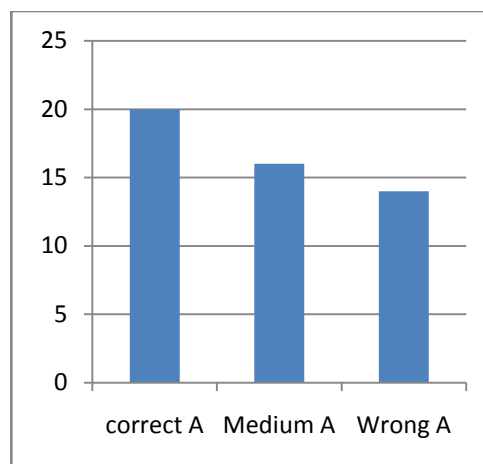


Figure 22: The Answers of Discussion Questions

After correcting the second test the difference was very clear in both parts. In the first part the students who answered correctly were 23 students, the students who gave medium answers were 15 students, and the students who answered in wrong way were 12 students.

In the second part 20 students answered correctly, 16 students gave medium answers, and 14 students gave wrong answers.

What can be observed from these results is that most of the students were capable to answer correctly or close to correct. The results of both parts are so close to eachother because the

elements that the test focusing on are Comprehension and Application and as we seen in the lesson the first element is followed by the second one. So whenever the student could understand concepts he can apply it in his life.

8-Results Concerning The Hypotheses Of The Study :

The reading comprehension skill was made by each student; we used the questionnaire to investigate the critical thinking level of the students. Critical thinking was defined as an integration of three main components: ideological, cognitive-affective and behavioral. The results of the conducted study were that reading short stories play a great effect on enhancing the critical thinking of EFL students. Critical thinking development in modern college students allows successfully mastering the bases of their future profession and being prepared to live and work creatively. It is facilitated by the development of critical opinions, the ability to critically evaluate everything and the results of their own activity and the activity of their colleagues, as well as the ability to work in a team and cooperate in order to solve the set tasks. In addition; the goal of modern professional education is related to the critical thinking development in students as prospective specialists through expanding the borders of the integral education process by using information and communicative technology.

9-Synthesis of the Results

The essence of students' critical thinking development process consists of organizing the college education process such way that specific goals and tasks, content creation, methods with the use of modern education technologies, control and analysis of the reached results would serve this goal. In the present experimental work we studied critical thinking development in students. The studied process, as a part of the integrated education process in higher education, depends on the organization of the whole system of developing the readiness for the professional activity. The conducted study does not aim at exhaustive solution of the problem of students' critical thinking development; it might rather be considered as one of the possible solutions of the studied problem. The perspectives of the study include searching for new ways of improving the process of students' critical thinking development in accordance with the progressing rates of professional education development.

5-Conclusion

Research demonstrates that most EFL students lack a substantive concept of critical thinking though they mistakenly think otherwise. Thus, Critical thinking is foundational to the effective teaching of any subject, and it must be at the heart of any professional development program. In this study, the findings revealed that the two critical thinking skills were consistent among most students. It was evident that providing students with guidelines such as those associated with Bloom's (1956) Taxonomy of Learning encourages the use and development of critical thinking skills.

General Conclusion

General conclusion

The findings suggest that reading short stories was deemed as a good learning strategy for the development of critical thinking of students. This research results that pedagogy was more challenging for graduate level than secondary school students which the current trends of teaching and learning pedagogies focus upon enhancing student's critical thinking. It is essential that students have critical thinking skills of graduate students through reading comprehension in general and reading short stories in particular.

The results showed that critical thinking classification levels in Bloom's taxonomy which is a very well-known classification of learning especially analysis and synthesis meanwhile analysis is breaking down the text or problem that you are examining in order to understand each individual part, however, synthesis is combining multiple sources or ideas into a whole, in order to understand shared qualities between each individual part. Critical thinking is considered higher thinking skills such as analysis, synthesis, reason, and evaluation. In order to demonstrate critical thinking you would need to develop skills in interpreting i.e ,understanding the significance or meaning of information, analyzing and breaking information down into its parts.

The findings from empirical studies reviewed in this paper demonstrate that reading short stories can effectively enhancing critical thinking. Therefore, they are required to be included in the educational curriculum. Therefore; critical thinking skills are undoubtedly vital for the educational settings; and one of the ways to establish critical thinking skills in students can be reading literary short stories. Thus, introduce the critical thinking skills to the students, either explicitly or implicitly, and then encourage students to apply these skills to, say, solve problems, organize ideas, evaluate arguments and so forth.

