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Developing Higher Order Thinking Skills Through LMS in History Classes

Case Study Master two Students

*Dissertation submitted as a partial fulfillment for the requirements of Master
Degree in literature and civilization*

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Dedication

As two researchers, we dedicate this work to our beloved parents, our husbands and children, our brother and sisters, our relatives, and to our friends and classmates for their encouragement, endless support, precious comments, and pieces of advice, time and patience. They have been the pillar of our study. They have been with us every step of the way, through good and bad times. Thanks for all the unconditional love, guidance, and support that they have always given us.



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We are truly grateful.



Abstract

The current work endeavors to explore teachers and students' attitudes towards Learning management system, critical thinking skill, and more importantly, towards developing critical thinking skill through LMS in history teaching and learning at the department of letters and English Language at Amar thlidji Lghouat University. The main problem is that students find the memorization of dates, names and historical facts too difficult that may hinder their learning process and development. Therefore, these innovative teaching strategies and tools can help students to understand and recall the information easily and enable them to think critically. In order to carry on this research, a descriptive and analytical study has been conducted. Two different questionnaires were administrated to eight master two students and three teachers of different modules as a method of collecting data. The findings revealed that both teachers and students are aware of the need to develop critical thinking skills and stress the importance of LMS. Following the research findings, it is highly recommended to raise teachers and students' awareness about the importance of these teaching tools as well as critical thinking skills in foreign language teaching and learning that can help learners enhance their critical thinking not only in history but in all classes.

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List of Abbreviations

CTS: critical thinking skills

EFL: English as Foreign Language

ICT: Information and Communication Technology

LMD: Licence-Master-Doctorate

LMS : Learning management system

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Technology has become vital to the processes of English language learning and teaching. A person can certainly learn English apart from technology, but there's no promise that the process will be as effective and seamless as it could be if technology were utilized, even on a small scale.

Many different types of technology, new and old, support English Language Teaching (ELT). However, webinar tools are in a class of their own when it comes to promoting English language teaching. Webinar software allows instructors to interact with students around the world. In a web conference which can happen in real time, teachers and students can text chat, screen share, and see one another via web cam. The visual aspect of web conferencing can be especially helpful to English language learners since they, at least in part, attain language skills by observing an instructor's facial expressions.

LMS (Learning Management Systems) are one of the effective tools that can be used for fulfilling several of the indicated e learning features. The effectiveness of LMS can be noticed through the flexibility and availability of the content and through the students' engagement with and contribution to the subject. According to Brown (1997), collaborative learning through discussion and e-mails are also part of the effective use of LMS in teaching Brown.

1. Statement of the Problem

In a learner-centered class, students are the core of the teaching-learning process in which the teacher acts mainly as a guide and monitor his/her students' learning process and progress. That is, learners are supposed to search for information to share with their classmates the same way their teachers used to. Algerian students are supposed to be such kind of learners who depend on themselves in their journey of learning and meaning making since the adoption of the License, Master, and Doctorate (LMD) system in the Algerian universities. However, this may not be the case for the majority of Algerian English as Foreign Language (EFL) students, who still depend on their teachers when it comes to presenting the needed information and the necessary materials. In fact, those students tend to copy and paste data available on the internet without showing any effort to look for the reliability of this source of information, or even try to paraphrase or summarize such data. This can be the result of not being aware of developing their

cognitive skills, especially their ability to judge, analyze, question, or even criticize the credibility of the information, simply, to develop their critical thinking skill (CTS). The latter can be developed if students show attention towards it. Using LMS, for example, may pave the way to enhance CTS, because while using it students use their cognitive skills among which: analyzing, interpreting, inferring, etc. However, students tend to neglect using LMS and may not be aware of the existence of CTS, or if they are, they may not try to develop it. As a result, students become passive and tend to believe in whatever information presented to them, regardless of its source, i.e. be it their teachers' or the internet. Accordingly, this study stresses the importance of CTS and LMS, and aims at investigating both students and teachers' perspectives towards developing CTS through LMS. Additionally, it seeks to raise awareness about the significance of both CTS and LMS in the teaching-learning process.

2. Aims of the Study

The aims of the present research have been to create an environment for teaching programming languages using a virtual learning classroom and raising teachers/students' awareness about the importance of developing CTS like any other skill.

One of the main 21st century components that teachers want their students to use is higher-order thinking skills. This is when students use complex ways to think about what they are learning. Higher-order thinking takes thinking to a whole new level. Students using it understand higher levels rather than just memorize facts. They would have to understand the facts, infer them, and connect them to other concepts.

3. Research Questions

As it is the case before addressing any problem, there should be some questions, which inspire the researcher to conduct a particular research .Likewise; this study aims at addressing the following questions:

1. What is the importance of ICT use in developing CTS in history teaching and learning?
2. What are the opinions of teachers and students about technology integration ?

4. Research Hypotheses

Since the objective of the study is to examine the effectiveness of using LMS to develop students' higher order thinking skills, we hypothesize that:

If ICT-based activities were applied in EFL classrooms, more precisely in History classes, students would conduct better quality of learning.

5. Review of literature

The use of the learning management systems has become nearly ubiquitous in the modern college experience and essential elements of the modern college experience. Whether distance or traditional student, residential or commuter campus, undergraduate or graduate, these systems have rapidly been accepted throughout higher education. In the past ten years, online course management systems have replaced other alternative means to deliver class contents such as live satellite or closed circuit television (Falvo & Johnson, 2007). The introduction of learning management systems, along with increased computer use in the home and in business has brought an increasing number of students and teachers to the online learning environment (Falvo & Johnson, 2007). Technology as a whole, specifically learning management systems have had rapid transformations over the past 15 years. Initially introduced in the 1990s, course management systems have evolved over time into the current incarnation of learning management systems. Often times these words are still used interchangeably, but they have significant differences. Course management systems have a much more narrow focus of delivery and contents of courses. In contrast learning management systems allow for increased focus on the learning needs of the student and needs of the e-learning instructor regarding tasks (Iqbal & Qureshi, 2011). Originally these were created as simple web pages and generic content libraries, which included early innovators such as Stanford Online Web Page in a Box, and Topclass in the 1990s.

6. Data Gathering Tool

In order to investigate both teachers' and students' perspectives towards ICT, LMS, and more importantly towards developing CTS through LMS, this study opted for a quantitative method. Two questionnaires were administered to master students, and teachers at the department of Letters and English Language, Laghouat University.

7. Structure of the Dissertation

The current study is divided into three chapters in addition to a general introduction and a general conclusion. The first two chapters are devoted to the theoretical part of this study while the third one for the practical part. The first chapter tackles the first variable, that is, ICT and LMS. Hence, it provides an overview about it: its definition, features, and advantages. Moreover, it discusses its impact on education and foreign language teaching. Then, the second chapter is concerned with the second variable, which is CTS. Again, it deals with its definition, characteristics, skills and sub skills, as well as its importance and obstacles. Then, a final part sheds light on the two variables in relation to each other. In other words, how LMS can be used as a tool to enhance CTS in teaching and learning of history. Finally, a third chapter is oriented towards the practical part, which analyzes data generated from teachers and students' questionnaires. Furthermore, a space is devoted to recommendations and limitations of the research.

Chapter one

LEARNING MANAGEMENT SYSTEMES AND LANGUAGE LEARNING

Introduction

First of all, in this chapter, the concept of ICT is defined by Information and Communication Technology (ICT). We, meanwhile, look at how to implement ICT tools in education in general and foreign languages in particular, and then, we show one of the tools which is LMS (learning management system) and its definition. After that, we also focus on the features of the overage LMS and its advantages and disadvantages. Finally LMS and higher education.

1.1. information and communication technology

ICT is an abbreviation of Information and Communication Technology including a range of innovative materials plays a crucial role in our daily life. It is a broad concept embracing tools such as computers, video conference, PowerPoint, data show, projector, microphone, tablets, recorder and so on. According to Hardy (2000) stated that ICT is used to refer to “the ranges of tools and techniques relating to computer, to communication including both directed and broadcast, to information sources such as CD-ROM and the internet, and to associated technologies such as robots, video conferencing and digital TV” while UNESCO (2002) defined ICT tools as:

ICTs are composed of hardware and software tools which enable recording, obtaining Accessing ,organizing ,presenting and the use of information electronically and telecommunication tools such as telephones, faxes, modems and computers, which make possible the use and access to information.

1.2. ICT Impact on Education

Focusing on educational domain, ICT can be a new pedagogical tool that positively influences the learning and teaching environment. In turn, it can stimulate and push students over the will of learning and teachers over the will of teaching. It is the processing of information and communications in which it variously supports to present lectures and demonstrate activities in effective way. Therefore, within educational system Richey (2008) defines ICT as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and

resources”. As a result, ICT may offer an effective approach for teachers to increase their performance in teaching and it facilitates the way of learning for students as well as it may transform the classroom environment from teacher centric to student centric learning.

Emphasizing on education and ICT, Di Benedetto (2005) states that “ICT must become an integral part of the general education curriculum so that students are prepared to meet future technology challenges” while Kozma (2005) advocates a range of potential impacts that ICT can have when applied within education.

These include (a) student outcomes such as increased knowledge of school subjects, improved attitudes about learning, and the acquisition of new skills needed for a developing economy; (b) teacher and classroom outcomes such as development of teachers’ technology skills and knowledge of new pedagogical approaches, as well as improved mastery of content and attitudes toward teaching; and (c) other out comes such as increased innovativeness in schools and increased access of community members to adult education and literacy.

Approach	Technology Literacy Approach	Knowledge Deepening Approach	Knowledge Creation Approach
ICT	Teacher and students competencies related to the technology literacy approach include basic digital literacy skills along with the ability to select and use appropriate off-the-shelf educational tutorials, games, drill-and-practice, and Web	Teacher and students competencies related to the knowledge deepening approach include the ability to manage information, structure problem tasks, and integrate open-ended software tools and subject-specific Applications.	Teachers and students who show competency with the knowledge creation approach will be able to use ICT to support the Development of knowledge creation and critical thinking skills of students and create Knowledge community for students and colleagues.

