

People's Democratic Republic of Algeria
Ministry of Higher Education and scientific Research
Mohamed Kheider University of Biskra
Faculty of Letter and languages
Department of English



Enhancing EFL Students' Critical Thinking through Reading Authentic

Materials

**The Case of Second Year EFL Students at Mohamed Kheider University
of Biskra**

**A Dissertation Submitted to the Department of English in partial Requirement for the
Fulfillment of Master Degree in English language: Sciences of language**

Submitted by:

Miss. BEN MOUSSA Fadoua

Supervised by:

Dr. BACHER Ahmed

Panel of Examiners

Dr. BACHER Ahmed

Supervisor

Mrs. MAALAM Samia

Examiner

Mrs. BEKHOUCHE Rime

Examiner

Mrs. BENCHAREF Sakina

Examiner

Academic Year: 2020/2021

DECLARATION

I, Fadoua BEN MOUSSA, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been falsified or used for other courses and examinations. Nor has another person, university, or institution for another degree or diploma previously, or concurrently, published it, unless explicitly acknowledged (In- text citation and list of references).

Author's Name: Miss. BENMOUSSA Fadoua

Signature:

Date:

Dedication

-If I put all my words together, I cannot express how proud I am of you.

*To you, my heroes, I dedicate this work; to my father: **Ayach** , and my mother: **Aicha**. You are my source of happiness, strength, and success may God bless you.*

*To you my only brother: **Selman**, my dearest, thank you dear for your efforts, assistance, and un endless support.*

*To my heart, my lovely sisters: **Mounira**, **Asma**, **Raghida**, and the quietest **Manel** thank you for your encouragement, support, and stand.*

*To my dear uncle: **Yasser Ben Moussa** for your moral encouragements, and technical help.*

*To my second sisters, my friends: **Maroua**, **Khaoula**, **Nariman**, and **yousra** thank you for your encouragements.*

Thank you all

Fadoua

Acknowledgements

In the name of Allah, the Most Merciful and Compassionate.

I would like to say that “My success is only by Allah”. Who give me the strength and patient to accomplish this work.

First of all I would like to give my sincere gratitude to my honorific supervisor, Dr. BACHER Ahmed who accepted me as his master student candidate without any hesitation. Thereafter, he offered me with so much advise, help, and guideless. I have learned a lot from him and without his help I could not finished this dissertation.

I'm extremely thankful to the board of examiners who accepting to read this work and for any remarks they would make to refine it.

I'm deeply appreciative of the efforts of: Mrs. DJAALAL Meriam, Mr. BENMOUSSA Yasser, Ms: LADJINI Messaouda (from M'sila University), Dr. BEN ABD EREZAK Abdennacer, Miss. Kanza MERGHEMI, Mr. LEBIAR Khaled and Mrs. BENCHAREF Sakina

I would never forget to express my honest gratitude to all my teachers who have been teach me throughout my university studies at the department of English at Mohammed Kheider University

To all of you.....Thank you

Abstract

Reading is a vital language skill for EFL learners to succeed in their academic career. It is a cognitive process through which learners try to think, understand, evaluate, and interpret what they have read. In helping learners to think critically, it is believed that teachers should boost their learners' critical thinking; more precisely, teachers' duty is to provide their learners with opportunities to share their knowledge, and experience the world's richness in order to empower them via asking provocative questions. This current study aims to investigate the role of reading authentic materials in enhancing EFL students' critical thinking. It is hypothesized that if EFL teachers at MK University of Biskra select and use carefully authentic materials in reading module, their students' critical thinking would be improved. A Mixed method design is employed for the sake of answering the research hypothesis and questions. Data were gathered via submitting a questionnaire to two groups of second year LMD students at MKUB and a semi- structured interview conducted with 06 teachers (05 full time teachers and 1 part- time teacher who is enrolled in a doctoral program) who teach reading module to second year. The study's findings reveal that teachers are fully aware of the crucial importance of using authentic materials (like newspapers, scientific articles, etc) in reading. Additionally, students' attitudes towards using authentic materials in reading are highly appreciated. They confirm that the suitable/ appropriate materials used by teachers of reading train them to be active thinkers not just passive receivers of the information.

Key words: critical thinking, reading authentic materials, mixed method design, semi-structured interview, questionnaire.

List of Abbreviations and Acronyms

CT: Critical Thinking

AMS: Authentic Materials

EFL: English Foreign Language

UMKB: University of Mohamed Kheider Biskra

TEFL: Teaching English Foreign Language

RQ: Research Questions

RH: Research Hypothesis

List of Appendices

Appendix A: Students' Questionnaire

Appendix B: Teachers' Interview

List of Tables

Table.1.1. Advantages and Disadvantages of reading authentic materials.....	37
Table 3.1. Students' Gender Distribution.....	43
Table 3.2. Students' Age Distribution.....	44
Table .3.3. Students' Choice of Studying English.....	45
Table .3.4. Students' Reasons for Studying English Language.....	46
Table .3.5. Students' Point of Views toward Studying English at University.....	47
Table.3.6. Students' Difficulties that they encounter.....	48
Table .3.7. Students' Opinions toward Critical Thinking.....	49
Table.3.8. Students' Opinions toward the Meaning of Critical Thinking.....	50
Table.3.9. Students' Attitudes towards Reading Courses and Critical Thinking.....	52
Table. 3.10. Students' Motivation to Become Critical Thinkers.....	53
Table.3.11. Students' Attitudes towards the Role of Critical Thinking.....	54
Table.3.12. Students' Attitudes towards the Importance of Reading.....	55
Table. 3.13. Students' Attitudes towards Reading in English.....	56
Table.3.14. Students' Attitudes towards Reading Courses.....	57
Table.3. 15. Students' Point of views towards Authentic Materials and Reading.....	58
Table.3. 16. Students' Attitudes towards Using English Authentic Materials.....	59
Table.3.17. Students' Point of Views towards the Importance of Reading Authentic Materials.....	60
Table.3. 18. Students' Views towards the benefits of the Selection of the Content to be taught.....	62

Table.3. 19. Students' Attitudes towards Reading Authentic Materials and Critical Thinking63
Table 3.20. Teachers' Degree.....	66
Table 3.21. Teachers' Period of Teaching.....	66
Table. 3.22. Teachers' Field of Research	67

List of Figures

Figure.1.1. Blooms' Taxonomy	9
Figure.2.1. Source of Authentic Materials.....	31
Figure 3.1. Students' Gender Distribution	43
Figure .3.2. Students' Age Distribution	44
Figure .3.3. Students' Choice of Studying English	45
Figure.3.4. Students'Reasons for Studying English Language.....	46
Figure.3.5. Students' Point of Views toward Studying English at University	47
Figure.3.6. Students' difficulties that they encounter.....	48
Figure.3.7. Students' Opinions toward Critical thinking	49
Figure.3.8. Students' Opinions toward the Meaning of Critical Thinking.....	51
Figure. 3.9. Students' Attitudes towards Reading Courses and Critical Thinking.....	52
Figure.3. 10. Students' Motivation to Become Critical Thinkers	53
Figure.3. 11. Students' Attitudes towards the Role of Critical Thinking.....	54
Figure. 3.12. Students' Attitudes towards the Importance of Reading	55
Figure.3. 13. Students' Attitudes towards Reading in English	56
Figure.3. 14. Students' Attitudes towards Reading Courses.....	57
Figure.3. 15. Students' Attitudes towards Authentic Materials and Reading	58
Figure.3. 16. Students' Attitudes towards Using English Authentic Materials	59
Figure.3. 17. Students' Point of Views towards the Importance of Reading Authentic Materials.....	61

Figure.3. 18. Students' Views towards the benefits of the Selection of the Content to be taught.....	62
Figure.3.19. Students' Attitudes towards Reading Authentic Materials and Critical Thinking.....	63

List of Contents

DECLARATION

Dedication	I
Acknowledgements	II
Abstract	III
List of Abbreviations and acronyms	IV
List of Appendices	V
List of Tables	VI
List of Figures	VIII
List of Contents	X

General Introduction

Introduction	1
1. Statement of the Problem	1
2. Significance of the Study	2
3. Aims of the study	3
4. The Research Questions	3
5. Research Hypothesis	3
6. Research Methodology	4
6.1. The choice of the Method	4
6.2. Population and Sampling	4

6.3. Data Collection Tools	4
7. Provisional Outline.....	5

Chapter One: Critical Thinking

Introduction	6
1.1. Brief History about Critical Thinking	6
1.2. Definition of Critical Thinking	7
1.3. Bloom's Taxonomy	9
1.4. Importance of critical thinking.....	10
1.5. Critical thinking VS Negativity.....	11
1.6. Critical thinking and Problem solving	11
1.7. Critical Thinking and Logic	12
1.8. The Critical Thinker	14
1.8.1. Features of Good Critical Thinker	14
1.9. Personal Strategies for Critical Thinking	15
1.10. Critical thinking skills	16
1.11. Critical thinking and pedagogy	17
1.12. Teaching critical thinking.....	18
1.13. Integrating Critical thing in EFL classes.....	19
1.14. Obstacles of Critical Thinking	19
1.15. Critical thinking and reading.....	21
Conclusion.....	21

Chapter Two: Reading Authentic Materials

Introduction	23
2.1. General overview about Reading Authentic Materials	23
2.2. Authenticity and Authentic Materials	24
2.2.1. Authenticity Definition.....	24
2.3. Types of Authenticity.....	26
3.3. The Nature of Authentic Materials.....	26
2.4. Non- Authentic Materials.....	28
2.5. Importance of Authentic Materials	28
2.6. Sources of Authentic Materials	29
2.7. Criteria of Choosing Reading Authentic Materials.....	32
2.8. Using Reading Authentic Materials in EFL classes.....	34
2.9. Advantages and disadvantages of Reading Authentic Materials	35
Conclusion.....	38

Chapter Three: Data Analysis and Interpretations

Introduction	39
3.1. Research Methodology.....	39
3.1.1. The Research Approach.....	39
3.1.2. Sampling and Population.....	40
3.1.3. Data Collection Methods.....	40
3.1.3.1. The interview	40

3.1.3.2. The Questionnaire	41
3.2. Students' Questionnaire	41
3.2.1. Description of the Students' Questionnaire:	41
3.2.2. Administration of Students' Questionnaire	42
3.2.3. The Analysis of Students' Questionnaire	42
3.2.4. Teachers' Interview	65
3.2.4.1. Description of Teachers' Interview.....	65
3.2.4.2. The Analysis and the Interpretation of teachers' Interview:	66
Conclusion.....	81
General Conclusion	82
Suggestions and Recommendations	84
List of References.....	85
Appendix A	
Appendix B	
المخلص	

Introduction

Reading is a sophisticated activity that includes psychological, linguistic and sociological aspects. It is viewed as the process of constructing meaning in which learners make their own interpretation of what they read through reading, understanding, analyzing and then evaluating texts. Reading is, thus, an activity that involves an interactive interaction in which learners are actively deemed to produce meanings via applying a variety of critical thinking strategies. Reading without thinking is not possible.

Critical thinking is a vital issue in education. Educators and instructors are interested in ways how to improve Learners' critical thinking via using reading authentic materials. Due to the lack of using non- authentic materials in reading courses, students tend to encounter so many problems. Using Reading Authentic Materials help students to be exposed to "real language". The aim of using reading authentic materials in EFL classes is to make learners not only learn a language in a safe environment, but also to meet language that is used in a real life.

The present study seeks to investigate the crucial role of authentic materials in reading and their impact on students' critical thinking. It is worth of note to mention that this study is conducted at Mohamed Kheider University of Biskra with second year LMD students and their teachers of reading course.

1. Statement of the Problem

Reading is one of the main receptive skills that EFL students in the Algerian context should master. The majority of learners lack the ability to read different texts critically. Learners are struggling to make inferences of what they read. Obviously, having good critical thinking abilities is very important; especially, when learning English as Foreign Language (EFL). CT seems as a difficult task for second year EFL students of Mohamed Kheider

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

University. For them it is regarded as a complex task because it needs more practice, efforts, open mindedness, and high level of proficiency. This later which is considered as obstacles for them may hinder their achievements and progress. Therefore, they need to build their confidence to raise questions, voice their ideas, and participate in dialogues. To overcome the previous listed discrepancies, teachers are required to make shift from teacher centered to student centered learning through varying the teaching strategies and methods that urge students to become more active. Accordingly, they are supposed to create a suitable atmosphere for their students which can provide them with opportunities to challenge their thinking capacities. Teachers need therefore to adopt an effective material that may help students to express their views. That's why, it is suggested Reading Authentic Materials could be suitable tools that help students to think independently.

2. Significance of the Study

The current research is designed in order to investigate the role of reading authentic materials in enhancing EFL students' critical thinking. Moreover, to find out practical solutions that can be adopted by EFL teachers in order to raise their students' motivation and engagements toward developing their critical thinking skills. The result of this study is beneficial for both teachers and students. For teachers to chose an appropriate teaching method, and learners to be actively engaged and motivated in the learning process. The results also may contribute to develop students' awareness about reading authentic materials as a helpful strategy needed in the learning process. This current study seeks also to investigate learners' attitudes and point of views about implementing/ using authentic material like magazines, newspapers, and scientific articles in their classes.

3. Aims of the study

The present inquiry aims to investigate teachers' and students' attitudes towards using reading authentic materials to enhance/ raise students' critical thinking in EFL classes in the Algerian context. The following could be regarded as general aims

- ❖ Identify the various attitudes and perceptions of both teachers and students towards implementing/ incorporating authentic materials in teaching reading course.
- ❖ Examine the effectiveness of using Reading Authentic Materials as tools to develop Learners' critical thinking.
- ❖ Identify the different methods and materials that EFL teachers use to improve their students' critical thinking.
- ❖ Seek to improve students' critical thinking through reading authentic materials.
- ❖ Shed the light on the advantages that reading authentic materials provide.

4. The Research Questions

This research seeks to answer the following research questions

RQ1: How do EFL teachers develop their students' critical thinking?

RQ2: How can Authentic Reading Materials (ARM) help students develop their critical thinking?

RQ3: Do second year EFL students perceive the use of reading authentic materials in their reading?

5. Research Hypothesis

Based on the above research questions, we hypothesize that:

If EFL teachers at Mohamed Kheider University select and use carefully authentic materials in reading, their students' critical thinking would be enhanced.

6. Research Methodology

6.1. The choice of the Method

This current study (research) is conducted in order to shed the light on developing learners' critical thinking through reading authentic materials. To confirm the hypothesis stated before in this study and to get the data necessary in this investigation. The researchers have opted for a mixed method design. In other terms, it is a combination between qualitative and quantitative data collection tools (Questionnaire and semi- structured interview).

6.2. Population and Sampling

The population of this study is the second year LMD students at Mohamed Khieder University of Biskra. Their total number is (N= 263) students. The main reason for choosing second year is that they have already experienced reading module during their first year. Moreover, we have opted for 2 groups randomly chosen to participate in our study as a sample of (N=50) students. Only 25 students who have answered the questionnaire. This could be justified due to the Covid-19 pandemic. Additionally, a sample of (06) teachers of reading module have accepted to take a part in our study whose opinions and viewpoints may help for enriching this research study with a valuable data.

6.3. Data Collection Tools

This current investigation is based on the use of two different data collection tools. A questionnaire is handed to a sample of second year students (02 groups). This questionnaire includes a variety of close- ended, open- ended, yes- no, and multiple choice questions in order to gather the different attitudes and knowledge of the participants about the current topic under investigation. In addition to that, the researchers intend to submit an interview to (05) full time teachers and (01) part- time teacher who is enrolled in a doctoral program of reading module in the English division to collect their different views about our research.

7. Provisional Outline

In order to answer the afore-mentioned research questions and hypothesis, this present study has been planned so as to include mainly three chapters, with the aim to exhibit the development of the study from theoretical to practical sections or chapters. First, **Chapter One** presents the main theoretical framework about the topic that will be analyzed. Some concepts are presented throughout the chapter like critical thinking: its history, its definition, an overview about Blooms' Taxonomy, its importance and its criteria. Second, **Chapter Two** discusses Reading Authentic Materials. First, we have started with definition of authenticity, authentic materials, non- authentic materials, additionally, the importance of authentic materials and finally its sources. **Chapter Three** which is entitled Data Analysis (practical section) discusses the results, analysis and the interpretation obtained from the analysis of the students' questionnaire and teachers' interview.

CHAPTER ONE

CRITICAL THINKING

Introduction

Critical thinking (Henceforth CT) is an important and vital topic in the academic sphere. It is highly needed to equip learners with critical thinking skills that may help them to solve and generate the most effective ways to deal with these problems autonomously. It represents the individuals' deep thinking process. Hence, The ability to express point of views in different perspectives and find solutions about an issue is very heart of what it means to be able to think critically. In EFL teaching, enhancing learners' critical thinking is regarded as an essential part to reach high level of knowledge; thus, this intellectual thinking skill requires learners to be engaged in thinking. Throughout this chapter, the researchers will provide a brief definition of what is critical thinking with its history, blooms taxonomy and importance of critical thinking, etc.

1.1. Brief History about Critical Thinking

Critical thinking is not a new concept. It is a term that has been first proposed in the area of philosophy and psychology sciences. However, it has not got precise meaning. The term critical was derived from the Greek word “kritikos” meaning in that to judge (McGeorge, 2007). Then, the word “kritikos” moved to the Latin word in which it became “criticus” (Hançerlioğlu, 1996, as cited in KARAKOÇ, 2016). Its history has begun many years ago. Its roots are as ancient as its etymology, traceable, ultimately, to the teaching practice and vision of Socrates 2500 years ago. Through probing questions, Socrates found that people could not justify their claims to knowledge (The Foundation of Critical Thinking 2019). Afterwards, Socrates was followed by Plato, Aristotle and the Greeks' skeptics. All of them stressed the idea that things are exceptionally distinctive from what they appear to be.

Using critical thinking effectively in education entails shifting the focus from teaching to learning, with more and more of the learning coming under the control of the learner

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Researchers, in early stages, advocate various terms like 'reflective thinking in education. Dewey (1933, p. np) points out that CT is an “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends”._This means that, active learning and reaching good conclusions is based on being active in knowledge. Additionally, recently critical thinking is considered as the skill of 21st century; there for, it is adopted by schools as an educational goal (cited in Samuel, 1999).

1.2. Definition of Critical Thinking

Critical thinking is regarded as an important goal for education today. It has been a controversial issue among philosophers, researchers and educationalists. John Dewey (1993) is one of the researchers who used to introduce the notion of thinking skills into recent educational history. To think critically means that to be able to develop clearer thinking about something, present your ideas, analysis using different point of views in way that can convince others. Several definitions have been suggested by scholars to define this term. Oxford Advanced learners' dictionary defines critical thinking as:"The process of analyzing information in order to make logical decision about the extent to which you believe something to be true or false". In other words, critical thinking refers to the ability to analyze and evaluate information in a logical way to make judgment about it. Another important definition is that, critical thinking is self corrective, assessing, and evaluating thinking process. It involves specific abilities of communication and solving problems (Paul and Elder 2002). In the same vein, Linn (2000 cited in Karakoç, 2016) declares that

Critical thinking involves of a variety of skills, such as a source of information, analyzing its credibility, reflecting on whether

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

that information is consistent with the background knowledge and drawing conclusions based on critical judgment.

In the same vein, "Critical thinking is the use of cognitive skills or strategies that increase the probability of a desirable outcome" (Halpern 2003, p. 06). In other words, critical thinking is related to the use of mental processes and activities in order to come up with logical, expected results. It is an important process for better decision making. He adds;" It is used to describe thinking that is purposeful, reasoned, and goal directed –the kind of thinking that involved in solving problems, formulating inferences, calculating likelihoods, and making decisions". This means that, this cognitive activity is used to make personal judgments, discover basic assumptions also to find suitable solutions about an issue. Similarly, Cottrell (2005, p. 13) defines critical thinking as:"A cognitive activity associated with using the mind ". Another way to describe it is that, this activity accurse when the mental processes are used.

Under the same path, it stated that:"critical thinking is intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from , or generated by, observation, experience, reflection, reasoning or communication , as a guide to belief and action" (Paul and Scriven 1987 cited in the foundation of critical thinking 2019) . Throughout this definition, they agreed upon the idea that this cognitive process involves using the intellectual standards through analyzing and evaluating the given information leading to appropriate conclusions. Additionally, critical thinking is regarded as the capacity to think in a critical way, Glaser claims that CT involves the following:

- An attitude of being disposed to consider in a thoughtful way, the problems and subjects that come within the range of one's experience
- Knowledge of methods of logical inquiry and reasoning.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

- Some skills in applying those methods (as cited in 1941, cited in Defining Critical Thinking, 2018).

