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**An Exploration into Teachers' Role in
Developing EFL Learner Critical Thinking**
The Case of 2nd year Master Students at the Department of English

*Dissertation submitted to the Department of English as a partial fulfilment
of the requirements for the degree of Master in Language Studies*

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Dedications

To those who sparked my eagerness and interest to learn and wonder:my parents.
To all my friends and family members wherever they are.

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Abstract

Numerous countries around the world started improvements in their educational systems to face the obstacles and the requirements of an increasingly globalized world. Thus, new skills and competencies are required including critical thinking which started to gain momentum recently. The purpose of this work is therefore to explore if EFL learners are equipped with such skills, and whether EFL teachers are playing an effective role in increasing their students' critical thinking. To reach this purpose, a case study research was conducted at Tlemcen University depending on a number of sources and research instruments for data collection. The research instruments include a questionnaire for English master students and an interview with English university teachers. The data gathered from these research instruments were analyzed quantitatively and qualitatively. The obtained results showed that teachers were not playing a crucial role in enhancing students' critical thinking, which were almost unrepresented among EFL learners. Therefore, this case study emphasized on the importance of critical thinking and suggested immediate solutions that should be followed to enhance it. The chapters of the research were three: the first one was for the methodology of the research, the second one was theoretical and the third one was for data analysis and recommendations.

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Key to Acronyms

EFL: English as a Foreign Language

LMD: Licence/Bachelor–Master-Doctorate

L2: Second Language



General Introduction

The importance of critical thinking has long been the subject of debate among scholars. Even the Ancient Greeks were aware of it with philosophers such as Socrates delving into how it could further expand the capacity of the mind to learn things. In this regard, many researchers have contributed with their efforts to understand the situation of human learning combined with critical thinking factors. Recently, many ministries of education of the developed world countries have accepted the importance of critical thinking in education. Accordingly, learning has no longer become concerned with memorizing information by heart, but rather understanding in depth the materials given to learners so that they can criticize and debate for further flourishing of education.

Within this context and being faced with the huge challenges of globalization, Algeria launched the LMD system to cope with the globalization demands. However, it seems that such important aspects of learning, such as critical thinking, are not included in the daily lives of learners at Algerian universities.

Therefore, the purpose of this research is threefold; first, to explore whether EFL learners are critical thinkers. Second, to recognize if the teachers of English are playing an important role in enhancing critical thinking in their students' mind. The third to understand the reasons of the absence of critical thinking in EFL learning and teaching processes.

Consequently, the researchers attempt to answer the following research questions:

1. What are the reasons behind the absence of critical thinking among the EFL students?
2. Are EFL teachers playing a supportive role in developing critical thinking among their students?
3. What are the supportive roles that teachers are supposed to play to develop critical thinking?

The mentioned questions led to formulate the following hypotheses:

1. EFL learners do not show critical thinking.
2. Maybe because teachers are not using some techniques or methods that enhance critical thinking.

3. Maybe by being aware and using the right approaches to develop critical thinking.

As a matter of fact, the willingness to reach the mentioned objectives lead the researchers to design an exploratory case study research dealing with AbouBekrBelkaid University's secondyear English master students. The case study will gather qualitative and quantitative data from different sources depending on a set of research instruments: a questionnaire for students and an interview with teachers. The results will be analyzed and triangulated on the bases of a mixed approach combining qualitative and quantitative methods.

This research will be divided into three interrelated chapters. The first chapter deals with research design and methodology through a thorough description of the data collection procedures and the research instruments. The second chapter will review the literature on critical thinking providing theoretical background for the problems under investigation. It pursues to write a clear description of critical thinking as it relates to students and teachers. The third chapter is mainly about the analysis of data and the interpretation of results. Moreover, the chapter tries to answer the research questions by approving or disapproving the research hypotheses, and then concludes with the research outcomes. Also, it considers some suggestions and guidelines to help deal with the issues given previously.

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1.1 Introduction

This chapter presents the methodology implemented in this study. It begins by presenting the research type. Furthermore, it describes the sample population of the study and the research informants in detail. Moreover, it describes the research instruments used to conduct this study.

1.2 Research Type

There are plenty of research types that are used in the department of English in Tlemcen University. However, the research questions that the researcher came up with imposed a case study kind of research. This late is the best methodology when an in-depth investigation is required. Moreover, case studies are intended to bring out the details from the viewpoint of the participants by using several sources of data. Furthermore, case studies tend to be selective, focusing on one or two problems that are necessary to the understanding of the system being examined. Also, case studies are known as triangulated research strategies that require multiple sources of data to triangulate. Finally, the need for triangulation arises from the ethical need to confirm the validity of the processes.

Yin(2003) presented at least four applications for a case study model (Nova Southeastern University):

1. To explain complex causal links in real-life interventions;
2. To describe the real-life context in which the intervention has occurred;
3. To describe the intervention itself;
4. To explore those situations in which the intervention being evaluated has no clear set of outcomes.

This case study will rely on a mixed method combining both qualitative and quantitative research.

1.2.1 Qualitative Research

Qualitative research is mainly an exploratory research. This case study can be regarded as a qualitative research because it is used to add an understanding of underlying reasons, views, and motivations. It delivers insights into the problem or helps to develop ideas or hypotheses. The qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem. As far as the collection of data is concerned, the techniques vary using unstructured or semi-structured techniques. For example, individual interviews, which was used in this case study.

1.2.2 Quantitative Research

Quantitative research is used to quantify the issue by way of producing numerical data or data that can be transformed into useable statistics. The case study does use statistics for the sake of accurate information. Quantitative research also uses this to quantify attitudes, points of view, behaviors, and other defined variables – and generalize outcomes from a larger sample population. On the other hand, the case study quantifies points of view, behaviors and attitudes by using questionnaires. Quantitative research uses calculable data to formulate facts and expose patterns in research.

1.3 Sample Population and Research Informants

The case study will be conducted at Tlemcen university. The population includes 2nd year Master students at the department of English and teachers. The population has approximately 358 students in the master level and 32 full time teachers. The master students have studied English for 10 years. 4 years in middle school, 3 years in secondary school and the last 3 in Licence or Bachelor level degree. In addition, most teachers in master level have PhD or MA degree .

In this level of master, both students and teachers in theory have a good level in critical thinking because of their long years in education and higher education.

The sample population was randomly chosen and consists of 21 students and 5 teachers in charge of master level regardless of their gender, whether they are females or males. As a matter of fact, a probability technique of sampling was used which means the whole sample population had the same chance of being chosen. There were no specific features to choose the selected 22 students or 5 teachers. So that the data become more accurate and generalizable.

The choice of these research informants was based on the fact that almost most students who graduate from licence or bachelor must have a good level in critical thinking. On the other hand, teachers of master must have a good background knowledge in critical thinking to teach at this level.

1.4 Data Collection Instruments

The methods for collecting data in this study are meant to be used for collecting both qualitative and quantitative data. The methods used in this study include interviews with teachers and questionnaires with master students to ensure reliability and generalizability of the results. The purpose of different methods used for collecting data is to support, verify and strengthen the results. It is correct that the results may not be easily generalized, but still it would provide appropriate recommendations and suggestions for the problematic and research questions.

1.4.1 Teachers' Interview

Interviews serve as instruments for eliciting qualitative data on the research informants' opinions, attitudes, insights and interests on a specific topic. With an attempt to discover if the teachers are playing an effective role in teaching critical thinking and the solution in case they were not playing that effective role, the researchers constructed

interviews with them to understand the situation. The interview included 5 questions to confirm the hypotheses and understand the situation of critical thinking in the master level.

1.4.2 Students' Questionnaire

Since the objective of the research questions is to know whether students do have critical thinking or not, students' points of view and circumstances are important to understand in this study. The questionnaire is a tool of data gathering which is thought to provide the researcher the advantage to collect a big amount of varied data within a short period of time.

Students' questionnaire includes 14 questions which lead to the study's research questions and hypotheses. It is important to mention that the questionnaire includes close-ended, mixed, and open-ended questions. In a close-ended question the researcher pursues to gather information which are limited to the possible answers, while in open-ended questions the researchers provide their research informants with the chance to answer in any way that makes them comfortable. However, mixed questions typically combine the features of both open and close-ended questions; the researcher asks the research informants to choose one (or more) possible answer (s), and then they are expected to justify or explain their choice (s).

1.5 Conclusion

In 2008, the Algerian Ministry of High Education started a new system called the LMD to apply in its universities. The LMD system was meant to be applied so that the universities can meet the demands of globalization. However, meeting the demands of globalization cannot be achieved unless critical thinking is taken into consideration.

This chapter was an attempt to clarify the research design and methodology used in this study, followed to collect data and evidence that support the hypotheses and then to answer the research questions in chapter three.

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2.1 Introduction

Critical thinking has received much of many scholars' attention in multiple fields, such as psychology and philosophy. Furthermore, many researchers and teachers believe that teaching critical thinking to students, in general, will lead to a breakthrough into a better education.

The purpose of this chapter is to provide a theoretical account on critical thinking by stressing its meaning and its role in EFL classes.

2.2 Understanding the Nature of Critical Thinking

Critical thinking is not a new notion. Many educators would be surprised to know just how old the practice actually is. It has been in use for centuries and even goes as far back to ancient scholars such as Socrates and Plato (Vdovina, and Gaibisso, 2013: 54-68). Describing "critical thinking" might look problematic at first, mainly because the word tends to be used in a literal sense causing it to lose some of its deeper meaning. To start with, it can be said that critical thinking is a "something that can be improved during existence" but what does that really mean? Facione (2000: 61-84) defines critical thinking as judging in a reflective way what to do or what to believe.

It is essential to be conscious of the evidence that critical thinking is not "survival thinking"; it necessitates cautious and intended development of definite abilities in treating data, bearing in mind attitudes, views and solving problems. To understand the nature of critical thinking Van Gelder (2005: 41-48) stated that "Critical thinking is more than simply the sum of its parts"

Raymond S. Nickerson supplies us with a whole register of attitudes and behaviors which distinguish the person who thinks critically. This person is someone who arranges thoughts and pronounces them briefly and logically; delays judgment in the lack of enough evidence to sustain a conclusion; tries to forestall the possible effects of

substitute actions; can learn autonomously and has a permanent interest in doing so; applies analytical methods in fields other than those in which learned (Vdovina, and Gaibisso, 2013: 54-68). Moreover, Bailin (2002) defines critical thinking as:

“Thinking of a particular quality— essentially good thinking that meets specified criteria or standards of adequacy and accuracy” (Bailin, 2002: 361–375).

2.2.1 Definition by the National Council for Excellence in Critical Thinking

A statement by Michael Scriven & Richard Paul, presented at the 8th Annual International Conference on Critical Thinking and Education Reform.