Table.1.1: Approaches to ICT Education (UNESCO, 2008).

1.3.ICT and Foreign Language Teaching

The beginning of 1990 was the great step in education by introducing ICT (information communication technology) tools in foreign and second languages in which the learning became more focused on a learner than a teacher therefore learning process became more personalized and also more autonomous, more collaborative and interactive. In addition to that, ICT tools push students to be self directed and critical thinkers by allowing them to

become increasingly aware of their own abilities to remember, learn, and solve problems, and be more strategic and reflective learners.

ICT brings new opportunities to restructure the language learning/teaching settings. It opens new avenues and facilitates the use of authentic language within or out classes by increasing the students' enthusiasm and achievement. According to Houcine (2011), "No one can deny that the use of ICT has positive effects on foreign language/learning". Furthermore, ICT can conduct us to new contexts, new literacy, new genres, new identities and new pedagogic teaching methods in the field of foreign Language teaching and learning.

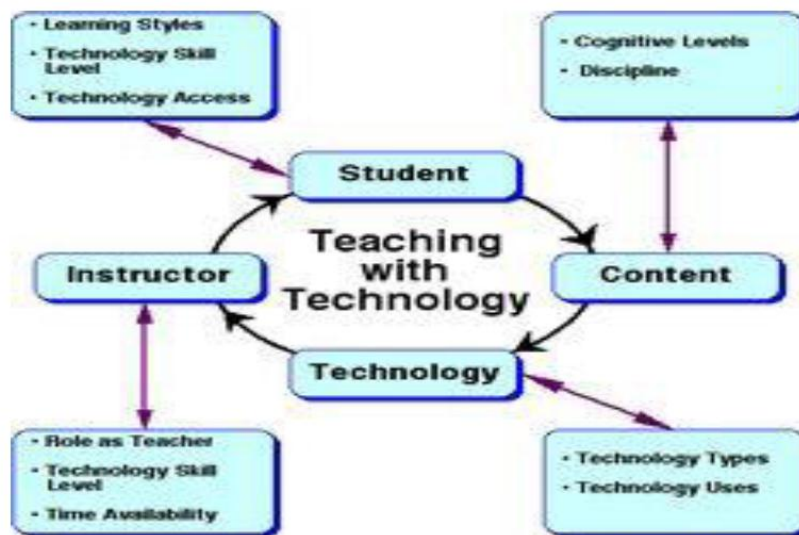


Figure 1.1: Teaching with Technology.

Nevertheless, Kramsch and Thorne (2002) stated that "learners of English as a foreign language have had unparalleled opportunities to practice English and engage with authentic real-world contexts of language use by making the most of new emerging technologies".

According to the previous quotation, we can assume that a range of ICT tools used in the field of language education are fast growing and language professionals are getting more creative and adaptive in using these new technologies in their classroom. In his examination of students' acquisition of learning strategies, Godwin-Jones (2005) stressed that "students' acceptance and use of new technologies in formal and informal language learning are also noticeably increasing".

ICT has the potential to develop Language teaching and language learning. First, it can motivate students to learn languages across institutions and outside formal educational contexts. Second, it offers opportunities for meaningful practice of language in authentic contexts by offering opportunities for maximal progress in language acquisition through responsive diagnostic and feedback systems. The third role is that ICT helps providing creative language engineering devices which give just-in-time support to a language use.

Lastly, it enables information and resource sharing between language teachers. ICT integration can lead to diversification not only in English content, contexts and pedagogical methods, but also in teaching environments. This diversification can ultimately help English teaching become more interactive, flexible, and innovative.

According to Evans and Nations (2003), “Technology integration in foreign language teaching demonstrates a shift in terms of learning theory from behavioral toward constructivist learning approach”.

1.4. ICT as a Bedagogical Tools

As a pedagogical tool in the field of education, ICT is more important for the teachers in educational environment to encourage, guide the students and give them some suggestions of useful websites for developing their language skills. At this point, many studies have indicated that the use of ICT in ESL/EFL classrooms enhance language learning in terms of promoting authentic language communication and increasing students’ interaction each other.

Emphasizing more on the pedagogical side, ICT includes various tools and systems that both teachers and students can exploit to improve teaching and learning performance. It can be classified into four categories: (1) informative tools, (2) situating tools, (3) constructive tools, and (4) communicative tools.

1.4.1. Informative Tools

Informative tools are applications which offer vast amounts of information in various formats such as text, sound, graphics or video and so on. Examples of informative tools including multimedia encyclopedias or resources available on the internet which is a huge electronic database and researchers consider it as the most significant ICT tools in e-learning environments. According to Dang (2011) ICT allows students to gain access to a huge amount of authentic materials to make English learning more enjoyable.

Knowing how to use the online resources which are available inside and outside classroom activities can enhance students' competences and performances in listening, speaking, reading, and writing. According to Kelsen (2009) claims that:

YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment”.

Briefly, students simply consider the Internet as a virtual textbook, reference library and virtual tutor for learning.

1.4.2. Situating Tools

Situating tools are systems that situate students in an environment where they may experience the context and happenings. Examples of such tools including CD-ROM, computer, data projector, sounds, video clips, animations, screen, and so on which are used within the classroom as new pedagogical materials to motivate students, attract their attention elevate their interest in learning and facilitate the instructors' teaching process.

These tools offer multimedia application which gives better opportunities for both teachers and students to enhance teaching and learning environment. A multimedia presentation topic helps students to conceptualize the ideas of the real world by integrating the theories in the practical application of real-world situations. It increases students' ability to use the conceptual tools of the discipline in authentic practice. According to Supyian (1996), “Multimedia learning creates a more dynamic, interactive, collaborative, and satisfying atmosphere”.

1.4.3. Constructive Tools

Constructive tool is a general purposeful tool to manipulate information, construct the students' knowledge or visualize their understanding. Such as tools including Microsoft Word or PowerPoint has a strong impact within the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information and so on. In learning a foreign or second language, Microsoft Word manages to help students to make correct sentences and texts as well as modern word processors include spell checking, dictionaries and grammar checkers.

Nevertheless, teachers can use the software to promote syllabi within the curriculum. For instance, PowerPoint is a graphics program packaged as part of Microsoft Office in Windows or Macintosh for the lessons' presentation. It is generally used for developing business presentations. It is very helpful in the context to increase the creativity among students in which Word processing program is the most common computer applications used as a spreadsheet in teaching and learning of English.

1.4.4. Communicative Tools

Communicative tools are systems that mediate communication between the teacher and students or among students beyond the physical barrier (either by space, time or both) of the classroom. Examples of communicative tools include email, electronic bulletin boards, chat, teleconferencing and electronic whiteboards. Synchronous communicative tools such as chat, or video conference...etc enable real-time communication, whereas communicative asynchronous tools such as e-mail and electronic whiteboard and so on in which exchange of messages between people are not 'live' but somehow delayed and this method requires more time to think before responding.

Utilization of ICT tools such as an electronic mail is increasing day by day. It is the most commonly used on the Internet. It is easy to use to it as a primarily text-based system and simple communication tool for teachers and students that allow them to go beyond physical barrier of the classroom to the virtual world.

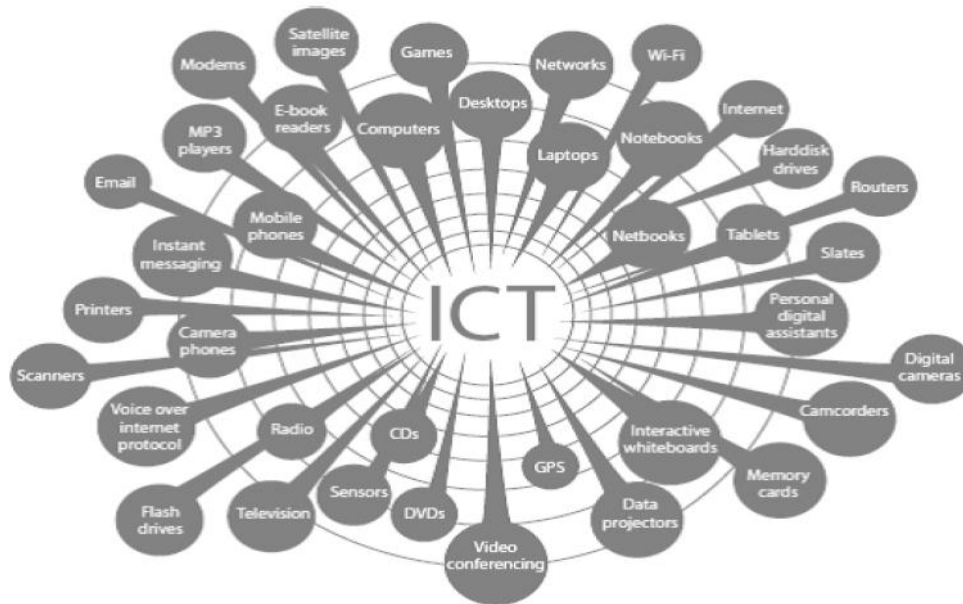


Figure 1.3: ICT Spectrum (Anderson, 2010, p 13).

1.5.Benefits and Drawbacks of ICT Tools

The use of ICT tools in education has increased in recent times and one of the many challenges English teachers facing today is to prepare their students for globalization and technological revolution. These new tools have many advantages and challenges in education in general and in foreign/second languages in particular as in the following reasons.

First, ICT has a great power to expand and give more educational opportunities for both ESL/EFL students and teachers to have equal chances to engage with authentic learning and teaching experiences.

