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***Teacher's Role in Developing Learners' Critical Thinking in
English as a Foreign Language Classes***

A Case of First Year Master Students at Mohamed Kheider University of Biskra

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language**

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Dedication

In the Name of Allah, Most Gracious, Most Merciful
All the Praise is due to Allah alone, the Sustainer of the
entire World

I dedicate this work to:

My dear Mother Fatiha... I love you so much

I am forever grateful for your patience

To My Father

My only brother: Abed Aljalil

My sisters: Hayet & Manal

My brother in law Mourad

My nieces & nephew

Miral, Kaltoum & Amin

Yacine, who encouraged me a lot

Thank you for all the time being with me

My grandmother: Yamina, thanks for your prayers

My aunt Fouzia and her sons Zine dine and Yacine

My dear beloved teachers: Mrs. Sakina BenCharef & Mr.

Yasser Ben Moussa and Brahim Douida

To all those who taught me how an ideal teacher should be

To my friends: Amira, Hadjer, Emma, Amina, Hanane,

Siham, Safia, Wissem, Farah

To the exceptional post-class 2016

To all who knows & loves me

Thanks a billion for your support & encouragements...

Chahrazed



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Abstract

This research work is an attempt to investigate the teachers' role in developing learners' critical thinking in English foreign language classes. The purpose of this dissertation is all about achieving a common understanding and awareness of the importance and the impact of critical thinking in the field of education, specifically in learning English as a foreign language. Therefore, we hypothesize that if students become good critical thinkers, their learning level will increase and their language skills will develop. More precisely, if teachers develop critical thinking skills in EFL classes, learners will be able to take charge of their own thinking and will have good learning achievements. Hence, to determine the efficacy of our hypothesis, a descriptive method has been used because it is the qualified method that helps us attain the needed results. We have used two questionnaires as data gathering tools for both samples of teachers and first year master LMD students at the English division in Biskra University. The findings obtained indicated that teachers realize and assert the importance to implement critical thinking skills in EFL classes. They reinforce their role as teachers to develop learners' critical thinking abilities to improve learning. Moreover, First year master one LMD English language students are also completely aware of the need to learn new thinking skills and they expect from their teachers to adopt the necessary tools to do so. This signifies that critical thinking is an intelligent and an important way of thinking that has an effective relationship with the learners' achievement. Therefore, it is recommended that by developing these skills, learners will become proficient language users and their thinking abilities will develop, and thus their learning achievements will increase.

Key Terms: Critical Thinking, teachers' role and learners' achievement

List of Abbreviations

ABCD	Audience, Behavior, Condition and Degree
ABCS	Anticipation, Building knowledge, and Consolidation Strategy
ALM	Audio Lingual Method
BWA	Before, While and After
CPH	Critical Period Hypothesis
CLTM	Communicative Language Teaching Method
CALLA	Cognitive Academic Language Learning Approach
CRT	Criterion Referenced Testing
CT	Critical Thinking
CR	Critical Reading
CL	Critical Listening
CS	Critical Speaking
DM	Direct Method
EFL	English as a Foreign Language
ELL	English Language Learners
ELT	English Language Teachers
ESL	English Second Language
GTM	Grammar Translation Method
KWL	Know Want to Know Learned

LMD	License, Master and Doctorate
MKU	Mohamed Kheider University
MI	Multiple intelligence theory
M1	Master One
NA	Natural Approach
NLP	Neuro-Linguistic Programming
NRT	Norm-Referenced Testing
PPP	Presentation, Practice and Production
PWP	Pre, While and Post
RRA	Reflection, Reason, and Alternatives
SLA	Second Language Acquisition
SALT	Suggestive Accelerative learning and Teaching
SQ3R	Surveying, Questioning and Reading
TBLM	Task-Based Learning Method
TPR	Total Physical Response
TPS	Think, Pair Share
VAKOG	Visual, Auditory, Kinaesthetic, Olfactory and Gustatory

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General Introduction

Introduction

Nowadays, it is essential for everyone to have good thinking skills and abilities in order to meet the demands of modern life. Critical thinking is one of the thinking skills that should be considered in designing and improving language curriculum because the world we live in is getting more complex to understand, and how we deal, treat and process information become very important nowadays. These skills can be improved by teaching students ways to develop their thinking abilities.