Critical thinking skills can be learned at any age, depending on the cognitive development of the individuals. But teachers should take it into account that these skills must be geared to the cognitive ability of their students and at times they need to make some modifications in these skills. Also Teaching students how to think rather than what to think affords them the ability to employ the critical thinking skills to solve their problems. so ; Finally, more researches and investigations are suggested to be done about this subject using other research procedures to get more information and solutions to the proposed problems.

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Appendices

Appendices

Appendix 01

Learners' Questionnaire

The Effect of Reading Comprehension Activities on the
Development of Critical Thinking Skills

Dear students,

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

Please put a tick (✓) in the appropriate answer or give full answers. Some questions will require you to arrange the different items, while you can choose more than one answer to other questions. Do not answer how you should be, or what other people do.

Section one: Background Information:

Gender: a- Male b- Female

Class: 2nd year LMD students.

University of Ammar Thelidji -Laghout

Section two: students' reading comprehension.

Question 01:

How long have you been studying English?

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

Question 02:

Do you consider your level in English?

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

Question 03:

Do you like reading?

a- A lot b- A little c- Not at all

Question 04:

How often does your teacher encourage you to read?

a. Frequently

b. Sometimes

c. Rarely

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d. Never

Question 05:

How often do you read in English without being asked?

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

Question 06:

Your level in reading comprehension (according to your marks) is:

a- Good b- Moderate c- Weak

Question 07:

Decoding (interpreting) the exams' questions is generally:

a- Difficult b- Not difficult c- Very easy

Question 08:

How do you find the following types of exercises?

- Multiple choice a- Difficult b- Not difficult c- Very easy
- True/false a- Difficult b- Not difficult c- Very easy
- Matching a- Difficult b- Not difficult c- Very easy
- Sentence order a- Difficult b- Not difficult c- Very easy

Question 09:

What does make questions of an English exam difficult for you?

.....

Section three:

Question 01:

Does the title of a book, a text, or an article give you an idea about its content before you start reading?

a- Yes b- No

Question 02:

As you read, do you usually predict (or guess) what the writer is likely to say in the next word, sentence, paragraph, etc.?

a- Yes b- No

Question 03:

If "yes", do your predictions (guesses) always get confirmed (they are always true)?

a- Yes b- No

Question 04:

If "no", what do you do then?

a. Stop reading

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b. Change your prediction (or guess)

c. Reread what you have already read

Question 05:

Do you think prediction (guessing) is an important thinking skill?

a- Yes **b-** No

Question 06:

If yes, what do you think the importance of prediction (or guessing) for reading comprehension is? (You can tick more than one box. In this case, please rank your choices from 1 to the most important until 3 or 4 to the least important).

a. It warms you to the topic (makes the topic familiar to you before you start reading)

b. It helps you become confident (not frightened) about reading a new text

c. It saves your time

Question 07:

Do you know how to solve comprehension questions (according to your marks)?

a- Always **b-** Sometimes **c-** never

Question 08:

Does your teacher show you how to solve comprehension questions?

a- Yes **b-** No

If yes, say how:

.....

Question 09:

Does your teacher show you how to choose specific answer among different choices?

a- Yes **b-** No

Question 10:

Do you think that pupils put into practice their thinking abilities during text Comprehension?

a- Yes **b-** No

Question 11:

Would you like to add any comment or suggestion?

.....

Thank you

Appendices

Appendix 02

Pre-test

« Snow White and The Seven Dwarfs »

COMPREHENSION QUESTIONS

Write True Or False

1. ____ Snow White's stepmother is a good woman.
2. ____ The magic mirror can speak.
3. ____ The stepmother is more beautiful than Snow White.
4. ____ The servant kills Snow White in the end.
5. ____ The stepmother dies in the quicksand.

Answer The Questions

- 1-Does Snow White have a good stepmother?
- 2-Does the stepmother have a magic dress?
- 3-Who does she call to kill Snow White?
- 4-Where does the man take Snow White?
- 5-Why doesn't the man kill Snow White?
- 6-Where does the path take her?
- 7-Does she go into the cottage?
- 8-Who comes to the cottage towards sunset? What do they find on the table?
- 9-Does Snow White stay with them?