So, ICT can realize students' efforts by giving them opportunities for the acquisition and mastery of challenging English patterns. Pino (2008) argues that "generally, ESL/EFL students do not have natural exposure to the target language out of the classroom and therefore, ICTs can facilitate exposure to the second or foreign language".

Students not only practice reading authentic texts, they can also practice listening, speaking and writing in real contexts. For example, in online settings, ESL/EFL students can chat with other students and practice many language learning activities such as asking questions, giving answers, and posting comments. They can also help each other to correct the language use and take engagement to do their assignments without a hesitation since ICT increases their full concentration in taking tasks as well as it decreases their anxiety and fear of learning foreign language by exciting their interest and love to take part in classroom activities.

Second, one distinctive characteristic of ICTs is that they can help learners to go beyond time and space. For example, Tinio (2003) argues that “teachers can use teleconferencing technologies to help students who live in different areas learn English simultaneously”. In addition, teachers and students no longer have to rely entirely on printed materials kept in libraries for their educational purposes. With the Internet, students can get access to a wide variety of learning materials anywhere and at any time.

Third, ICTs help students get access to resource persons. For instance, they can practice reading authentic texts or talk to native speakers of English and chat with friends all over the world. Tinio (2003) points out that “one of the most frequently cited a reason for using ICTs in the classroom is to prepare current students for a workplace where ICTs are everywhere”. With the use of ICT, students can get information online even without the teacher and they can stay more focused on the task given to them when using ICT devices as a pedagogical material of learning. Therefore, ICTs increase their engagement in tasks and somewhat decrease their absenteeism and also develop their cognitive and psychomotor concept thereby enabling them to integrate classroom concepts with home experience.

Fourth, with ICT tools, students can learn the language in a non-threatening way. They can be required to read or participate in reading tasks in front of others without the fear of being humiliated. Futhermore, practice English skills using ICTs in a non-threatening atmosphere can help EFL students develop their competence and performance without frustration and anxiety. Pino (2008) notes, “ICTs are advantageous because students can practice the language without embarrassment. That is, they can practice the target language as many times until they are confident in their language use”. Moreover, ICT tools can provide students with the flexibility to select their own learning materials suitable for their different interests, learning styles, and proficiencies.

Nevertheless, teachers are required to introduce flexible resource-based ways of learning which enable students' autonomy since ICTs can provide a private learning environment that can lead to students' optimal achievement where students can practice the language at their own pace without experiencing intense feelings of anxiety.

Fifth, ICT tools can provide an equal opportunity for students with different cultural backgrounds and characters, and consequently it can help lessening anxiety as well as increasing involvement in the use of language. ICTs can be a rich resource to get English language proficiency. For instance, the language teaching and language learning require a language-rich environment in which students can be regularly exposed to different skills. Therefore, ICTs can offer interesting learning activities such as clips, colorful graphics, motion pictures, video, and sound in which students can be exposed to limitless access to English lessons, PowerPoint presentations, tutorials and assessment. All of these activities usually provide immediate feedback helping students to practice authentic language use.

Although ICT has many increased advantages in our lives, it has some drawbacks on teaching and learning process. Students prefer to navigate on the Internet and engage in irrelevant activities such as chats, watching of bad movies and the likes. Even in the absence of a blended environment, students find themselves unable of doing what the teacher asks them to do. Another drawback of the use of ICT in teaching-learning process especially in the Universities where there is total students' dependency on the Internet. By this way, students will lose their autonomous and critical thinking to solve the problem given to them as well as they will become lazy to go to the library and read books and journal.

They will prefer to take knowledge and information from internet without using their own effort. This is considered as an act of plagiarism which prevents the achievement of the ultimate goals of education and human development.

1.6.The Definition of LMS:

The fast growing technologies have changed the ways of teaching and learning in educational institutions since late the 1990s (Pishva et al., 2010).

This integration between technologies and educational environment has facilitated the communication between students and teachers, but at the same time raised new challenges as well (Pishva et al., 2010).

In an educational context, e-learning platforms are also known as Learning Management Systems (LMSs) which are *“internet based, software allowing instructors to manage materials distribution, assignments, communications and other aspects of instructions for their courses”* (Abu Shawar, 2009, p. 3).

Today, LMSs have become an integral component of the educational systems in most universities and interest is increasing in hybrid approaches that blend in class and online activities (Pishva et al., 2010). A LMS is not intended to replace the traditional classroom setting, but its main role is to supplement the traditional lecture with course content that can be accessed from campus or the Internet (Landry et al., 2006). While the potential benefits of augmenting the traditional class with LMS have been recognized and discussed, what has remained largely unknown are student and teacher reactions to using a LMS as an addition to the traditional lecture (Landry et al., 2006).

Since e-learning have changed the traditional ways of teaching and learning in many fields, a lot of researches have been done in the field of e-learning.

The use of e-learning has been dominated in many educational organizations. E-learning is used even with full distance learning or as a supplement with class room education. A wide set of LMSs have been developed and used to support the e-leaning process.

“A Learning Management System is a software application for the administration, documentation, tracking, reporting and delivering by e-learning education courses or training programs.”(Ellis, Ryan, 2009).

In the field of LMSs a lot of studies have been done that focused on LMS as a tool and technology to manage and share knowledge in educational organizations (Abu Shawar, 2009). Comber et al. (2010) examined if the choice of LMS as a tool affects the learning process. For that, a personcentered blended learning course was implemented in three

different elearning solutions, namely Moodle, Fronter and CEWebS. The investigated e-learning platforms provided sufficient functionality to accomplish many of the basic tasks in the daily course routine more or less effectively (Comber et al., 2010).The research concluded that a successful implementation of a blended learning scenario was found to be dependent on the choice of an appropriate e-learning solution (Comber et al., 2010).

Likewise, Pishva et al. (2010) have recently investigated the current usage of Blackboard learning system and the way that it helps various educational institutions around the world.

The study included 19 universities and it concluded that Blackboard is indeed assisting educational institutions around the world in many different ways, including in face-to-face, blended and online education. And Blackboard will continue to dominant LMS market in addition to other open source LMS like Moodle.

1.6.1. The Importance of LMS :

With the phenomenal growth of information, increased student diversity, new learning theories and ready access to the internet, today's teachers are being presented with an opportunity to transform the learning in their classrooms from a traditional transmission model to a student-centred model. Early last century,students could successfully complete their schooling by memorising a set of static facts and figures and this knowledge often provided a sufficient foundation for them to effectively live out their lives. However, the pace of knowledge generation has accelerated to a point where it is estimated that by the year 2020, knowledge will double every 73 days (Appleberry as quoted by Gillani, 2003).

Clearly, to prepare our students to live productive lives in an ever-changing society, it is essential to equip them with the skills to become more responsible for their own learning. In order to do this, we need to adopt a student-centred approach where students can become adept at finding, analysing, organising, evaluating,internalising and presenting new information (Gillani, 2003)

LMS can provide unprecedented opportunities for this. At their best, computers can support knowledge construction, learning-by-doing, by conversing and by reflecting (Jonassen, 1999b) but managing all this in a student-centred environment is a complex task that might be made more manageable by the implementation of a LMS. LMSs are sometimes associated with distance-learning in universities but even if a classroom teacher does not want to move away from face-to-face lessons, a LMS can provide benefits in the

form of flexibility, such as offering options in selfstudy activities, extension activities, the types of learning activities available and in the monitoring of the students' achievement (Collis & Moonen, 2001).Flexibility brings with it more independence for the student but also the need for more self-direction and self-motivation. This is very empowering for many students; however, these traits are not to be found in all students at all times, and without careful management, some students can flounder.

There is a difference between delivering content and facilitating learning. When deciding whether a LMS could work in your own environment, think about the implications of using an LMS from a number of different perspectives:

- the students' learning experience
- the teachers' practices
- technology requirements, and
- the ability to maintain these resources

(adapted from McGovern & Gray, 2005)

1.6.2. the features of average LMS:

The majority of Learning Management Systems have the same general features (SUNY, 2005):

- general course organisation (including administration and record-keeping
- of student marks and absences, as well as general planning for the course)
- content (e.g., lectures, learning objects)
- delf-study (including instructions, readings, practical exercises)
- assignments
- testing
- communication (teacher-to-student, student-to-teacher, student-to-student, group-to teacher, teacher-to-group, etc.)

(Adapted from Collis & Moonen, 2001)

1.6.3. the advantage and disadvantage of LMS:

➤ **Adventage:**

- An LMS allows flexibility of access from anywhere with internet access and usually at anytime.
- Using the correct learning strategies, a LMS can motivate learners, facilitate deep processing, build the whole person, cater for individual differences, promote meaningful learning, encourage interaction, provide feedback, facilitate contextual learning and provide support during the learning process (Ally, 2004).
- A LMS can support content in many formats, e.g., multimedia, video, and text.
- Teachers can access materials anytime. Materials can be updated and students are able to see the changes immediately. Teachers are not confined to a textbook or pre-printed notes that can not be as easily modified in response to student need. Rather, the design and organisation of activities within the LMS can proceed while the course is in progress (Anderson, 2004).
- Learning Management Systems do not automatically guarantee improved teaching and learning outcomes but are shown to transform the teaching and learning process (Anderson, Baskin & Halbert, 2002) to better suit the Y Generation of learners.
- When used creatively, the role of the teacher is not diminished but there is a difference in emphasis: a move from “sage on the stage” to “guide on the side.” However, designing rich tasks capable of facilitating higher order thinking and promoting learning requires considerable knowledge and creativity (Holt & Segrave, 2003).
- It is easy to offer students a choice of activities and more individualized learning programs.
- Learning activities can be shared and/or re-used among courses. By reusing content, much time and effort in lesson preparation can be saved and the cost of developing online content is reduced (Hobbs, 2005).