Indeed, developing thinking skills of language learners may require a large amount of practice and diligence. As such, language teachers should put much efforts in their classes to mark the change in both teaching and learning foreign languages, through adopting new skills such as critical thinking to be embarked upon as a focus of schooling. As a result, these classes will have students who think critically and who can be successful in dealing with the complexities of the modern world.

Moreover, language learners will enjoy the benefits of their engagement in thinking and sharing thoughts with each other. However, if language teachers do not consider the students' thinking abilities and capacities, then a bored, futile and inactive classroom atmosphere will be the outcome. Thus, students may think that what their teachers teach is not applicable to their lives neither to their needs. For this reason, it is advisable and helpful to make students critical thinkers as far as it can be.

Teaching language skills in relation to critical thinking enable learners to differentiate a large variety of subjective analyses, to enhance self-awareness, and to see associations and the complexities they might otherwise unable to spot. In this way, teachers can encourage their students to deal with explicit meaning and discover it deeply

instead of only using primary thinking skills.

During this research, teaching critical thinking will be discussed based on the view that the methods of teaching critical thinking vary from discipline to discipline. With covering basic concepts related to critical thinking concepts, a framework to examine the process of critical thinking is presented, based on cognitive science and developmental theory. In addition, to the practical considerations of both teachers' role and strategies, learners' learning styles and differences in EFL classes.

1. Statement of the Problem

The major problem that comes to show recently in education is the need to achieve a common understanding of language development and thinking abilities relationship through language teaching into language learning. This problem appears because we are living in a world of accelerating change, intensifying complexity and increasing independence. Every generation needs to be more educated and has better thinking abilities than the generation that came before in a deep critic, substantive way for better development and successful achievement with high grade and proficiency in using a language.

Searching in this area provides new conditions in improving thinking skills and abilities by dealing with how to think and why rather than what to think. These changing conditions require new outcomes such as critical thinking criteria, element and strategies. Hence, for a variety of reasons, some teachers believe that critical thinking cannot be taught, and some think that it does not need to be taught. Some teachers do not support the idea of teaching students critical thinking abilities, maybe they are not interested or they do not have the capacity or the confidence to do it. The present study mainly focuses

on the importance of critical thinking as a key to better achievement and the importance of the teachers' role in promoting learners' critical thinking.

2. Significance of the Study

The significance of the research is the attempt to represent what might be attainable solutions for teachers to help students become good critical thinkers, better problem solvers and successful decision makers. In fact, learners may become proficient language users if they have motivation and are taught ways to adopt and practice critical thinking in learning a foreign language. This signifies that the learners must have reflection on their production of ideas, and they may critically support those ideas with logical details.

Rafi (n.d) claims that introducing and advancing critical thinking in the foreign language teaching classrooms is of high significance for many reasons. If language learners become responsible of their own thinking, they can manage and evaluate their own ways of learning impressively. Critical thinking extends the learning experience of the learners and makes the language more meaningful for them. Lastly, critical thinking has a high degree of correlation with the learner's achievement.

3. Aims of the Study

The purpose of this dissertation is all about achieving a common understanding and awareness about the importance and the impact of critical thinking in the field of education. This main point can be achievable since we understand that critical thinking is an intelligent way of thinking; teachers develop in their learners to enable them manipulate knowledge through evaluating, examining and processes instead of direct recalling. For that reason, language teachers need to devise tasks and activities to improve their teaching methods and materials to encourage such thinking skills. That is to say,

critical thinking should characterize both the output and the input in teaching and learning foreign languages.

4. Research Questions

In the light of all what we have stated, the present research attempts seek answers to a set of basic questions:

- ❖ What is an effective EFL teacher? What are the roles of EFL teachers?
- ❖ What are the 21st century learning skills? What is critical thinking?
- ❖ To what extent can the teacher improve learner's critical thinking?
- ❖ What are the effects and the benefits of critical thinking as learning skills on foreign language learners' achievement?