To clarify this last argument, experience, knowledge, and skills are the three main elements that critical thinking requires. To conclude with, on the light of previous definitions, the common suggestion that suite to define critical thinking is that; critical thinking is the process of thinking used to interpret facts, information in order to come up with new level of knowledge.

1.3. Bloom's Taxonomy

Bloom's taxonomy is a map that combines both learning and behavior. Bloom 1956 describes critical thinking as the capacity to acquire knowledge through developing individual's thinking skills. It is a method that allows teachers to plan and prepare their lessons, as well as it allows them understand and develop their student's current thinking skills. Bloom classifies human thinking skills into six main levels as follows:

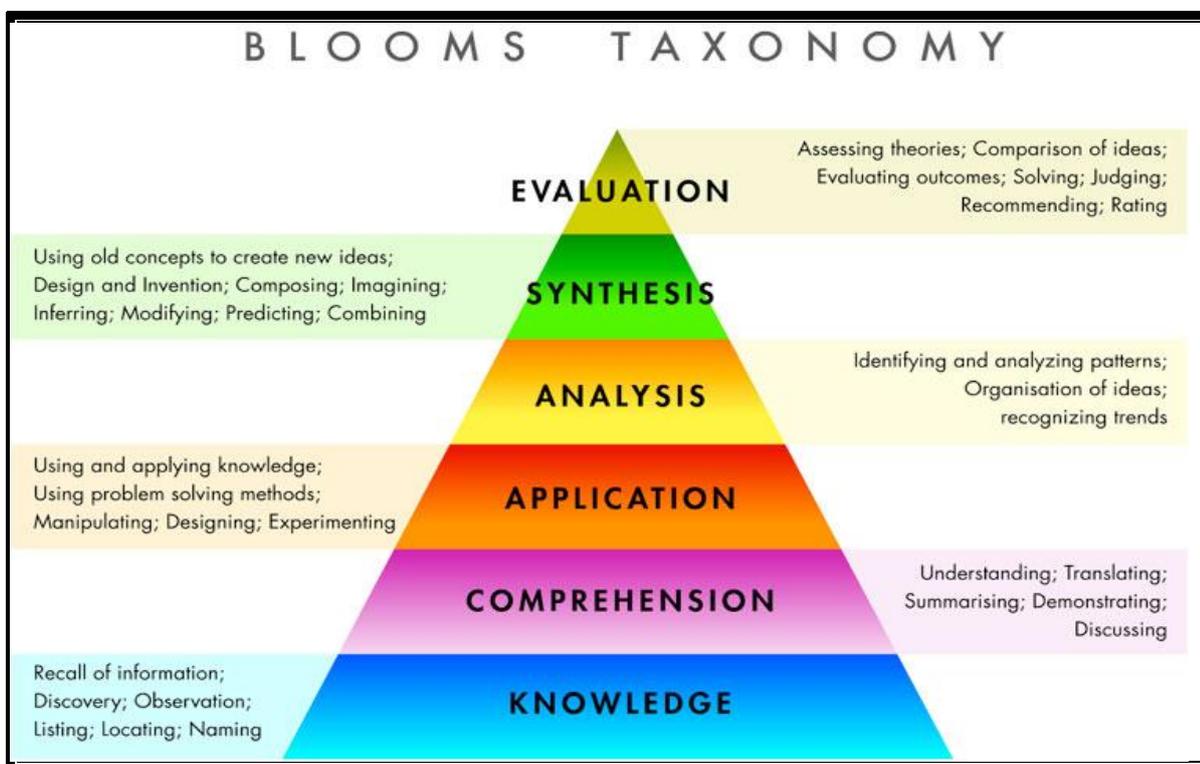


Figure.1. Blooms' Taxonomy Retrieved from

<https://sites.google.com/site/theamazingworldofteaching/topics-of-del-ii/bloom-s-taxonomy>

It is worth of noting to stress the idea that blooms' taxonomy and critical thinking go hand in hand through which this taxonomy help in categorizing students' levels of reasoning skills. These reasoning skills are categorized as follows: knowledge- comprehension- application- analysis- synthesis and evaluation. Critical thinking could be a tool that incorporate questions and activities and used them in the classroom situation. To put it in a nutshell way, Analysis, synthesis and evaluation are regarded to be the main pillars of critical thinking.

1.4. Importance of critical thinking

Critical thinking is considered as a core academic skill. It is a crucial skill that plays a vital role on individual's life success in all domains. Thus, this skill is highly required nowadays. Critical thinking is viewed as an important aspect since our life requires individuals who think critically. As Halpren declares "the ability to think critically has always been important; it is vital necessity for the citizens of 21st century" (2003, p. 2). It is essential for individuals to be able to think critically in order to engage in different issues and deal with daily life problems as well as to find efficient solutions.

Recently, it has become vital to equip Learners with critical thinking skills. For this purpose, teachers have become more aware about developing learner's critical thinking because it is the source of learning success and communication. As it is stated in the Cambridge press university (2019), Critical thinking is regarded as priority in education because it represents the goal of higher education today. It is also highly valued for workers in their professional life.

Similarly, Stobaugh (2013) stresses that the importance of critical thinking whether in education or in job. She states that good thinking result in good decisions. She added that critical thinking helps to:

- Create new innovations.
- Draw logical conclusions.
- Analyze multiple sources of information

Moreover, critical thinking is crucial not only in education, but also is highly regarded in democratic society. Field (1987) emphasizes the social, democratic aspects. According to him, democracy is a form of development and to be developed person means to think and act critically. He states that critical thinking is “at the heart of what it means to be developed person living in a democratic society “(as cited in Moon, 1987, p.14). This refers to that, critical thinking is important in democracy because it encourages people to express their ideas comfortably, develop their information. Moreover, it allows them make the right decisions about what to accept and what to reject. To sum up, critical thinking becomes more processing in different scientific, economic, democratic life domains due to its importance.

1.5. Critical thinking VS Negativity

People often believe that critical thinking is directly related to negativity (to think negatively about something). In other terms, it is always linked to deconstructive comments and criticisms, etc.; however, it differs. Critical thinking is related to challenging others' ideas logically and producing new ideas, while negativity is about finding faults without producing any kind of information as new idea. So, critical thinking and negativity are not the same (Sang 2012).

1.6. Critical thinking and Problem solving

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Critical thinking is an integral part of problem solving. (Butter worth and Thwaites) in their book entitled; Critical thinking and problem solving, suggest that problem solving and critical thinking sound like separate terms; However, they add "The skills used, especially in the application of logic, are quite similar and certainly complimentary" (p.13). This means that, critical thinking and problem solving are interrelated. They emphasize that problem solving appears in thinking skills.

Additionally, they mentioned that problem solving requires a certain process of collecting and analyzing the needed information in which Critical thinking skills are highly required. Through thinking skills, students select appropriate strategies in order to find suitable solutions. More precisely, the authors tend to state that people can use two systematic methods of thinking to solve problems. The first method is called "Heuristic", it requires using experience". In other words, it involves deep, clear, and careful thinking. The second one is called "Brute force method" (its mathematical term) where the logic takes place in this method and it requires much time. In addition to that, People also can use both of them to solve the problem.

To put in nutshell way, problem solving involves specific processes such as, identifying the problem, asking questions, and collecting information to know how the problem can be solved. This is the heart of what it means critical thinking.

1.7. Critical Thinking and Logic

Logic was and still considered as the principal method of critical thinking. Moon states that the main purpose of logic is to raise the sense of "objectivity" of critique (2007). She asserts that logic requires the quality of communicating reasons to connect views in order to come up with good arguments. Hence, one can sum up that there is relation between critical thinking processes and logic.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Moon points out that “In terms of the activities of critical thinking, logic focuses on the analysis of the arguments of others and the construction of argument” (p, 38). This indicates that the analysis and the construction of arguments are often viewed as the critical thinking processes and reasoning. It involves specific techniques of logical analysis to reveal whether the assumptions are poor or good. Additionally, she demonstrates that the importance of critical thinking lies within the study of logic as an element of critical thinking and challenging its rules.

In a similar way, Boss (2017) illustrates that critical thinking resembles logic because both require the analytical and evaluative skills. According to his point of view, logic is considered as a part of critical thinking, because it is described as set of thinking skills that individuals use every day. Thereupon, it enables individuals to understand every element, and everything around the world.

Furthermore, he adds another important detail concerning that; the critical thinking process needs using specific rules. He says: “Critical thinking involves the application of rules of logic as well as gathering evidence, evaluating it, and coming up with a plan of action” (p, 23). This means, the application of logic rules is primordial in critical thinking activity, since they help to understand and explain difficult ideas, generating new thoughts analyzing and evaluating other's reasons and views points.

To conclude, logic is regarded as the main method that has a direct relation with critical thinking. It is highly recommended to acknowledge the various forms of logic. Additionally, the place of logic in critical thinking has become a challenge in the sense that it contributes (01) to identify and analyze the ideas, (02) identify and determine assumptions, (3) identify and interpret expressions and thoughts, (04) and help learners to think in a reasoning way in order to come up with solutions to problems they encounter in their learning process.

1.8. The Critical Thinker

The nature of life entails from individuals to develop their critical awareness to deal with its complexities successfully. Therefore, being critical thinker is needed today in various domains either at schools or at work. Critical thinkers tend to perform better

1.8.1. Features of Good Critical Thinker

It is acknowledged that critical thinkers often have specific characteristics compared to other people. Paul et.al (1989) list several characteristics of critical thinkers. In their point of views, the critical thinker is “reasonable person“who is able to make conscious, personal decisions (who rely on reasons to support his claims or view points). Critical thinkers think carefully, understand, evaluate the issue, and clarify the basic ideas. They add the strong thinkers have the capacity to think with another perspective, they determine their goals to discover the solutions, they are active, open minded thinkers; precisely, they know how to communicate, and use the information and when to accept or reject it. They first activate their intellectual skills to express their thoughts.

Accordingly, there are number of certain characteristics for effective critical thinkers summarized as follows

- **Curiosity:** It enables people to become good critical thinkers. The critical thinker often seeks to discover everything through asking deep questions because he/she is always curious about knowing the truth.
- **Compassion:** In everyday life, everyone has his/ her own history, challenge, and experience. Hence, the critical thinkers always use their hearts to solve problems.
- **Awareness:** The critical thinkers have a deep understanding of what they should think about. The critical thinker focuses more on developing his/her abilities, thoughts to know what he/she should do.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

- **Decisiveness:** The critical thinker does not hesitate when making decisions. He/she attempts as much as possible to find real solutions for different obstacles he/ she faces.
- **Honesty:** It is crucial ethical value. Honesty represents the main principal of thinking; for this, good critical thinker always seeks to be honest and loyal thinker.
- **Willingness:** Critical thinkers have the desire to acquire new information, they learn from their mistakes. The critical thinkers do not accept others opinions and views passively, they are active listeners and active thinkers.
- **Creativity:** Critical thinker is almost considered to be creative thinker. Good critical thinker is able to think with another perspective. He/she has the sense of confidence to express his/her thoughts; beliefs towards something effectively and comfortably depending on his/her own choice and decisions. Retrieved from <https://wabisabilearning.com/blogs/critical-thinking/7-characteristics-effective-critical-thinkers>

Finally, according to what have been mentioned above, good critical thinkers have specific characteristics that can distinguish them from other people; such as, being creative, aware, and honest person.

1.9. Personal Strategies for Critical Thinking

Our life and personal experience require the application of some strategies needed for critical thinking in order to be successful person. Critical thinking process is not as simple as it seems to be. Hence, the application of certain strategies will often improve individual's capacity to become better decision makers and will encourage them to be confident enough while presenting their ideas ,beliefs, and their claims. Cottrell (2005) lists some strategies that should be taken into consideration while reading and analyzing the text. Through applying these strategies, students will have the ability to construct new ideas, meanings, and acquire new information. In addition to that, they will enhance their prior knowledge by themselves

via experiencing the actual situation. So to conclude with, as it is common the source of critical thinking is asking questions, and the source of all these strategies is being engaged in experiment to find solutions to that question.

1.10. Critical thinking skills

It is doubtless that critical thinking has a significant role in all life areas. However, it is a quite difficult process; therefore, it requires practicing a number of skills. Cottrell (2005, p. 2) views that critical thinking skills are essential to be good critical thinker, and to be engaged with new ideas. She claims that “critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes“. This reflects that, this skills act as tools that help to explore new ideas in a particular way. She describes reasoning as critical thinking skill that is associated with using the mind. This skill deals with individual's ability of understanding the relationship between ideas, elements, and evidences to distinguish whether it is correct or wrong. Thus, reasoning is considered as an important skill in the critical thinking process. It allows critical thinkers give effective and strong ideas. In her perspective, research and knowledge are fundamental things in reasoning to generate ideas. Accordingly, she lists the following: observation, reasoning, decision making, analysis, judgment, and persuasion as ancillary skills that the critical thinker should develop. Furthermore, she confirms that accuracy and precision are also crucial thinking skills which should take place in critical thinking.

Starkey (2004) asserts that critical thinking includes the following skills:

1-Recognizing the problem: Critical thinking involves identifying the issue in order to solve it.

2- Defining the problem: critical thinkers need to define the problem in order to cope with its complexity and try to find an effective solution.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

3-Focused observation: This skill requires gathering information from the surrounding environment and paying attention to everything.

4-Brain storming: Is the skill that occurs to come up with many ideas with no judgment being made during the thinking process.

5-Setting goals: This skill enables the critical thinker to clarify his/her version, to make plan for better analysis and better decision making.

6-Trouble shooting: To deal with the issues that hinder thinker's progress by solving them.

7-Finding resources: It means that, to deal with the facts which is already known and using them logically to get the right decision.

8-Evaluating facts: is about evaluating the accuracy and the objectivity of the information. In other words, it is to determine how to convince others and how to be convinced.

Moreover, Simister (2007, p. 27) classifies: Enquiry, information processing, creative thinking, reasoning, and evaluation as thinking skills. To add, this previous elements are considered as an essential thinking skills needed in critical thinking.

In this respect, and as it is mentioned above critical thinking skills are the key to facilitate the process of understanding and problem solving. This previous ones are highly needed for individuals in their daily lives or in education.

1.11. Critical thinking and pedagogy

Critical thinking is known as the skill of 21st century. Thus, the adoption of such skill has become highly required in most modern educational systems. Accordingly, it is worth of noting to state that critical thinking is related to pedagogy. It can be developed in schools thereby young students will be able to see things from other perspectives, use imagination, and interact with the outside world. It is believed that education seeks to enhance learners'

critical thinking, whereas pedagogy's aim is to look for standard ways that foster learners' critical thinking at all levels, especially in the field of education.

1.12. Teaching critical thinking

As noted earlier, schools and universities seem to be the suitable places where critical thinking should take place. Critical thinking is encouraged in schools, because it is measured as one of the crucial aspects for future learning success. Teaching critical thinking is central to understand learner's different thinking abilities. For that reason, the teaching process involves qualified teachers for better development.

Halpren (2003) claims that education represents the basic pillar to develop critical thinking abilities. She determines that educational settings are the appropriate places to learn critical thinking skills. Furthermore, Dunn et. al (2008, p.15) emphasize that teaching critical thinking is vital for students to be better decision makers. For this, they attempt to provide schools specifically classroom courses with new ways and activities to enhance student's thinking processes, in addition to help teachers to plan effective methods and activities to assess their student's growth.

In their point of views, teaching critical thinking in or outside the classroom will improve student's skills of: questioning, analyzing, constructing ideas, and making decisions.etc. Moreover, the authors highlight the importance of teaching critical thinking to psychology students, since it improves their intellectual abilities. In other words, it urges them to reach high level of knowledge; as well as, it activates their mental processes.

Paul et. al (1989, p.5) assume that teaching critical thinking is crucial to make successful students, because they will gain "intellectual empowerment", and this leads to develop their critical thinking capacities. In other words, teaching critical thinking will encourage them to become creative and intelligent students. Consequently, critical thinking

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

teachers must be qualified teachers, capable to organize suitable environment for their students for the sake of being responsible students, and encouraging them to believe on themselves and their mental abilities.

Overall, teaching critical thinking is essential for both. Teachers to organize critical thinking activities and courses, and for students to be self encouraged, managed, interested, well self controlled, and well thought achievers.

1.13. Integrating Critical thing in EFL classes

In recent years, teaching and learning processes in the Algerian context has witnessed a significant increase in the emphasis upon the implementation of the term critical thinking skills alongside language proficiency. Integrating critical thinking skills in teaching and learning practices have been addressed by many researchers. Harizaj and Hajrulla (2017, pp.126-127) claim that integrating critical thinking in the classroom is the main concern of EFL teachers and learners in order to achieve better communicative competence. It enables them to understand, analyze, and evaluate the functional context of the language, it also motivates them to involve autonomy, it helps them to be creative, and then it improves self-confidence. In the same vein, critical thinking must be taught in all EFL learning levels, precisely, for high school and university.

To put it in a nutshell way, integrating critical thinking in EFL classes has a great impact on EFL teachers and learners. It offers teachers with opportunities for using various pedagogical activities that focus on developing learners' learning capabilities. In the same way, critical thinking motivates learners because it appeals them to their innate desire.

1.14. Obstacles of Critical Thinking

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

By its nature, Critical thinking obstacles require some background knowledge; some of them are related to the sociological and psychological factors. Sen (2010,pp.18-19) states briefly some of those barriers as follows:

- ✓ **Social brainwashing and our view of the world:** usually individuals' views are not always influenced only by their parents' or teachers' views, because they cannot most of the times provide them with a complete or unfounded picture of the surrounding world. But, they can be influenced also by the views of the world surrounding (Media, channels, news papers...). This later have a hidden control on individuals' thoughts. Clearly, they are considered as greatest barriers which hinder the thought process of freedom and reflection.
- ✓ **Tendency to think in binaries:** Sen Claims: "we usually think in binaries, i.e., bad or good, just or unjust, we or they, liberal or conservative, black or white, absolute or relative, objective or subjective (p.18)". In other words, all this binaries are usually regarded as harmful barriers to critical thinking, because the world and the world phenomena that individuals encounter are not all judged by binary system.
- ✓ **Fears regarding free thinking:** fear is considered as one of the factors that hinder individuals'- self development and overall growth. the fear of making mistakes although we realize others' views are wrong, is often due to the fact that we are abide by the boundaries set by others.
- ✓ **Egocentrism:** which means to view everything in specific self perspective. However, critical thinkers they need to express their different viewpoints, also they are required to appreciate and respect others' ways of looking at things.
- ✓ **Personal interests and experiences:** in the whole life we have many promises to guide our path. Past experiences are the guides which determine personal loyalty,

emotions, and social commitment. Therefore, it is difficult to face the tremendous pressure brought by our past experiences to respond to the call of reason.

1.15. Critical thinking and reading

It has become common to say that reading is regarded to be one of the most important skills that should be mastered. It is a receptive skill in addition to the listening skill. In general, reading process is used to receive information, extract meanings, and connect ideas together to form a clear picture about the text. Several researchers believe that there is relationship between critical thinking and reading. According to Cottrell (2005), critical reading represents the process of reading that occurs when critical thinking skills such as: analyzing, interpreting, evaluating, and judging could be applied to a specific text. Hence, it is important because it enables the readers to apply some strategies on a text to extract the meaning between the lines, also it facilitates for readers the process of understanding what the writer wants to say and what he/she wants to mean. In other words, it helps them to construct an idea about the hidden meaning in order to achieve better understanding.

Conclusion

In conclusion, this chapter attempted to shed the light on critical thinking as a complex cognitive process. The mastery of this skill entails specific efforts and techniques. In this chapter, we have started by presenting a theoretical background about critical thinking, its definition, cognitive aspects, and importance. The following chapter could be the key for EFL students to improve their critical thinking skills, and reading authentic materials could be the solution to cope with its main obstacles and difficulties. Hence, the following chapter attempts to bring the reading authentic material into discussion. It deals with a brief introduction to authentic materials in reading, followed by a description to authenticity and what authentic materials are, Definitions of authentic and non- authentic materials, importance and types of reading authentic materials. Another important element that has been stressed in our chapter is

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

the criteria of selecting authentic materials, when they should be used? Finally, this chapter is concluded by stating the main advantages and disadvantages of reading authentic materials.

Chapter Two

Reading Authentic

Materials

Introduction

Many professionals support the idea of implementing authentic materials in classes in the field of language pedagogy. The present chapter provides an overview about reading authentic materials and authenticity. It sheds the light on its distinct definitions in order to get an in-depth understanding of what reading authentic materials are. Moreover, this chapter focuses on the importance and the various/ different sources of reading materials. Finally, it spots light on the main criteria of selecting reading authentic materials.