➤ **Disavantage:**

- Traditionally, LMSs tend to be course-centric rather than student-centric. The way the available tools can be used is dictated by the need to re-skill teachers. At this time, an LMS does not accommodate a complete range of teaching styles nor do they provide tools for specialized pedagogical practices, e.g., audio discussion boards for foreign language teaching (SUNY, 2005). However some of the more recent versions of LMS do allow greater flexibility, e.g., MOODLE.
- Managing and administering an institution-wide LMS requires a reasonably high level of technical expertise that most classroom teachers do not possess. Therefore those who make the decisions as to what system is to be purchased and how it is implemented are often removed from classroom so only have partial views of the pedagogical implications of the final decisions made (Holt & Segrave, 2003).
- Some teaching staff have poor computer and information literacy skills and little of the information management skills needed to effectively use a LMS to support their teaching. These teachers must not only learn how to operate within these environments but also develop an informed critical perspective of their use of the LMS in teaching in a variety of modes (Weaver, Button, & Gilding, 2002).
- The technology can drive the way instruction is presented (Leflore, 2000). Often in staff training sessions, teachers were preoccupied with “driving” the LMS rather than thinking about using it effectively in their teaching (Weaver, Button, & Gilding, 2002).
- It is a challenge for many teachers to design and organise a mix of learning activities that are appropriate to student needs, teacher skills and style, and institutional technical capacity (Anderson, 2004).
- It accepted that standing at the front of a classroom lecturing is not enough to holistically educate students but the current LMSs may not be enough to achieve this either. An LMS offers the flexibility that is recognised as being important but doesn't

always provide an environment for deep learning and understanding to take place (Mellow, 2005). The types of activities and how the LMS is used will dictate this.

- It is very easy to translate existing poor teaching practices to an LMS.

- It can be difficult to establish a supportive environment such that students feel the necessary degree of comfort and safety to express their ideas in a collaborative context (Anderson, 2004). Students have commented on becoming frustrated and feeling lost in the mass and feeling isolated (Yacef, 2006).

- The proprietary software market is lacking in the competition required to stimulate new developments competitive pricing. Current customers complain the commercially available LMSs are too costly, unstable, inflexible and too clumsy for most teachers to learn and use effectively (Richardson, 2005)

- There is some research to say that online teaching leads to an increase in teacher workload (Anderson, Baskin, & Halbert, 2002).

- Using an LMS can also lead to teacher dissatisfaction (at least ambiguity) with the quality of the teaching experience (Anderson, Baskin, & Halbert, 2002). Teachers can feel less “in control” (but many would not consider this a disadvantage).

- The common alternative to a LMS, print, is accessible, comparatively low in cost; however print lacks appeal, especially when compared to multimedia (Fahy, 2004).

1.7.The impotence of LMS in higher education

Landsberger (2004) discussed LMS’s functions in higher education instruction and classified them as:

- 1) A course-organizing tool, such as a replacement to a traditional syllabus, grade books and testing tools.
- 2) A dynamic tool to facilitate the process of learning, such as synchronous and asynchronous discussion groups
- 3) A space to enhance student collaboration.

With its various functions, LMS serves different learners' characteristics, different learning styles and outcomes. Also, students can see the course syllabus to see how instructors teach courses before signing up for a course (Landsberger, 2004; Suwannathachote and Monsakul, 2007). LMS can be associated with two more major functions which is managing the course and information exchange between instructors and learner.

Hence course management is purely depends on the instructor, but information exchange gives opportunity to both learner and instructor to interact wilfully to achieve the specific learning goals and make the teaching learning process more effective and more suitable.

. Hayward (2009, cited from Adams 2011) showed LMSs through a five level of hierarchy:

- 1) Classroom management-which facilitate lecture notes or other learning aids for a particular lecture (e.g., lecturer creates a website to distribute materials).
- 2) Course management-this support to span multiple class sessions across an entire course with common objectives, adding tools for evaluation, feedback and discussion.
- 3) Curriculum management- provides meta-tools (e.g., content tagging and objective management) to handle relationships among a set of courses. These tools can be used to index a curriculum across a program or identify common attributes across courses.
- 4) Learning management-information is organized around the learner. This facilitates self-directed learning as students can choose from a variety of learning opportunities, and can progress at different rates over time depending on individual goals. Students may have a private area within the system to assemble selected resources (facilitating the use of an e-portfolio).
- 5) Community management-enables boarders to extend beyond the class, course, curriculum or the traditional campus learner and allowing for multiple learning contexts and organizations.

Conclusion

The chapter has deeply showed the benefits of ICTs in EFL classes where the teachers may use alternative methods/techniques and appropriate innovative materials to develop students 'English proficiency. It has showed different kinds of ICT components and their really positive role on students' learning behaviors in which teachers should take advantage of this undeniable fact and use it into their teaching of English because these tools are more stimulating, motivating and appealing for students.

Learning Management System provides a very authentic and structured experience of virtual learning. Without Learning Management System it would be most difficult to plan, implement and deliver the instruction and training in an effective way. the use of the LMS is not limited to online classes only. LMS has been widely used and will continue to grow in future in higher education institutions and Industries.. The uses of LMS to facilitate interaction enhance learning abilities and support higher-order learning, including problem solving, critical thinking, and collaboration skills. (Smaldino, et al, 2005; Suwannatthachote and Monsakul, 2007).

Chapter Two

***Critical Thinking Skills
through LMS in History Classes***

Introduction

Thinking critically is an ability that helps to think in an appropriate, rational, and logical manner. That is, CTS is recommended in every domain of life. More importantly in the field of education and foreign language (FL) classes specifically. Broadly speaking, foreign language learners need to develop such a skill, because during their educational career they may meet different sources of information that they are not familiar with. Thus, they need to deal with such kind of data carefully for the sake of not being influenced, misled, or brain washed by those previous sources that obviously can contradict the learners' principles and believes.

2.1. Defining Critical Thinking

The ability to think is what differentiates humans from other creatures. However, "... much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced" (Paul &Elder, 2013, p. 366). That is, unlike other creatures, human beings are gifted with the ability to think, however, their thinking is not always right, and rational i.e., not all humans are critical thinkers .Accordingly, as long as humans have minds, they are required to think, yet the ability to a critical thinker cannot be generalized to all humans.

Lau (2011) asserts that "critical thinking is thinking clearly and rationally. It involves thinking precisely and systematically and following the rules of logic and scientific reasoning, among other things" (p. 1). Expressl, critical thinking is the ability to think in an objective and organized manner, following logic, reason, and avoiding any sort of bias or fragmentation.

Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skilful thinking that is focused on deciding what to believe or do" (Schafersman, 1991, p. 3). In the same vein, (Wood, 2002) declares that critical thinking is the practice of being rational in order to distinguish between what is right and what is wrong from what we heard in daily life. Moreover, Dwyer & Rainbolt (2012) claim that "critical thinking is the skill of making decisions based on good reasons" (p.5). Therefore, being a critical thinker means being a skillful thinker who

has the ability to decide what to believe or reject. Hence, a particular decision is taken after passing through a whole process of analyzing and filtering a particular data or knowledge.

CT, then, is an important skill that needs to be recognized and developed. However, there are some people who are not aware of the existence of such skill, hence, they do accept and absorb whatever information presented to them without any attempt to know whether is it true and reliable or not. While others tend to scrutinize, ask questions, and analyze any sort of data presented to them before deciding to believe or reject it.

2.2. Characteristics of the Critical Thinker

As stated previously, CT is not a skill that is mastered by all human beings. That is, those who have such ability of thinking are distinguished by certain characteristics from other people. As a result, different researchers (Lau, 2011; Black 2012) attempt to set certain features for critical thinkers. According to Lau (2011) a critical thinker is someone who is able to formulate ideas logically and successfully. Moreover, being a critical thinker means having the ability to appraise and look for evidences before accepting or rejecting a particular assumption or hypothesis. In addition to scrutinizing things before taking a particular decision, besides the ability to defend rationally the importance of one's beliefs, ideas, and views.

Black (2012) asserts that rationality and CT are two sides of the same coin, and claims that being rational (critical) thinker requires different processes; these are the ability to analyze, evaluate, infer, and explain the significance of a particular data, argument and/or point of view. It is the ability to provide and construct rational and well-formed decisions and opinions.

To sum up, a critical thinker is someone who is able to use different critical thinking skills and sub-skills successfully and appropriately. However, to be such kind of thinker, one should be first aware of the existence of this skill, and then he should work on to develop it.

2.3.Critical Thinking Skills and Sub-skills

Researchers who are interested in CT (Faciaone, 1990; Bloom, 1956) discuss a number of skills and sub skills that are related to it. It is worth mentioning that though those researchers may differ in the number and the labeling of CT skills and sub skills, they do share the same basis and the same aims of such a skill.

2.3.1.Faciaone's Classification

According to Fciaone (1990), critical thinking skills are classified into six skills. Each skill is the umbrella of other different sub-skills, these are:

2.3.1.1.Interpretation

It is the ability to understand, explain, and clarify the meaning of different things in different situations. It involves a variety of sub skills:

2.3.1.1.1.Categorization

In order to interpret a particular material or information, the person needs first to categorize, classify, or group such information into a particular order according to specific standards in order to facilitate the process of apprehension. As (Inglebert&Pavel, 2007, p.102) define it “to formulate categories, distinctions, or frameworks to organize information to aid comprehension”.

2.3.1.1.2.Decoding significance

It is to recognize, interpret and understand the real message or meaning behind a particular piece of writing or utterance in a particular situation or about a particular manner. In other words, it involves the detection of the aims, importance, and incentives, etc. that are stated and expressed in a certain behavior, claim, or convention.

2.3.1.1.3.Clarifying meaning

It is to facilitate as much as possible any expression or intended meaning so that to avoid confusion or misunderstanding. Hunter (2013) argues that clarifying meaning is a crucial step that should be taken before determining to believe in or do something. If

not, therefore, different mistakes may occur such as trusting something that should not have been trusted, taking action that should not have been taken...etc.