5. Hypothesis

We hypothesize inductively from the previous questions that if students become good critical thinkers, their learning level will increase and their language skills will develop. More precisely, we hypothesize that if teachers use effective strategies to develop learners' critical thinking, students will be able to take charge of their own thinking; and thus, will have good learning achievements.

6. Limitations of the Study

It might be difficult to get accurate data from the part of all students and teachers; hence, this study will be limited to a sample, representative of both whole populations (master one LMD students and Biskra University teachers of English). Moreover, the limitation concerns time, space, and shortage of best equipment. All these could influence the ongoing of the research process.

7. Research Methodology

7.1 Research Method

A variety of methods are available to be used in research. However, the choice of the method depends on the nature of the study. Turney & Roof (1971) claim, “The nature of the issue, the type of data, the need, the aim of the study, the sample involved and so on are variables which impose the kind of approach most appropriate to the work”. Since this research work is in the field of education, it attempts to collect data about the teachers’ role in developing learners’ critical thinking in English Foreign Language Classes. Moreover, it aims to describe students’ attitudes, strategies and preferences in learning EFL and in using critical thinking skills. Hence, the descriptive method has been chosen as it is the qualified method that might help us attain the needed results about determining the efficacy of our hypothesis. Through this method, we can determine the facts about the real situation of both teachers and students toward using critical thinking skills.

7.2. Sample of the Study

We have chosen Master One EFL students at the University of Biskra during the academic year 2016/2017 because at this level students have been already exposed to different teaching strategies and have worked on different tasks. Therefore, they became totally aware of the learning processes and thinking strategies that should be used. Here, the problem of the way of thinking, using and receiving knowledge is clearly apparent at that level.

As a sample, 50 students of Master One LMD have been selected randomly from various groups. Also, 08 teachers of different modules were chosen to handle the teachers’ questionnaire.

7.3. Data Gathering Tools

The data gathering tools were based primarily on the questionnaires. There were two questionnaires: one for students and another for teachers. The questionnaire was used to inquire about the 21st century learning skills and educational reform, learning styles and strategies, teachers' role and strategies, and Critical Thinking concept. Students' questionnaire was used to inquire students' observation of the teaching methods they are experiencing, and see if they can experience new ways of thinking to manipulate knowledge. For teachers, we gave them a questionnaire to see what they think about critical thinking as a learning skill, how they can enhance learners' critical thinking and how they can prepare their students for university success that extend to their professional life.

Chapter One

Principals of Language Learning and Teaching in EFL Classes

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Introduction

Nowadays, teaching and learning the English language can be a challenge for both teachers and learners to achieve a common success in dealing with language itself. Through this chapter, we try to identify both language learning and teaching and its development. Second, it identifies the teachers' role in the educational process and how it has changed through time. Also, it introduces kinds of teachers and learners, their beliefs, their knowledge and their skills as well as their different teaching and learning styles and strategies. Third, it deals with the characteristics of effective teachers, and the characteristics of good language learners.

1.1 Overview of Language Learning and Language Teaching

1.1.1. Language Learning

1.1.1.1. Definition of Language Learning

It has been known that learning is defined as acquiring or getting new knowledge through study or experience. The American Oxford Dictionary defines learning as “knowledge that you get from studying” (cited in Olson & Hergenbahn 2009, p. 1). Moreover, one of the most popular definitions of learning was suggested by Kimble & Garnez (1963, p. 133) who describe learning as “Relatively, a permanent change in behavioral tendency and is the result of reinforced practice” (cited in Brown, 2002, p. 7). Furthermore, Schunk (2009, p. 2) gives a general definition that involves more educational components related to learning; he said, “Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which result from the practice or other forms of experience... involves developing new actions or modifying existing ones”. That is to say, learners are completely influenced by what they learned.

Learning a foreign language is a complex undertaking. Consequently, learners should work hard to understand and to master a new language, a new culture, a new way of thinking, feeling, and acting. Therefore, total commitment, involvement as well as physical, intellectual and emotional responses are necessary for successful interaction in a second/foreign languages(Brown, 2000). So, it is important to notice that language learning is not only a linguistic phenomenon. It is affected by many sociolinguistic and

psychological factors. The learning environment also can be seen as a critical element that could determine the failure or success of language acquisition or language learning in which learning is a conscious focus on language rules while acquisition is an unconscious and spontaneous occurrence in a naturalistic language setting that leads to conversational fluency.(Oxford, 1990, p. 4).