Critical thinking is the academically disciplined practice of dynamically and competently abstracting, employing, examining, combining, and/or assessing data collected from, or engendered by, watching, skill, thinking, cerebrating, or exchanging information, as an example to trust and act. In its model shape, it is founded on worldwide academic standards that exceed theme splitting: clearness, correctness, exactness, steadiness, significance, rigorous indication, good justifications, deepness, extent, and impartiality. (Critical Thinking Organization).

It involves the scrutiny of those constructions or fundamentals of thought contained in all thinking: intent, difficulty, or subject; suppositions; perceptions; pragmatic grounding; thinking conducting to deductions; involvements and outcomes; criticisms from other opinions; and structure of orientation. Critical thinking — in being receptive to inconstant theme, subjects, and aims — is assimilated in a family of interlaced styles of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.

Critical thinking can be perceived as having two constituents: (1) a range of data and trust producing and handling aptitudes; and (2) the custom, founded on intelligent promise, of

applying those aptitudes to lead conduct. It is thus to be compared with: (1) the simple attainment and retaining of data alone, because it includes a specific way in which data is wanted and processed; (2) the simple control of a range of aptitudes, because it implies the repeated use of them; and (3) the simple use of those aptitudes ("as an exercise") without recognition of their outcomes. (Critical Thinking Organization).

Critical thinking differs depending on the stimulus causing it. When confined in egotistical purposes, it is frequently demonstrated in the expert treatment of opinions in the benefit of one's own, or one's groups', vested advantage. By itself it is characteristically and academically improper, although practically fruitful it might be. When founded on impartiality and academic honesty, it is characteristically of a higher academic level, however prone to modification of "idealism" by those familiar to its egotistical usage.

Critical thinking of any type is never widespread in any person; everyone is prone to situations of disobedient or unreasonable thought. Its excellence is then usually a question of grade and reliant on, furthermore, the excellence and deepness of skill in a particular field of thinking or concerning a specific category of queries. Nobody is a perfect critical thinker, but only to unknown degree, with unknown visions and failures, prone to unknown trends towards unreality. Accordingly, the improvement of critical thinking aptitudes and natures is an effort of a whole life.

2.2.2 Edward Glaser's Definition

In an important research on critical thinking and instruction, Edward Glaser describes critical thinking in this way:

The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of

logical inquiry and reasoning, and (3) some skill in applying those methods (Critical Thinking Organization).

Critical thinking entails an insistent endeavor to study any credence or presumed sort of awareness in view of the indication that backs it and the additional deductions to which it inclines. It also usually necessitates aptitude to identify difficulties, to discover practical measures for solving those difficulties, to collect and organize relevant data, to identify unspecified expectations and principles, to understand and employ language with correctness, clearness, and judgment, to understand data, to assess indication and appraise opinions, to identify the presence (or absence) of rational associations between suggestions, to entice justified deductions and simplifications, to check the deductions and simplifications which one has reached, to rebuild one's forms of credence on the grounds of broader practice, and to issue correct sentences about definite things and properties in day-to-day life (Critical Thinking Organization).

2.3 The Components of Thinking

According to Paul and Elder (1997), to become critical thinkers, students must be capable to classify the components of thinking and assess their use of these components of thinking.

2.3.1 The Elements of Reasoning

The elements of reasoning allow students to examine their thoughts, while the standards are used to examine and evaluate students' use of the elements. The intellectual traits are features of a fair-minded critical thinker. To support the mind, students require command of these essential measurements, and students need to constantly apply them as students think through the many difficulties and matters in their lives. (Thomas More College).

The elements of reasoning (thought) tell us that all reasoning:

1. Has a purpose;

2. Is an attempt to answer questions, or solve problems;
3. Is based on assumptions;
4. Is framed by a specific point of view;
5. Is dependent on information, data, and evidence;
6. Contains inferences, or interpretations, that lead to conclusions;
7. Is expressed through concepts and ideas;
8. Has implications and consequences.

2.3.2 Intellectual Standards

The intellectual standards are used to measure the quality of reasoning. Being able to reason critically requires a thorough command of these standards. Students should use the intellectual standards as a guide to improve their thinking. (Thomas More College).

The intellectual standards include:

- Clarity- Understandable, the meaning can be grasped.
Could you elaborate? Could you illustrate what you mean? Could you give an example?
- Accuracy - Free from errors or distortions, true.
How could we check on that? How could we find out if that is true? How could we verify or test that?
- Precision - Exact to the necessary level of detail.
Could you be more specific? Could you give more details? Could you be more exact?
- Relevance - Relating to the matter at hand.
How does that relate to the problem? How does that help us with the issue?
- Depth - Containing complexities and multiple relationships.
What factors make this difficult? What are some of the complexities of this question/situation? What are some of the difficulties we need to deal with?

- Breadth - Encompassing multiple viewpoints.
Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
- Logic - The parts make sense together-no contradictions.
Does this all make sense together? Does your first paragraph fit in with your last one? Does what you say follow from the evidence?
- Significance - Focusing on the important, not the trivial.
Is this the most important problem focus on? Which of these facts are most important? Is this the central idea to consider?
- Fairness - Justifiable, not self-serving or one-sided.
Is my thinking justifiable in context? Am I taking into account the thinking of others? Is my purpose fair given the situation? Am I using my concepts in keeping with educated usage, or am I distorting them to get what I want?

2.3.3 Intellectual Traits

Constant use of these standards of thinking to the elements of thinking lead to the progress of intellectual traits of (Thomas More College):

- Intellectual Humility;
- Intellectual Courage;
- Intellectual Empathy;
- Intellectual Autonomy;
- Intellectual Integrity;
- Intellectual Perseverance;
- Confidence in Reason;
- Fair mindedness.

2.4 Benefits of Integrating and Developing Critical Thinking in ELT

According to the writer, it is more important for the students to develop their own thinking than learn by heart. To a degree, that no matter how much the learner learned, it will not be as successful as free thinking is.

If we teach children everything we know, their knowledge is limited to ours. If we teach children to think, their knowledge is limitless. Our ability to succeed in life is directly proportional to our ability to solve the problems we encounter along life's journey. (The Critical Thinking Co. TM Staff).

Critical thinking is related to quality thinking and, if satisfactorily matured, affords learners a more competent way of conversing with other people, gaining new awareness, and treating new ideas, opinions, and behaviors. In all these fields language assumes an essential role. It might be required to differentiate between language as a means of communication in daily life and the use of language outside the existence level. Actually, a lot of speech occurs in daily life which does not necessitate abundant thinking. Nevertheless, when another language than the mother tongue is imparted/studied, even the survival language level may necessitate more discerning of how to converse in another language. This is because languages are traditionally ordained (Vdovina, and Gaibisso, 2013: 54-68).

As traditions vary, so do languages. Customs and attitude replicate in the language, its terminology, grammar structures, approach, etc. When studying a particular language the goal for learners is to understand the cultural variances not as a nonconformity from the normal way related, as they may suppose, with their native language but as a wholly normal. However dissimilar, way of spoken expression within another cultural field. Performing thinking critically when attempting to find resemblances and variances in how one and the same saying is put in terms in another language renders the studying method more pleasant and culturally enhancing even at the starting level (Vdovina, and Gaibisso, 2013: 54-68).

Furthermore, the English language played the role of interlanguage and is used globally by people from other countries for whom English is not a mother tongue for intercultural conversation. Critical thinking abilities are essential when performing such intellectual exchanges as compassion and open-mindedness thus getting prepared for conversation in culturally diverse situations. As a matter of fact, Bailin states that

Indeed, a few proponents of the philosophical tradition have pointed out that it is possible to simply “go through the motions,” or proceed through the “steps” of critical thinking without actually engaging in critical thought (Bailin, 2002: 361-375).

An additional feature conforming and even demanding critical thinking institution in the ELT class evolves due to the fast increasing international student movement tendencies and the usage of English as the language of learning in universities across the world. Academics of the American Foundation for Critical Thinking (www.criticalthinking.org) claim that critical thinking is not as an innate ability as speaking or running, it is a consciously matured intricate bunch of abilities and factors which takes years to obtain (Vdovina, and Gaibisso, 2013: 54-68). Likewise, a foreign language attainment necessitates years of tenacious learning. Therefore, working on both concurrently spares time and delivers an interaction effect: developing the first would enhance the second and reciprocally.

Lastly, critical thinking necessitates engaged and shared studying. It does not allow inactive learning, accepting new stuffs and ideas as off-the-rack arguments of intelligence. In practice, students incline to study better by keenly conversing together in a specific academic subject matter, particularly if they are stimulated to use critical thinking when matching their opinions and thoughts, when assessing advices, when scrutinizing into the academic criteria of clearness and correctness, extent and size, significance and impartiality, etc.

Involved in the shared activities when performing both conversational abilities and critical thinking, students have a better opportunity to develop their bashfulness, their comprehension of their aptitudes and of their borders and thus preparing the self-enhancement as students, as future experts, and as persons.

An example of the importance of reading critically is explained with

Students read well, but fail to understand what they have just read. Reading comprehension is simply “Depth of Analysis.” Students with poor thinking skills have poor reading comprehension skills. (The Critical Thinking Co. TM Staff).

As far as writing is concerned in EFL lectures

Students cannot present or relate written ideas logically. To communicate an idea clearly, a student must have a solid understanding of what he or she wants to say and the ability to outline a logical sequence and structure to his or her audience. (The Critical Thinking Co. TM Staff).

Therefore, EFL teachers must focus on teaching critical thinking to EFL students.

2.5 Integrating Critical Thinking in a Lesson Plan

Up to now it has concentrated the responsiveness on pursuing some academic facets of critical thinking, but as most English language educators knows, it could be difficult to discover the way to use and mature teaching strategies that deal with critical thinking in feasible and genuine ways. Habitually, there are various situations and learner particularities that may affect the level to which critical thinking can be brought in and be matured, but it is resolutely to trust that the first steps are preparation, testing and mirroring. Learners own experience and learners response will afford the teacher with the required information to start restyling lessons so that they include learners in the

enhancement of critical thinking, i.e., to adjust subject matter, language missions, learning approaches in intellectual and emotional fields.

Modeling of critical thinking skills by instructors is crucial for teaching critical thinking successfully. By making your own thought processes explicit in class - explaining your reasoning, evaluating evidence for a claim, probing the credibility of a source, or even describing what has puzzled or confused you - you provide a powerful example to students, particularly if you invite them to join in.

So basically it's essential that the teacher plays the role model in the development of critical thinking among his students and here's a good example on how to do it whitening the second part of the quote:

e.g., "Can you see where we're headed with this?" "I can't think of other explanations; can you?" "This idea/principle struck me as difficult or confusing at first, but here's how I figured it out." You can encourage students to emulate this by using them in demonstrations, asking them to "think out loud" in order for classmates to observe how they reason through a problem. (The Critical Thinking Co.™ Staff).