2.3.1.2. Analysis

It involves the identification and evaluation of the nature of the relationship that exists between particular items, expressions, ideas, declarations, etc. and those beliefs, decisions, or views they intend to express. It involves different sub skills:

2.3.1.2.1.Examining Ideas

A careful analysis of the reasons and intentions of a particular expression, statement, or an argument are used to convey a certain message before determining whether to believe or reject it. Simply, it involves the identification of the real aim behind the implementation of a particular argument in a particular context or situation.

2.3.1.2.2.Detecting Arguments

As its name implies, it requires analyzing arguments in order to extract whether a particular argument is determined to support or oppose a particular claim i.e. to spot the set of expressions or raisons used to reinforce or reject a particular judgment, opinion, statements, etc.

2.3.1.2.3.Analyzing Arguments

According to Jackson & Newberry (2015)"...analyzing arguments is a foundational skill since you cannot begin to determine how good an argument is until you understand exactly how the argument works." (p.39). In this respect, analyzing arguments refers to a whole process of identifying and discriminating between the central idea or argument and the other sub-arguments that are used to support the main idea. In other words, it is to scrutinize and carefully examine each item of a particular argument in an attempt to understand and avoid misinterpreting it.

2.3.1.3.Evaluation

Being a critical thinker requires the ability to appraise statement, arguments, and assumptions with a view towards accepting or rejecting what has been said or written. It requires the following sub skills:

2.3.1.3.1. Assessing Claims

Refers to the process of judging and evaluating the credibility of a particular information before placing trust on it. In this sense, one cannot determine the credibility and acceptability of a particular claim or assumption without any attempt to scrutinize and evaluate it.

2.3.1.3.2. Assessing arguments

It is to judge and evaluate the strengths and weaknesses of a particular argument before taking in guaranteed its significance. In other words, it is the ability to appraise and consider whether a statement or assumption relies on strong, rational arguments or suspicious doubtful ones.

2.3.1.4. Interference

To state the appropriate elements required to reach a particular conclusion. In addition to detecting, extracting the relevant information drawn from a particular statement, claim, opinion, etc.

2.3.1.4.1 Querying Evidence

On the one hand, this sub skill seeks to formulate strong arguments to support a particular assumption or statement. On the other hand, it refers to scrutinizing and evaluating information before determining its acceptability.

2.3.1.4.2. Conjecturing Alternatives

In dealing with problems, it is needed to have plan A and B so that if the first does not work the person will shift to the alternative plan to avoid falling into troubles and stress or formulating alternative predictions and hypothesis in order to achieve a particular goal and projecting the range of possible consequences of decisions or conclusions.

2.3.1.4.3. Drawing Conclusions

It is to determine which conclusion should be taken, and which one should be rejected in a particular situation or issue i.e. it involves the act of inferring and

synthesizing the needed information form a particular conclusion from what has been said or written.

2.3.1.5.Explanation

As its name indicates, this skill requires explaining and justifying the reasons behind thinking in a particular manner or taking a particular decision or judgment. Simply, it requires providing some clarifications about the incentives that pushed a particular person to think in a particular manner or support a particular judgment.

2.3.1.5.1.Stating Results

It is “to produce accurate statements, descriptions or representations of the results of one’s reasoning activities so as to analyze, evaluate, infer from, or monitor these results” (p.18). Simply, it is to state precisely the outcomes of a particular judgment, point of view, evaluation, etc.

2.3.1.5.2.Justifying Procedures

It is to justify and explain the methods, procedures, or tools that have been used to judge, interpret or evaluate a particular claim or argument, and to explain and justify the reasons behind their use. Simply, it is to provide a good reason behind a particular interpretation or analyses of something whether to one’s self or to others.

2.3.1.5.3.Presenting Arguments

It refers to providing strong arguments behind accepting a particular claim or statement. In other words, it refers to stating logical and valuable justifications behind deciding to put trust on some claims and assumptions.

2.3.1.6.Self-Regulation

It includes one’s ability to consciously double-check oneself interpretation, evaluation or conclusion that he has been drawn before. It can be viewed also, as a kind of self-assessment, because, it requires one’s ability to question and judge one’ self-assumptions and decisions.

2.3.1.6.1. Self-Examination

It refers to the ability to monitor, check or revise oneself thinking or judgment taking into consideration possible misunderstanding or stereotypes that may hinder one's objectivity. This CT sub skill, if applied appropriately, will pave the way to avoid thinking distortion and subjectivity.

2.3.1.6.2. Self-Correction

After examining oneself, self- correction takes place, and if errors have been detected, by adjusting and rectifying those errors and the causes behind them. Thus, self-correction takes place only after examining one's self thinking.

2.3.2. Bloom's Classification

Bloom's Taxonomy (1956) divides the way people learn into three domains cognitive, affective, and psychomotor. The former is divided into different levels: higher order thinking skills (analysis, synthesis, evaluation), and lower order thinking skills (knowledge, comprehension, application). Adams (2015) summarizes the six levels of cognitive learning objectives as follows

2.3.2.1. Knowledge

It is considered as the foundational cognitive skill and requires students to retain specific different pieces of information. This skill can be assessed through the use of different tools such as multiple or short-answer questions that require students to retrieve or recognize particular information.

2.3.2.2. Comprehension

At this level, students are required to paraphrase the content of knowledge in their own words, classify items in groups, compare and contrast items with other similar entities, or explain a principle to others. Comprehension does not require the learners to simply recall a set of information, but it requires a high set of cognitive skills that help learners incorporate their existing schemas.

2.3.2.3. Application

It requires students to use knowledge, skills, or techniques in new situations. In other words, it refers to their ability to apply what has been incorporated in their schemas.

2.3.2.4. Analysis

It is the beginning of the higher levels of the taxonomy, which Adams consider as CT enter. Analysis, therefore, requires students to distinguish between what is fact and what is opinion and identify the claims upon which an argument is built. It also, requires the learners to break the information into different pieces to identify the most appropriate and needed search terms.

2.3.2.5. Synthesis

This skill entails creating a new product in a specific situation. In other words, it is the ability to combine different parts of information into something new according to what a particular situation requires.

2.3.2.6. Evaluation

It is the highest level in Bloom's Taxonomy, which requires students to critically appraise the validity of a study and judge the relevance of its results for application.

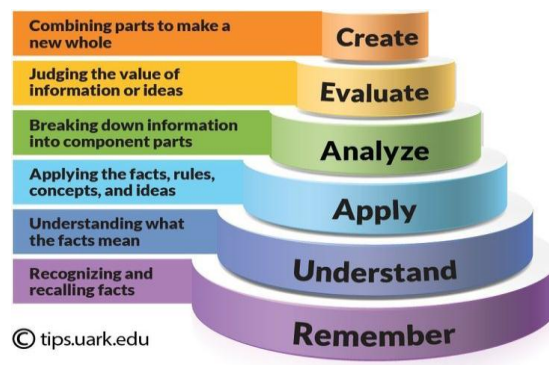


Figure 2.1: Blooms taxonomy

2.4.The Importance of Critical Thinking

CT plays a significant role in different domains of life. Bassham et al. (2011) provides a list of different domains where CT can be beneficial.

2.4.1. The Classroom

Critical thinking may play a major role in developing students' autonomy, because the basis of critical thinking is to judge, assess and scrutinize a particular information whether written or spoken before deciding to put trust on it. Thus, students who develop their critical thinking skills are less likely to depend and parrot only what their teacher say. Instead they will depend on themselves and take the responsibility of their own learning in checking and questioning the reliability of what they are exposed to.

Qing (2013) investigated the importance of CT in college English learning. In this respect, he points out that those students who think critically are more confident, self-reliant, and come out with trust worthy conclusions. The study also, suggested that English teachers are supposed to foster critical reflection by encouraging students to participate actively through new approaches.

Snavi & Tarighat (2014) hold another study that aims at investigating the impact of teaching CTS on speaking proficiency of Iranian EFL learners in Tehran. The findings indicated that raising CT awareness explicitly has a significantly positive impact on the speaking proficiency of female Iranian adult intermediate EFL learners.

2.4.2. The Work Place

Nowadays, what really matters for employers is not the extent to which a particular employee is highly specialized in a particular domain or job, but what is important is the extent to which such employee possesses critical or good thinking skills because employees who have such skills tend to be more contributive with their creative ideas, analytical evaluations, and effective communication to their companies or any other place of work.

2.4.3. In Life

Bassham et.al. (2011) provide three different ways in our lives in which critical thinking plays a major role. First, it helps people avoid taking wrong decisions in their daily or personal lives, because sometimes they tend to take some decisions or perform action that they recognize later that they were too ambitious and irrational.

Critical thinking then may keep them away from falling in such mistakes by critically and logically analyze any decision before taking it. Second, they argue that critical thinking helps promoting democracy, arguing that poor thinking is the major sources of today's issues. Third, they believe that developing critical thinking skills is important for humans' own personal life. Simply, because most of human beings tend to build and accept different prejudices and stereotypes due to their tendency to accept what they are told without questioning its reliability.

2.5. History Teaching

In EFL classes, especially in civilization classrooms teachers use the lecture method while teaching British and American history. This kind of conventional classes may cause the failure of learning history because students can lose their focus. As a result they may find history classes too difficult, hard, and sometimes boring. Thereby history teachers should be aware of the necessity of technology integration to enhance and facilitate teaching and learning history.

2.5.1. Making connections between the past and the present

A powerful asset of ICT use in particular is the facility with which the past can be connected to the present. There is an abundance of materials which provide links between current day problems and issues, and the historical perspectives on them which are the substance of history teaching. There are still students who think that history is boring, useless, and of no relevance to their lives. One of the key challenges to history teachers is 'how to demonstrate the relevance of history to the present in a sufficiently convincing manner to gain the interest of the students.' (Burston and Green, 1962:9). Using the resources of the internet to link the past to the present can be a way of persuading students that history is vital and relevant to their lives, and escaping from which Ball (1993) terms 'the curriculum of the dead.'