2.1. General overview about Reading Authentic Materials

Reading is thinking process. It is an active process of understanding print and graphic texts. For some people, it refers to the process of recognizing written words while for others, it is a chance in which learners may learn pronunciation, develop critical thinking, and practice speaking. This means, reading is an integral part of our daily lives. In other words, it is something that individuals should do in every day.

Nowadays, using authentic materials during the lesson is highly required for the teaching purposes. Accordingly, schools specifically teachers should contribute in selecting an adequate strategies and suitable materials to facilitate the learning process for their students and encourage them to expand their knowledge. In foreign language teaching and learning (FLTL), reading authentic materials are considered to be one of the most important and effective tools used in the classrooms to achieve students' better motivation and understanding, since the main goal of teachers is to try as much as possible to expose their learners to the real language. Hence, reading authentic materials are widely acknowledged as necessary instruments for future teaching and learning success. Lansford define authentic reading materials as

reading texts that were written by native speakers and published in contexts designed specifically for native speakers consumption, with no thought given to non-native accessibility. The topic, language, syntax, structure, etc., are all pitched a target audience of native speakers and offered through media intended primarily for native speakers. (2014 cited in Gaàlovà 2016).

2.2. Authenticity and Authentic Materials

2.2.1. Authenticity Definition

The term authenticity is usually used as synonym to the term 'actual or real'. According to Oxford dictionary authenticity means “the quality of being genuine or true”. Authenticity is basically related to some specific expressions such as: trueness, originality, genuineness, and credibility. All these expressions can be summarized to express the core word of authenticity; to express something which is original (cited in Oxford Learner's Dictionaries.com).

The concept of authenticity is a controversial term in which various views of authenticity show that there has not yet any definite definition about it. It has to do with the language teaching materials, these materials have the same characteristics of natural writing or speech. Van Lier (2013, p. 10) argues that authenticity is regarded as one of the important principals beside awareness and autonomy. From his point of view, authenticity is a fundamental principal to form the language curriculum. It is crucial thing since it attempts to open up opportunities for teachers and students to create language awareness in or outside the class room. According to him, authenticity refers to “the materials that are used (the texts). Texts (including pictures, realia, etc) are authentic when they are not especially written or prepared for the language learners, but rather taken from the world at large“(p.13).

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

In the same vein, Mishan (2005, p.16) suggests that authenticity can be divided into three groups in language learning:

- Communicative approaches: here, communication is the main aim of language learning and the basic medium for teaching language.
- Materials focused approaches: in which authentic texts are considered as the center of the learning.
- Humanistic approaches: “which address the whole learner and emphasis the value of individual development“(individual achievements).

Accordingly, authenticity centered on language of the task, the activity that the learner accepts. His/ Her attitudes and beliefs towards the language or the task provided. According to the same author “authenticity of language use relates to the response of the language user. It is thus a factor of the activity or task the user- learner undertakes, and of his /her perception and conviction of the task“(p.33). Moreover, to make it clear she summarizes authenticity and its criteria as follows

- ✓ Provenance and authorship of the text.
- ✓ Original communicative and socio-cultural purpose of the text.
- ✓ Original context (e.g. Its source, socio-cultural purpose of the text).
- ✓ Learning activity engendered by the text.
- ✓ Learner's perception of an attitude, the text, the activity pertaining to it.(p.33).

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

From this multiple descriptions, we can deduce that authenticity has to do with genuine, real language, socio-cultural communication of the text, the context, the activity, and the learners' perception of these elements. In general, it has to do with language authenticity, task authenticity, and the learner authenticity.

Likewise, Lier (1944, p.13) posits that, authenticity is related to personal options and behavior. It refers to personal honest, real believes, feelings, thoughts, and personal attitude about the language not about the text. So, it seems that reading practices via using authentic materials is sensible for learners.

2.3. Types of Authenticity

Concerning language teaching, Breen (1985) divides authenticity into four basic types

1-Authenticity of the texts which we may use as input data for our students;

2-Authenticity of the learners' own interpretations of such texts;

3-Authenticity of tasks conductive to language learning;

4- Authenticity of the actual social situation of the class room language. (Breen 1985, p.65 as cited in Berardo 2006).

3.3. The Nature of Authentic Materials

The term authentic material has been defined differently by several scholars and researchers throughout literature. Little et al. (1988, as cited in Guariento & Morley, 2001) declare that authentic materials are used for some social purposes in the language context where they are produced. Moreover, Bacon and Finnemann (1990) also state that authentic materials are those texts which are made by native speakers for non-pedagogical purposes.

Nonan (1985, p.38) also states

Authentic materials are usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been tapped.

It has been noticed that many scholars and educators agree upon the idea that, authentic materials are texts presented directly to the real speakers of the language, and they are not produced for the purpose of teaching. Widdowson (1990, p. 67) states that

It has traditionally supported that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language should be authentic.

This idea proves that, the term authentic materials are largely discussed.

According to Harmer (1991 cited in Spirochová 2014) "authentic texts are materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language". In other words, using authentic materials in classroom situation is to 'expose' learners to as much real language as possible. Real texts are mainly addressed for specific purposes to the native speakers. They are designed not for the non native speakers of language and not for teaching purposes.

Additionally, authentic materials involve the use of real language. Accordingly, (Bacon & Francis 1990, p. 35 cited in Abdu Hussein, 2014) point out that "authentic materials

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

are texts produced by native speakers for non native pedagogical purpose“. This describes that, authentic materials are real tools, prepared by native speakers, and used in non native class rooms for educational objectives.

Authentic materials in its broad sense are genuine, original texts. They are any kind of written texts which are actually extracted from the real world and not typically used for teaching reasons. Wallace (1992, p.145 cited in Berardo 2006) authentic materials are “...real life texts, not written for pedagogic purposes”.

To sum up, all previous definitions turn around the idea that authentic materials are all real materials that have a natural access with the target language (daily life language). Those materials are designed for other purposes not for the educational one.

2.4. Non- Authentic Materials

In fact, non authentic materials are usually described as those tools and instruments which have been prepared mainly to teach language. Unlike authentic materials, non authentic materials engage learners with specific information; this kind of information is especially designed to meet the educational purposes and needs. They have the features of artificial language. Non authentic materials are those materials that teachers bring to their classes such as: photocopies, dictionaries, work books.

2.5. Importance of Authentic Materials

The increasing demand for using authentic materials in EFL classes proves its importance. Authentic materials have an eminent role in English language teaching and learning. Accordingly, Al Azri and Al-Rashdi (2014) assert that “*authentic* materials help to bridge the gap between the language being taught in the class room and the language used by real people in real situations in the real world“. (As cited in Gaàlovà 2016). In other words, the materials that have been used in the class room are always regarded as an original one and

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

the language which is used is a real language. This will often motivate the students to understand and communicate the target language. Nuttall (1996, p. 172) states that “Authentic texts can be motivating because they are proof that the language is used for real – life purposes by real people“ (cited in Berardo 2006). Precisely, the real language which is presented to them will enhance their ability to extract, comprehend, and generate new ideas and expressions. So, using these tools is important since it creates an enjoyable atmosphere for learners, and this typically will help them to become more creative. Besides, authentic materials will raise their awareness and culture since they will be engaged in the natural environment.

2.6. Sources of Authentic Materials

In fact, the technological development has provided the world as whole with different means of knowledge and communication. Due to this technological development the process of teaching and learning become more active and easier than before, since it brings various, and new types of information to both learners and teachers from different sources such as social networks, media, press , and email. This source facilitates the process of communicating and sharing information among all people from different nations. It also provides the non- native countries with distinct, unusual materials and methods for teaching foreign language. This material is original in its nature. They can be used for various objectives; nowadays they are used probably as teaching methods to involve learners in the learning process as well as to encourage them for better exposure to the outside world. In general these original, real materials can be derived from several sources: Gardner and Miller (1999, pp.102, 103) presents the following:

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Source	Comments
Newspapers	<p>Regular subscriptions give learners access to up-to-date news in their target language. The importance of current newspapers is that the learners will be reading the same stories that they see in their mother-tongue newspapers. This will facilitate comprehension and enhance motivation.</p> <p>It should be noted that newspaper subscriptions are relatively expensive for a throw-away resource. Decisions have to be made about whether the cost is justifiable.</p>
Magazines	<ul style="list-style-type: none"> • Regular subscriptions may build up a regular readership. A range of subject areas will help to meet the needs of a large group of learners. • Up-to-date magazines cater better for the needs of subject specialists who are up-to-date in this field in their own language. However, old magazines donated by colleagues can also meet the needs of less specialist readers who are thirsty for reading materials. • As with newspapers, magazines are a throw away resource although their shelf life is somewhat longer. Where budgets are restricted it may be appropriate to buy occasional issues of magazines which may be of special interest to learners.
User manuals	<p>Manuals from computers, video players and other kinds of equipment provide examples of a very specialist kind of language.</p>
Leaflets and brochures (government departments, travel agencies, banks, etc.)	<p>Free and usually easy to obtain by post, these publications provide information in a wide range of subject areas. They will have motivational value with learners who have professional interests in those areas. They may also be used as sources of information in working on projects.</p>
Foreign mission information (embassies, non-government agencies, etc.)	<ul style="list-style-type: none"> • Often obtainable all over the world not only in countries using the target language. • As well as providing information about the home country these materials may contain information relating to the host country with which the learners can identify.

Source	Comments
International companies	Materials are probably most easily obtained from their headquarters but sometimes also locally. The materials may be subject specific, relating to the companies' products. However, some companies produce materials relating to their policies on animal rights, environmental issues, etc. The companies often invite the public to request these materials .
Airlines	<ul style="list-style-type: none"> • Airlines are usually geared up to deal with a certain number of languages as well as the language of their base country. Thus they might be able to provide the same document in two or more languages which may facilitate comprehension. • As well as the materials which can be solicited by post or at the airline offices, colleagues who take trips can be encouraged to bring back in-flight magazines.
TV programmes	Copyright laws in many countries prevent copying of programmes from TV. However, sometimes TV stations will give permission for copying programmes they make themselves if it is for educational purposes. In some countries this is already permitted under a licence agreement.
Radio programmes	Copyright laws usually apply as for TV programmes. An advantage of radio programmes is that they are accessible at greater distances than TV programmes. The chance, therefore, of finding something in the target language is greater.
Videos	Movies and documentaries can be purchased on video tape or video disc. These provide a rich source of authentic language. In some cases they provide closed captions (same language sub-titles).
Lectures and speeches	If there is a local source in the target language it is sometimes possible to get permission to video or audio tape these.
Native or near-native speakers	If these are available locally they provide a good source of authentic language. Of course, they cannot be 'stored' in a SAC or classroom but they could be included on a list of suggestions to learners as to how to practise the target language.

Figure .02. Sources of authentic materials retrieved from (Gardner and miller 1999)

Apparently, the use of this varied materials such as; news papers, magazines, TV programs, Radio programs, movies, Videos and so forth clearly aid students build new knowledge since they have a direct access with the outside world, they also give them the opportunity to interpret what they read, see, hear, and analyze the new types of information provided to make personal judgment about them.

2.7. Criteria of Choosing Reading Authentic Materials

Choosing adequate relevant authentic reading materials is regarded as one of the main difficult tasks that EFL teachers face. Hence, the better selection of an appropriate reading authentic material is strongly recommended. This last will result in students' achievement and performance. Consequently, when EFL teachers select suitable materials, they will help their students develop their different skills. In other terms, the inappropriate selection of some reading materials has negative effects which can hinder students' engagement with the target language.

From this respect, teachers should take into consideration different factors when choosing the authentic reading materials. They have to select various tools that really help their students to make inferences, also can help them to understand what they read. Berardo (2006) in her article which is entitled: "*The Use of Authentic Materials in the Teaching of Reading*" lists some important factors for choosing reading authentic materials as follows:

❖ ***Suitability of the Content:*** *Does the text interest the student?*

Is it relevant to the student's needs?

Does it represent the type of material that the student will use outside of the classroom?

❖ ***Exploitability:*** *Can the text be exploited for teaching purposes?*

For what purpose should the text be exploited?

What skills/strategies can be developed by exploiting the text?

❖ ***Readability:*** *Is the text too easy/ difficult for the student?*

Is it structurally too demanding/ complex?

How much new vocabulary does it contain? Is it relevant?

❖ **Presentation:** *Does it “look” authentic?*

Is it “attractive”?

Does it grab the student’s attention?

Does it make him want to read more?

Adopted From (Berardo's article: The use of authentic materials in teaching reading 2006) .

From what have been mentioned above, suitability and readability are considered as the important criteria of choosing reading authentic materials, since they take the students' needs into consideration. In addition to the challenges they face when they experience new vocabularies. Therefore, teachers should pay more attention to the level of their learners and their abilities, regarding the content of the text which is supposed to be easy, readable and suitable for students also useful in and outside the classroom.

Besides, exploitability and presentation are also regarded as crucial elements that teachers should focus on when choosing reading authentic materials. Texts should be managed and exploited to help teachers in their teaching process. Due to this fact, EFL teachers should know how to present these materials in a way that can keep their students highly motivated and encourage them to become good readers. Similarly, Nuttall(1996, p.54) suggests (suitability of the content, exploitability, and readability) as three main criteria that should be followed when selecting authentic materials. (Cited in AbdulHussein 2013)

To conclude, if teachers select suitable reading authentic materials, they will often increase their learners' communicative competence; as well as, they will enhance their learners' thinking abilities.

2.8. Using Reading Authentic Materials in EFL classes

Reading is the core of all other skills. It is considered as the most important one compared to listening, speaking, and writing. Jhonson (2008, p.16) defines reading as “the practice of using text to create meaning“. In other words, reading is the process of constructing meaning. It takes place when readers can connect ideas together and extract the meaning to have a clear idea about the text. So, Reading is crucial skill that EFL learners should improve and master.

Today, The adoption of reading authentic texts and activities (materials) in EFL class rooms has become priority; as well as, the main objective of EFL teachers due to the significant advantages that reading authentic materials provide. From what have been mentioned previously, authentic materials are those real written or spoken texts created for the native speakers for specific purposes not for the educational one. From this, reading authentic materials can be illustrated and presented in the class rooms like: piece of news papers, magazines, articles, novels, short stories, and so forth. They are related to all real texts or passages which EFL learners can read. Such materials are used to build the learners' awareness about their personal reading needs. Berardo (2006) in her article: The use of authentic materials in the teaching of reading suggests that “the most effective use of authentic material has been in the teaching of reading comprehension”. From his point of view, authentic texts are suitable for teaching reading. This indicates that the use of authentic materials is essential to make the reading course more interesting. In other words, this real texts are beneficial for EFL learners also readers, because they improve their ability to explore new words, concepts and to understand what is written.

Moreover, reading authentic materials help EFL teachers to motivate their students to be more engaged in the learning process in general; further, they help EFL learners to make real, natural connection with the target language and encourage them to think carefully and

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

critically through analyzing different concepts, ideas, and arguments. Finally, reading authentic materials provide multiple exposures to new vocabularies. They are important tools used to acquire as much as possible new and different concepts, ideas, and cultures. Due to this fact, the use of reading authentic materials in EFL class rooms is viewed as the source of foreign language teaching and learning success.

2.9. Advantages and disadvantages of Reading Authentic Materials

It is widely supported that the teaching process is a challenging task. Therefore, the basic aim of English language teaching is to offer new, effective methods and materials to help both teachers and students. In fact, EFL learner's success depends mainly on the way how their teachers can engage them with somewhat different tasks using new, fresh materials which may raise their attention and prepare them for real life circumstances and its different situations to fulfill their needs. Hence, the use of authentic materials provides teachers and learners with many benefits.

To begin, authentic materials in general seem like the bridge which link learners' prior knowledge with new and different actual situations. Rivers point out that “authentic texts give students direct access to the culture and help them use the new language authentically themselves, to communicate meaning in meaningful situations“. (2000, p.44). This often will motivate them to communicate the target language which is used by the native speakers, and enables them explore others' culture. The use of real materials keeps learners fresh and attractive. In addition to that, it allows them to become active members in or outside the class room. Reading ones (reading authentic texts) urge the learners make some efforts in terms of translating unfamiliar words and explaining them. This facilitates the process of obtaining new information as well as new vocabularies; they also encourage them to think critically. Moreover, reading authentic materials encourage the learners to practice more reading and

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

help them better understand the meaning of the given text. Finally, reading real texts and passages make the lesson more interesting and enjoyable for both (learners and teachers).

Though the various benefits that reading authentic materials provide, they seem as un appropriate tools for some experts; due to the fact that, all learners do not have the same level of learning or the same learning styles, this will often reduce their desire to be successful learners and good readers, In addition to its complexity and its negative effects that causes. Probably, the majority of learners' especially foreign language learners prefer traditional teaching, using pedagogic materials rather than adopting authentic ones. More precisely, authentic texts are typically difficult to understand because the language used is complex language which especially addressed to the native speakers and this involves cultural awareness that the majority of learners lack. Richards and Richards in their book entitled: "*Curriculum Development in Language Teaching*" state that "authentic materials often contain difficult language and unneeded vocabulary items, which can be an unnecessary distraction for teachers and learners" (2001, p.253). This in general will decrease students' level of creativity and affects on their performance negatively.

Furthermore, Guariento and Morely (2001, as cited in Okbari and Razavi International journal of research studies in education 2015)state that" at lower levels, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and, more importantly, de-motivated" (p. 347). This indicates that using such materials can hinder students' abilities and affects on their psychology negatively when they are not competent enough.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

To clarify, Berardo (2006) in her article entitled: *Advantages and Disadvantages of Reading Authentic Materials* provides the following:

Table.1. Advantages and Disadvantages of reading authentic materials:

Adopted from The use of Authentic Material in the Teaching of reading Berardo 2006. (Article in the reading matrix. January 2006)

Advantages	disadvantages
<p>“Real” language exposure with language change/variation being reflected</p> <p>Students are informed about what is happening in the world</p> <p>Textbooks tend not to include incidental/improper</p> <p>English and become outdated very quickly</p> <p>The same piece of material can be used for different tasks.</p> <p>Ideal for teaching/practicing mini-skills- skimming/ scanning</p> <p>Contain a wide variety of text types, language styles not easily found in conventional teaching materials</p> <p>Encourage reading for pleasure, likely to contain topics of interest.</p>	<p>Often too culturally biased, difficult to understand outside the language community.</p> <p>Vocabulary might not be relevant to the student's immediate needs</p> <p>Too many structures are mixed so lower levels have problems decoding the texts</p> <p>special preparation is necessary, can be time consuming can become out dated easily, e.g. news stories, articles</p>

In the light of what precedes, we can deduce that reading authentic materials have several advantages and disadvantages which may affect positively or negatively the teaching and the learning process in the long run. However, they remain important for encouraging both teachers and learners to succeed in their career and their lives. Penamaria and Martinez expound that “pupils must learn how to tackle authentic materials successfully and this is

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

ultimately the most compelling reason why we should integrate them into our classrooms”(2008, p.69).

Conclusion

To sum it up, bringing reading authentic materials into EFL classes can be motivating for the students. Authentic Materials are significant since they may increase learners' critical thinking and make learners to be exposed to the “real” language. Students are given the opportunity to create their own teaching contexts and devise their own learning situation. This chapter covers the main concepts related to the issue under investigation. Through it, we discussed the crucial role that authentic materials play in teaching reading module to improve learners' critical thinking.

Chapter Three

Data Analysis and Interpretations

Introduction

This current chapter sheds the light on the practical section of this investigation. It starts by displaying the research methodology used by the researchers. In other words, the research approach, population and sampling, and the main data collection methods used to investigate the topic at hands. This chapter also seeks to present a detailed analysis and interpretation of the gathered data (through the analysis of students' questionnaire and teachers' interviews). Finally, it ends up by displaying, discussing, reading, synthesizing the findings obtained for the sake of checking the validity of the research hypothesis.

3.1. Research Methodology

Research methodology is the core of any research. Dawson (2009, p.23) states that “the research methodology is the philosophy or general principal which guides the research”. In other words, research is the methodology. That's why, every research requires a specific research methodology that the researcher should follow.

3.1.1. The Research Approach

The current study which is entitled: "Enhancing EFL Students' Critical Thinking through Reading Authentic Materials" has conducted to describe the relationship between the two different variables (*how one can enhance the other*). So, based on the nature of our study, a mixed method approach has been adopted. The researchers view the mixture of both approaches (qualitative and quantitative) as the most suitable approaches for this study. Clearly, because it helps to provide a comprehensive analysis of the research problem, it helps also to gather detailed responses and views. Creswell (2003) states that mixed method approach “opens the door to multiple methods, different world views, and different assumptions, as well as to different forms of data collection and analysis” (p 14). More importantly, it gives more credible information to provide a better understanding about

students' attitudes towards using reading authentic materials as strategy to enhance their critical thinking.