Without a doubt, writing a lesson plan enables to shape teachers' views and have a structure that shows how to take students to some "learning destinations". For developing plans that comprise the improvement of critical thinking some important rudiments or constituents are distinctive for any lesson plans, however some other constituents need to be added and adjusted for assimilating a critical thinking element. Finally, to improve critical thinking in the foreign language class, it is preferable to incorporate some particular lesson constituents into the lesson plan, additionally to customary constituents

of the lesson depiction such as fundamentals, teaching purposes, backup activities, and appraisal. Furthermore, Halpern states that

On one end of the spectrum is the approach of providing direct and explicit instruction in critical thinking skills that are separate from, and outside of, the context of specific subject matter. This approach provides students with deliberate practice in applying critical thinking skills (Halpern, 2001: 270-286).

Usually, language educators are pretty pleased if their students study some linguistic configurations comprising words and word juxtapositions, along with grammar constructions and exercise them, first, in a more monitored exercise and afterwards in the making of their own fragments of paragraphs, oral or written. This customary method is known as PPP, which means Presentation – Practice – Production (Vdovina, and Gaibisso, 2013: 54-68). The aim of the original stage called ‘Presentation’ is evidently to expose the students to a new subject which the students can recall, that is to say, recover, identify later, and comprehend, i.e., to be capable to understand and clarify what they assimilated, first, exercises are known as ‘Practice’ and, later, to use what they learned in a new setting, a stage known as ‘Production’. Such transmission of awareness usually from a teacher to a learner may not necessitate active learning. With a critical thinking aim in mind, this is not sufficient. By incorporating a critical thinking goal, educators are due not only to design a more questioning approach of learning new linguistic originalities but also to involve their students’ in a shared activity concentrated on different matters which can be motivating for a certain group of learners like world happenings or difficulties of private character. This can be done by counting on the students’ earlier experience, by asking question for explanation in order to render the matter flawless, more precise and exact, by matching views, by recognizing the causal elements, etc. All this has a consequence on the value of advices and thinking, thus becoming private exercise in using a foreign language and thinking critically simultaneously.

Develop the habit of asking questions that require students to think critically, and tell students that you really expect them to give answers! In particular, Socratic questioning encourages students to develop and clarify their thinking: e.g., "Would your answer hold in all cases?" "How would you respond to a counter-example or counter-argument?" "Explain how you arrived at that answer?" (The Critical Thinking Co. TM Staff).

2.6 The Importance of Teaching Critical Thinking in L2 Classrooms

Critical thinking is accepted as a significant capability for students to obtain in theoretical language (Vdovina, and Gaibisso, 2013: 54-68). Kress further suggests that critical thinking is a common exercise and is language itself (Vdovina, and Gaibisso, 2013: 54-68). Perhaps even more than L1 teachers, L2 teachers have motives to familiarize their students with facets of critical thinking because if they do not, their students may well fail when they are facing the need of thinking critically, particularly in a theoretical situation (Vdovina, and Gaibisso, 2013: 54-68). According to Albrecht & Sack, teachers are aware of the importance of critical thinking as stated by them

Most teachers believe that developing critical thinking in their students is of primary importance (Albrecht & Sack, 2000)

Critical thinking is a continuing method in which all language learners must get involved, irrespective of their language expertise levels. Critical thinking implicates the use of data, practice, and world awareness in ways which permit L2 students to seek substitutes, make suggestions, ask questions, and resolve difficulties, thus indicating understanding in a number of intricate ways. More importantly, researchers have stated that

Critical thinking skills and abilities are unlikely to develop in the absence of explicit instruction (Case, R., 2005: 45-49)

The requirement for critical thinking in an L2 classroom does not intend that EFL students are short of the aptitude to get involved in critical thinking. Actually, EFL learners habitually come to L2 classrooms with a number of critical thinking abilities acquired in their L1. Many learners are prepared for and require to do critical thinking in L2. As advanced thinking abilities are more and more essential for attainment in a knowledge-based society, it is the duty of EFL educators to back their students to obtain critical thinking abilities when studying English. Lack of appropriate English Teaching & Learning training in critical thinking, EFL learners may be short of a full “scaffold” to theoretical study, lose the occasion to progress up the steps in the global workplace, or be unable to keenly partake in the international community (Meei-Ling Liaw, 2007: 50-52).

2.7 A Design for Creating the Ideal Day for Teaching

In scheduling what occurs on a daily basis in class, it is believed that developing a routine that straightaway implicates students in thinking. Majority of students are habituated to sitting in rear ranks in class inactively and listening vaguely to a lecture, taking some notes as the spirit moves them. This is generally an unsuccessful way to adopt class content. In majority of classes, students require exercise in active listening, active reading and writing, and disciplined discussion. Conceive an ideal class day so that students are required (by the design) to be actively and attentively implicated.

Here is a potential design to use in creating an “ideal day”:

1. When ending each course session, allocate some section from the text book for students to read.
2. Every time, if it is feasible, request students to write out their response to the main question with-in those sections.
3. Next time, students come to the course, arrange them in pairs or triads.
4. Request each student to read his or her answer loudly to the class.

5. While students read their individual response aloud, ask the other students in the class to give the reader feedback, concentrating on two or three intellectual criteria such as clarity, accuracy, and depth.
6. At that time conduct a concise debate of the chapter or section the class is concentrating on, using an interactive lecture format or problem-solving team.
7. At the end of the course session, allocate another section for the students to read and on the next class day begin this method again.

2.8 Conclusion

Algeria started the LMD system to meet the demands of globalization and to make learners establish strong links between what they acquire in schools and their daily lives experience outside of it. However, to reach the highest standards of learning the learning system must include critical thinking in it. The current chapter was an attempt to describe what critical thinking is according to a famous scholar and the importance of critical thinking. It was concerned with integrating critical thinking in a lesson plan and to describe what the thinking components are.

Chapter Three

Data Analysis and Research Findings

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3.1 Introduction

After gathering data from diverse sources through the use of a set of research instruments including tests given to students and interviews with teachers, the data were analyzed depending on a mixed approach which combines both quantitative and qualitative methods.

Accordingly, the present chapter is dedicated to the processes of data analysis, and the interpretation of outcomes gathered from each instrument. Also, it focuses the light on the main results and conclusions drawn from this case study after the triangulation of data.

3.2 Data Analysis Procedure

To come to conclusions and attain the purposes of this case study, a process of data analysis is to be undertaken. Data analysis, similar to data collection, will draw upon a mixture of qualitative and quantitative methods so as to have multi-levels of analysis.

On the one hand, the gathered data will be quantitatively analyzed by shifting, organizing, summarizing and synthesizing it. Moreover, the attempt is to make sense of the participants' perspectives of the situation, noting patterns, themes, categories and regularities. On the other hand, the researchers will work with statistically and mathematically based techniques and methods in analyzing data quantitatively.

Indeed, students' test and teachers' interview will be analyzed both quantitatively and qualitatively in the following sections.

3.3 Teachers' Interview

The interviews that were carried out by the researcher were given to five English teachers of the University of AbouBekrBelkaid. The interviews took place in March 2016

in the department of English. Then, the data collected from the interviews were quantitatively and qualitatively analyzed.

3.3.1 Results

The answers of the teachers were of great help to the researchers' due to their experience in the field of teaching.

Question One:*Practices to Enhance Critical Thinking in Students.*

The aim of this question was to know the practices that other teachers can use in their own lectures to enhance students critical thinking with their materials. Accordingly, there were similar answers from the interviewed teachers as the following (Figure 3.1) shows.

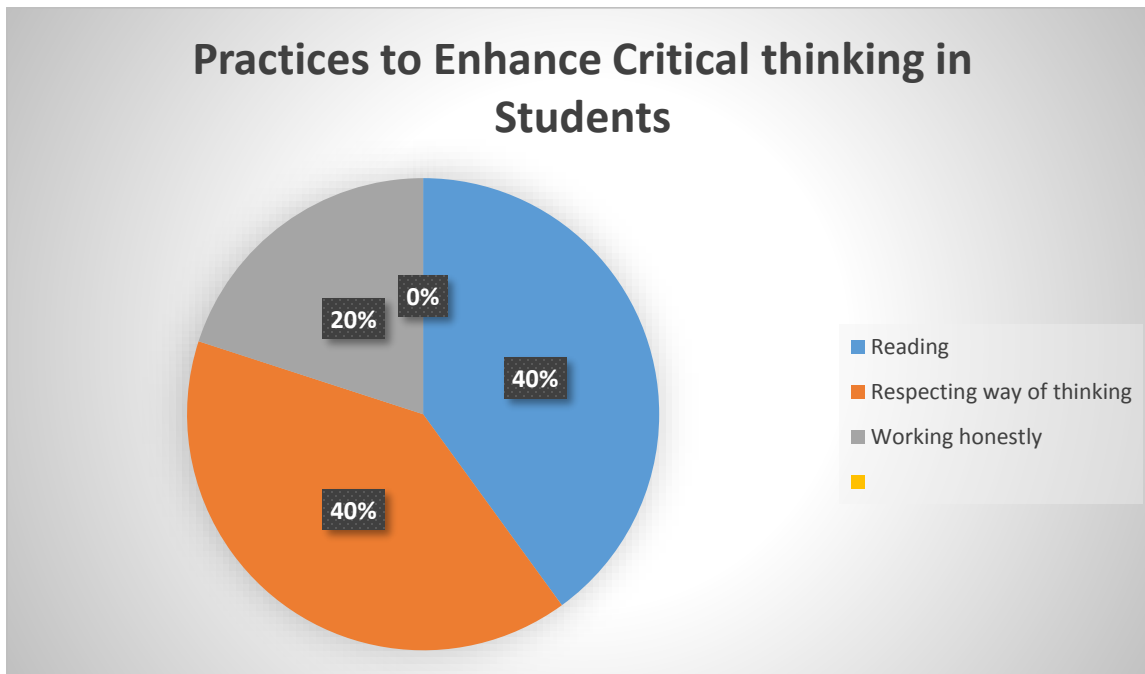


Figure 3.1 *Practices to Enhance Critical Thinking in Students.*

The results shown in the previous figure summarizes the teachers' opinions to the question. Two teachers expressed that reading with critical eyes is the solution. Another two teachers of the remaining teachers replied that giving students the opportunity to

express their opinions and respecting their way of thinking is best practice. The final interviewee replied to the question by saying that students should work honestly.

Question Two: *Lessons of Teachers Seeking to Develop Students' Critical Thinking.*

The aim of the question was to know how teachers' lessons can enhance students' critical thinking. The answers of two of the interviewed teachers were similar. While the rest of the answers were different than each other. The results are represented in Figure 3.2.