It is asserted that much material found on the internet consists of interpretations of history, consciously reflecting on the past in particular ways. Providing students with the tools to question and challenge interpretations, as well as original sources, is an important component of school history. In which History helps students to use their reason as well as their memories, and to develop their critical thinking skills in a

situation where there cannot be a provably right answer. Moreover, it helps students to understand that there is a range of questions - on which there is no single right answer - where opinions have to be tolerated but need to be subjected to the test of evidence and argument.

Another important function of ICT in the history classroom was to act as a powerful medium for the teaching of history itself. Teachers of history need to select material to use through the medium of ICT that leaves a lasting impact; material that forms what Ben Walsh describes as 'a powerful learning package'. The teachers' skill in selecting and blending series of powerful clips and images together is more important than advanced knowledge of the technology itself.

2.6. Developing CTS through LMS

Critical thinking is a mental process that requires the use of different cognitive and metacognitive skills when dealing with a particular piece of information. This skill, however, is not innate. In other words, human beings are not born with the ability to think critically. Accordingly, being a critical thinker goes through different stages and needs some means to reach such kind of thinking. LMS is regarded as a tool to develop critical thinking skill, but how? And why?

First of all, there is no time pressure, students decide on when and where a course will be taken, study at their own space, plus they have more time to think. Secondly, online discussions are more effective than those inside the classroom walls as students are comfortable in expressing their ideas and thoughts without fear of being criticized.

Thirdly, LMS reporting enables teachers to capture the data that traditional learning cannot present, such as how many times students logged into a course for better results.

Thus, using Learning Management System tools helps students to develop an ability to think critically use gained knowledge and expertise, teachers can engage students in the process of education, generate communication skills, improve teaching effects, and improve teacher students interaction.

2.7.Barriers to Critical Thinking

CT is an important skill that people need to develop. Its importance ranges from personal life to professional and educational domains. However, there are different obstacles that hinder reaching that aim i.e. to be a critical thinker is not an easy task. Bassham et al. (2011) provided different hindrance of CT.

2.7.1.Egocentrism

This obstacle is associated to the tendency to see reality as centered and based only on oneself. Thus, Egocentrics are those who tend to prioritize their own interests, points of view and beliefs as being true and better than those of others. This kind of people are likely to be subjective, prejudiced and biased. Egocentrism is of two types:

2.7.1.1.Self-interested Thinking

It refers to the tendency to accept and support only those beliefs and arguments that serve one's self-interest. Therefore, self-interested thinkers are narrow-minded in the sense that they see reality from what interested them and goes hand in hand with their own beliefs and opinions. Their reasoning is based on the idea that what serves and benefits the one's self is true and good. This kind of thinking is a major obstacle towards critical thinking, because being a critical thinker means having the ability to reason logically and selflessly.

2.7.1.2.Self-serving bias

It is the tendency to overestimate or value oneself, and to perceive oneself as superior to others. In other words, it is to see yourself better than what actually you are. Although, it is good to value oneself, but being overconfident may negatively affect one's objectivity, because, it makes people rigid, less likely to improve and recognize their strengths and weaknesses.

2.7.2.Unwarranted Assumptions and Stereotypes

Unwarranted assumption is to believe that something is true without reasonable or logical evidence. In other words, it is to believe in things without any attempt to check their reliability, and validity. Among its types is a stereotype which refers to the tendency to form opinions based on particularities rather i.e. to generate things on the basis of small minority. As a result, such kind of assumption hinders critical thinking because it is based on unreasonable, unanalytical and irrational arguments and beliefs.

2.7.3.Self-focusing

It is the tendency of human beings to think only about their needs and benefits. However, to be a critical thinker someone needs to avoid such tendency and try to understand others views and opinions that are different from one's self (Hansen, 2012).

2.8.Misunderstanding What is Meant by Criticism

Certain people think that criticism is mainly about stating negative aspects, as a result, they fail to make accurate analysis when they are required to do so, as they are not aware that criticism is both negative and positive (Cottrell, 2017).

Conclusion

Some researchers label CTS as the twenty-first century skill, this indicates the extent to which this skill is important and needs recognition. This chapter was devoted to discuss the notion of CT skill. It started by stating some definitions that were provided by different researchers, it stated some features that characterized critical thinker. Next, it introduced those skills and subs kills underlying the CT skill. Moreover it provided some important aspects related to this skill in different domains. Moving later it provided the impact of using technology (LMS) to develop CTS in teaching and learning history. Finally, it provided some obstacles to CTS.

Chapter Three :
Data Analysis
and
Interpretation

Introduction

This chapter is devoted to the practical part of this study, which aims at presenting and analyzing teachers as well as students' perceptions about LMS and its impact on the development of critical thinking skill. Therefore, two questionnaires are administered to both teachers and students in order to achieve the aims of this research. The first part of this chapter deals with the analysis of students' questionnaire, whereas, the second part is oriented towards the analysis of teachers' questionnaire.

3.1. Research Design

To answer the two questions of the research work, this study follows a descriptive research design to collect both quantitative and qualitative data.

Descriptive study is used to describe the features of individuals, groups, situations, statuses, and phenomena. Also, it clarifies the relationship between elements. It tends to depict the existed situations as they are (Dulock, 1993, p.154).

Hence, this research is descriptive and analytical because of many reasons. The first is that this research aims to answer the "what" as the descriptive study is concerned too. Also, taking the opinion of the teachers and students and their attitudes toward using LMS in history classes is the track to choose the descriptive study as method of research. And the most important reason is that this research starts from observing history classrooms including the methods used and the way of teaching, moving to describe and analyse the situation. Thus, it is compulsory to conduct this research through a descriptive and analytical method that can depict the situation as it is.

3.2. Data Collection

Using questionnaire as a gathering data can be obtained for both qualitative and quantitative data. The analysis of quantitative data is represented in a statics form. In qualitative data refer to those open questions that can give the opportunity for expressing ideas feelings, and experiences (Mcleod, 2018, para.5)

3.3. Description of Questionnaire

A questionnaire is a data-gathering tool, which is designed to extract specific information. It has many forms such as telephone , computer , or face to face forms (McLeod, 2018,para.1) The first questionnaire used in this study is distributed to third year master students to investigate their perceptions about the impact of LMS on the development of CTS.

3.3.1. Population and Sample

The first population of the present study is concerned with Master two students at the department of Letters and English Language at Amar Thelidji University who enrolled for the academic year 2019-2020. The aim behind this selection is that students at that level have studied civilization or history during three years and may encounter different methods of teaching. Thus, they may provide consistent and helpful data. The second population of the study is administrated to teachers of civilization.

3.3.2. Analysis of the Results

During the research period we encountered a group of obstacles, among them the social divergence, which prevented us from conducting interviews with the studied community to take samples from the universities, which limited our effort. All this made us go to social networking sites, so it was contrary to our expectations, and we found results in it very satisfactory, and this is due to the complete, easy and rapid use of these methods that helped us to complete our survey

3.4. Section one: learning management system and language learning

3.4.1. Analysis of Students' Questionnaire:

The correlation analysis did not take into account the independent variables such as gender, age. In addition, the analysis of individual questionnaire could not be linked to individual interviewee because of questionnaire responses' difficulty and students' intermediate level. Therefore, for the sake of analyzing the results, there was a need of software to calculate the frequency's figures and percentages, the analysis relied to a mathematical equation in which the participants represented 100% (30 participants). The

result was done by multiplying the number of the possible answers on 100% then divided on the number of participants.

- **Question 01: Are you familiar with ICT use?**

Responses	Yes	No	Total
Number	6	1	8
Percentage	75%	12.5%	100%

Table 3.1: Students’ familiarity with ICT

The objective behind this question was to know participants’ general concept about ICT means. We can confirm from the answers of the question 01 that the majority of master two students 75% are familiar with the ICT tools. This is strong sign that students already have background knowledge about ICT Instruments.

- **Question 02: Do you think that knowing how to use LMS is essential for your learning?**

Responses	yes	no	total
Number	5	3	8
Percentage	62.5%	37.5%	100%

Table 3.2: The Importance of LMS in Learning

The results from question 02 show that 62.5% of students were positive towards knowing how to use LMS for learning English while 37.5% of responses of the participants their points of view were negative. This indicates that the majority of students know that ICT use has a great impact on their learning process.

• **Question 03: Do you enjoy using ICT during the English lessons?**

Responses	agree	disagree	undecided	total
Number	4	2	2	8
Percentage	50%	25%	25%	100%

Table 3.3: Students’ Enjoyment of Using ICTs

This question aimed at determining whether respondents were enjoying using LMS. From **table 3.3** above, the totality of 4 responses representing 50% were positive towards using ICT tools during the classroom lessons; except two of students who represent 25% were negative while two of them who represent 25% answers were undecided. The students who answered positively explained:

- It facilitates and makes our studies easier.
- It facilitates the way of communication.
- It helps me to understand and follow the lessons better.
- It can be best way to know and discover new things.
- It is important in our daily life.
- ICT is a powerful communication tool.

• **Question 04: Do you pay more attention when lessons involve the LMS use?**

Responses	yes	no	total
Number	6	2	8
Percentage	75%	25%	100%

Table 3.4: Students’ concentration on LMS

The results of the **Table 3.4** above show that 75% of students pay more attention when lessons involve the use of LMS. The majority of students 6 answered “yes” while only two of them representing a percentage of 25% answered “no”. This indicates that students are

really motivated to learn English by using the ICT tools in their learning and teaching process. The students who answered positively explained:

- It makes the course more attractive.
- It clarifies things through pictures, drawing and video clips.
- It increases students’ concentration and engagement.