1.1.1.2. Learners' Learning Styles and Strategies

1.1.1.2.1. Learning Strategies

Language learning strategy has been defined by many researchers. First of all, Wenden and Rubin (1987, p. 19) defines learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". Moreover, a clear definition was stated by Richards and Platt (1992, p. 209) that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information". Furthermore, Claus and Casper (1983, p. 67) believe that learning strategy is "an endeavor to enhance both linguistic and sociolinguistic competencies in the target language ". Moreover, Stern (1992, p. 261) considers "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". From all these definitions, we derive that learning strategies are procedures and ways that facilitate learning tasks adopted by learners to enable them engage and involve in the learning process successfully.

Language Learning Strategies have been classified by many scholars. Indeed, most of these classifications end to the same categorization. First of all, Rubin's (1987) and O'Malley et al., (1985) divide the language into three sub main categories: Learning strategies include all of Cognitive (direct analysis, transformation, or synthesis of learning materials), Metacognitive Strategies (as planning, prioritizing, setting goals, and self-management), and Communication and Social Strategies.

Oxford (1990, p. 9) notices that there are direct and indirect strategies used toward the development of communicative competence. Moreover, Stern (1992, p. 262-6) suggests five main language learning strategies: Cognitive, Communicative and Experiential

Strategies and both Interpersonal and Affective Strategies, Management and Planning Strategies which relate to the learner's intention to direct his own learning. Lastly, Bloom's Taxonomy (1956) model was divided into three parts: Cognitive domain (intellectual capability), psychomotor domain (manual and physical skills) and Affective domain (feelings, and behavior).

The use of appropriate language learning strategy results in enhancing proficiency in general or in particular skill areas (Oxford et al., 1993; Thompson and Rubin, 1993). To reinforce this point, Chamot and Kupper (1989) claim that “Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task”. These learners are able to explain the strategies they use and why they use them (O’Malley and Chamot, 1990).

1.1.1.2.2. Learning styles

Learning styles have been defined differently by many scholars. According to Molightbown (2006, p. 59), “learning style has been used to describe an individual’s natural habitual and preferred way of absorbing, processing, and retaining new information and skills”. The same view was adopted by Hewitt (2008, p. 50) when he claimed that an individual’s learning style refers to preferred ways to absorb processes, comprehends and retains information.

There are several factors that influence individual learning styles such as cognitive, emotional and environmental factors as well as one’s prior experience. In other words, everyone is different and learn differently. In this sense, Harmer (2001) notes, “As teachers, we need to be sensitive to these different backgrounds. We need to be able to explain what we are doing and why; we need to use materials, offer topics and employ teaching techniques [...] to suit the different individual expectations and tastes.” (p. 20)

Ehrman and Oxford (1990, pp. 311-26) cite four major styles to L2 learning. First, Visual Learners, who learn by seeing and visualizing. Second, Auditory Learners who best understand new content through listening and speaking in situations such as lectures and group discussions. Also, Read-Write Learners who enjoy reading and writing in all forms. Finally, Kinesthetic Learners who use all their senses to engage in learning. They learn by doing and solving real problems.

Otherwise, Harmer (2001) describes a different variety of learning styles. There are: Converges students who are independent and they trust their own abilities, Conformists students who prefer to emphasize learning about language, Concrete Learners who learn from direct use and language as communication rather than language as a system; and finally, Communicative Learners who are much more interested in social interaction of the language rather than analysis of the language tasks.

Another suggested dimension by Oxford (1989) who includes two types of learning styles. On one side, there are Global learners who like interactive communicative context and prefer guessing the intention and to avoid the analysis of grammatical details. On the other side, there are Analytic learners who tend to concentrate on grammatical details using dictionary rather than trying to guess their meaning as they often avoid communicative activities. Global and analytic learners have much to learn from each other. Since learners are different in their learning styles, there must be also a specific learning strategy for each one.

According to the previous points of views from all the researchers, we get to the conclusion that learner's individuality affects the learning operation, and each student prefers a learning style and provides strategies that affect their learning achievement in a positive way.