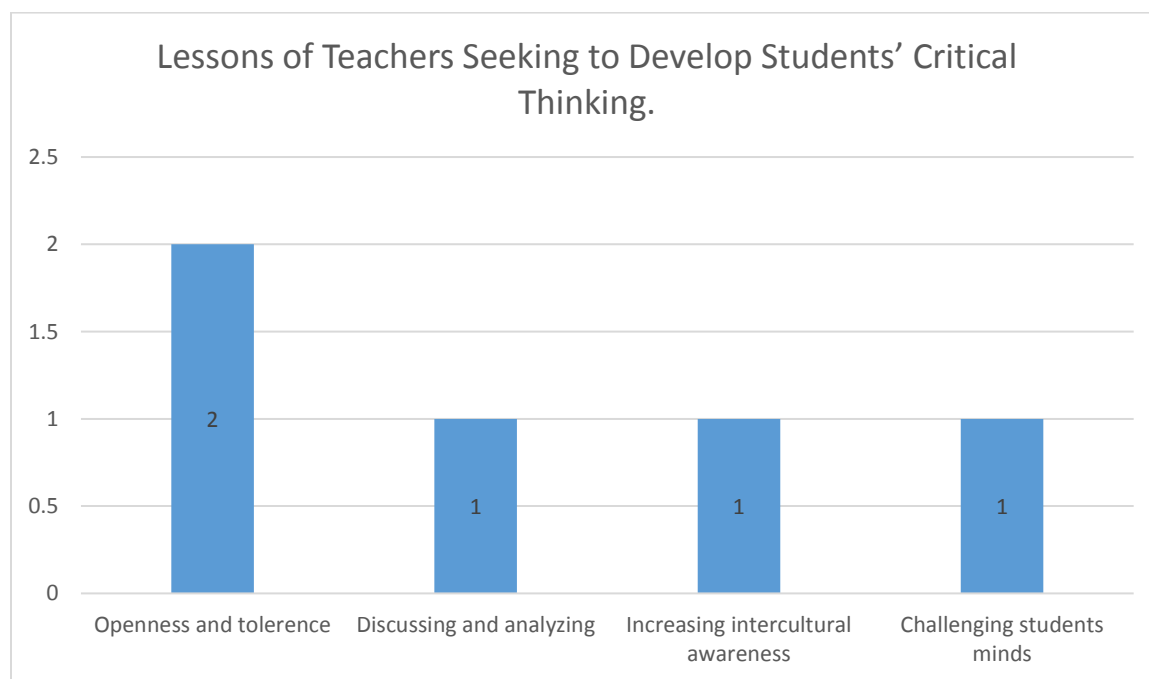


Figure 3.2 Lessons of Teachers Seeking to Develop Students' Critical Thinking.

The results shown in the figure elaborate that teachers' lessons could have multiple ways to deal with the issue of lacking critical thinking. Two teachers answered that openness is useful strategy to enhance critical thinking. The third teacher believed, on the other hand, that discussing and analyzing by the students is a key technique. The fourth teacher was convinced that increasing students' intercultural awareness could be regarded as a way for teachers to enhance students' critical thinking during lessons. The

fifth teacher stated that challenging students' minds is her way of increasing students' critical thinking.

Question Three: *Learners Lacking Critical Thinking.*

The aim of this question was to understand the reasons behind the portion of students who fail in practicing critical thinking according to the teachers. The results showed that two teachers agreed on a single answer while the rest of teachers had different opinions.

The first teacher believed that lack of motivation, skill and competence played a role in students lacking critical thinking. The second teacher asserted that the system of education is the problem which lead students to only receive and learn by heart. The third teacher had a different point of view, she mentioned that lack of reading and interacting were the real problem. The last two teachers had similar points of view, which is students being lazy. One of the two teachers also added that the family environment of the students also plays a role.

Question Four: *Teachers' Experience about Critical Thinking.*

The aim of the question was to know the teachers' background knowledge in critical thinking. The results of the question were different from each other. One of the teachers explained that her experience was that the elder generations are generally better than the current generation. Another teacher added that her oral expression lectures helped her and her students increase their critical thinking capacity. While the third teacher mentioned that she encourages her students expressing their opinions and give them the ability to criticize. The fourth teacher said that critical thinking is doubting, and when learners doubt they will make research, which will in the end turn them into innovative learners. The fifth teacher stated that her personal work played a role in her critical thinking issues.

Question Five: *Teachers Suggestions for Students to Develop Critical Thinking.*

The aim of the question was to know if there were solutions to students in developing their critical thinking according to the teachers. There were two similar answers to the question from the teachers. As the following figure shows. (See Figure 3.3).

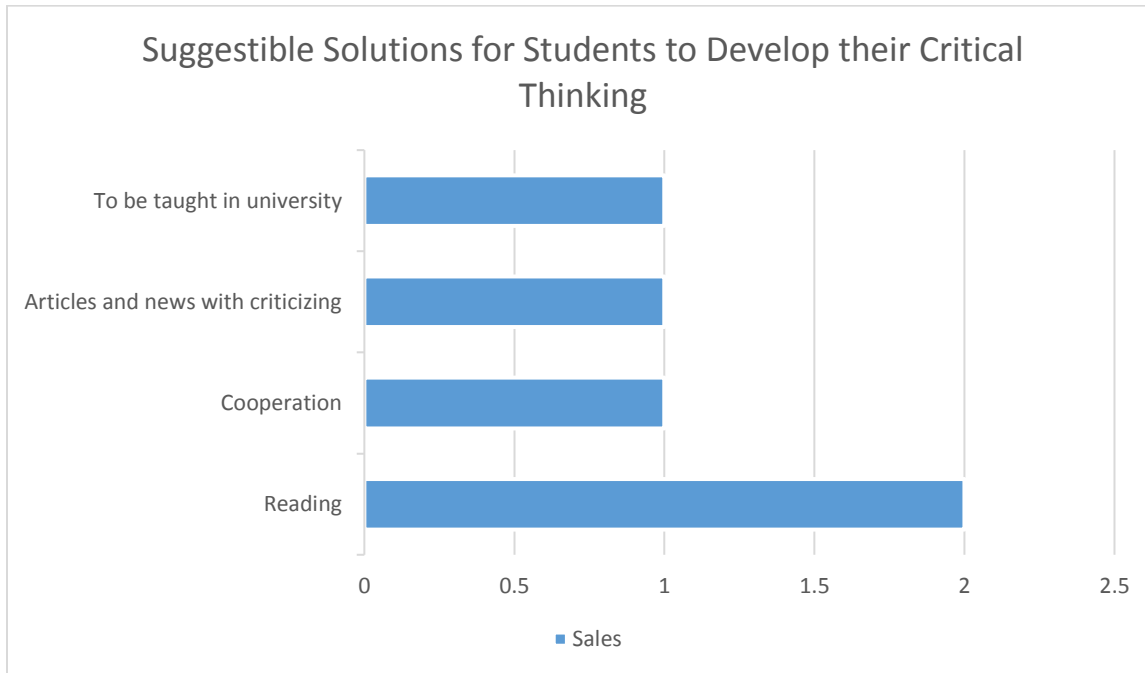


Figure 3.3 Teachers' Suggestions for Students to Develop Critical Thinking.

The results shown in the figure illustrates the results taken from the interviews. The first teacher suggested that cooperation between teachers and students is the solution to the question. The second teacher stated that there is an original problem within students' lives from their childhood. However, she also stated that once it gets recovered, critical thinking could be taught in university. The third teacher said that in her lectures she uses articles and news with criticizing to increase students' capacity for critical thinking. The fourth and the fifth teachers had similar answers which are reading.

3.3.2 Interpretation of the main results

Taking students from the state of being not critical thinkers to being critical thinkers is certainly not an easy job. However, the data revealed that there are solutions to the issue. For example, increasing students' reading task. Nevertheless, the data also shown that part of it relies on the teacher and not the students.

In addition, the teachers' experiences showed that students must have the right to express themselves. Otherwise, they will not be able to criticize or think clearly about the materials being taught to them. Also, some data suggested that it is the students' role to doubt, which would lead them to be innovative. Accordingly, students and teachers both are the main source of students' lack of critical thinking. Moreover, students are not able in most cases to improve their own critical thinking without the help of their teachers. Therefore, teachers should lead students to the correct way to enhance critical thinking. However, some teachers do not give students the ability to express themselves so that they can even start using their critical thinking, which might lead to previous errors such as traditional teaching approaches.

It was clearly stated by one interviewed teacher that traditional teaching is a reason of which might lead students to become inactive learners. This inactivity makes students lazy and unable to think deeply about their learning. Also, traditional teaching methods make students completely dependent on teachers instead of thinking about their own learning. Another worth mentioning point is the fact that it is the teachers' role to challenge students' minds about critical subjects and not students. Although some part of it ,depends on the students themselves, but it depends more on the teacher rather than students. Therefore, the values of openness and criticism must be inside a teacher's heart so that the progress of critical thinking continues forward with students. At another level, the educational system constitutes another reason for the students' lack of critical thinking as revealed by some teachers.

3.4 Students' Questionnaire

The questionnaire in this case study was given to 21 students of English at the master level in Department of English. The questionnaire was given and handed back in April 2016. Afterwards, the data collected from the questionnaire were qualitatively and quantitatively analyzed.

3.4.1 Results

Question One: Student's Awareness of Critical Thinking.

The first question addressed to master one students aimed to determine their awareness of critical thinking in their educational system. The result of the first question showed that eight students out of twenty one(38%) are conscious of what is meant by critical thinking, which means less than the half of students are aware of the term critical thinking, and (33.33%) of students answered negatively, while (28.67%) answered with not sure. The results are represented in Table 3.1.

	AF	RF
Yes	8	38%
No	7	33.33%
Not Sure	6	28.67%

Table 3.1 Student's Awareness of Critical Thinking.

AF: Absolute Frequency

RF: Realize Frequency

Question Two: The Importance of Critical Thinking for EFL Learners.

The aim of this question was to know the point of view of learners about the importance of critical thinking. The responses to this question gave the impression that most students

are aware of the crucial role that critical thinking plays for EFL learners. Twenty students out of twenty one (95.24%) approved of the importance of critical thinking to EFL learners. On the other hand, no student disagreed to the importance of critical thinking, while only one student (4.76%) had responded that he/she is not sure. The following Table (3.2) summarizes the results.

	Number of students	Percentage
I agree	20	95.24%
I disagree	0	0%
Am not sure	1	4.76%
Total	21	100%

Table 3.2 The Importance of Critical Thinking to EFL Learners.

Question Three: Teacher's Material for Developing Critical Thinking.

The aim of this question was to become aware of the teachers' materials that they use in order to increase critical thinking in students. The results showed that many students did not answer this question because they are not aware of the syllabus used by teachers, while the others mentioned that their teachers use data show, textbooks, brochures and methodical materials.

Question Four: Teacher's Encouragement to Think Independently.

The aim behind this question was to test if teachers encourage creative expression of learning and enhance critical thinking in their students. The Figure 3.4 illustrates that the majority of students (76.10%) commented that most of their teachers are qualified and seek to create opportunities for them to think independently. Whereas, (19.04%) of students claimed that their teachers' responsibility and their role of motivating them to

think independently is not high. On the other hand, one student claimed that he/she is not sure.