• **Question 05: Are you more motivated to learn if you get to use LMS during the lessons?**

Responses	positive	neutral	negative	total
Number	5	2	1	8
Percentage	62.5%	25%	12.5%	100%

Table 3.5: Students’ Motivation in using LMS

When asking the participants *if they are more motivated if they get to use LMS during the lessons*, the majority of 5 students who represent 62.5% answered “yes” while only 2 of them representing a percentage of 25% answered “no” and two students who represent 12.5% their answers were neutral. This indicates that students are really motivated to learn English by using the LMS in their educational environment.

The 5 students’ responses were answered as follow:

- It makes the course more attractive.
- It clarifies things through pictures, drawing and video clips.
- It increases students’ motivation and engagement.

The 02 students who answered negatively did not explain their points of view.

- **Question 06: Do you prefer a computer and print for doing homework’s projects or using pen and paper?**

Responses	positive	neutral	negative	total
Number	7	0	1	8
Percentage	87.5%	0%	12.5%	100%

Table 3.6: Students’ Tendency towards LMS

The results from **the Table 3.6** above show that 87.5% of students were positive towards using a computer and print for doing their homework’s projects instead of pen and paper. This indicates that the majority of students find ICT instruments more efficient and effective in their learning. 1student claimed that “it is a best and easy way to accelerate the tasks, save time and the work will be more legible, designed and organized”. As conclusion, we can affirm that students are less fun when they have to write their homework by using a pen and a paper.

3.4.2. Analysis of Teachers’ Questionnaire

The questionnaire was addressed to three EFL teachers of AMAR THELIDJI University, but we had the opportunity just to e-mail only three teachers, because of the Quarantine they are two females and one male. It was designed to know their impressions about how they evaluate their EFL students’ language skills by using LMS equipments as a new pedagogical teaching material during the lectures’ presentation.

- **Question 01: In your own opinion, how do you view the use of ICTs at the department of foreign languages, section of English in LAGHOAT UNIVERSITY?**

Focusing on an interview, three EFL teachers answered that the ICT tool has a potential positive efficiency on learning and teaching process in which its insertion in our department is obligatory in order to improve students’ English skills. As result, teachers’ interview illustrated their point of views: The first participant answered that “the ICT is neglected and needs more attention, training and practice to be used properly and

purposefully” while the second participant asserted that “nowadays, the ICT is more than a necessity; it is time to think to the efficient ICT insertion in our department”. According to the third participant, “there is no doubt that the use of ICTs can improve the quality of learning” All the teachers have noticed during their courses that students are very involved in class each time they use ICTs.

- **Question 02: what are the attitudes and perceptions of EFL teachers toward the impact of LMS in education?**

Teachers are the most important role in education. In fact, their attitudes and willingness towards the use of LMS into EFL classroom are key factor for the success of the ICT integration in EFL classroom and teaching process. From the interview, the responses of Three EFL teachers are approximately the same. They asserted that the use of LMS has a positive impact on education. However, its impact is highly dependent and related to the way it is- used.

- **Question 03: According to you, what are the advantages and disadvantages of using LMS in classes?**

The majority of respondents had consensus that LMS use has the advantages and disadvantages, but these disadvantages are less compared with their increased advantages daily in our lives. The following quotations illustrate the prospective EFL teachers’ view on the advantages and disadvantages of LMS in teaching and learning environment:

The first and third participant shared the same opinion and assumed that LMS help students to understand better the lesson and develop their creative skills.

- **Question 04: what are the factors that inhibit LMS utilization by students-teachers?**

In response to this question, the interview clearly revealed that various factors influence EFL teachers’ use of in LMS their classroom, especially with the old generation. The first participant stressed that “the cause is refers to untrained teachers in using ICT tools and lack of technological equipments”. The second participant claims that “the classroom conditions (non-equipped small rooms, dirt, full fronted sitting, overcrowded class, electricity problems, and unavailability of materials” while the third participant have the same point of view. he has asserted that “some teachers’ illiteracy in ICT use” is the main factors that prevent its efficient use in our classrooms.

➤ **Discussion and Interpretation of the Main Results:**

The main results related to the EFL students’ and teachers’ questionnaire unveiled that the use of ICT has a positive influence on students’ achievement, motivation and learning process. Thus, we can confirm despite classrooms give a face-to-face learning, but the installation of ICT equipment such as web-based tools and other blended technologies positively influence students’ learning situation. Classrooms with ICT learning materials whether completely online or not, can produce stronger learning outcomes and motivation than learning face-to-face alone.

3.5. Section two: Critical Thinking and LMS

3.5.1. Students Questionnaire

- **Question 01: Are you aware of the existence of critical thinking skill?**

Responses	yes	no	total
Number	6	2	8
Percentage	75%	25%	100%

Table 3.7: Students’ Views about the Existence of CTS

As displayed in table 3.7, 75% indicated that they are aware of the existence of critical thinking skill, whereas, 25% stated that they are not conscious about its existence. This entails that the majority of students are knowledgeable about what does critical thinking mean. This awareness will probably help them to develop this skill if they decide to do so.

- **Question 02: Do you think that developing such a skill would help you to become a self-sufficient learner?**

Responses	yes	no	Not sure	total
Number	6	0	2	8
Percentage	75%	0%	25%	100%

Table 3.8: Students’ Perception about Raising Their Autonomy through CTS

The results show that the majority of the sample (75%) considers developing critical thinking skill as an essential step to be self-sufficient learners. While (25%) of them were not sure about this.

Students, who opted for yes, have justified their answers. Some of them indicated that developing critical thinking skill would help them to be self-sufficient learners in the sense that it raises their self-confidence, so they will trust more their capabilities in a learner centered approach. Additionally, others claimed that developing such skill will encourage them not to depend only on what their teachers say, but they will take an active part in the process of their learning. In other words, they will change their situation from being only receivers of information to being active learners who tend to analyze, scrutinize, and evaluate things before taking them for granted. Moreover, some respondents argued that being critical thinkers would help them to rely on themselves when dealing with difficult situations through developing the skill of problem solving. Therefore, the previous results may suggest that students have a positive attitude towards developing the CTS, and may also imply the need of the advanced level learners to become responsible for their own learning.

Students, who were not sure, whether developing critical thinking skill would help them to become self-sufficient learners or not, one of them justified his answer and he indicated that there are other skills that are needed to be developed like reading, writing, and speaking. While the other one stated that critical thinking skill is a difficult skill and not everyone can be such kind of thinker, so according to them it is better to find other ways to develop autonomy. These results may indicate that learners believe that being autonomous does not necessitate CTS. Because, if learners are not critical thinkers this does not confirm that they are passive students. However, learners should be aware of the point that being a critical thinker means being able not to accept things without any proofs or analysis, and the same is true for autonomous learners.

• **Question 03: Do you think that LMS can develop your critical thinking skill**

Responses	yes	no	Not sure	total
Number	6	0	2	8
Percentage	75%	0%	25%	100%

Table 3.9: Students’ views about the Use of Reading to Enhance CTS

75% of the participants indicated that critical thinking can be developed through LMS. Thus, through LMS one may develop one’s cognitive and metacognitive skills such as CTS. However, 25% of the respondents were not sure about the idea that LMS can foster critical thinking skill.

Among those who were not sure of whether LMS can foster critical thinking skill or not, only one of them justified his answers. They argued that developing critical thinking skill through LMS is only possible if the learner has the intention of enhancing critical thinking skill otherwise it will not be developed.

• **Question 04: According to you, what are the other benefits of teaching history through LMS?**

According to this question, students have the chance to add other strengths of LMS method besides the memorable aspect.

- ✓ **Student one:** “It makes students living the story and it helps in consolidating the given information. It takes us from the present to the past as if we are living the moment.”
- ✓ **Student two:** “it helps interaction between students and teacher and get involved in the lesson.”
- ✓ **Student three:** “one of the most benefits of LMS is motivation.”

From the answers above, students add other advantages of LMS in classroom as a teaching and learning method .They add benefits like motivation, fluency, interaction, self confidence...etc.

➤ **Discussion**

The analysis of students’ questionnaire fits the purpose of LMS impact on teaching and learning in general and history class in specific.

In section two students’ indicates that they encourage the idea of technology integration. They consider LMS as an effective method to understand history and memorize events.

3.5.2. Teachers’ Questionnaire

The following part provides and analysis of the results obtained from teachers’ Questionnaire

• **Question 01: How long have you been teaching English?**

Responses	4-9 years	10-14 years	16-33 years	total
Number	2	1	0	3
Percentage	66.66%	33.33%	0%	100%

Table 3.10: Teachers’ Teaching Experience

As shown in **table 3.10**, over half of the respondents 66.66% claimed that they have been teaching from four to nine years. The percent number 33.33% represented those teachers who have an experience of teaching English from 10-14 years. No one 0% reported that their teaching experience ranges from 16-33 years. The results indicate that the majority of teachers have been teaching English for more than four years. This implies that the majorities of them have a reasonable experience in teaching and may indicate that they have a wise view towards the process of teaching and learning in terms of students’ needs, adequacies, strengths, and performances.

• Question 02: Are you aware of the existence of CTS?

Responses	yes	no	total
Number	2	1	3
Percentage	66.66%	33.33%	100%

Table 3.11: Students’ views about the Use of LMS to Enhance CTS

The overwhelming majority of the respondents 66.66% stated that they are aware of the existence of critical thinking skill. Only one teacher claimed that he is not aware of this skill. For those who opted for yes, they were required to define critical thinking skill. Among the 2 teachers who claimed that they are aware of the existence of critical thinking skill, they defined this skill. The following are some definitions provided by those teachers:

- ✓ “The ability to respond to and evaluate a given material, or the ability to extract and infer information that is not stated explicitly”.
- ✓ “It is the ability of individuals to take charge of their own thinking and develop appropriate criteria and standards for analyzing and evaluating their own thinking”.
- ✓ “It is the ability to analyze, reason, infer, deduce, and induce anything before believe in it”.