1.1.1.3. Learners' Differences

Edge (1993, p. 9) notices that when learners come into class, they bring with them their knowledge, experience, intelligence, skills, emotions, imagination, awareness, creativity, problems, purposes, and everything else that goes with being a human being. Each learner is unique and different from others: he/she has his own characteristics. According to Benson and Nunan (as cited in Chamot et al., 1996, p. 19), diversity is perhaps apparent in class where learners come from varied backgrounds; however, even learners with similar backgrounds vary in terms of the psychological predisposition and the learning experiences or abilities that they bring to the classroom. In fact, learners are different mainly in how quickly they learn because there is a difference in the way individuals' brains work and each one responds differently to the same stimuli. Also, in the type of proficiency they acquire, and the ultimate level of proficiency they want to reach. These variations can be referred to psychological factors such as language

aptitude, learning styles and personality. Learners have different characteristics which affect their learning. These include the following points:

- **Age**

Learners' age is an important element in the learning process. The linguist Collier (1987) claims that the students' age is a basic factor in realizing the foreign language's success. The relationship between age and success in SLA is related to the Critical Period Hypothesis (CPH). CPH, also known as 'the sensitive period', is defined as "the period during which a child can acquire language easily, rapidly, perfectly, and without instruction" (Richards & Schmidt, 2002, p. 145). Furthermore, young learners are different from older learners. Such difference could be observed in the learners' needs, competencies, cognitive skills, learning styles and strategies". (Ellis, 2008; Larsen-Freeman, 2008; Mayberry & Lock, 2003). However, Adult is more aware of the language learned because they learn it under specific purposes. Harmer (2001) illustrates this by saying that "Learners have expectations about the learning process, and may already have their own set patterns of learning... they come into classrooms with a rich range of experiences which allow teachers to use a wide range of activities with them" (p.40).

- **Gender**

The most common belief about English language learners is that females realize greater results in learning a foreign language when compared with males. Gender is often used as a category to explain learner differences. Males and females learn differently from each other (Grebb, 199; Ebel, 1999; Cavanaugh, 2002). Males tend to be more kinesthetic, tactual, and visual; and they need more mobility in a more informal environment than females. Moreover, males tend to learn less by listening. Females, more than males, tend to be auditory, authority-oriented, need significantly more quiet while learning, they are more self-motivated, and are more conforming than males (Marcus.1999; Pizzo, 2000).

- **Attitude**

Each student has his/her own objectives and attitude. There are learners who look at language as a social means to communicate. So, their motivation toward the target language relates to their aim to be communicatively competent. Others' attitude could be

limited for the sake of gaining information. Learners with this type of attitude learn the language for the purpose of getting language knowledge. (Sternberg , 1985, 1995).

- **Intelligence**

Gardner (1983, 1993) trusts that intelligence and ability are more important than the single dimension of language and logical thinking. The human mind consists of a set of multiple intelligences (Gardner. et al.1993) namely: Linguistic Intelligence, Bodily Kinesthetic Intelligence, Interpersonal and intrapersonal Intelligence, Naturalistic Intelligence, logical mathematical Intelligence, visual-spatial intelligence, existential intelligence and musical intelligence. The student's mind is a combination of these entire intelligences.

- **Knowledge and Culture**

Knowing the backgrounds of a language, its culture dimensions and historical development, its grammatical rules, and its function makes learners learn easier and faster. Students, who have already learnt about the target language, always hope to achieve fluency. (Stern, 1992).

- **Cognitive Maturity and Retaining Information**

On one hand, cognitive maturity work for the sake, how the learners' mind develops. It is the learner's ability to use his/ her skills and competences to solve problems, to do the giving tasks and to engage in discussion (Schmeck, R. 1988). On the other hand, retaining information is concerned with the operation of retrieving, organizing and processing information in learner's mental memories to which learners have been exposed. Different and mixed mental abilities lead to a successful language acquisition. (Baddeley, A 2007).

- **The Affective Filters**

The affective filters work as a barrier that can prevent or promote learners from acquiring language, even when the appropriate input is available. The affective filter refers to feeling, motivation, personality, age, learning style and strategy. (Beca, 1985).