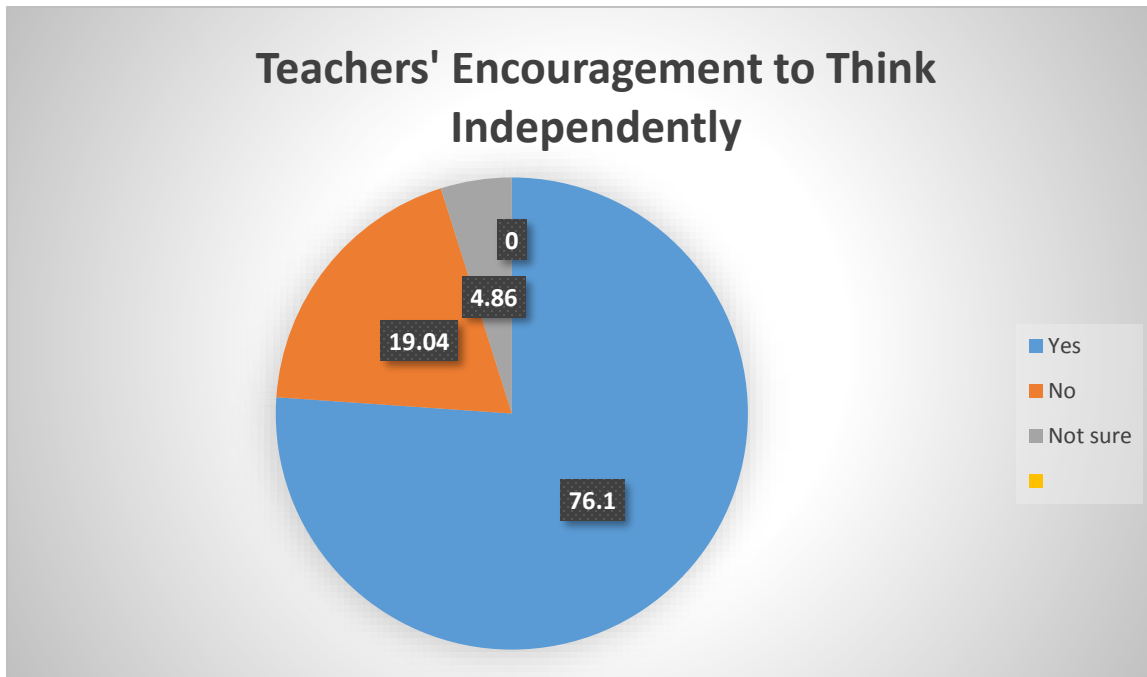


Figure 3.4 Teachers' Encouragement to Think Independently.

Question Five: *Teachers' Reliance on Debates during Lectures.*

The aim behind this question was to realize if teachers are following the correct path to enhance critical thinking in their students or not. However, the results showed that (52.38%) of students admitted that their teachers rely on debates. Also, other students by a percentage of (38.1%) stated that their teachers rely sometimes on debates, while (9.52%) of students stated that their teachers rarely rely on debates.

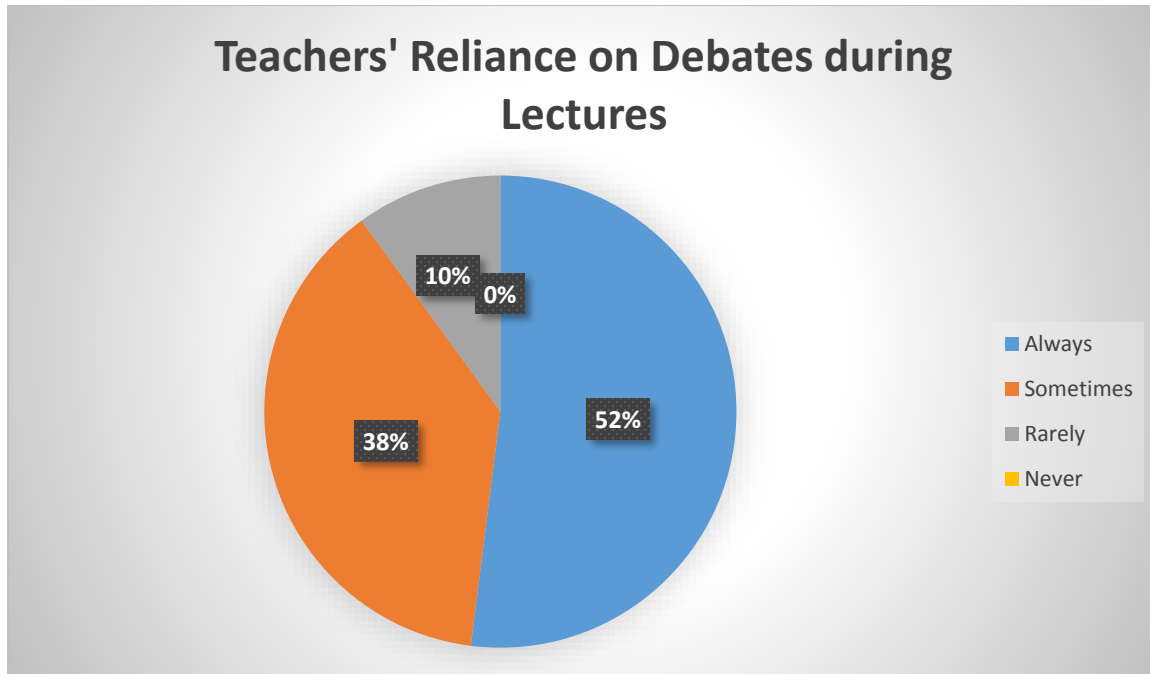


Figure 3.5 Teachers’ Reliance on Debates during Lectures.

Question Six: Asking for Clarifications and Justifications.

The aim of this question was to understand whether students seek their own deep understanding of the materials given to them. Only two students (9.52%) out of twenty one answered positively, saying that they ask for clarification or justification when something is left unclear. While (66.66%) of students stated that they ask for clarification sometimes because of the fear of teacher’s reaction or timidity. While (9.52%) announced that they rarely ask for clarifications as it is mentioned in the table 3.5 below:

	Always	Sometimes	Rarely	Never
Number	2	14	5	0
Percentage	9.52%	66.66%	23.82%	0%

Table 3.3 Asking for Clarifications and Justifications.

Question Seven: Waiting for the Teacher's Answer When Stuck.

The aim of this question was to know whether teachers are reliable and if students use that opportunity to get their answers. According to the results, (71.44%) of students admitted that they rely on teachers when they are stuck. While (14.28%) of students do not rely on teachers help. Also, (14.28%) of students stated that they are not sure. The results are represented in Figure 3.6.

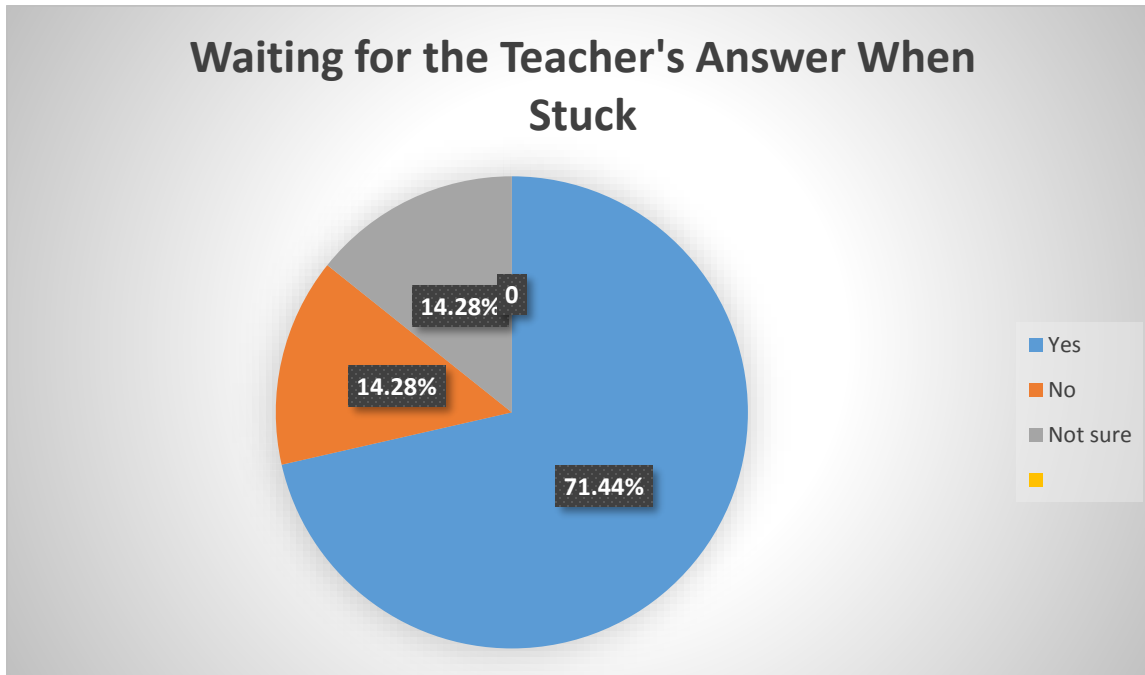


Figure 3.6 Waiting for the Teacher's Answer When Stuck

Question Eight: Teacher Encouragement of Students to Reason.

The aim of this question was to know whether teachers encourage their students toward critical thinking. The Figure 3.7 clearly illustrates that only (19.06%) of students have answered that they received encouragement by their teachers to valid solutions. Also, (57.14%) of students answered with sometimes. While (23.80%) of students claimed that they are rarely encouraged by their teachers to reason to valid solutions.