According to the previous definitions and the other definitions, it appears that the questioned teachers are conscious and knowledgeable about the CTS. As all the definitions, evaluating, synthesizing... etc.

- **Question 03: Do you encourage your students to develop their critical thinking skill?**

Responses	yes	no	total
Number	2	1	3
Percentage	66.66%	33.33%	100%

Table 3.12: Encouraging Students to Develop their Critical Thinking Skill

According to table3.12, 66.66% of the sample reported that they encourage their students to develop their critical thinking skill. This implies that teachers do value this skill and consider it important as the other skills that should be developed by their students. A small number 33.33% indicated that they do not do so. This may indicate that these teachers expect their students to be aware of this skill, especially at that level of education.

- **Question 04: To what extent do you think that developing students’ critical thinking skill would help them enhance their academic achievements?**

Responses	Very important	important	Not important	total
Number	2	1	0	3
Percentage	66.66%	33.33%	00%	100%

Table 3.13: The Importance of Developing Students’ Critical Thinking Skill

66.66% of the respondents argued that developing students’ critical thinking skill to enhance their academic achievements is very important, while, 33.33% indicated that it is important. In fact, critical thinking skill is important in the sense that it helps students to take part in the learning process, because if they are critical thinkers they will try to understand things around them through asking questions, evaluating, and criticizing what they are learning. Instead of just entering the classroom and staying silent writing down whatever said by their teachers or mates. In other words, developing the CTS would enhance their academic achievements. The percent number 0 represent both those who did

not answer the question and those who claimed that developing students' critical thinking skill is not important for students to enhance their academic achievements.

In response to this question some teachers who opted for yes provided some justifications, one of them indicated that "this skill does not help only in academic life, but in everyday life too". Another one added "students will be able to distinguish between common ideas (which are mostly fake) and reliable trustworthy one". Moreover, another teacher said, "it goes without saying that this skill will help students to transfer it to their professional and personal lives- the ultimate goal". From these responses, one may say that critical thinking skill is not important only in the academic field, but also in everyday life. Thus, developing it is of an ultimate importance. This implies that whether being a student or not, developing this skill is a crucial step for a better understanding the world around us.

➤ **Discussion**

The teachers' questionnaire shows that nearly all the questioned teachers have a magister degree, with a considerable experience in teaching EFL, which is ranged from 4 and 16 years. This indicates that these teachers are experienced enough to provide a considerable answers and suggestions that would help to enrich the topic under investigation.

This questionnaire demonstrates that the overwhelming majority of teachers are aware of the existence of CTS, and only one teacher denied that. This result may indicate that teachers' awareness of this skill would lead them to raise students' awareness about it as well.

The results highlight the extent to which teachers argue that CTS is important for students. The most important results in relation to the topic under investigation are when the overwhelming majority revealed that they have a positive attitude towards developing CTS through reading.

Conclusion

In the current chapter, the researchers have attempted to analyze, present and discuss the findings of the main data gathered through two different research tools. First, findings of students' questionnaires were discussed. Then, an analysis of the data gathered from the teachers' questionnaire was presented. It was revealed that ICT is an important strategy that teachers should follow to improve their students' language skills and improve their

teaching. The results also indicated their positive attitudes towards developing critical thinking skills through LMS.

The findings extracted from students' questionnaire showed that students should work to develop their CTS, their teachers as well would implement more strategies that focus on both skills i.e. LMS and CT .To sum up, the final results of this study have confirmed the hypothesis which assume that teachers as well as students have positive attitude towards developing CTS through LMS.

As a conclusion, this chapter tends to give the analysis and interpretation of teachers and students' questionnaire. This tool of data collection looks for the effects of LMS use in history courses. Therefore, the results of the questionnaire are too close with the hypotheses of using strategies like LMS that facilitates history teaching and learning in which history comes alive and remembered. Generally, teachers and students' responses are positive toward the memorable lessons that can be promoted through LMS use.

GENERAL CONCLUSION

General Conclusion

The main reason behind this research study was to investigate whether information and communication technologies (ICT) motivate students to learn English as a foreign language and whether teachers accept it as a new approach in teaching compared to other approaches already used in order to highlight the importance of higher order thinking skills mainly in history classes and EFL, particularly in the department of English at Amar Thlidji University, Laghouat. The study case was for approving or disapproving the previous hypotheses about teachers and students' attitudes towards the use of LMS as a tool to motivate and engage students to do the tasks in a long period without feeling bored, and if ICT has a significant impact on teaching/learning process in history classes and all classes, more importantly, the need to develop students' critical thinking skills for better understanding and better quality of learning.

To clearly understand all the above tasks, the research started first by dealing with a general overview of using ICT and LMS as a new pedagogical tool in the teaching/learning process in EFL and history classes, after that, the researchers gave a detailed description of implementing technological equipment in Algerian Education that develop a critical thinking strategy, the research methodology, sample population, and the research instruments that are utilized in the study. Moreover, it reviewed the analysis of data obtained from students' questionnaire, then a full discussion as well as interpretation of the major results. Finally, in the last chapter, the researchers stated some recommendations and implications related to the importance of applying ICTs as a teaching tool in progressing EFL students' English.

Based on the results drawn from this case study, researchers confirmed the worth of using ICT as a new pedagogical tool in the EFL and history classrooms. By answering the research questions, it was found that EFL student' motivation increases when lessons are presented through ICT devices which indicated that learning English through these tools can be beneficial to develop critical thinking which is a very important reason for students to do their tasks with a great success.

Secondly, EFL students' tendency towards using ICT tools during lessons presentation was more positive which showed that it is necessary to integrate these tools in the classroom. Finally, the results have shown that EFL students enjoyed using the ICT materials with a high level of self-confidence and less anxiety.

The present research highlighted that there was a significant role of ICT on developing CTS in English language inside and outside the classroom and its positive impact on students' tasks. It seemed to be a good solution and an alternative way to avoid the failure and difficulties that face EFL students when learning English in different contexts. We strongly emphasize the use of ICT equipment as a key factor in developing students' critical thinking skills and English abilities. Thus, both teachers and students of English should work together to carry out a successful insertion of ICT in class. Teachers should take benefits of this fact and integrate it into their teaching of English since ICT is exists and attracts the students' attention. Moreover, ICT influences more senses of students' physical appearance and it expands their memory capacity to remember events, dates, and things by easy way. It can also improve more language skills and increase students' consciousness.

To sum up, this dissertation has concluded that both EFL teachers and students should have be aware of the importance of ICT in teaching and learning process as an effective tool to develop critical thinking skills inside and outside the educational environment. It allows increasing the volume of activities and the students' participation during the lectures. It gives them the opportunity to be in touch with native speakers. Thus, the integration of ICTs in the classroom appears to be necessary for EFL teachers and students who are obliged to be aware of the use of these techniques to achieve successful learning results. What is more certain when this tool is used connectedly and perfectly is that it can raise students' motivation, and therefore help teachers to make their jobs more efficiently and meet their ultimate aims.

We may be aware that our research may have different limitations. The first is time constraint because of pandemic COVID-19, which makes it very hard to do the research in an appropriate way. In other words, this research would have been better conducted if the time allotted for it was quite larger than it was. The second limitation is the scope of the study, as its focus was on limited number of students, and a limited number of teachers.

Thus, its results cannot be generalized. Moreover, other obstacles that have hindered this study were the lack of printed data at the level of the University's library. Thus, the researcher depended much more on online e-books that were not available as pdf formats – to be printed-, nor they could be saved to be read off line. Consequently, it was very hard to read from such sources. Therefore, to achieve better results on the same topic further research is highly recommended. However, they should implement other tools of gathering data, most importantly experiments. The sample also needs to be extended to seek generalizations of the research findings. Other studies should be done to stress more the importance of developing CTS on EFL learners.

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Appendices

developing critical thinking skills through LMS in history class

*Obligatoire

Students' Questionnaire

Are you aware of the existence of critical thinking skill? *

- Yes
- No

Do you think that developing such a skill would help you to become a self-sufficient learner? *

- Yes
- Not sure
- No

Do you think that LMS can develop your critical thinking skill? *

- Yes
- Not sure
- No

According to you, what are the other benefits of teaching history through LMS? *

Votre réponse



Learning management system and language learning

*Obligatoire

Students' Questionnaire

Are you familiar with ICT use? *

- Yes
- No

Do you think that knowing how to use LMS is essential for your learning? *

- Yes
- No

Do you enjoy using ICT during English lessons? *

- Agree
- Disagree
- Undecided

Do you pay more attention when lessons involve the LMS use? *

- Yes
- No



Are you more motivated to learn if you get to use LMS during the lessons? *

- Positive
- neutral
- negative

Do you prefer a computer and print for doing homework's projects or using pen and paper? *

- computer and print
- pen and paper
- Both

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developing critical thinking skills through LMS in history class

*Obligatoire

Teachers' Questionnaire

How long have you been teaching English? *

Votre réponse

Are you aware of the existence of CTS? *

Yes

No

Do you encourage your students to develop their critical thinking skill? *

Yes

No

To what extent do you think that developing students' critical thinking skill would help them enhance their academic achievements? *

Very important

Important

A little

Not important



Learning management system and language learning

*Obligatoire

Teachers' Questionnaire

In your own opinion, how do you view the use of ICTs at the department of foreign languages, section of English in LAGHOUAT UNIVERSITY? *

Votre réponse

what are the attitudes and perceptions of EFL teachers toward the impact of LMS in education? *

Votre réponse

According to you, what are the advantages and disadvantages of using LMS in classes? *

Votre réponse

what are the factors that inhibit LMS utilization by students-teachers? *

Votre réponse

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