3.1.2. Sampling and Population

In order to answer the research questions and to check the validity of the research hypothesis, both teachers as well as students at the division of English at Mohamed Kheider University were the target population for this study. Following the basic principles of the research, ten(10) teachers were selected randomly to be interviewed, this can help to gather the necessary information in accordance to teachers' and students' beliefs and point of views.

3.1.3. Data Collection Methods

According to Dawson (2009, p.37) data collection methods refer to those instruments used to gather data. In other terms, they are specific means the researchers use to collect information to come up with effective results. In this study, two data collection methods were selected according to their efficiency. (i) a questionnaire were handed to two groups of second year students and (ii) an interview (semi-structured interview) was conducted with (10) teachers.

3.1.3.1. The interview

The interview is regarded as useful method to collect data. Hence, it is adopted in most research studies. It can be unstructured, structured, or semi- structured interview due to the nature of the questions that are raised by the interviewer. Clearly, it takes the form recording or face to face when the interviewer (researcher) could ask the interviewees (teachers) different questions for the specific purpose to acquire valuable data. In our study, we have cooperated with only 06 teachers (05 full time teachers who are actually teaching the course of reading to the second year students) and only one part time teacher who is second year PhD

student who also teach reading course. The rest (4) teachers were not available due to their charged time table.

3.1.3.2. The Questionnaire

The questionnaire is another method used by the researcher to collect data. It can be described as "opinionnaires, inventories, forms, tests, and batteries, checklist, and scales studies" (Dörnyei, 2007, p.102). The research questionnaire can be (structured, semi-structured, or unstructured) depending on the types of questions the researcher use. Always most of the research questionnaires are categorized into sections each section encompasses different questions (yes, no questions, multiple choice questions, likert scale questions, open-ended, close-ended or combination between them) throughout these questions, the researcher will be able to draw general conclusion about the research problem.

3.2. Students' Questionnaire

The aim of this questionnaire is to gather knowledge about EFL students' different opinions, information, interests, and views about the research topic under investigation. Thus, it was structured and used as a tool to help the researchers gather students' attitudes toward using reading authentic materials as learning method to develop their critical thinking. Students' distinct perspectives provide the research study with valuable data.

3.2.1. Description of the Students' Questionnaire:

This questionnaire is the practical summary about the theoretical part of the current study. It is designed for EFL second year students at Mohamed Kheider University of Biskra. It consists of three main sections which include different types of questions (close- ended, open- ended, yes/no , and multiple choice questions) moving from easy questions to a quite difficult ones, all this questions feed the research study. The questionnaire contains nineteen (19) questions. Such questions help us get insights into students' feelings and thoughts, also

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

provide us with various information and responses which may enrich our current study. In addition to that, it helps us to test the validity of research hypothesis. The (19) items of this questionnaire were categorized as follows:

Section One: it is entitled participants' Bio- data (Q1- Q6): it consists of six questions through which the researchers can formulate a general idea about the participants' personal information; like: students' gender, age, their choice of studying English and why do they chose to study English, how do they consider studying English at University, and what kind of challenges do they encounter.

Section Two: Critical Thinking (Q7-Q11) : it contains four questions. In this section, the researchers tend to gather participants' different interests and views about critical thinking.

Section Three: The Relationship between Critical Thinking and Reading Authentic Materials (Q12- Q19): this section attempts to figure out the advantages that reading authentic materials provide, and the importance of using this particular strategy in enhancing students' critical thinking.

3.2.2. Administration of Students' Questionnaire

This questionnaire was distributed hand to hand to two different groups of second year EFL students of Mohamed Kheider University. So, all papers were given back in the class room at the end of the session. It was submitted to a sample of 25 students who are randomly chosen. Only 25 of the students have answered the questionnaire due to the emergency case (Covid 19 pandemic). the choice of second year students was based on the consideration that they have already been introduced to reading comprehension. They have learned some basic skills of reading such as reading different texts, novels, and short stories according to second year reading syllabus designed by their teachers.

3.2.3. The Analysis of Students' Questionnaire

Section One: Participants Bio-data

Item 1: Students' Gender Distribution

Table 3.1. Students' Gender Distribution

Option	Frequency	Percentage
Male	07	28%
Female	18	72%
Total	25	100%

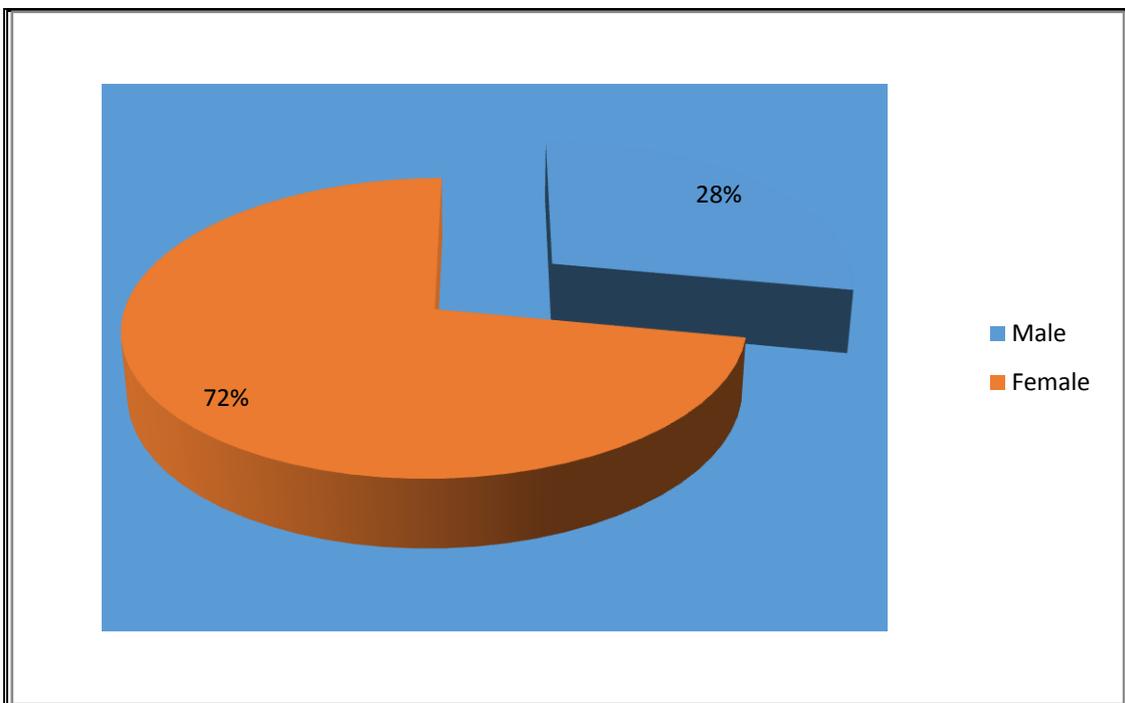


Figure 3.1. Students' Gender Distribution

Results from the above figure represent the participants' gender distribution. It shows that 18 of them are females, they represent (72%) From the total number. In the other side, there are only 7 male students who represent (28%). This due to the fact that girls prefer to learn English as Foreign Language more than boys. So, this can be justified that English Language is a female- targeted field.

Item 2: Students' Age Distribution

Table 3.2. Students' Age Distribution

Option	Frequency	Percentage
20-25	20	80%
26-30	5	20%
31-35	0	0%
More	0	0%
Total	25	100%

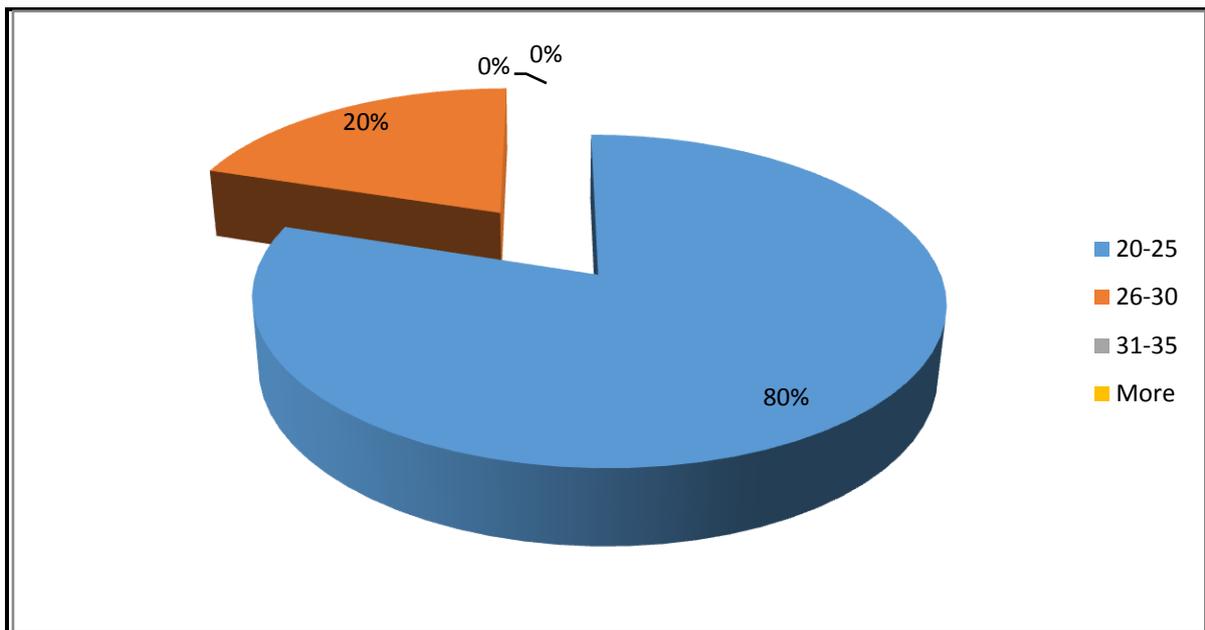


Figure .3.2. Students' Age Distribution

According to the table and the above mentioned results, we notice that the majority of EFL second year students about (80%) are aged between (20 to 25) years old. This result indicates that they are young students because they newly pass their baccalaureate. This can help them learn the foreign language easily and more quickly because the age is considered as a key factor which increases students' capacity to learn any language. Only (20%) from the participants are aged between (26 to 30) this could be due to reason that they did not succeed in their baccalaureate exam early, or they could have other occupations beside school. In addition to that, there are no participants (0%) who aged between (31 to 35) and no one is more as it is shown.

Item 3: Students' Choice of Studying English

We have asked them to justify their answers in both cases

Table .3.3. Students' Choice of Studying English

Option	Frequency	Percentage
Personal	21	84%
Parental	4	16%
Total	25	100%

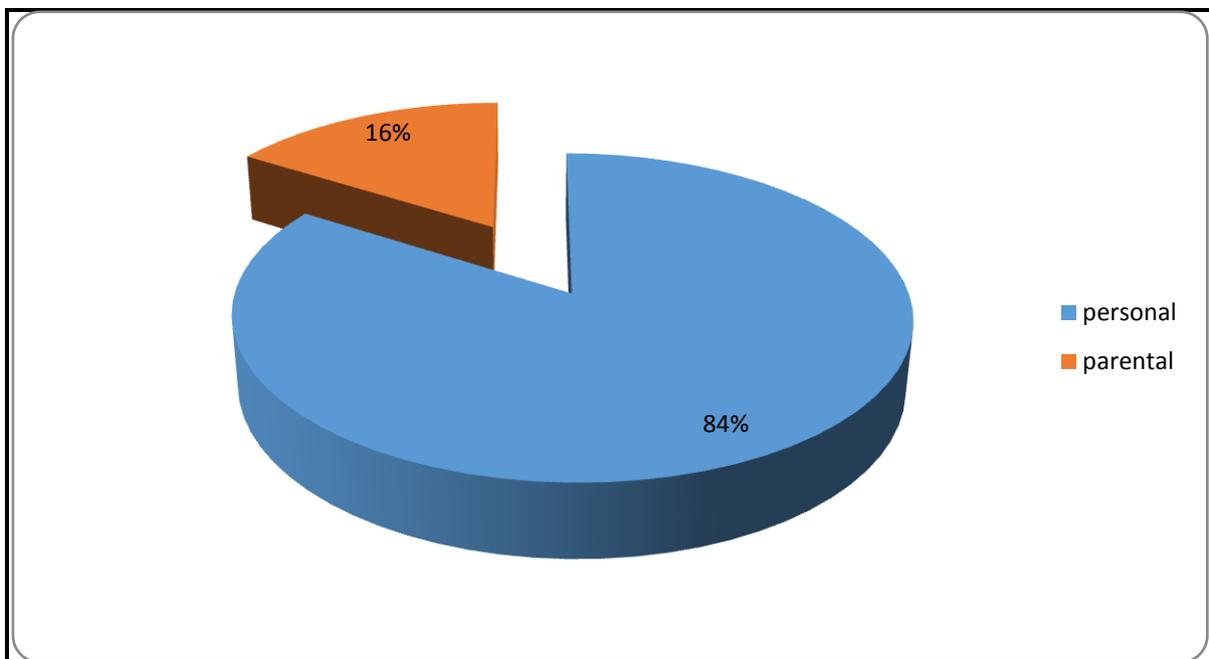


Figure .3.3. Students' Choice of Studying English

The results show that the majority of the participants (84%) choose to study English. This is due to the heavy rank that English language has. According to their responses, they choose the latter first because they love it. Others argue that it is the target language that they need to carry out their studies abroad. It was personal choice for some respondents because English represent their favourite language, they find it fresh, and dynamic language and the majority of them claim that they do not like to study other different languages or other distinct branches. Further, for other respondents, they choose it freely because they find it as an

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

opportunity to develop their level of speaking in order to become fluent enough when speaking English Language. While only (16%) from the total number of participants respond that it was their parents' choice to study English. This will often affect negatively their motivation and performance; some of them claim that they were obliged due to the reason that they need it to succeed in their future career, since it becomes the international Language shared among the whole people nowadays.

Item 4: Students' Reasons for Studying English Language

Table .3.4. The Students' Reasons for Studying English Language

Options	Frequency	Percentage
Personal Preference	17	68%
Job	5	20%
Buisness	3	12%
Total	25	100%

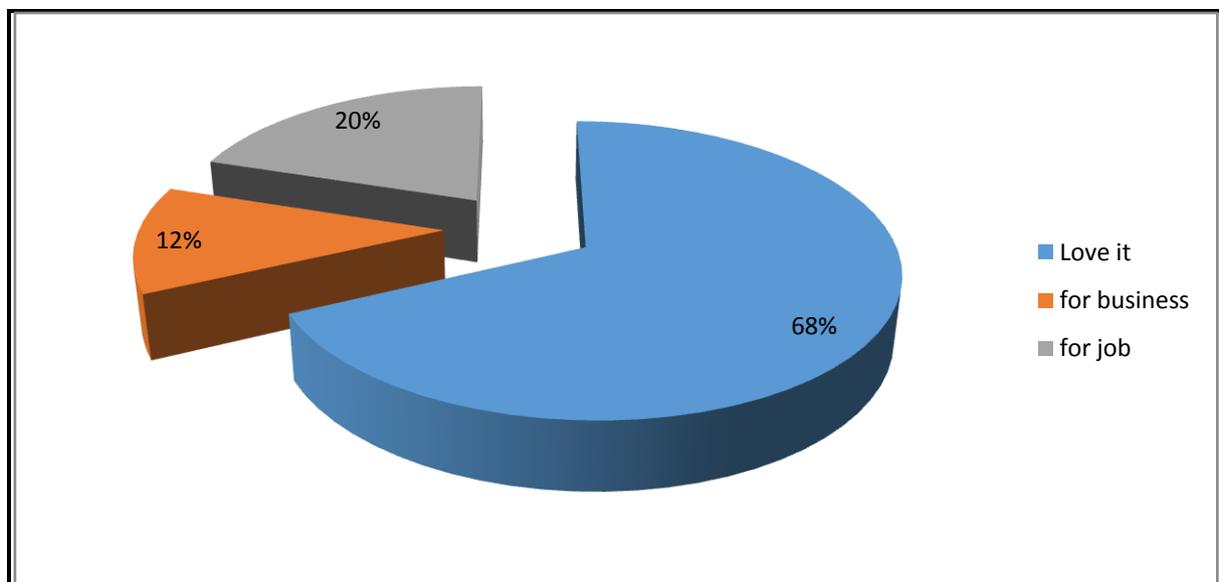


Figure.3.4.Students' Reasons for Studying English Language

From what is shown above, we can say that seventeen (17) second year students out of twenty-five (25) represent the high rate (68%) of the students who study English for the reason that they love it. Five (5) students about (20%) claim that they study English because

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

they need it to get a job, while the rest three (3) students (12%) study it for business reasons.

We can say that the participants have different motivations towards studying English.

Item 5: Students' Point of Views toward Studying English at University

Table .3.5. Students' Point of Views toward Studying English at University

Option	Frequency	Percentage
Easy	3	12%
Moderate	7	28%
Difficult	15	60%
Total	25	100%

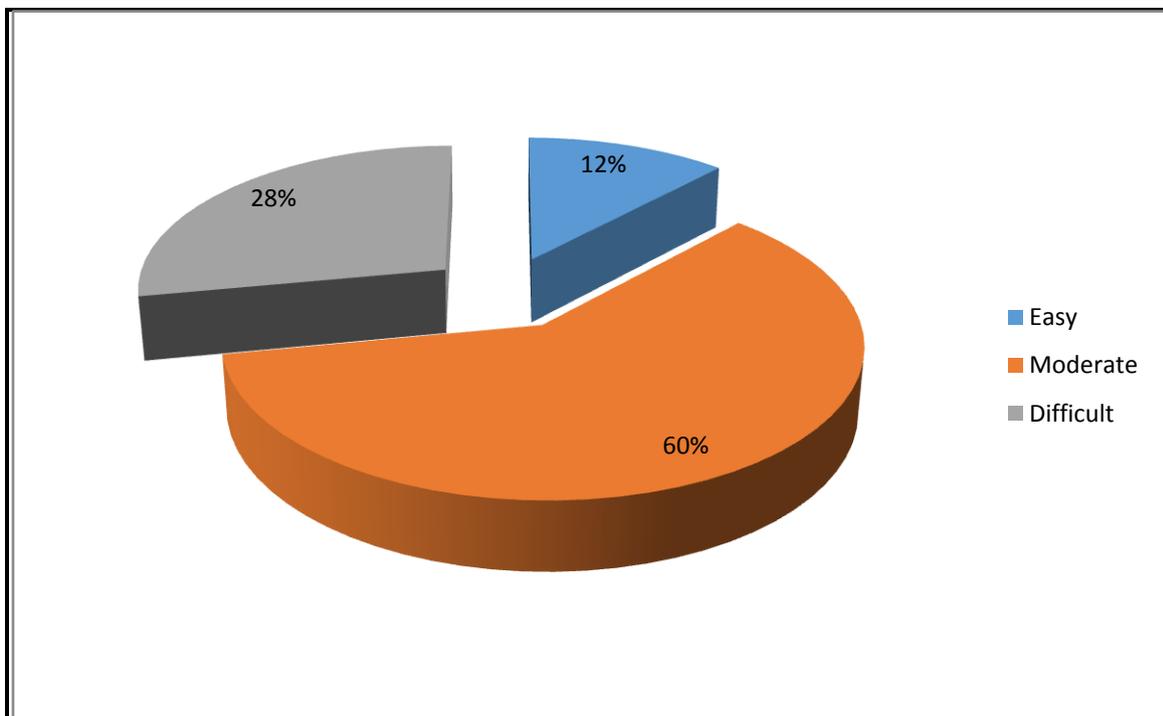


Figure.3.5. Students' Point of Views toward Studying English at University

The above results reveal that (60%) of our participants agree upon the idea that English is a difficult language because it requires high level of knowledge and more efforts. (28%) of them view English as moderate language, like all other languages it has some difficulties which can be removed through practice. whereas only (12%) of the respondents believe that English is an easy language which can be easily learned compared to all other languages.