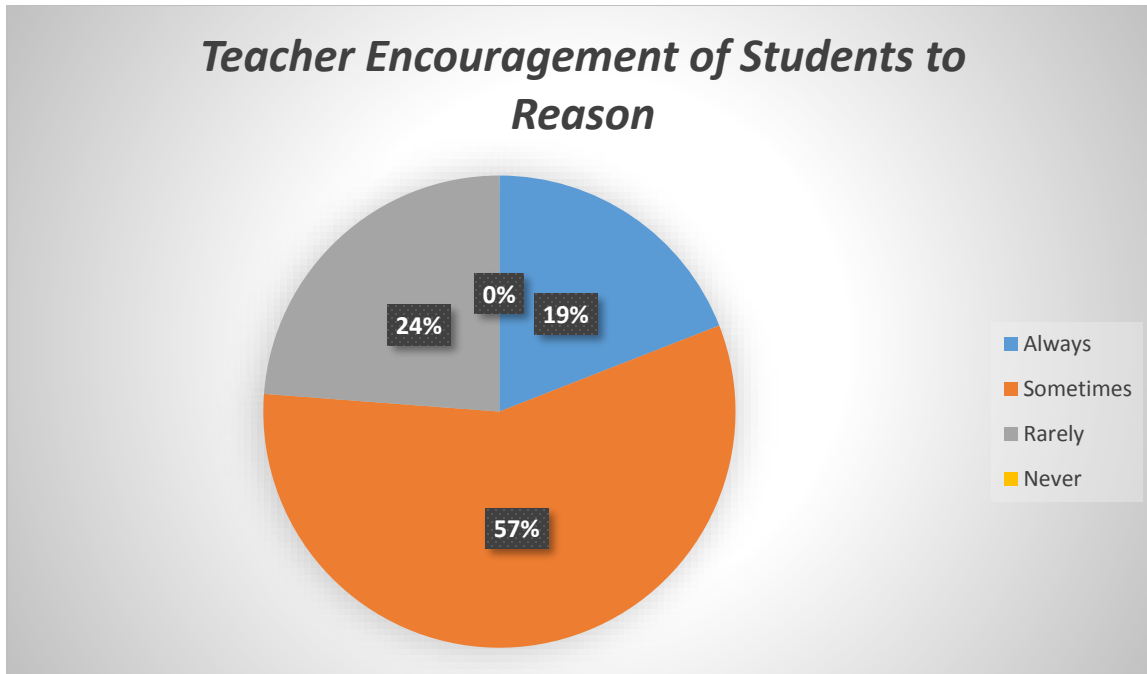


Figure 3.7 Teachers' Encouragement to Students for Reasoning.

Question Nine: Lessons Designation to Encourage Students to Think Independently.

The aim of this question was to become aware if teachers' lessons are designed to help students think independently. According to figure 3.9, (42.85%) of students stated that they believe that lessons are designated to make them think independently. However, (19.06%) of students believed that lessons are not designed for their sake of thinking independently. While (38.09%) of students are not sure if lessons are designed for their thinking sake. As far as the reasons are concerned, some students said that their teachers tend to ask them about their points of view giving them the freedom to express themselves regarding the lessons being presented. On the other hand, the remaining majority stated that teachers do not appreciate students' opinions or they are not much motivated.

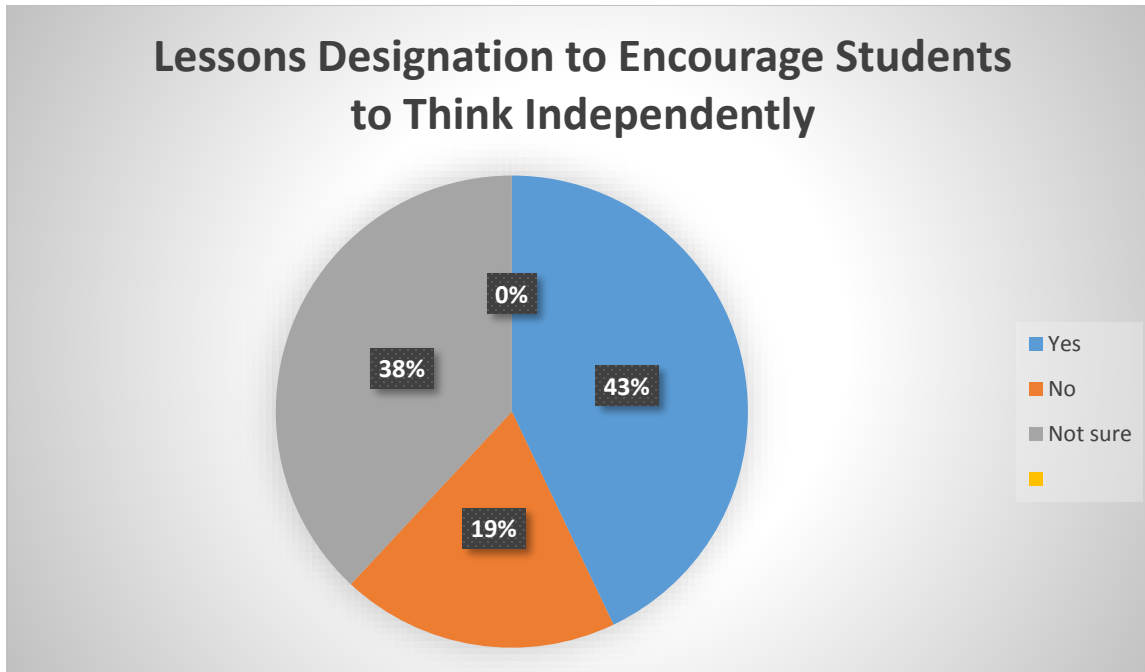


Figure 3.8 Lessons Designation to Encourage Students to Think Independently.

Question Ten: Strategies to Enhance Critical Thinking.

The aim of this question was to become aware if teachers are helping students to enhance their critical thinking. Most of the answers written had this in common; strategies should make teachers encourage students to not accept every idea for granted, but to support them to look for clarifications with investigating. Furthermore, two students reported that the effective strategies lies in allowing them to ask questions, discuss new topics and making positive interaction. In addition, one informant commented that they are demanded to make researches using their own style. On the other hand, seven students claimed that their teachers do not put much effort into fostering their critical thinking.

Question Eleven: The Times Critical Thinking Skills have been Helpful.

The aim of this question was to comprehend if students are using their critical thinking or not. Students replied to this question stating that some modules require understanding more than memorising, which is the thing that drives them to think critically. However, other students mentioned that critical thinking helps them to express themselves freely

without any barriers. Whereas other students stated that it opens for them lot of opportunities when they are stuck in an exam.

Question Twelve: Including Critical Thinking in Curriculum.

The aim of this question was to know the importance of critical thinking according to students. As it is shown in the Figure 3.9, the majority of students (71.42%) agreed that critical thinking should be included in the curriculum of English bachelor degree. Also, one student (4.77%) agreed strongly. On the other hand, only one student (4.77%) did not agree. While the remaining students (19.04%) were not sure.

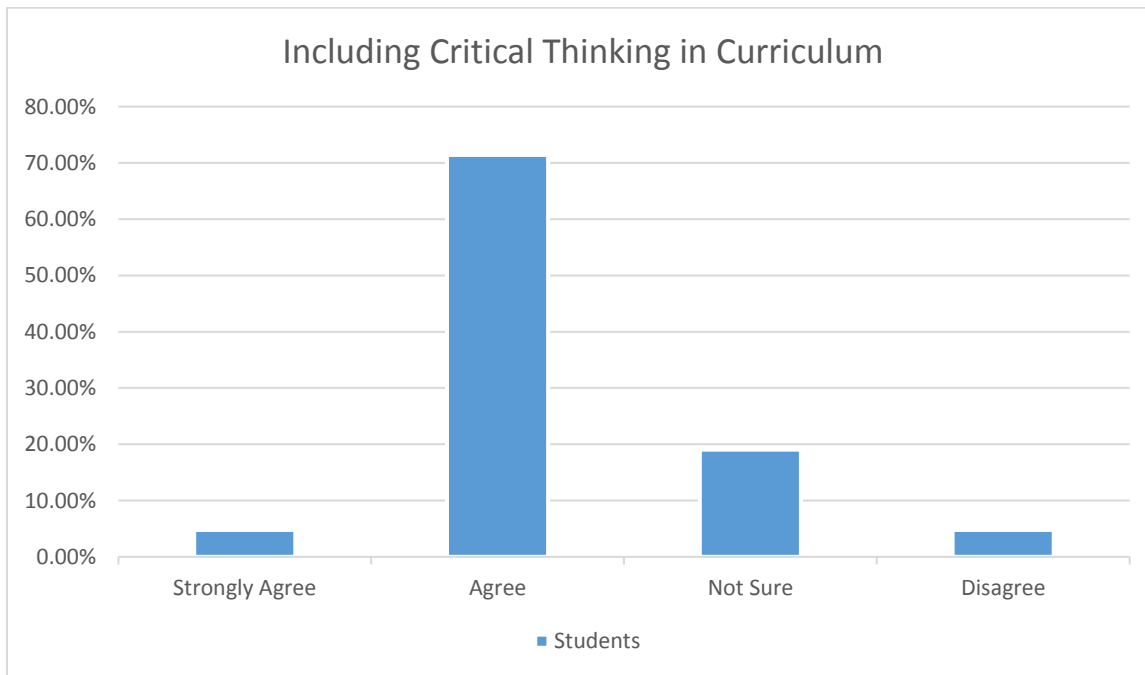


Figure 3.9 Including Critical Thinking in Curriculum

Question Thirteen: Students' views about their Personal Ability to Develop Critical Thinking.

The point of this question was to understand if students can develop their own critical thinking. The majority of students (52.38%) mentioned that they can develop their critical thinking independently and do their own researches for gaining experience and skills. On the other hand, few students (14.28%) believed that they need guidance and instructions

from the teacher to be motivated for developing their critical thinking skills. Moreover, some students (33.34%) were not sure about their answers. Figure 3.10 summarizes the results.

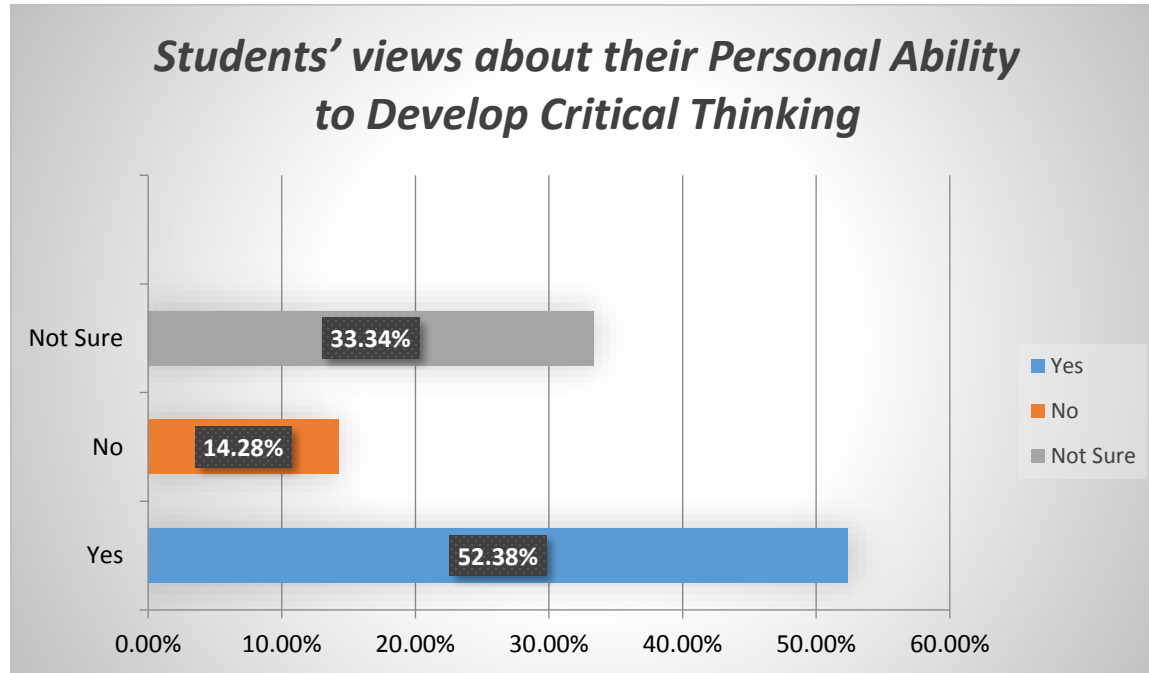


Figure 3.10 Students' views about their Personal Ability to Develop Critical Thinking.