- 10- What was the end of snow white

DISCUSSION QUESTIONS

- Snow White is beloved by everyone – from the huntsman, who cannot bring himself to follow through with the Queen's orders, to the forest animals who all come to her aid when she is lost and alone, to each of the dwarfs. What is it about Snow White that you believe makes her so well loved?
- After Snow White runs away from the huntsman and into the woods she meets the forest animals and asks them what they do when things go wrong. Snow White tells them that when she smiles and sings she feels better. What do you do to make yourself feel better?
- What do Snow White and her friends, the forest creatures and the seven dwarfs, teach you about friendship? How?
- Dopey doesn't know if he can talk because he's never tried. Is there anything you don't know if you can do because you haven't yet tried? What is it and why haven't you tried?

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- The Evil Queen tried time and again to get rid of Snow White so that she might be the “fairest in the land.” Getting rid of Snow White never changed what the Queen thought of Snow White and only caused her to become more outraged and jealous when she found out Snow White was still alive. What advice would you give to the Queen about how to deal with her jealousy in a better way?
- The seven dwarfs all come together to take care of Snow White just as she helps take care of them. What can you do for someone in your community to help them, even though you may not know him or her well?.

Appendices

Appendix 03

Lesson Plan

Title: Critical Thinking Skills

Group: Second Year LMD Students.

Time : 15 minutes.

Critical Thinking: What does it mean?

Critical thinking is clear, rational, logical, and independent thinking. It's about improving thinking by analyzing, assessing and reconstructing how we think, it also means thinking in a self-regulated and self-corrective manner, it's thinking on purpose. Critical thinking is a multi-step process. It can be defined as an active, intellectual process where the individual will observe, analyze and reflect on new knowledge and integrate it into their current understanding. Critical thinking can be applied in a variety of learning platforms such as reading, written work and discussions. Critical thinking is a vital skill for any graduate to demonstrate as it is necessitated in all workplaces. During their studies, students will need to draw on critical thinking for assessments and to develop their learning. It is also necessary for students when making decisions around the choice of majors and electives or when selecting activities for skill and personal development. Critical thinking will enable students to make an informed evaluation of knowledge, developing skills as an individual learner and gradually decreasing their reliance on University resources. This type of critical thinking, when integrated with current knowledge can lead to creation of new knowledge. Critical thinking requires analytically questioning purpose, concepts and ideas, assumptions, point of view, information, inferences and conclusions.

(Process) Steps for Effective Critical Thinking :

Knowledge :for every problem, clear vision puts us on the right path to solve it, this step identifies the argument or the problem that needs to be solved. Questions should be asked to acquire a deep understanding about the problem.

Comprehension :once the problem is identified, the next step is to understand the situation and the facts aligned with it .

Application: This step continues the previous one to complete the understanding of different facts and resources required to solve the problem by building a linkage between the inform and resources.

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Analyze :once the inform is collected and linkages are built between the main problems, the situation is analyzed in order to identify the situation, the strong points, the weak points, and the challenges faced while solving the problem.

Synthesis :once the problem is fully analyzed and all related information is considered if there are number of solutions, they should be evaluated in order to find the most advantageous solution.

Take action: the final step is to build an evaluation about the problem that can be put into action.

Appendices

Appendix 04

Post-test

« The Black Cat »

COMPREHENSION QUESTIONS

Answer the following questions :

- 1-Which events happen first in Edgar Allan Poe's "The Black Cat"?
- 2-What is the plot of the short story ?
- 3-Where is the narrator writing about the events in "The Black Cat"?
- 4-in "The Black Cat," how does Poe develop the character of the narrator to create suspense?
- 5-Throughout the story "The Black Cat," how does the narrator reveal his guilt for his deeds?
- 6-Where is dramatic irony in The Black Cat and what function does it serve?
- 7-In "The Black Cat," how does the narrator describe his personality before he becomes an alcoholic?
- 8-In "The Black Cat" by Edgar Allan Poe, how do the narrator's feelings differ when he kills the cat ?
- 9-Who is the protagonist in "The Black Cat"?
- 10-How did the narrator in "The Black Cat" try to justify his sin?

DISCUSSION QUESTIONS

- Does "The Black Cat" remind you of any other stories you've read, or movies you've seen? What are the similarities and differences?
- Is this story relevant to you, and your life? Why or why not?
- How do you feel about cats? Did the story change your feelings? If so, how?
- Do you think there are two black cats, or just one?
- Does the story gives any clues as to how or by whom the fire was started? If so, what are they? If not, does this comment on the story as a whole in some significant way?