Item 6: Students' kinds of Difficulties that they encounter

According to their responses, we design the following:

Table.3.6. Students' Difficulties that they encounter

Option	Frequency	Percentage
Lack of Vocabularies	5	20%
Writing	7	28%
Speaking	10	40%
Insufficient Time Table	3	12%
Total	25	100%

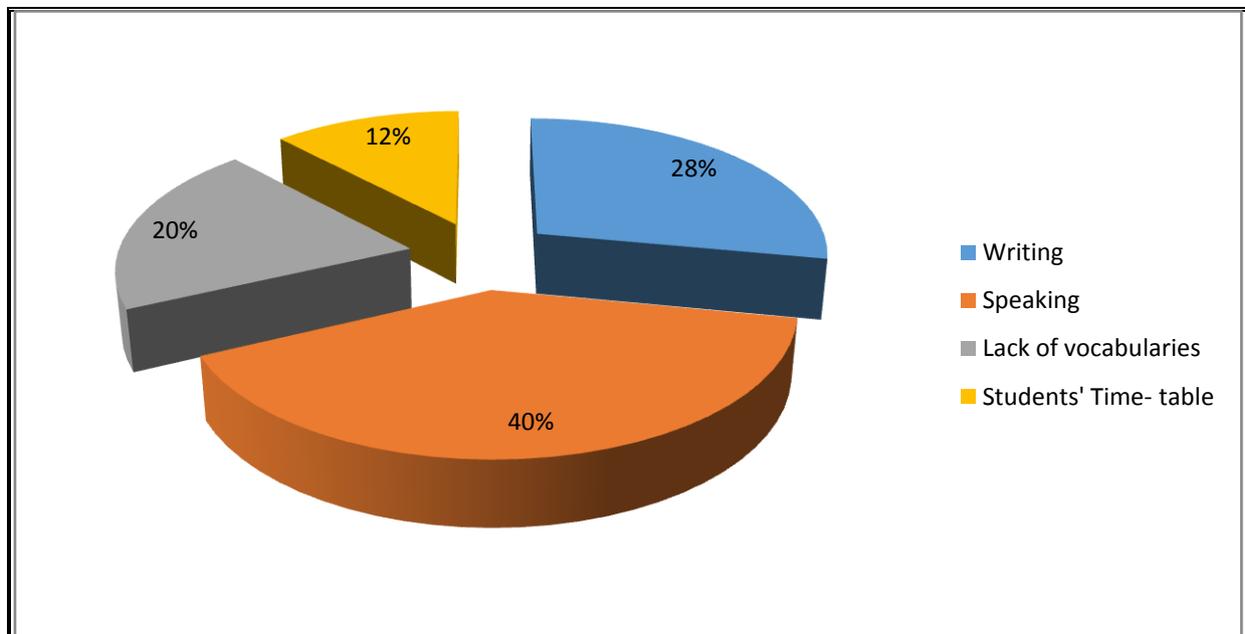


Figure.3.6. Students' difficulties that they encounter

The data presented in the table and the figure above show that (40%) of Second year students face difficulties when speaking because they think that they are not competent enough to speak a foreign language, and this often due to the lack of exposure to the target language. (28%) of the participants find difficulties when it comes to write paragraphs or essays. In addition to that, (20%) of them view that the difficulties they face are mainly according to the lack of vocabularies. While (12%) of the respondents think that charged

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

time- table is the main challenge that they encounter because they need more practice in or outside the class room. Finally, all the presented factors hinder their motivation and creativity and stood against them to be critical thinkers.

Section Two: Critical Thinking

Item 7: Students' Opinions toward Critical Thinking

Table .3.7. Students' Opinions toward Critical Thinking

Option	Frequency	Percentage
Intelligent way of solving problems	10	40%
Ability to criticize	5	20%
Better way of thinking	9	36%
Others	1	4%
Total	25	100%

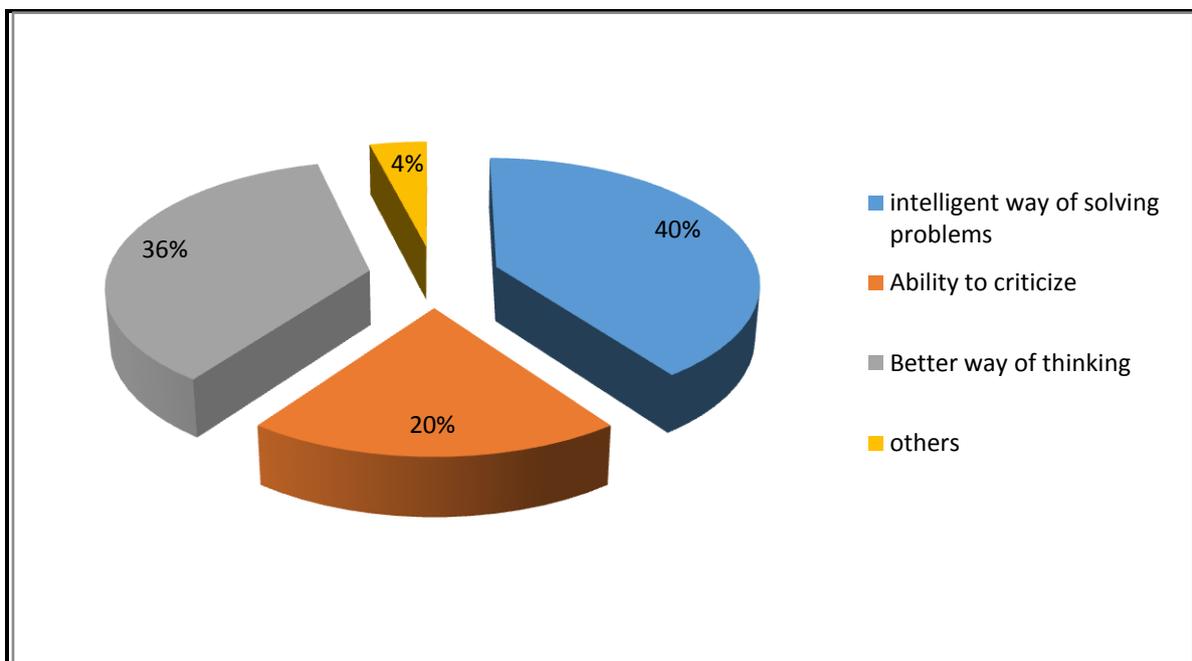


Figure.3.7. Students' Opinions toward Critical thinking

This table demonstrates that (40%) of the participants believe that critical thinking is an intelligent way of solving problems. This proves that they are aware of the meaning of what

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

critical thinking is. (36%) think that it refers to the better way of thinking, indeed this answer also has to do with the other meaning of critical thinking. Furthermore, (20%) of them believe that critical thinking deals with the ability to criticise, such option is totally different from the real meaning that critical thinking provide. Whereas others (4%) prefer to answer on their own. They suggest that critical thinking represents individuals' knowledge about something and the ability to criticise it. These findings show that the majority of the participants have general background about this term.

Item 8: Students' Opinions toward the Meaning of Critical Thinking

Table.3.8. Students' Opinions toward the Meaning of Critical Thinking

Option	Frequency	Percentage
To analyse	2	8%
To examine	5	20%
To evaluate	5	20%
To understand	3	12%
To solve problems	0	0%
All of them	10	40%
Total	25	100%

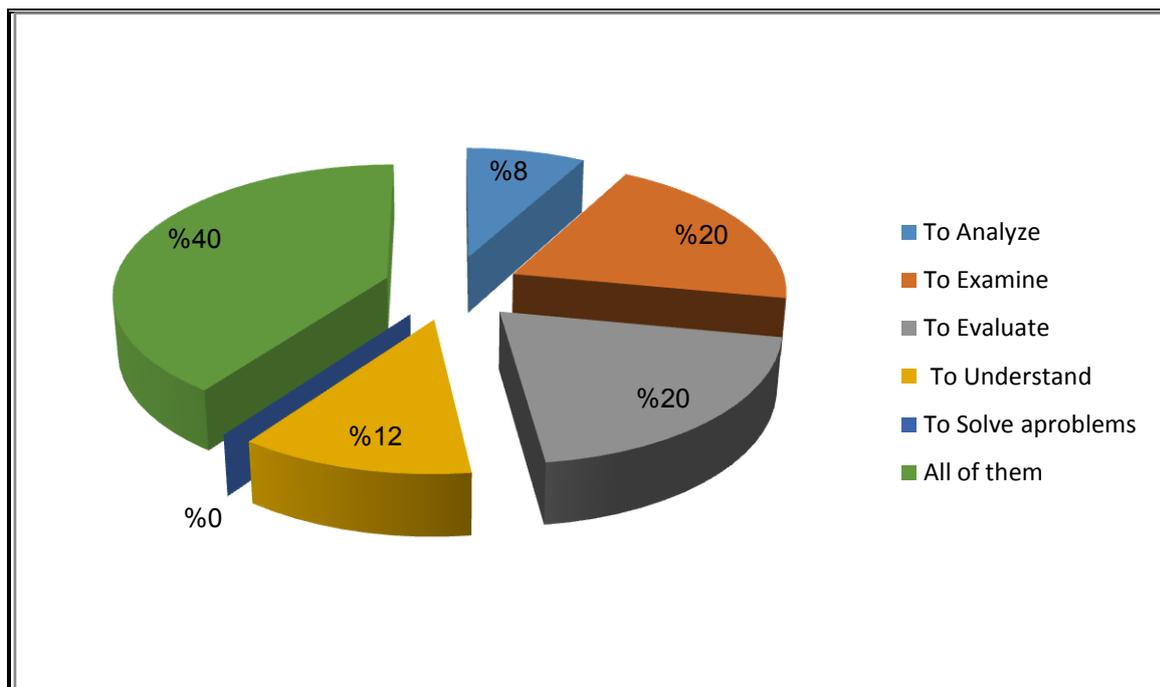


Figure.3.8. Students' Opinions toward the Meaning of Critical Thinking

In this item, the participants were required to state their opinions about the meaning of critical thinking. The findings reveal that critical thinking means to analyse, examine, evaluate, understand, and to solve problems since (40%) of the participants select all of those options. (20%) select both; the ability to examine, and evaluate. (12%) to understand, and (8%) to analyze. While none of the participants (0%) select the ability to solve problems. This obtained result proves that the participants are open minded members since they have a clear picture about the real meaning of critical thinking.

Item 9: Students' attitudes towards Reading Courses and Critical Thinking

The aim of this question is to know EFL students' viewpoints about critical thinking . As well as, to know if their teachers of reading help them to think critically or not.

Table.3.9. Students' Attitudes towards Reading Courses and Critical Thinking

Option	Frequency	Percentage
Yes	17	68%
No	8	32%
Total	25	100%

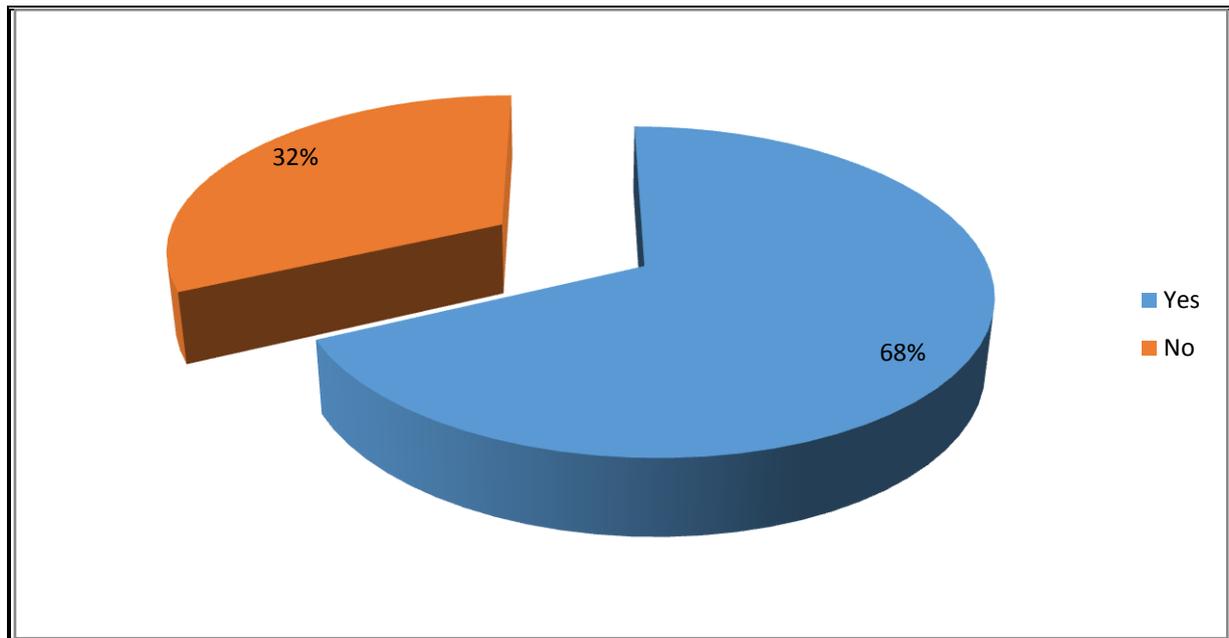


Figure. 3.9. Students' Attitudes towards Reading Courses and Critical Thinking

It is clear from the figure above that EFL teachers of Reading module help their students to think in critical way, since the majority of all participants (68%) choose the answer "Yes". According to their point of views, teachers usually help them to analyse the text, and urge them to react on some questions on their own. This latter consider as the basic pillar for critical thinking. They also encourage them to read the text (s) several times first to understand it, then to extract the meaning between lines. In addition to that, they help them to go beyond what is hidden so that they can be more creative. However, this entails more efforts from both teachers and students. In the other hand (32%) of the participants view that teachers of reading do not motivate them to think critically. This could be due to the fact that they are not interested enough in reading courses or they do not prefer to read texts.

Item 10: Students' Motivation to Become Critical Thinkers

Table. 3.10. Students' Motivation to Become Critical Thinkers

Option	Frequency	Percentage
Yes	16	64%
No	9	36%
Total	25	100%

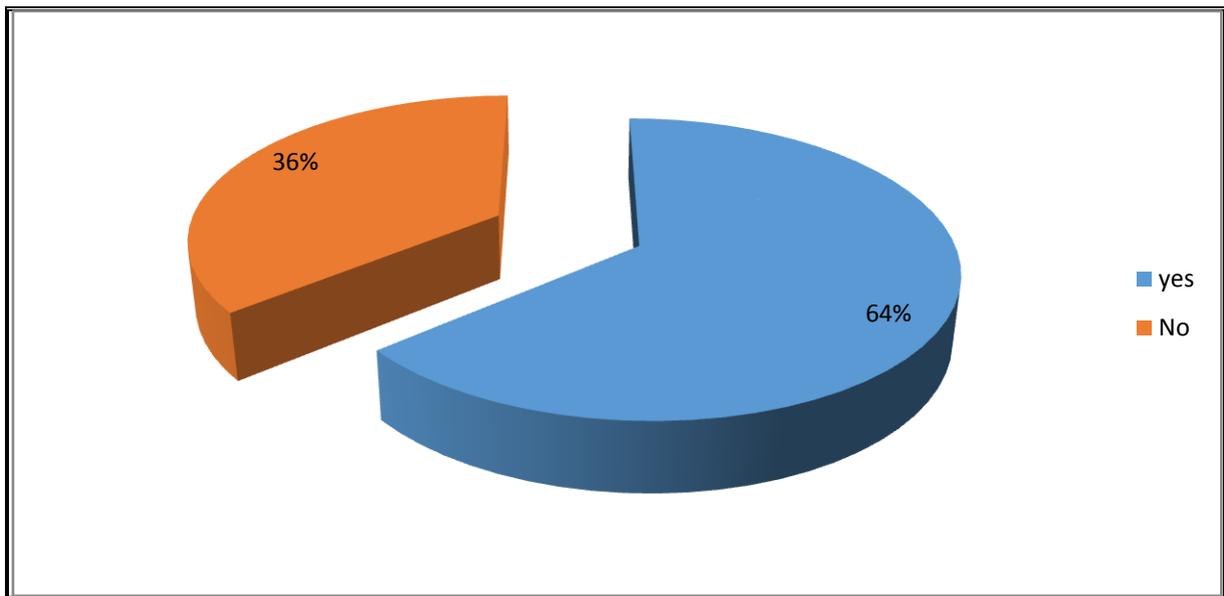


Figure.3. 10. Students' Motivation to Become Critical Thinkers

As it is demonstrated, (64%) of the students state (Yes) for the option that their teachers of reading motivate them to become critical thinkers. They noted that their teachers motivate them through several ways. Furthermore, the participants state that their teachers encourage them to express their thoughts and beliefs fluently and freely through providing them with the opportunity to evaluate the text or the topic given to them. This often urges them to practice their intelligence. While only (36%) of the participants who respond with (No) agree that their teachers of reading do not motivate them to think in critical way. The results confirm that most of reading module teachers motivates their students to become critical thinkers, and the other different views of students were mainly based on their interest with reading.

Item 11: Students' Attitudes towards the Role of Critical Thinking

Table.3.11.Students' Attitudes towards the Role of Critical Thinking

Option	Frequency	Percentage
When learning	3	12%
When taking exams	2	8%
When reading(short stories, novels, etc.)	7	28%
All of them	13	52%
Total	25	100%

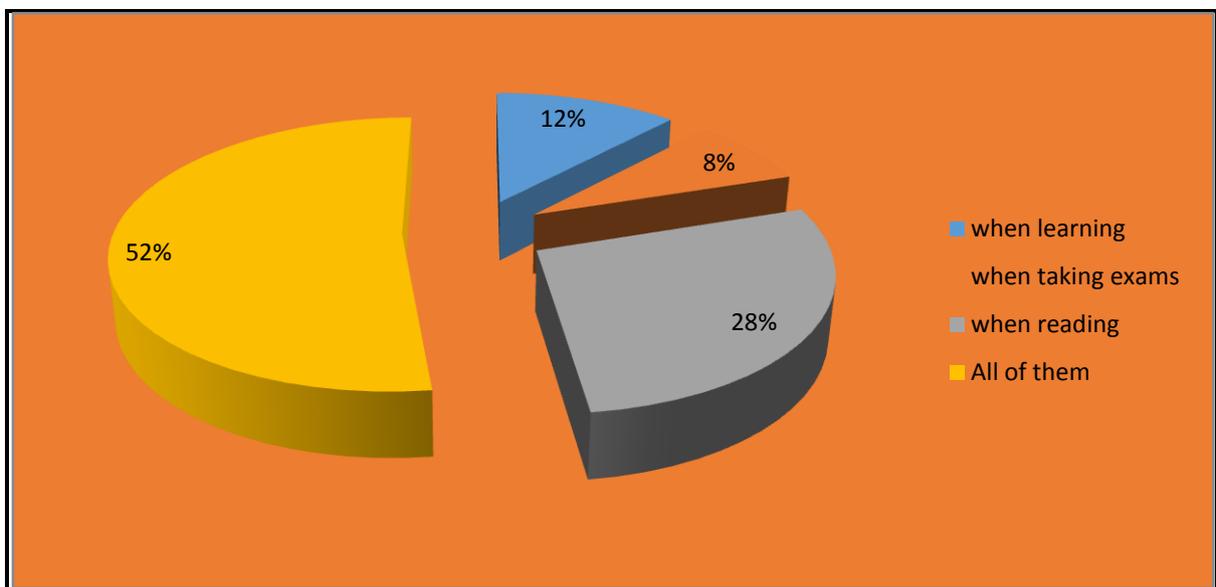


Figure.3. 11. Students' Attitudes towards the Role of Critical Thinking

Results displayed from the above figure reveals that the majority of students (52%) believe that critical thinking helps them when learning, when taking exams, and when reading short stories and novels. This indicates that they are aware about the crucial role that critical thinking plays. While (28%) of them choose that it helps them just when reading. This could be through analysing and interpreting the basic ideas of the text and evaluating them. Then comes learning with the percentage (12%), they think that it is more needed when learning since the learning process requires students to be more creative. However, only (8%) of the

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

participants think that critical thinking helps them when taking exams probably to achieve better results.