Question Fourteen: *The Reasons behind the Absence of Critical Thinking.*

The purpose of this question was meant to identify the real reasons behind the absence of critical thinking. The answers were almost equally imposing the responsibility on both teachers and students. However, two students (9.59%) said that the majority of them rely on the teacher only. As a result, the lack of critical thinking according to the two students (9.59%) is due to the traditional teaching approaches. For example, copying what is written on the board as the only source for learning. According to other three learners (14.28%), teachers provide both questions and answers which leads to closing the opportunity for students to unleash their capacities; the three students (14.28%) attributed it as timidity and cultural reasons. In fact, the three students (14.28%) mentioned that they prefer to keep silent while knowing the answer, rather than participating, due to fear of the teacher's reaction, which they might inherit from their parents or from previous

teachers. On the other hand, another three students (14.28%) refer fear to the reason behind lack of motivation towards learning, lack of reading, and learning only for the sake of good grades. Furthermore, one student (4.76%) said that they are not aware of the term critical thinking. While, the rest did not answer the question.

3.4.2 Interpretation

Learning requires effort from the teacher to elevate the students' mental process beyond just memorization, and it seeks maximum efforts of intellectual capacity from students as well. In addition, the educators need to act as a facilitator, providing their students with the ability to 'read between the lines'. Also to allow students for discussion and encouraging them to engage in learning appropriate responses and opinions.

However, the data collected from the questionnaire addressed to twenty one students of English at master level in the University of ABU revealed different results.

To begin with, master students of ABU are not fully aware of the objectives of critical thinking. Certainly, most of them have knowledge that critical thinking has an essential role in the process of problem solving but their knowledge remain limited.

The students' awareness of critical thinking is not satisfactory due to the fact that they have lack in lessons planning from their teachers to encourage them to think independently. Furthermore, the insufficient teacher's material which is supposed to develop their critical thinking obliged them to have difficulties in generating and organizing ideas, without ignoring the fact that the teachers' lack of effective strategies that enhance students' skills and abilities.

Moreover, students usually affirm that they pay more attention to their teachers' reactions. In fact, it should be mentioned that in all times strict rules led to better discipline. Being afraid of punishment gives a strong motivation to prepare a lesson or work harder at class. This type of behaviour is deeply rooted in human psychology and always works. However, this prevents students from being critical thinkers with such teachers. Yet, very rarely they will be questioned about the lesson, even if it is hard for

understanding. For instance, even if the subject is too dry, but the teacher is friendly and accepts arguments, this can be helpful for students in creating more interest to be critical thinkers and to be more confident to express their voice towards any subject.

In spite of that, it should be noted that students are not always relying on debates, nor they are encouraged to be critical thinkers and responsible for their learning process since they have not learnt how to do so. As a result, students will be ceased to identify and construct new arguments, support claims or view issues with multiple perspectives.

Also, some students linked the assumption of culture with critical thinking stating that believing the teachers' opinion blindly leads to selective comprehensions, observing only what our teachers want us to see while critical thinking requires objectivity, rational and impartial examination of evidence that emphasize or disconfirm one's position.

3.5 Discussion of the Main Results

By the rise of the twenty first century, the Algerian higher educational system was reformed by the implementation of the LMD system. The purpose of this change was to make the students of higher education creative, responsible and autonomous, so that they can compete with the challenges of globalization. Accordingly, the purpose of this case study was to know if teachers and learners in higher education are learning and teaching by and with the right set of skills such as critical thinking.

According to teachers' interview, the five interviewed teachers had several methods to enhance students' critical thinking such as openness, discussing and analyzing and increasing students' intercultural and challenging students' minds (see table 2.1). As far as students' questionnaire is concerned, the majority of students showed uncertainty and ignorance about critical thinking in their education (see answers to question one). Furthermore, most students believed that their teachers encourage them to think independently (see answers to question four). However, this is only one step forward in a long road when it comes to teaching critical thinking. Additionally, the majority of students preferred to ask sometimes and rarely for clarification because of hesitating from

factors such as fear of teachers' reactions (see answers to question six), which might lead back to the traditional teaching problem. In addition, most of students admitted that they rely on teachers when they are stuck (see answers to question seven). Which confirmed the fact that students are reliant on teachers and that they are not autonomous. Likewise, most of students admitted the fact that their teachers encourage them sometimes and rarely when it comes to reasoning (see answers to question eight), which suggested that there is a flaw in those teachers' methods since encouraging students to reason should be done habitually. Moreover, approximately half of students believe that their teachers design their lessons so that they can think independently. These results from the research instruments supported the research's hypothesis that most of master students are not critical thinkers.

On the other hand, it seemed that teachers do not use methods that enhance critical thinking in their students. The results from teachers' interview revealed that teachers in the system of education support the traditional teaching (see answers to question three), which oblige, students to only receive and learn by heart. Moreover, the results from students' questionnaire showed some interesting points. For example, most students showed ignorance about teachers' materials that help enhancing critical thinking by not writing an answer to the question (see answers to question three). Moreover, approximately half of students believed that their teachers rely on debates during lectures, while the other half either believed that their teachers rely sometimes on debates or they do not rely on debates (see answers to question five). These results suggested that there is much work to do for teachers in terms of enhancing critical thinking, since half of the informants are not regularly relying on debates. Nevertheless, the majority of students stated that their teachers do not appreciate students' opinions or they are not much motivated (see answers to question nine), which supported the fact that there are some serious problems that must be fixed immediately. Also, a huge portion of students believed that their teachers do not put much effort into fostering their critical thinking (see answers to question ten). Accordingly, the results from the research instruments

supported each other to back the second hypothesis of the case study claiming that the majority of teachers do not use techniques or methods to enhance students' critical thinking.

According to the interviews, the five interviewed teachers had several methods to enhance students' critical thinking such as openness, discussing and analyzing, increasing students' intercultural and challenging students' minds (see answers to question two). Also, teachers stated that giving students the right to express their opinions and respecting their way of thinking are among the correct methods to enhance students' critical thinking (see answers to question one). Furthermore, teachers mentioned that using articles to criticize by students is useful as a method to increase critical thinking in students (see answers to question five). Whereas the questionnaire for students had similar results. Additionally, some teachers tend to use data show, textbooks and methodical materials that facilitate enhancing critical thinking to students (see answers to question three). In addition, a portion of teachers tend to rely on debates during lectures that could help enhancing critical thinking in students (see answers to question five). Furthermore, few teachers consistently encourage their students to reason, which could help in results such as creating critical thinking in students (see answers to question eight). Moreover, some students admitted to strategies used by teachers to enhance their critical thinking such as not accepting every idea for granted, looking for clarifications with investigating, asking questions, discussing new topics and making positive interaction (see answers to question ten). The triangulation of information above seem to come to one single fact that supports the research's last hypothesis which is using the correct approaches to develop critical thinking in students.

3.6 Recommendations

The five steps model is a model meant to help teachers enhance their students' critical thinking. It is completely effective and easy to apply.

Step 1: Define learning aims. In view of the significance of a course, its location in a program of study, and its role in affording a base of awareness to be constructed upon by other courses, a teacher must first classify the main learning goals that determine what conducts learners should demonstrate when they quit the class. To cause critical thinking occurrence, these learning goals, as well as the activities and appraisals, must comprise those tied to the advanced levels of Bloom's (1956) classification (Duron, Limbach, and Waugh, 2006).

A clearly formulated goal should comprise a conduct that is suitable for the chosen level of the classification. Bloom's knowledge level needs a response that exhibits simple memory of facts (Duron, Limbach, and Waugh, 2006).

Questions at this level could be to ask students to answer who and what and to describe, state, and list. Comprehension requires an answer that demonstrates an understanding of the information. Questions at this level might ask students to summarize, explain, paraphrase, compare, and contrast. Application requires an answer that demonstrates an ability to use information, concepts and theories in new situations.

Requests at this level may question learners to apply, construct, solve, discover, and show. Study needs a reply that exhibits an aptitude to see models and categorize data, concepts, and theories into constituent parts. Requests at this level could request learners to study, classify, categorize, differentiate, and analyze. Combination needs a response that exhibits an aptitude to link knowledge from numerous areas to generate new or innovative work. Questions at this level might enquire learners to synthesize, build, generate, enact, and presume. Lastly, assessment needs a response that exhibits aptitude to evaluate proof based on reasoned argument. Questions at this level may enquire learners to evaluate, disapprove, mention, predict, and appraise. Thus, a clearly formulated course plan should aim a definite conduct, introduce and permit for practice

of the wanted conduct, and finish with the student display of the behavioral answer. The development of clearly formulated questions will significantly hasten a learner's drive into critical thinking.

Step 2: Impart knowledge using interactive methods, such as questioning. Questioning is an essential measure of the teaching and learning process. It enables the educator to establish what is already taught and then to encompass beyond that to cultivate new ideas and understandings. Questions can be used to arouse communication between educator and student and to defy the student to defend his or her stance, (i.e., to think critically). Clasen and Bonk (1990) suggested that even if there are many approaches that can sway learner thinking, it is educator questions that have the greatest influence (Duron, Limbach, and Waugh, 2006). He went ahead to show that the level of learner thinking increases or decreases according to the level of questions asked. While planning, educators must take into consideration the objective of each question and then develop the suitable level and sort of question to achieve the goal. All learners require practice with advanced level questioning when they become acquainted with a theory. Attentive preparation devolving on the educator is fundamental in bringing that skill.

Questioning methods can be used to raise the thinking aptitude of learners. Questions can be classified in a number of diverse ways. One easy technique is to use the general groupings of convergent and divergent questions. Both convergent questions and divergent questions seek a wide variety of correct levels of Knowledge, Comprehension, and Application and may include questions like "Define nutrition," "Explain the concept of investing," and "Solve for the value of X." Divergent questions apply to Bloom's higher levels of Analysis, Synthesis, and Evaluation; are generally open-ended; and foster student-centered discussion, thus boosting critical thinking. For instance, "Define the abilities that enable a person to succeed," "Create an office design to simplify group communication," and "Depict how sun spots can influence tree growth" are all divergent questions.

To best efficiently boost learner contribution, educators must become highly accomplished questioners. This is reasonably uneasy and takes pledge. Conforming to Teaching Strategies (2003), the critical elements of a capable questioner are that they: formulate short and succinct questions, are ready to restate questions, are ready to yield further replies from partakers, use a diversity of methods, reorient questions/answers, afford feedback and support without reiterating replies, and disseminate questions around the class (Duron, Limbach, and Waugh, 2006).