- **Personality Type**

Jung (1971) proposes in his psychological theory another aspect of learning styles; it can be classified as:

- a) Extrovert and Introvert learners who gain energy from the external world and internal power.
- b) Intuitive learners who tend to be abstract and imaginative.
- c) Sensory learners who like facts rather than theories and tend to solve problems.
- d) Thinking learners who are oriented to the stark truth, they want to be viewed as competent.
- e) Feeling learners who value other people in a very personal way as they show empathy through words.
- f) Perceiving and open learners. The former wants to stay available for new perception and they take L2 learning less seriously, whereas the latter provides a good balance for each other in the L2 classroom. A good language teacher creates a cooperative group that includes both types to benefit from each other.
- g) Closure oriented and judging learners who want to reach judgments or completion quickly and want clarity as soon as possible. They are hard workers and they like to be given written information and enjoy specific task.

1.1.1.4. The Impact of Learners' Differences in the Teaching Methods

Throughout time, teachers evaluate their method of teaching, and they check if there is a disconnection with their students' learning style preferences. Therefore, they start to think about the effective methods and strategies to respond to the students' language learning styles and strategies. In the light of this explanation, Harmer (2001. P, 46) states two theories about individual variations and about teachers attempting for the benefit of their learners.

On one hand, there is the Neuro-Linguistic Programming (NLP) through the use of a number of primary representational systems to experience the world. These last are known as 'VAKOG'. It stands for visual (we look and see), auditory (we hear and listen), kinesthetic (we feel extremely, internally or through movement), Olfactory (we smell

things), and Gustatory (we taste things). On the other hand, the Multiple Intelligence Theory (MI) that was introduced by Gardner (1999, pp. 41-3) as cited in Harmer, 2001, p. 46) is a way by which learners demonstrate their intellectual abilities. Gardner suggested that as humans, we do not possess a single intelligence, but a range of intelligences.

All in all, it is necessary for teachers to have certain knowledge about different learning styles that exist in a classroom because it enables them to meet their learners' variations and to respond to their needs and interests. From a different angles, learners' styles and strategies can inspire teachers' work and materials and can come with different strategies that will contribute to the acquisition of the target language.

1.1.1.5. Learners' Role in the Learning process

The learning process can become more effective when learners show interest and state a clear purpose. Hedge (2000) presents four perspectives to be followed by language learners. These perspectives suggest multiple roles for the learner. Hedge (2000) points that in contributing to course design, learners can determine their needs, negotiate content, and help to manage the progress of the course. In participating in activity design, learners can explore and experiment. In developing independent approaches, learners can plan, set and organize their own work. And in a classroom, learners participate, can question, clarify, and comment. Cameron (200. P, 242) states that teaching is a process to construct opportunities for learning and to help learners take advantage.

1.1.1.6. Characteristics of Good Language Learners

Students are a principal part in the classroom; they should be dynamic and full of energy. Students have a main role in the effective teaching-learning process. Harmer (2001, p. 42) asserts these qualities as follows:

- A good learner care about his achievement and learning level.
- A good language learner focuses on the teacher's instructions, not just listen to her/his expressions, but also to focus the language she/he uses.
- He/she always ready to take risks, he/she has self confidence and he/she tries to do things and see how it works.
- Successful learner can ask questions when he/she has the chance. Also, he/she judges when it is appropriate to do and when it is not.

- The learner thinks about how to learn. He has the ability and should have the opportunity to invent new ways and techniques of their own to learn.
- He/she uses the best way to write, to read...
- Accept correction, good learner is prepared to be corrected.

These are some of good learners' qualities which are the part of the teacher's job to encourage by creating a suitable atmosphere which shows learners that their participation and questions are welcome. Moreover, educators spot the lights on 21st century learners and mention specific characteristics as being able to communicate, solve problem, create solutions, having access to the content, mastery their skills, interact with the world and achieve levels of success and proficiency.