Section Three: The Relationship between Critical Thinking and Reading Authentic Materials

Item 12: Students' Attitudes towards the Importance of Reading

Table.3.12. Students' Attitudes towards the Importance of Reading

Option	Frequency	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

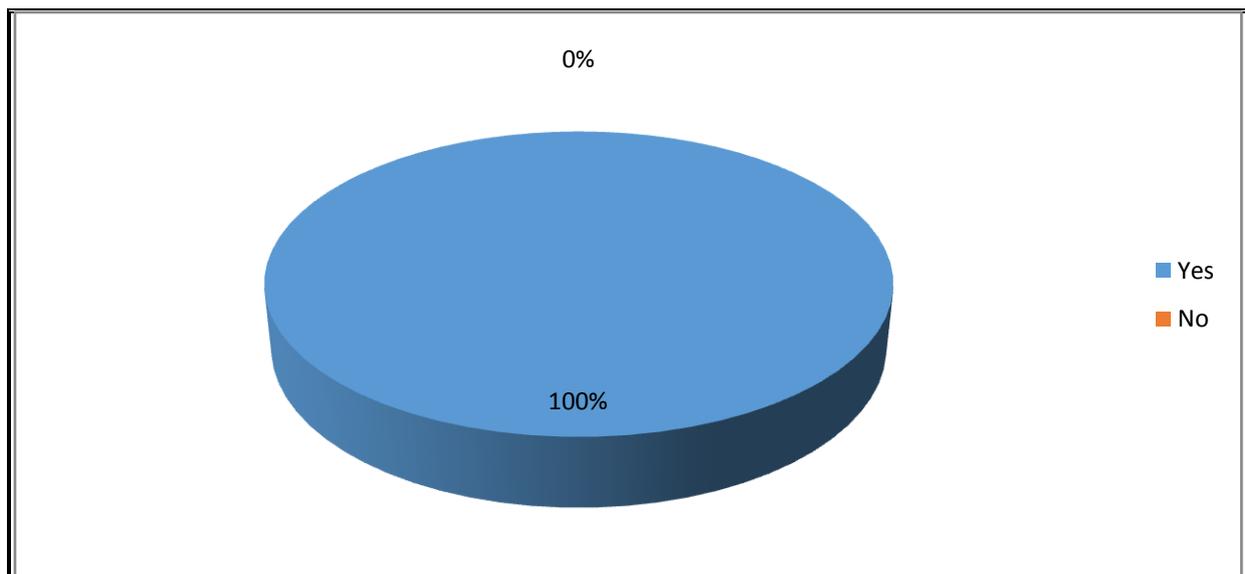


Figure. 3.12. Students' Attitudes towards the Importance of Reading

It can be noticed from the table above that reading is very important, since all participants with the percentage (100%) agreed upon the importance of reading. One of the respondents writes that: *“Reading enables us to enrich our vocabularies, as well as it helps us to write good paragraphs and essays”*. The others say that *» reading is the basic pillar to develop our language, it is considered as a tool which help us to improve our writing skills”*.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Further, some of them argue that *“reading open our minds, and allows us to be more cultivated and more familiar with new expressions and vocabularies”*. So we can say that reading is the essence of knowledge and the key for successful learning.

Item 13: Students' Attitudes towards Reading in English

Table. 3.13. Students' Attitudes towards Reading in English

Option	Frequency	Percentage
Yes	23	92%
No	2	8%
Total	25	100%

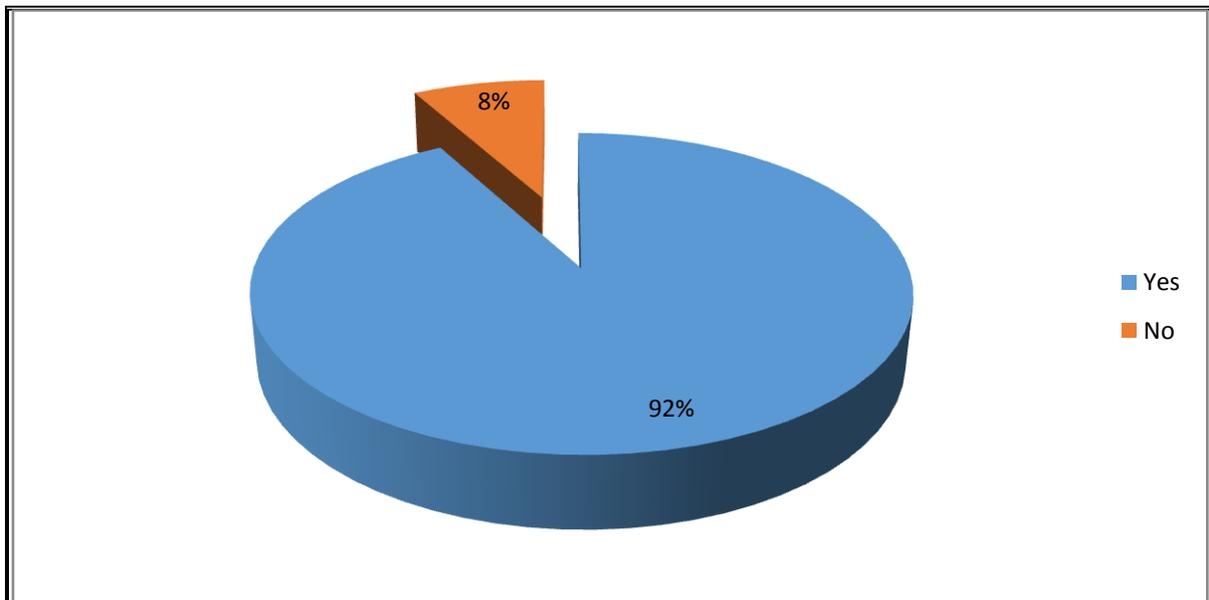


Figure.3. 13. Students' Attitudes towards Reading in English

The results show that (92%) of the sample answered with 'Yes' they like to read in English, because they believe that the more they read the more they learn. In other terms, for them a good reader is a good learner. Only (8%) of them have answered with 'No' because they prefer to do other things rather than reading in English.

Item 14: Students' Attitudes towards Reading Courses

Table 3.14. Students' Attitudes towards Reading Courses

Option	Frequency	Percentage
Yes	18	72%
No	7	28%
Total	25	100%

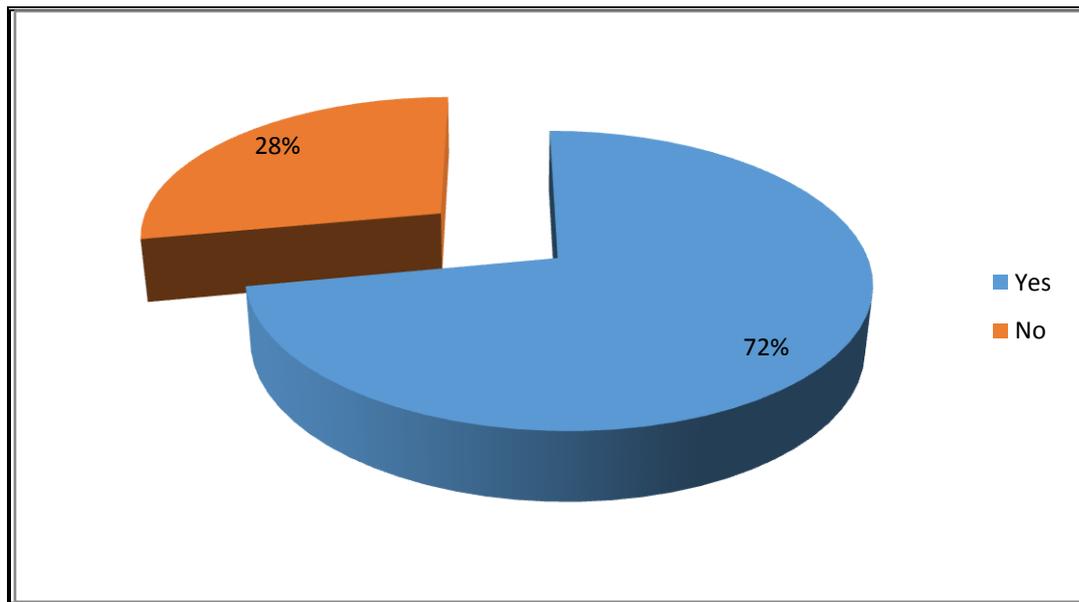


Figure.3. 14. Students' Attitudes towards Reading Courses

From the table, we can say that reading courses motivate students to read, since (72%) of the sample choose 'Yes'. They claimed that the methods that their teachers use during the lesson motivate them to read more even outside the class room. One of the students has stated that: *“our teacher of reading encourages us to read. He proposes to us different books such as Harry Potter and the chamber of secrets, Harry Potter and the Goblet of fire, and To the Light House by Virginia Woolf”*. Other participants have said that *“reading courses seem as the most important courses through which we can expand our knowledge, they encourage us to search on different information from different articles and texts like what our teachers brings”*. In the other hand (28%) of the participants view that reading courses do not motivate

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

them to read in English because they are not interested in reading courses or they lack the desire to improve their language.

Item 15: Students' Point of views towards Authentic Materials and Reading

The aim of this question is to know if authentic texts such as magazines/ news papers can help to improve students' reading abilities or not.

Table.3. 15. Students' Point of views towards Authentic Materials and Reading

Option	Frequency	Percentage
Yes	22	88%
No	3	12%
Total	25	100%

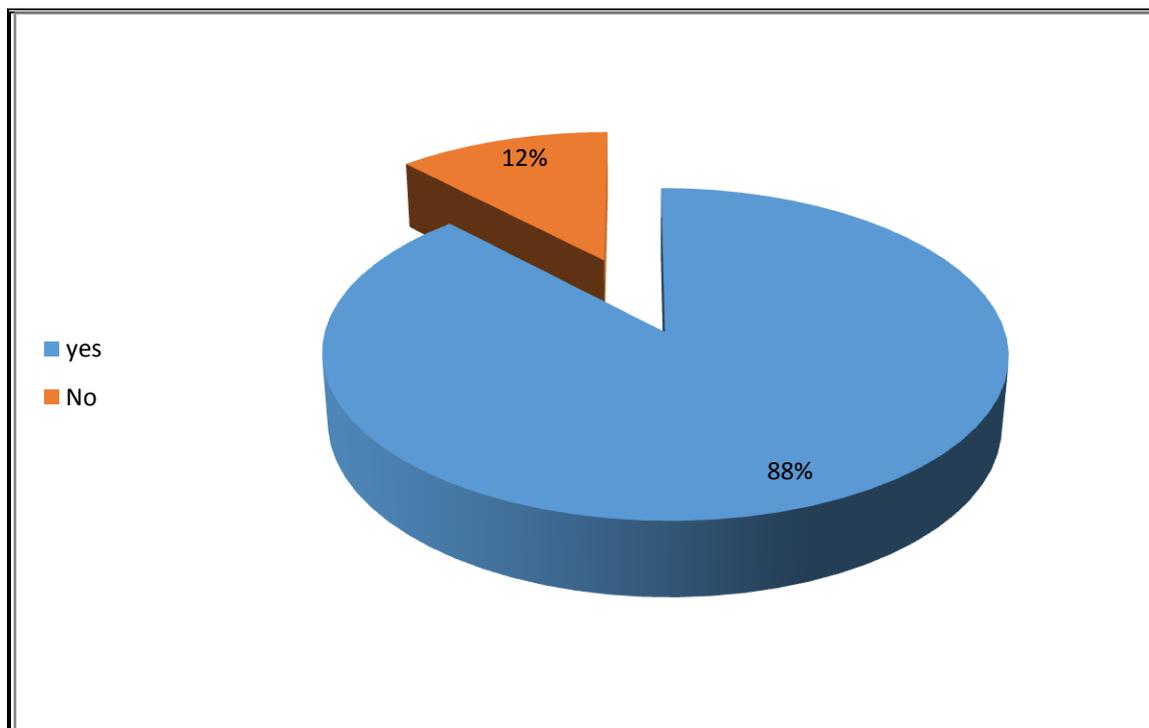


Figure.3. 15. Students' Attitudes towards Authentic Materials and Reading

The findings reveal that the whole sample approximately (88%) have positive impression towards authentic texts. The participants who respond with 'Yes' view that authentic passages/texts are beneficial tools to improve their reading because they engage

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

them with new and different situations rather than the traditional one, this latter makes them more active and urge them to read more. For instance, one of the participants says that: “*reading different topics from various sources is more enjoyable*”. The other one argue that: “*authentic texts encourage me to explore new vocabularies, this also enable me to read and encourage me to read more*”. The rest of the sample (12%) responds with ‘No’. They think that authentic passages/ texts do not improve their reading because they think that they are not competent enough to read such texts.

Figure 16: Students' Attitudes towards Using English Authentic Passages rather than Textbooks

Table.3. 16. Students' Attitudes towards Using English Authentic Materials

Option	Number	Percentage
Yes	17	68%
No	8	32%
Total	25	100%

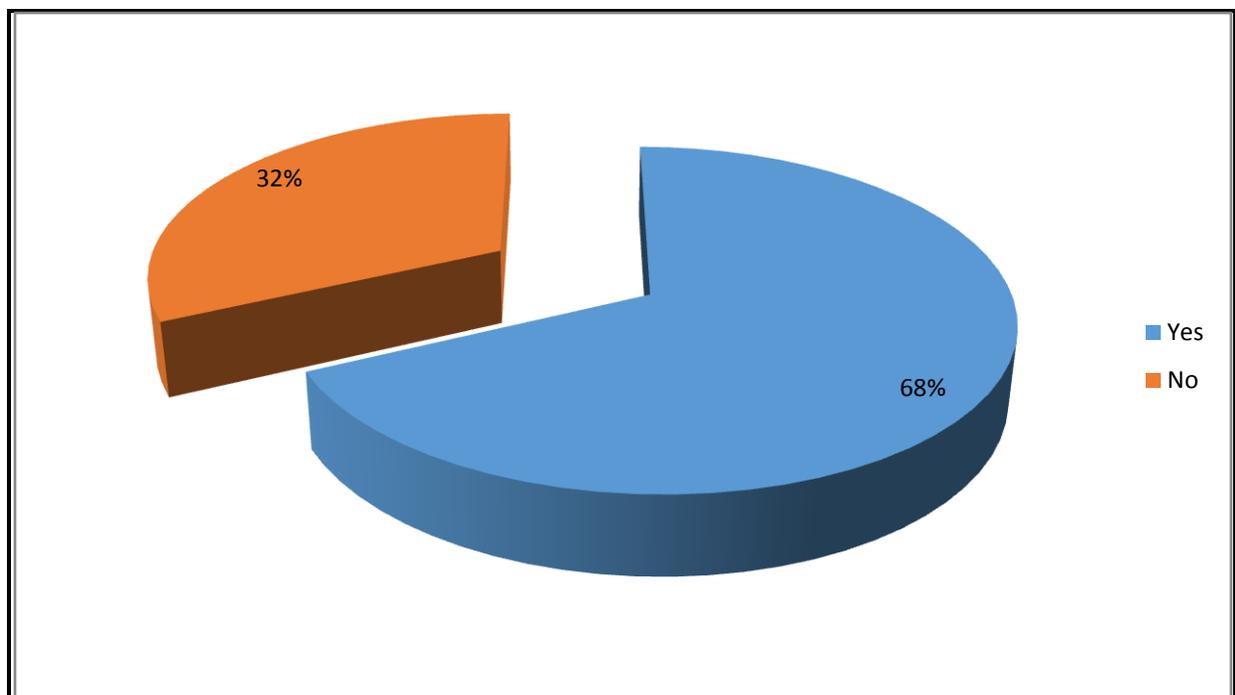


Figure.3. 16. Students' Attitudes towards Using English Authentic Materials

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Through this result, we can distinguish between students' different point of views towards using authentic passages rather than textbooks. (68%) of the participants whose answers were (Yes). They prefer using authentic texts in reading classes because they find them more interesting than textbooks. This often could motivate them to become more creative. For some participants, authentic texts help them understand how language works in the real world. Some of them claim that "*authentic texts give us another view*" and others find authentic texts more enjoyable. Yet, (32%) of them who respond with (No). Simply they prefer to use textbooks rather than authentic texts because the latter contain difficult language and unneeded vocabularies.

Item 17: Students' Point of Views towards the Importance of Opting for Reading Authentic Materials

Table.3.17. Students' Point of Views towards the Importance of Reading Authentic Materials

Option	Frequency	Percentage
Yes	21	84%
No	4	16%
Total	25	100%

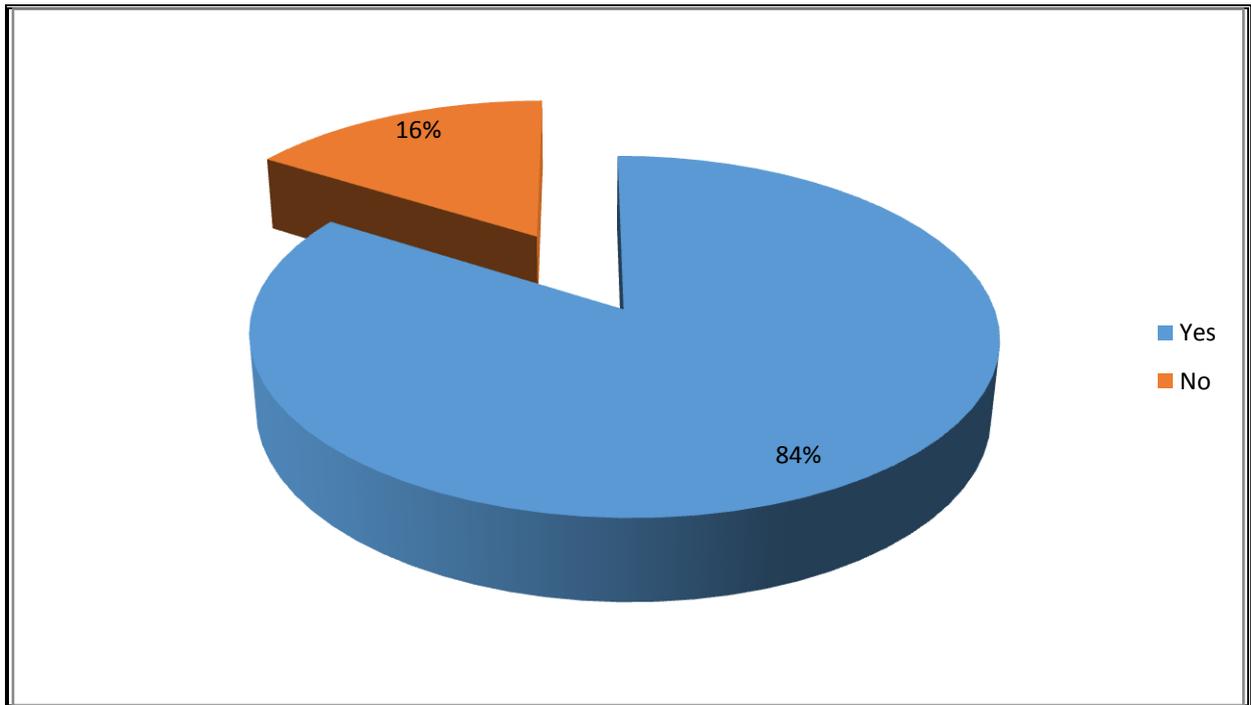


Figure.3. 17. Students' Point of Views towards the Importance of Reading Authentic Materials

It is clear from the table that using authentic materials such as magazines, a news paper is important for students. The results show that (84%) of second year students view that opting for authentic materials can increase their familiarity with the use of grammar rules and various structures in their original context. One of the participants says: *“sometimes authentic materials helps to memorize phrases, structures and use them without knowing grammar rules”*. Indeed because they engage them with the real language that they use. They create an effective learning environment. Some participants assert that opting for authentic materials increase their familiarity with the use of verbs in its right forms and structure, because they provide real language in its natural situation. While (16%) of the students think the opposite, because they prefer those materials which are designed especially to meet their needs.

Figure 18: Students' Views towards the Benefits of the Selection of the Content to be taught in Reading Courses

Table.3. 18. Students' Views towards the Benefits of the Selection of the Content to be taught

Option	Frequency	Frequency
Yes	22	88%
No	3	12%
Total	25	100%

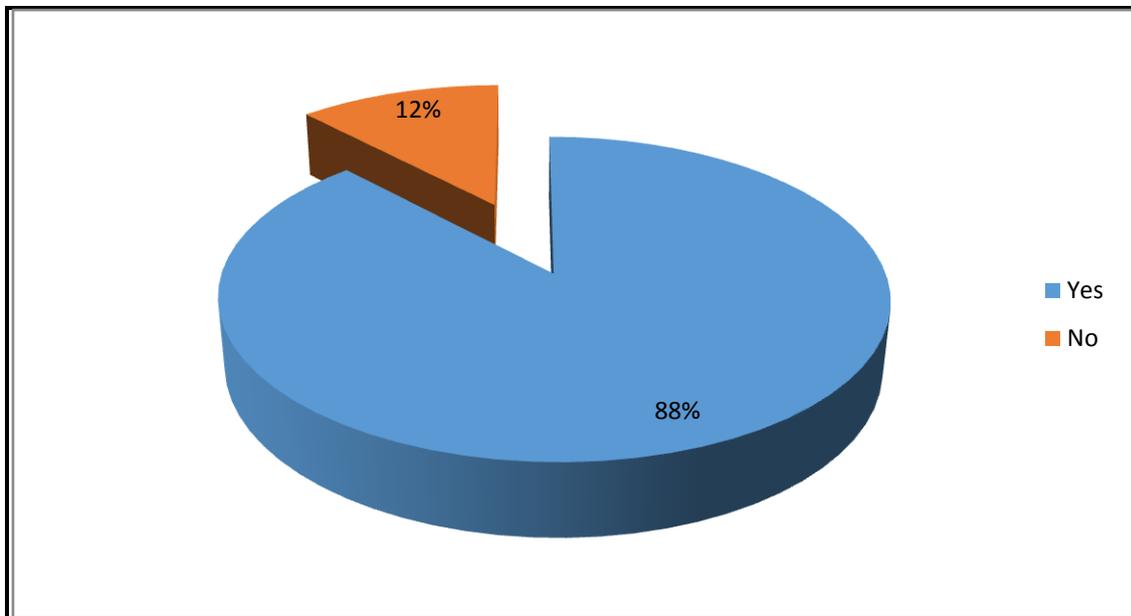


Figure.3. 18. Students' Views towards the Benefits of the Selection of the Content to be taught

According to this finding, we can say that it would be beneficial and important to engage or push students to participate in the selection of the content to be taught in reading courses, since the majority of the participants (88%) have answered with (Yes). They think that it would be a great chance for students to practice knowledge, exchange ideas, and develop thinking if they contribute in selecting the content that will be taught. One of the participants believes that *“students have interesting topics that may help them if they put them in reading*

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

courses". Consequently, reading courses will be interesting and more motivating if students take a part in the elaborating of the course selection. However, only few participants with (12%) respond with (No) because they prefer only what their teachers provide to them.