Elder and Paul (1997) suggested that the talent of questioning is essential to the talent of learning and that, to the degree that if they flop to ask sincere questions and seek replies to those questions, learners are not expected to take the content earnestly. Learners study math by questioning about math, learners study history by questioning about history, and learners study business by questioning about business (Duron, Limbach, and Waugh, 2006).

Educators can and should use questioning methods to stimulate critical thinking in the classroom.

Step 3: Exercise before you evaluate. In the last decade, a big change has occurred in education; that change is toward active learning. Educators that have this method generally discover that the learners study more and that the lectures are more pleasant.

Bonwell and Eison (1991) depicted active learning as involving the learners in events that cause them to think about what they are doing (Duron, Limbach, and Waugh, 2006). Fink (2003) specified that the notion of active learning supports study which demonstrates that learners study more and recall information longer if they obtain it in an active rather than passive way (Duron, Limbach, and Waugh, 2006). To cause studying more active, the teacher needs to study how to improve the global studying skill by adding some sort of practical studying and occasions for thoughtful discussion.

Conferring to Fink (2003), there are two supervisory principles that should be taken into consideration when selecting learning activities (Duron, Limbach, and Waugh,

2006). First, activities should be selected from each of the next three components of active learning: Information and ideas, Experience, and Reflective Dialog. Information and ideas comprise primary and secondary sources accessed in class, outside class, or online; Practice comprises doing, observing, and replications; Reflective dialog comprises papers, portfolios, and journaling. Second, when likely, direct types of studying activities should be used. Instances of direct activities comprise doing in a true setting, direct observation of an event, reflective thinking, service studying, journaling, and inside or outdoor of the class.

One very significant component of active studying is in-depth reflective dialog. This provides learners with the chance to reflect on the sense of their studying skill. One can echo with oneself, as in a journal, or with others, as in a class debate.

Conferring to Fink (2003), in reflective writing, learners should pose the following questions: What am I studying? What is the worth of what I am studying? How am I studying? What else do I need to study? (Duron, Limbach, and Waugh, 2006).

When educators think about what should occur in a lecture, it is imperative to consider the types of active studying that can boost critical thinking. To improve the global studying skill and to generate a whole set of learning activities, it is necessary to broaden the view of active learning to comprise getting data and ideas, skill, reflection, and, when likely, direct experience.

Step 4: Review, refine, and improve. Educators should endeavor to constantly perfect their courses to ensure that their teaching methods are in fact serving learners develop critical thinking abilities. To achieve this, educators should observe the classroom activities very carefully. To track learner contribution, a teaching record can be kept that identifies the learners that contributed, defines the main class activities, and provides an evaluation of their success. Other reflective remarks can also be chased in this journal and can be very valuable when reviewing or updating teaching activities.

Learner response is also a vital instrument to be used in the enhancement of a course. Angelo and Cross (1993) proposed several approaches for collecting key data linked to learner studying and reaction to teaching approaches (Duron, Limbach, and Waugh, 2006). One such technique, the 2-minute paper, asks learners to recognize the most significant point learned. Educators can review the observations and use them in future classes to highlight issues identified. Chain notes can be executed with an envelope bearing a key question on it that learners reply to by inserting their answers in the envelope.

Discussing the patterns of responses with the learners can result in better teaching and learning. Memory mediums are also valuable in the collection of learner response; learners are asked to fill in two-dimensional cells with labels linked to a model. For instance, labels may match different periods of history and learners would be asked to classify events. The educator can look for designs among the incorrect answers and find out what might be the cause(s).

These sorts of activities can also be positively beneficial for the learners. Learners will turn into better observers of their own learning. Learners may discover they need to modify study skills to enhance their achievement in the course. Learners will observe, directly, that the educator takes care about their education.

Step 5: Provide feedback and assessment of learning. Educator response, like evaluation, equates norms and values to learner achievement in an effort to appraise the quality of work. Nevertheless, the aim of feedback is to improve the quality of learner studying and performance, preferably than to score the performance, and, notably, it has the capability to help learners study how to evaluate their own performance in the future. Response permits the educator and learner(s) to engage in discussion about what differentiates fruitful performance from fruitless performance as they debate criteria and standards (Duron, Limbach, and Waugh, 2006).

Educators must make available good response to their learners over recurrent occasions to exercise whatever they are due to carry out at evaluation time. Educators should share ample time with learners, helping them to comprehend what the criteria and standards are and what they mean. Learner peers may also provide response and appraisal. Each of these methods help learners study to differentiate between acceptable and unacceptable performance. When providing feedback, teachers should be both thoughtful and purposeful. According to Wlodkowski and Ginsberg (1995), teachers should provide feedback that is informational rather than controlling, based on agreed-upon standards, specific and constructive, quantitative, prompt, frequent, positive, personal, and differential (i.e., indicating personal improvement since the last performance) (Duron, Limbach, and Waugh, 2006).

Lastly, it is essential to note the significance of appraisal to the 5-step model itself. Information picked up from learner response and evaluation provides an instant and important source of information to the educator with respect to which aims were met the efficiency of definite learning activities, things to start or stop doing, efficiency of response on standards, etc. This information should be used to constantly enhance courses and can in turn become a prized part of a department or discipline's outcomes-based appraisal efforts.

3.7 Conclusion

The current chapter was dedicated to the quantitative and qualitative analyses of data which were gathered with two research instruments from different sources. In fact, the analysis of students' questionnaire and the teachers' interview and the triangulation of results revealed that students of master are not critical thinkers. Also, most teachers are not using techniques or methods that enhance critical thinking. Also, the chapter included recommendations to appropriately enhance critical thinking in students.



General Conclusion

Globalization keeps to impose more demands on countries by the day at all levels. Whether it is personal, economic, technological, political or scientific. At our current times, it is clear that the purpose of education is not by memorizing by heart the information given by teachers; rather, education is what makes students competent and skillful to challenge the real life situations and to be productive, effective and active citizens.

In order to reach these objectives, the LMD system was made to evolve our educational system to a degree that students will become critical thinkers. Teachers are also supposed to implement relevant strategies to enhance students' critical thinking. However, it is quite clear that the LMD system is not as efficient as people thought it is since learners are relying on their teachers on the learning process. On the other hand, teachers are unable to forsake their old methods of teaching that does not enhance students' critical thinking.

According to this meaningful and important issue the researchers formulated the following research questions:

1. Are EFL teachers playing a supportive role in developing critical thinking among their students?
2. What are the reasons behind the absence of critical thinking among the EFL students?
3. What are the supportive roles that teachers are supposed to play to develop critical thinking?

The mentioned questions led the researchers to formulate the following hypotheses:

1. EFL learners do not show critical thinking.
2. Maybe because teachers are not using some techniques or methods that enhance critical thinking.
3. By using the correct approaches to develop critical thinking.

Thus, the research was divided into three chapters: the first chapter dealt with the research methodology. The second chapter on the other hand dealt with the theoretical considerations on critical thinking. In the third chapter, the researchers collected data with research instruments, analyzed the data and added recommendations and suggestions for the issues.

While concluding the case study, and after the triangulation of data from several sources using the research instruments (an interview with university teachers and a questionnaire for master students), the three hypotheses that were examined, all three were confirmed. The results revealed that master students are not critical thinkers and therefore unready to think deeply about their learning process. Accordingly, some results showed that teachers did not use techniques or methods that enhance students' critical thinking. Moreover, the results shown that cooperation between teachers and students will lead teachers to teach critical thinking.

Our argument is linked to the certainty that understanding the rationality of implementing critical thinking methods and approaches will lead students to become much better learners. However, to change the problem to the correct side will lead a lot of effort from both learners and teachers to implement such approaches.

This case study, which was a modest study to contribute to the current debate about the LMD system and its role in guiding and creating reform in the educational system, remains insufficient and incomplete as the researchers have only skimmed superficially to the problem under investigation. Without a doubt, investigating a precise situation in an Algerian EFL context represented a huge challenge because of the limitations the researchers were facing. Some of the limitations were the fact that the human nature of being non-perfectionist that leads to unawareness of such problems. Also the few number of research informants taken into account. Moreover, case study research is criticized for the fact that generalizations are not simply concluded, especially when the number of research informants are small. In fact, a sample of 20 students and 5 teachers does not assure any attempt to generalize the results. However, this case study could start a

nationwide debate on how to change the educational system into a more efficient system. So that students would become more capable thinkers.

In conclusion, students of master lack critical thinking and an immediate solution must be put in place as soon as possible. The issue might result into graduated students whom will become teachers and teach future generations without an important factor such as critical thinking. However, the recommendations in chapter three clearly states the solution to the issue whom the responsible heads in the ministry of education can implement. Therefore, teachers and students will be able to become active thinkers and lead to the flourishing of the educational system in Algeria.



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Appendixes

Appendix A: Teachers' Interview

1. What practices would enhance the ability of students to think critically about subject material?
2. How did your lessons seek to develop students' critical thinking?
3. What makes learners lack critical thinking?
4. What is your experience as an EFL teacher with critical thinking?
5. What solutions can you suggest for students to develop their critical thinking?

Appendix B: Students' Questionnaire

Dear student,

It would be great if you could answer this questionnaire, which seeks to understand the reasons why critical thinking seems to be absent among EFL learners.

Signature:

Specialty:

1. Is critical thinking skills' development introduced in your education?

Yes No Not sure

If yes,

how?.....

.....

2. Do you think that critical thinking is important to you as an EFL student?

I strongly agree I agree I am Not sure I disagree

I strongly disagree

3. What educational materials (programs, textbooks, methodical materials, brochures and etc.) do your teachers use to develop critical thinking and career education?

.....
.....

4. *Does your teacher encourage you to think independently?*

Yes No Not sure

5. *Does your teacher rely on debates during his/her lectures?*

Always Sometimes Rarely Never

6. *Do you ask for clarifications and justifications?*

Always Sometimes Rarely Never

Why

.....
.....

7. *When you are stuck, you wait for the teacher to give you the answer?*

Yes No Not sure

8. *Are you encouraged by the teacher to reason to valid solution?*

Always Sometimes Rarely Never

9. *Are lessons designed to encourage students to think independently?*

Yes No Not sure

Explain

.....
.....

10. *Does your teacher suggest some strategies to enhance your critical thinking?*

If yes, what are they?

.....
.....

11. *When has critical thinking skills been helpful to you?*

.....
.....

12. *Do you think that critical thinking should be included in the curriculum of bachelor degree in EFL major ?*

I strongly agree I agree I am Not sure I disagree

I strongly disagree

Why

.....
.....

13. Do you think you are able to develop a skill such as critical thinking by yourself?

Yes No Not sure

Why

.....

14. According to you , what makes students lack critical thinking?

.....
.....