Item 19: Students' Attitudes towards Reading Authentic Materials and Critical Thinking

Table.3. 19. Students' Attitudes towards Reading Authentic Materials and Critical Thinking

Option	Frequency	Percentage
Yes	21	84%
No	4	16%
Total	25	100%

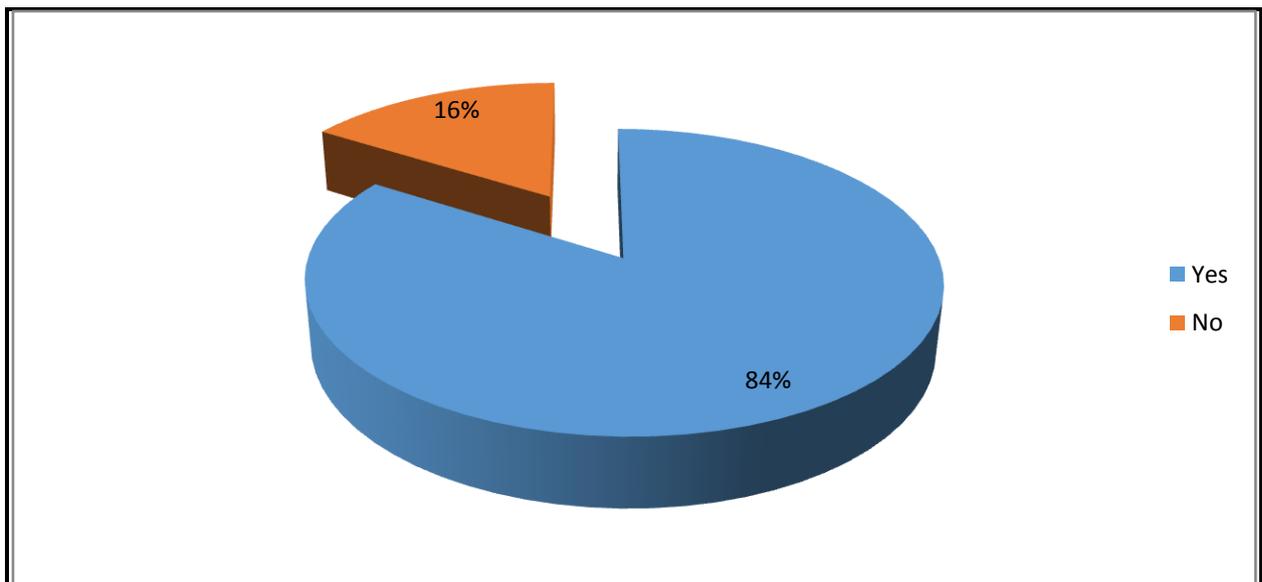


Figure.3.19. Students' Attitudes towards Reading Authentic Materials and Critical Thinking

According to the results obtained from the figure and the table above, one can say that reading authentic materials are necessary to enhance critical thinking. The majority of students' responses (84%) were about that they can analyze, and evaluate information better

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

when their teachers guide them with the right instruments. Those tools which can be used in the class room are essential to develop their mental activities and their thinking abilities. According to their views, reading authentic materials provide them with different views, subjects, and opinions. One responds that *"it helps us discover and learn things from different perspectives"*. The other explains *"reading authentic materials help critical thinking to be enhanced by knowing more topics and various vocabularies"*. Another participant says: *"news papers, scientific articles give us a side of a story so we have to think about that topic in a critical way, and try to understand it and analyze it"*. In a similar vein, another respondent explains: *"because when we see so much opinions and point of views we can see subjects from different angles and this develop our critical thinking"*. This can motivate them to become more independent as well as to be good critical thinkers. The rest of participants (16%) think that reading authentic materials cannot enhance their critical thinking, because they believe that reading authentic materials are no longer than a tool designed especially for the native speakers of the language not to them to meet their needs. While some of them view authentic materials as difficult to be understood, and complex tools to be used in reading courses.

At the end of this section the researchers offer the participants with opportunity to raise their voices and present their opinions. Through asking the respondents to add any suggestion or comments, it was noticed that most of them welcomed the idea of using such materials in their reading classes. They even suggest for their teachers to adopt new methods and materials like reading authentic ones. As such, one participant respond: *"I suggest that teachers should vary their teaching materials so that it makes us become more active and good thinkers"*. To them, they could be used also for the sake to avoid boredom.

3.2.4. Teachers' Interview

Teachers' interview was used as second data collection tool beside students' questionnaire. This instrument was meant to collect meaningful, accurate, concise, and useful data depending on teachers' views and interests. It enables the researchers understand teachers' attitudes towards using reading authentic materials as teaching strategy in EFL classes to enhance students' critical thinking. Their responses provide the research with effective information.

3.2.4.1. Description of Teachers' Interview

The present interview is designed especially for EFL teachers of reading comprehension courses in the English Division at Mohamed Kheider University. It was carried out with (6) teachers of reading comprehension. Five of them are full- time teachers and one is a part- time teachers who is a second year PhD student. It is a semi-structured interview which consists of fifteen (15) questions (open- ended and close- ended questions). This interview was conducted to get deep knowledge about the current research. Its basic aim is to rely on credible and valuable views provided by the teachers. Our major concern form using this data collection tool is to figure out what does critical thinking means according to teachers' point of views, and how do they challenge their students to think critically. Furthermore, to discover their attitudes about adopting reading authentic materials in EFL classes as teaching strategy to improve their students' critical thinking. The data gathered from teachers' opinions will be then analyzed and synthesized to support our research hypothesis.

3.2.4.2. The Analysis and the Interpretation of teachers' Interview:

Section One: Back ground Information

Item 01: Teachers' Degree

Table 3.20. Teachers' Degree

Option	Frequency
phd student	1
Magister	5
Master	0
Total	6

It is noticed from the interviewees' responses that all of the five (5) teachers we have asked them to specify their degrees held the same degree (Magister). Only one (1) phd student who is teaching reading course. This may be beneficial to provide us with approximate the same responses.

Item 2: Teachers' Experience in Teaching EFL

Table 3.21: Teachers' Period of Teaching

Interviewees	Years
A	5
B	7
C	3
D	6
E	12
F	9

It is widely agreed that teachers' experience is consider as an important factor which affects students' progress. Thus, we have asked such question in order to know how long teachers of reading module have been teaching English as Foreign Language at University level. As it is shown in the table above, the six teachers have been teaching English at University for different periods. They have been teaching EFL from the period that ranges

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

from (3 to 12) years. Two teachers (A and C) teach EFL from 3 to 5 years, three other teachers (B , D, and F) teach EFL from 5 to 9 years; whereas, just one teacher (E) teach EFL for more than 10 years. This latter present that she/he is more experienced than the others. This information obtained from teachers responses provide us with a variety of data that could be wealthy and beneficial to answer on our research questions.

Item 3: Teachers' Field of research

Table. 3.22. Teachers' Field of Research

Research Field	Number
Applied Linguistics	3
Didactics	2
Literature	1
Total	6

It is believed that teachers' field of research has a direct effect on students' learning success. Since we have intentionally interviewed the participants (teachers) of the reading course. We thought that it is compulsory to ask them about their field of research hat may intentionally or unintentionally would feed our investigation. As shown in the above table (3.2) teachers seem that they do not belong to the same field of reseach. Two (2) teachers their specialty is Didactics, three (03) teachers belong to the applied linguistics field, while the last teacher (01) his specialty is literature. It has been noticed that teachers have various experiences in the field of research. In other terms, this kind of variation is beneficial for the researchers to gather and attain wealth and varied data about the teachability of the reading module. This also may contribute to the answering of the research questions stated before.

Item 4: Teachers' Reading Interests

In this item we have asked the interviewees (teachers) about the kind of reading do they undertake, and how often do they read?

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Teachers' answers about the above question were somehow similar to each others as they are mentioned bellow:

Interviewee 1: *" I usually read published works (articles, book review and theses) on my area of research.*

Interviewee 2: *"I read most of the time about American Foreign Policy and Immigration".*

Interviewee 3: *"Usually and frequently read (extensive as well as intensive reading) "*

Interviewee 4: *"I always read in English. I read nonfiction books, novels, and scientific articles".*

Interviewee 5: *"I often read to prepare my courses, to work on my PhD thesis"*

Interviewee 6: *" it depends on the material that I found available. But generally speaking I read daily".*

We have noticed that the majority of teachers read articles according to their area of interests or for other personal reasons (pleasure or to teach their kids) . To deduce, knowing teachers' interests about the kinds of texts they read, generally help us to know the way how do they teach the course of reading (which will be mainly based on their preferences), and if do they motivate their students to read or not.

Section Tow: Critical Thinking and Reading Authentic Materials

Item 5: Critical Thinking meaning

In this item, we have asked the interviewees (teachers of reading) to guess the meaning of critical thinking according to their perspectives. Then, teachers were provided by the following options:

- a)- Better way of thinking

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

b)- The ability to think critically

c)- The ability to judge and evaluate

d)- The ability to find solutions to problems intelligently

Teachers have answered to this question in accordance to their own perspectives, they pointed out that:

Interviewee 1: chooses: *"The ability to think critically"*.

Interviewee 2: *"All of them"*.

Interviewee 3: *"All of them"*.

Interviewee 4: chooses both: *"The ability to think critically and the ability to find solutions to problems intelligently"*.

Interviewee 5: *"All of the above"*.

Interviewee 6: *"All of them"*.

The majority of the interviewees agree that critical thinking refers to the better way of thinking, the ability to think critically, the ability to find solutions to problems intelligently, and the ability to judge and evaluate. In the other hand, the interviewee (1) chooses the option (a). While, the interviewee (4) has selected both (b and d). This variety of answers provide deep understanding about the right meaning of critical thinking which means all of the above mentioned responses. We can extract that, the majority of our respondents are familiar and aware about the meaning of critical thinking.

Item 6: Teachers' Attitudes towards guiding students to think critically

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

This question was designed expressly to figure out whether teachers of reading module guide their students to think critically or not. Thus, as it is shown they provide us with concise and precise answers.

Interviewee 1: Has answered with “*Yes*”, she states that she help her students directly or indirectly to think in critical way through varying the activities that require thinking, analyzing, and evaluating. She encourages them as the interviewee mentioned through “*asking questions to students about the given topic and making them brain storm, and collect as much ideas as possible about it*”. Moreover, she claimed that using peer/ group work is an important activity which enables for exchanging ideas among class room members also helps to solve problems.

Interviewee 2: Has responded with “*Yes*”, he believes that critical thinking is important thing which should be encouraged. He claimed: “*As I teach reading module (2nd year), I often encourage my students to read in order to acquire new words, structures and most importantly the ways authors move from one idea to another (how maintaining smooth move of the flow of ideas)*”. In doing so, students ask questions on these particular points to enhance their understanding to structure of sentences this latter will improve their ability to think critically.

Interviewee 3: Yes, she replied; “*through directing their attention to the importance of understanding ideas and concepts*”.

Interviewee 4: responded with “*Yes*”, through “*asking them critical questions and well encouraging them to think first and then, make some connections and inferences to come up with original answers and ideas*”. Therefore, asking critical questions is regarded as the first basic step which encourages students to construct new ideas and meanings based on their own rather than recalled or repeated ones.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Interviewee 5: have answered with “ Yes”, *“I usually ask them daring questions to shake their conventions and drive them to questions what they take for granted”*.

Interviewee 6: “Yes” , by:

“Setting appropriate tasks that boost critical thinking and inviting them to read deeply, scan for specific details, critique arguments, ask questions, and answer their peers' questions”.

After the confirmation about the necessity of guiding students to think critically, The answers of this question were similar in the point that critical thinking should be encouraged in the class rooms. Through which all of the interviewees (6) insisted that they do guide their students to think in critical way because they believe in the positive effect of this cognitive skill. That's why, it is compulsory for all teachers to motivate their students to activate their thinking abilities using different strategies.

Item 7: In the time of Covid-19 pandemic and with distance/ online learning, how do you consider your role as a teacher in developing learners' critical thinking?

Interviewee 1: according to his point of view, developing students' critical thinking is regarded as one of the main teachers' responsibility regarding all life circumstances. He hypothesized: *“I think developing students' critical thinking is teachers' common objective either under ordinary circumstances or in emergency cases”*.

Interviewee 2: asserted that *“Online teaching revealed to be a bit hard for students as the interaction is not fully developed”*. This means that, it is somehow difficult to teach students critical thinking under this conditions.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Interviewee 3: said that: *“Encouraging critical thinking among my students was a great idea for me to achieve that purpose”*. This reveals that she could teach critical thinking using media.

Interviewee 4: have answered *“ I haven't taught online yet”*.

Interviewee 5: find that it would be beneficial to develop students' critical thinking if they teach them online. *“it was through mentioning the important ideas by highlighting them”*.

Interviewee 6: claims that *“teachers' role might be reduced unless they keep asking them to do assignments regularly”*.

So, according to the previous responses one can say that teaching students how to think critically with distance during the pandemic period is crucial even hard to achieve, because it would be better for teachers who keep guiding their students via different applications and media (Telegram, Educational Plat Forms, Google meet ...etc) to enhance students' autonomy through this different situation using a number of strategies that may increase their critical thinking abilities.

Item 8: Teachers' way of evaluating their students' critical thinking

In this item we have asked teachers about the way how do they evaluate their students' critical thinking. Hence, various ideas and views were provided:

Interviewee 1: *“ In my opinion, most students are by far passive learners”*.

Interviewee 2: views that evaluating students' critical thinking *“ needs more work to be elaborated”*.

Interviewee 3: *“Through their ability to analyze and synthesize what they read or study”*.

Interviewee 4: *“Average, only few students work hard to foster theirs”*.

Interviewee 5: *“through mentioning the important ideas by highlighting them”.*

Interviewee 6: *“ Not satisfactory”.*

The results reveal that the great majority of teachers have different ways of evaluating their students' cognitive abilities since their students are passive learners. Constantly, they rely on what teachers provide them with and never act on their own initiatives. Hence their achievements would be not satisfactory, because they consider the teacher as the most knowledgeable member "teacher centered learning" ; whereas, his main role is just to guide them.

Item 9: According to you, critical thinking is an easy task? In this item we have asked them also to explain.

Interviewee 1: have answered with *“No”*.

“It depends highly on students' motivation and hard to deal with unmotivated students”.

Interviewee 2: *“No, it is not”.*

“Because of students' average level, and because of the lack of time to fully explore this skill and use a sufficient amount of materials”.

Interviewee 3: *“We can say it is challenging”.*

“Because of learners' average level”.

Interviewee 4: *“No, it is very difficult”.*

“It requires motivation and pushing students to their limits”

Interviewee 5: *“Not really”.*

“because it is time consuming, and it requires much efforts from all partners (teachers, students, syllabus designers, educators etc)”.

Interviewee 6: “*No, it is not*”. She confirmed:

“Because of learners’ different learning styles and strategies, and because of the lack of time”.

Indeed, all teachers agreed that critical thinking is a difficult task. This fact requires from teachers to design meaningful class room methods and instruments for their students in order to achieve better motivation also to make the class room setting more active (This result is somehow related to the results we found when analyzing students’ questionnaire). Moreover, the interviewees have confirmed that teaching critical thinking is not an easy task which needs much efforts and much time ; as well as, rich back ground knowledge which the majority of students lack.

Item 10: Reading authentic materials

We attempt through this question to know teachers’ different views about what reading authentic materials are; consequently, teachers’ hypothesis about this concept were raised as follows :

Interviewee 1: “*Reliable sources that researchers can trust*”.

Interviewee 2: “*It is reading materials written by native speakers perhaps, or at least non manipulated materials*”.

Interviewee 3: “*To real first hand material. Not ones that are made for teaching*”.

Interviewee 4: “*whatever material used by learner in their daily life like videos (all those are not modified or simplified for educational purposes)*”.

Interviewee 5: “*Are those materials taken from real life contexts and are originally not designed to be used in teaching*”.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Interviewee 6: *“they are reading texts (materials; e.g. news papers, magazines, articles, novels ...) that were written by native speakers”.*

What could be established from the interviewees' responses is that they are knowledgeable teachers since they have knowledge, also rich information about the right meaning of reading authentic materials.

Item 11: In teaching reading, do you challenge your students' critical thinking in ways relevant to their knowledge and experiences? If yes, would you justify please?

Our Intention from asking such question was to know whether teachers of reading utilize some strategies to challenge their students' critical thinking or not.

Interviewee 1: *“Yes”*

“I do by evoking students' responses to different learning situations”.

Interviewee 2: *“Yes I do”*

“In the course of reading. I try to help them relate their prior knowledge and experiences with language and education to think of possible ways this field may contribute to language teaching and learning for example”.

Interviewee 3: *“Of course”.*

“I always try to link the content with students' social life”.

Interviewee 4: *“Yes”.*

“Through having a class discussion and discussing the questions and students' answers and opinions”.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Interviewee 5: “*Yes*”. She argues that utilizing students’ back ground knowledge and experiences serve as a basis to brain storm, evaluate, and analyze the given material.

Interviewee 6:“*Yes I do*”.

“In reading session, for example, working on interesting texts, topics that is related to students’ experiences, personal life, hobbies, dreams makes it easier for students to use their prior knowledge and critically study the text”.

Most of teachers responses were mainly centered on idea that, they try as much as possible to link their students’ real life situations, knowledge, and experiences to engage them within such cognitive process through implementing different strategies which seems suitable to challenge students’ critical thinking capacities such as; bringing real life instruments to class room settings and make discussion through which students would be feel more self- confident to think critically if they already know the subject to work on. This latter also allows for better engagement and interaction in the class room.

Item 12: The importance of critical thinking for students

This question was directly addressed for teachers to discover their different viewpoints about the importance of critical thinking for students’ knowledge and for their future career. This question provides us with several, various, and beneficial views such as:

Interviewee 1: “*Critical thinking helps students engage in any kind of learning without relying on teachers*”.

Interviewee 2:“*It is essential for them to shape their personalities*”.

Interviewee 3: “*It makes them more creative, active, productive and more responsible for their own learning and knowledge construction*”.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Interviewee 4: *"I guess it is the most important of all skills".*

Interviewee 5: *"It promotes creativity"*

"Promotes Problem Solving skills"

"Improves communication and relations ships"

Interviewee 6: *" it develops life skills, and make learners better decision makers"*

"It makes students active learners".

All teachers stress the crucial role that critical thinking has. All of their point of views circle around the idea that critical thinking encourages independency and creativity which are considered as the main factors of the learning success. This means that, critical thinking is very important for students to be open minded about others' thinking, views, perspectives, and others' various ideas.

Item 13: How do you select authentic materials for reading for your students?

The major aim behind this question is to know the nature (sources and the credibility) of materials that teachers rely on, and whether these materials will enhance their students' critical thinking or not.

Interviewee 1: *"According to their credibility".*

Interviewee 2: *"I select for them relevant materials and those related to their level, learning needs and my teaching objectives".*

Interviewee 3: *"Books of literature mainly".*

Interviewee 4: *"Based on the task objectives, students needs and levels, and the quality of the material".*

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Interviewee 5: *"I choose for them relevant materials, through which their prior and new ideas can be directly and simply linked together".*

Interviewee 6: respond that she select for them the materials that must be: *"appropriate to their levels"*. She added, *" they must be good of quality"*.

What is remarked from the teachers' six answers is that, they select carefully the types of materials which can match the course content and the objectives. In order to, motivate their students to read and to enhance their involvement and motivation. Precisely, the quality, relevance, and credibility are the main criteria that teachers take into consideration when selecting authentic materials for reading, in addition to their students' different levels and needs.

Item 14: Teachers point of views towards the relation ship between critical thinking and reading authentic materials

Interviewee 1: "Yes", he states that: *"Reading authentic materials help students acquire the ability to re/think, ask questions and respond to learning situation, yet to think critically"*.

Interviewee 2: *"Yes"*.

Interviewee 3: *"Yes, this is a strong possibility"*.

Interviewee 4: *"Of course. It deals with the actual world, not only the academia"*.

Interviewee 5: *"Yes"*.

Interviewee 6: *"Yes"*.

All teachers' responses were presented under the answer (Yes). This indicates that they have positive attitude towards the relation ship between critical thinking and reading authentic materials. Due to this answers, we can infer that the relationship between reading authentic

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

materials and critical thinking could be meaningful and helpful first to guide students to think critically, also to create a successful learning environment.

Item 15: The relation ship between critical thinking and reading authentic materials

The aim of this item is to discover what kind of relation ship exists.

- Critical thinking is crucial to reading comprehension
- Interrelated
- Reading is crucial to develop critical thinking

The interviewees provide us with their different views through which we believe that they would be valuable and beneficial for our research

Interviewee 1: Chooses: Critical thinking is crucial to reading comprehension.

Interviewee 2: *“Interrelated”*.

Interviewee 3: *“Reading is crucial to develop critical thinking”*

Interviewee 4: *“Interrelated”*.

Interviewee 5: *“Reading is crucial to develop critical thinking”*.

Interviewee 6: *“Reading is crucial to develop critical thinking”*.

Teachers' major answers were about that reading is crucial to develop critical thinking. The inference that we can deduce from teachers' answers is that critical thinking could be developed through reading. This is a general remark that teachers agree on . Indeed, reading encourages students to ask different questions, analyze arguments, make assumptions, clarify ideas, and make judgments.

The Results of Students' questionnaire and Teachers' Interview

The present study was carried out as an attempt to explore the crucial role of reading authentic materials in enhancing students' critical thinking. Hence, the results obtained from the analysis of students' questionnaire and teachers' interview about adopting such method is a very crucial.

The findings which were obtained provide the researchers with significant information that support and confirm the validity of the hypothesis stated before. Initially, we can deduce from students' responses and teachers' views that critical thinking is a challenging task, because the majority of EFL students face many difficulties when it comes to think in critical way.

Second year EFL students encounter challenges in thinking critically. This probably due to the reason that they lack the appropriate English language background i.e., they lack cultural knowledge. Charged time table also consider as a real challenge that hinder their creativity. Furthermore, it was noticed from the obtained results that a great number of EFL teachers' also agree that critical thinking is crucial but hard to achieve due to the long time which it requires in addition to the average level of the students. However, both teachers and students seem to have positive attitude towards the effective role of critical thinking and its importance.

In a similar vein, we found also the majority of teachers seek to improve their students' thinking skills as much as they can since their students lack motivation. Further, teachers believe that reading is highly needed for students to be more cultivated and open minded learners. Thence, using some strategies and adopting some materials linked to reading such as: reading authentic materials could be meaningful and useful to engage students in thinking with a 'Critical Eye'. The results of the study show that reading authentic materials are

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

beneficial because they have a great impact in creating suitable environment for students to think critically, because it was found that (according to the results) most of the teachers tend to make their students more active and engaged in the learning process through bringing real materials which link their students' knowledge with actual life situations. Thus, teachers try to guide their students to improve and discover their hidden capacities.

In this case, and after the analysis of the findings, it can be agreed that using such materials (reading authentic materials) strengthen students' thinking skills for lifelong learning. They are highly required certainly because they are necessary and important to enhance students' critical thinking. Reading authentic materials are considered as effective tools and teachers may use them as successful teaching strategy to enhance their students' critical thinking.

Conclusion

The current chapter was devoted to the analysis and interpretation of the results obtained from teachers' interview and students' questionnaire. Specifically, to confirm, check, and validate both the research questions and the research hypothesis. This chapter also was an attempt to reach the desired outcomes. Therefore, it was divided into two parts; the first part provided a brief theoretical background about: research methodology, research approach, population and the sample who were selected, and the data collection tools which were used in this study. The second one, have presented the analysis of the data gathered, it also provided a detailed discussion, description, and interpretation of the results obtained from students' questionnaire and teachers' interview. The final results which were gathered from students' and teachers' views and attitudes helped the researcher to draw a general conclusion that using reading authentic materials could be helpful and beneficial for improving critical thinking abilities as well as they could be an effective strategy used in the teaching and learning process to deal with critical thinking problems.

General Conclusion

Reaching a higher level of creativity is the major goal of higher education. Therefore, EFL teachers try as they can to be up- to date with the new materials and select the most effective one. They try to adopt the materials (Reading materials) which encourage independency and self-reliance to their classes in order to motivate as well as encourage their students' critical thinking abilities. This dissertation was conducted as an attempt to investigate the role of reading authentic materials in improving students' critical thinking. Noticeably, we suggested that using these real written, audible or visual materials can meet students' knowledge and raise their interaction with the outside world. This mostly makes them good critical thinkers.

To achieve the research aim, this research was divided into three chapters: the first two chapters provided a theoretical part of this study. They presented a general overview about the two different variables (critical thinking/reading authentic materials). In the mean time, the third chapter was devoted to the field work of the study.

To answer the research questions and confirm the hypothesis suggested at the beginning, a mixed method was conducted to describe as well as to provide a better understanding of the topic at hands. As it was clarified before, the researchers in this study have selected the qualitative and quantitative approaches because they served the nature of our research. The questionnaire was addressed as first data collection instrument to second year EFL students of Biskra University to know their attitudes and viewpoints about critical thinking and their impression toward using such materials. In addition to the teachers' interview. The results obtained from the two previous methods were then analyzed and interpreted.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

After having collecting the necessary data, the findings asserted that great number of the respondents believe that critical thinking is important and complex compared to other skills. Moreover, the majority of them agreed that motivation is a crucial factor which urges them to be more interested when learning, analyzing, and evaluating different information. This reveals that there is a clear relation between critical thinking and reading authentic materials. They are interrelated variables. Students also reported that reading courses would be motivational if they were provided with the right instruments which can raise and activate their cognitive abilities. They confirm their attitudes by the idea that the suitable materials used by the teacher make them practice more and train them to be active thinkers not just a passive receivers of the information. Accordingly, it can be concluded that EFL students' have positive attitudes toward using reading authentic materials as teaching strategy to enhance their critical thinking.

On the other hands, the findings gathered from teachers' interview asserted that EFL teachers were aware about the importance of reading authentic materials in enhancing students' critical thinking. They claimed that they are useful tools which encourage for better thinking since their students are classified under multilevel classes. They guide their students to do their best in order not to become passive ones.

To conclude, it can be beneficial to confirm that if EFL teachers adopt reading authentic materials in their classes as teaching strategy; their students' critical thinking would be enhanced.

Suggestions and Recommendations

Based on the results obtained from this study, the following recommendations seem to be the most appropriate

- It is highly recommended for EFL teachers To vary their sources when it comes to teaching reading
- It is recommended that teachers should teach students how to use reading comprehension strategies.
- It is recommended that teachers should teach students how to identify and use the text's organizational structure to comprehend, learn, and remember content.
- Teachers should select texts/ passages purposefully to support comprehension development.
- In teaching reading, it is highly recommended that teachers establish an engaging and motivating context to teach reading.
- Critical thinking has an important in the learning process. That's why, it is highly recommended that teachers should integrate critical thinking in their teaching.

List of References

- AbdulHussein, F. R. (2014). Investigating EFL college teachers' and learners' attitudes toward using authentic reading materials in Misan. *Procedia - Social and Behavioral Sciences*, 136, 330-343. doi:10.1016/j.sbspro.2014.05.338
- Akbari, O., & Razavi, A. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 4(5), 106-116. doi:10.5861/ijrse.2015.1189
- Allen, M. (2004). *Smart Thinking: Skills for critical understanding and writing* (2nd ed.). South Melbourne, Victoria, Australia: Oxford University Press.
- Bacon, S. M., & Finneman, M. D. (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *The Modern Language Journal*, 74(4), 459-473. <http://dx.doi.org/10.1111/j.1540-4781.1990.tb05338.x>
- Berardo, S. A. (2006). *The use of authentic materials in the teaching of reading*. *The Reading Matrix*, 6 (2) , 61-69
- Bloom's taxonomy - The amazing world of teaching. (n.d.). Retrieved April 30, 2021, from <https://sites.google.com/site/theamazingworldofteaching/topics-of-del-ii/bloom-s-taxonomy>
- Boss, J. A. (2017). *Think: critical thinking and logic skills for everyday life* (4th ed.). New York: Mc Graw-Hill Education.
- Bowell, T., & Kemp, G. (2002). *Critical thinking: A concise guide*. London and New York: Routledge.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

- Browne, M. N., & Keeley, S. M. (2007). *Asking the right questions: A guide to critical thinking* (8th ed.). New Jersey: Pearson Prentice Hall.
- Butter worth, J., & Thwaites, G. (2013). *Thinking skills: Critical thinking and problem solving* (2nd ed.). Cambridge: Cambridge University Press.
- Cottrell, S. (2005). *Critical thinking skills: Effective analysis and argument* . New York: PALGRAVE MACMILLAN.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). London: SAGE Publications.
- Dawson, C. (2009). *Introduction to research methods: A practical guide for anyone undertaking a research project* (4th ed.). UK: How To Books.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. UK and in certain other countries: Oxford University Press.
- Dunn, D., Halonen, J. S., & Smith, R. A. (Eds.). (2008). *Teaching critical thinking in psychology: A handbook of best practices*. United Kingdom: Willy-BLACKWELL.
- Gaàlovà, K. (2016). *On the importance of authentic English materials and activities in ELT* (Unpublished master's thesis). Masaryk University BARNO.
- Gardner, D., & Miller, L. (1999). *Establishing self-access: From theory to practice*. Cambridge: Cambridge University Press.
- Glaser, E. M. (1941). *An experiment in the development of critical thinking*. New York, NY: teachers college, ColumbiaUniversity

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Halpern, D. F. (2003). *Thought and knowledge: An introduction to critical thinking* (4th ed.).

Mahwah, New Jersey London: Lawrence Erlbaum Association., Inc.

Halpern, D. F., & Riggio, H. R. (2013). Thinking critically about critical thinking: A

workbook to accompany Halpern's thought & knowledge. Routledge.

Harizaj, M., & Hajrulla, V. (2017). Fostering learner's critical thinking skills in EFL: some

practical activities. *European Scientific Journal, ESJ*, 13(29), 126.

doi:10.19044/esj.2017.v13n29p126.

Johnson, A. P. (2008). *Teaching reading and writing: A guidebook for tutoring and*

remediating students. USA: R&L Education.

KARAKOÇ, M. (2016). The Significance of Critical Thinking Ability in terms of Education.

International Journal of Humanities and Social Science, 6, 81-84.

Lier, L. V. (2013). *Interaction in the language curriculum: Awareness, autonomy &*

authenticity. London and New York: Routledge.

Mishan, F. (2005). *Designing authenticity into language learning materials*. USA: Intellect

Books.

Moon, J. (2008). *Critical thinking: An exploration of theory and practice*. USA and Canada:

Routledge.

Nunan, D. 1985. Language Teaching Course Design: *Trends and Issues*. Adelaide: National

Curriculum Resource Centre.

Oxford learner's dictionaries. April, 4, 2021. Retrieved from

<https://www.oxfordlearnersdictionaries.com>

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

- Paul, R., & Elder, L. (2002). *Critical thinking: Tools for taking charge of your professional and personal life*. New Jersey : Pearson Education, Inc.
- Paul, R., Binker, A. A., Martin, D., Vetano, C. H., & Kreklau, H. (1989). *Critical thinking handbook, 6th-9th grades: A guide for remodelling lesson plans in language Arts, social studies, & Science*. Center for critical Thinking and Moral Critique Sonoma state University, CA: Foundation for Critical Thinking.
- Peñamaría, S. R., & Martinez, R. D. (Eds.). (2008). *Didactic approaches for teachers of English in an international context*. Espana: Ediciones Universidad de Salamanca.
- Richards, J. C., & Richards, J. C. (2001). *Curriculum development in language teaching*. Combridge: Cambridge University Press.
- Rivers, W. M. (Ed.). (2000). *Interactive language teaching*. Combridge: Cambridge University Press.
- Samuel, S. S. (1996). Reflective thought, critical thinking. Retrieved March, 12, 2021 From <https://www.ericdigests.org/2000-3/thought.htm>
- Sang, J. (2012, September 15). Critical thinking versus negativity [Web log post]. Retrieved March,30, 2021, from <https://meetjohnsong.com/2021/03/30/critical-thinking-versus-negativity/>
- Sen, M. (2010). *An introduction to critical thinking*. India: Pearson
- Simister, C. (2007). *How to teach thinking and learning skills: A practical programme for the whole school*. London: SAGE.

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Špirochová, A. (2014). *Using authentic materials in teaching English in secondary classrooms* (Unpublished master's thesis). University of West Bohemia, Plzeň.

Starkey, L. B. (2004). *Critical thinking skills success in 20 minutes a day*. United States, New York: Learning Express LLC.

Stobaugh, R. (2013). *Assessing critical thinking in middle and high schools: Meeting the common core*. New York, London: Routledge.

The 7 most common traits of highly effective critical thinkers. (2020, January 23). Retrieved April 29, 2021, from <https://wabisabilearning.com/blogs/critical-thinking/7-characteristics-effective-critical-thinkers>

The Foundation For Critical Thinking. (2019). Critical thinking. Retrieved March 29, 2021, from <https://www.criticalthinking.org>

University Press.

Widdowson, H. G. (1990). *Aspects of language Teaching*. Oxford: Oxford
workbook to accompany Halpern's thought & knowledge. Routledge.

Appendix A

Interview for Teachers

Dear teachers,

You are kindly invited to participate in this interview. It aims to gather data to accomplish master dissertation which is intitled "Enhancing EFL Learners' Critical Thinking through Reading Authentic Materials" . Therefore, we would be grateful if you provide us with precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for reseach purposes only.

Thank you for your time, and for your collaboration.

Prepared by:

BENMOUSSA, Fadoua

Supervised by:

DR. BACHER Ahmad

Academic Year: 2020/2021

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Section One: Back ground information

Q1- would you like to specify your degree, please?

Q2- How long have you been teaching?

Q3- What is your field of research?

Q4- How often do you read in English? What kind of reading do you undertake?

Section Two: Critical Thinking and Reading Authentic Materials

Q5- In your opinion, critical thinking refers to:

- a)- Better way of thinking
- b)- The ability to think critically
- c)- The ability to judge and evaluate
- d)- The ability to find solution to problems intelligently

Q6- Throughout your teaching career, do you teach/ guide your students how to **Yes**

No

How?

.....
.....

Q7- In the time of Covid-19 pandemic and with distance/ online learning, how do you consider your role as a teacher in developing students' critical thinking?

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

.....

.....

Q8- How do you evaluate students' critical thinking?

.....

.....

Q9- According to you, is teaching critical thinking an easy task? explain please

.....

.....

Q10- According to you, what is reading authentic material?

.....

.....

Q11- In teaching reading, do you challenge your students' critical thinking in ways relevant to their knowledge and experiences?

If yes, would you justify please?

.....

.....

Q12- According to you, in what way (s) critical thinking is crucial to students' knowledge and future career?

.....

.....

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Q13- How do you select authentic materials for reading for your students?

.....
.....

Q14- In your opinion, is there a relationship between reading authentic materials and critical thinking?

Q15- what kind of relationship exist?

- Critical thinking is crucial to reading comprehension
- Interrelated
- Reading is crucial to develop critical thinking

Please feel free to add any suggestions or comments

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

Thank you for your time, efforts, and cooperation

Appendix B

Questionnaire for the Students

Dear fellow students,

You are kindly invited to fill in the following questionnaire to express your views and thoughts about our topic which is entitled "Enhancing EFL Learner's Critical Thinking through Reading Authentic Materials". We would be grateful if you could sincerely answer the following questions. The answers provided will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration.

Prepared by:

BENMOUSSA, Fadoua

Supervised by:

DR. BACHER Ahmad

Academic Year: 2020/2021

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Section One: Participants Bio-data

Q1- Your gender

Male Female

Q2- Your age

20-25

26-30

31-35

More

Q3- your choice of studying English is

Personal parental

In both cases, explain.

.....

.....

Q4- Why have you chosen English?

.....

.....

Q5- How do you consider studying English at university?

Easy

Moderate

Difficult

Q6- What kind of difficulties/ challenges do you usually encounter?

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

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

Section Two: Critical Thinking

Q7- In your opinion, critical thinking is

Intelligent way of solving problems

Ability to criticize

Better way of thinking

Others

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

Q8- what is it meant to think in a critical way?

To analyze

To examine

To evaluate

To understand

To solve problems

All of them

Q9- In reading courses, do teachers help you think critically with texts that you read?

Yes

No

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

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

Q10- Do your teachers (i.e., teachers of reading) motivate you to be critical thinkers in your learning process?

Yes No

Justify if yes

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

Q11- Thinking critically helps you analyze and synthesize what you read. Do you think that may help you

- When learning?
- When taking exams?
- When reading (short stories, novels, etc.)?
- All of them

Section Three: The Relationship between Critical Thinking and Reading Authentic Materials

Q12- Do you think that reading is important?

Yes No

If yes, please justify why?

.....
.....

Q13- Do you like to read in English?

Yes No

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

Q14- Does reading courses motivate you to read?

Yes No

In what way (s)?

.....
.....

Q15- Does authentic passages/ texts such as magazines/ news papers improve your reading?

Yes No

How?.....

.....

Q16- In your reading, do you prefer to use English authentic passages (from articles, magazines, and newspapers) rather than textbooks in reading classes ?

Yes No

Why?

.....
.....

Q17- Opting for reading authentic materials such as magazines, newspapers, etc increase your familiarity with the use of grammar rules and various structures in their original context?

Yes No

Justify.....

.....
.....

Q18- Do you think that involving students' views in the selection of the content to be taught in reading courses might be beneficial to students?

Yes No

Please justify

Enhancing EFL Students' Critical Thinking through Reading Authentic Materials

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

Q19- Do you think that opting for reading authentic materials (as stated before magazines, scientific articles, newspapers) in reading enhance your critical thinking?

Yes No

Please explain how?

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

Please feel free to add any suggestions or comments

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

Thank you so much for your time, and cooperation

الملخص

تعتبر القراءة أداة لغوية حيوية لمتعلمي اللغة الانجليزية كلغة أجنبية من اجل النجاح في مسارهم الأكاديمي. لذلك تعتبر كعملية عقلية يحاول المتعلمون من خلالها التفكير و الفهم و التقييم ثم أخيرا ترجمة ما قاموا بقراءته. ومن المتفق عليه أن يشجع الأساتذة متعلميهم على التفكير النقدي ، كما تتمثل وظيفة الأساتذة تحديدا في تزويد المتعلمين بفرص لمشاركة معرفتهم ، واختبار الثروة التي يقدمها العالم كهدف من اجل تقويتهم و هذا من خلال التطرق إلى قراءة مصادر أصلية. فإذا افترضنا أن أساتذة اللغة الانجليزية لجامعة محمد خيضر بسكرة يختارون بعناية مصادر أصلية في مقياس القراءة ، فمن المرجح أن التفكير النقدي لدى الطلبة سيتحسن. لذلك قد تم وضع مخطط لمختلف الطرق من اجل الإجابة على فرضية البحث و تساؤلاته. لقد تم جمع معلومات هذه الدراسة من خلال تسليم استبيانات لمجموعتين من طلبة السنة الثانية (ل م د) في جامعة بسكرة. إضافة إلى إجراء شبه مقابلة مع ست أساتذة خمس أساتذة دائمين وأستاذ مؤقت يواصل تعليمه لاستكمال الدكتوراه. جميع الأساتذة الذين تم ذكرهم يدرسون مقياس القراءة لطلبة السنة الثانية. بينت نتائج الدراسة بأن الأساتذة لديهم القدر الكافي من الوعي تجاه أهمية استعمال مصادر أصلية للتدريس مثل الجرائد والمقالات العلمية في مقياس القراءة. بالإضافة إلى تبيين الطلبة لأهمية استعمال المصادر الأصلية في مقياس القراءة. لقد أكدوا على أن المصادر المناسبة التي يستعملها الأساتذة في هذا المقياس دربتهم على أن يصبحوا مفكرين نشطين ليسوا مجرد مستقبلين سلبيين للمعلومات.