1.1.2. Language Teaching

1.1.2.1. Definition of Teaching

Teaching may be defined as illustrating or aiding someone to learn the way of doing something, giving orders, directing in the study of something, giving knowledge, sourcing to recognize or to comprehend (Brown, 2000, p.7). When the teacher understands how learners learn, he/she will choose the appropriate philosophy of education, teaching style, as well as the suitable approach, method, and classroom techniques. Furthermore, Banks (2000, p. 3) describes the nature of the learning-teaching process as a way to "Assess, plan, implement, evaluate, and document". In these processes, there are content and objectives to be reached in a specific environment where the teacher processes the information in order to be learnt, understood, and retained. Similarly, Banks (2000, p. 3) defines teaching as "An active process in which one person shares information with others to provide them with the information to make the behavioral changes". The relationship between teaching and learning has been for a long time a subject of debate. The two are sometimes adopted by those who engage in it.

1.1.2.2. Overview on Methods and Approaches in Language Teaching

Teaching methods, strategies, and techniques should be adopted by teachers in order to fulfill the different learning styles and strategies which are adopted by learners consciously or by nature. There have been various teaching models which had a strong

influence on the development of classroom tasks and activities and which teachers still use (Haley and Austin, 2004, p. 35). The following points discuss these models briefly:

❖ **The Grammar Translation Method (GTM)**

The Grammar Translation Method (GTM) emerged when the language began to be taught. It had been described as a “mental discipline” where the teacher seeks to strengthen the students’ mind through the exploration of literary works and extensive grammatical analysis of the target language structure. This method was based on the practice of languages as a system of rules for the correct sentences, on the practice of writing, on the memorization of rules and vocabularies, and on the practice of the translation of texts (Davies & Pearse, p. 188).

❖ **The Direct Method (DM)**

Children acquire their first language by listening to it in large quantities and by being exposed to the information directly. Davies and Pearse claim that this method came as a reaction to the previous one. They stated its focus as follows: “language is seen as systems of communication, primarily orally, in which words are used together in sentences, and sentences are used together in discourse”, (p. 189). The D.M emphasizes the learners’ ability to speak through asking and answering questions as the main form to practice the language. Moreover, the teacher’s role is to demonstrate the language, to organize its practice, and to correct their learner’s mistakes. The learner’s role is to listen, to imitate, and to practice the oral language (ibid).

❖ **The Audio Lingual Method (ALM)**

It is also named the Aural-Oral method. It is based on structural linguistic and behaviorist psychology, and it emphasizes spoken rather than written language, and stresses habit formation as a mode of learning (Richards, J.C. et-al. 1986). It adopts what is called a “natural order” to second language acquisition: listening, speaking, reading, and writing. In this method, the target language should be taught without referring to the first language. It aims mainly to get good habit in language learning through stimulus-response and reinforcement model (Harmer: 2001. P. 79). But Harmer argued against this method because it banish all forms of language processing that help students to create new language information in their own minds” (p. 80).

❖ **Communicative Language Teaching Method**

It focuses mainly on the communicative functions of a discourse and on the basic meaning in addition to the structure of sentences and vocabulary. Learners are exposed to communicative the foreign language in EFL classes. EFL teachers use communicative activities and practice repetitions tasks in the class in order to improve the learners' communication in different contexts (Davies and Peorse 2000 p. 194). Knight and Lindsay (2006) state features of the C.L.T as the following: the interaction should through pairs or group. All the four skills are developed. The lesson plan will be divided into three sages the presentation-practice-production (PPP) model that involve through the communicative activities.

❖ **The Task-Based Learning Method (T.B.L)**

This method aims to get learners communicate through the process of completing the task using the target language. These tasks can be gap information tasks or problem solving tasks because they make learners express their opinions. Furthermore, instead of using the discrete unit of language with CL, learners in T.B.L have opportunities to undertake the four skills and the previous knowledge of the language used at the same time. The tasks should be presented as pre task, task and post-task (Knight & Lindsay 23-24).

❖ **Cognitive Academic Language Learning Approach (CALLA)**

Haley and Austin (2004, p. 37) defined this approach as an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools. It aims at providing assistance for ESL students and enables them to succeed in school.

❖ **Total Physical Response**

Total Physical Response was developed by James Asher (1969). It is based on the theory that second language acquisition is similar to a child's first language acquisition. According to Asher (1969; cited in Haley and Austin, 2004), "Total physical Response involves students listen to a command in a foreign language and immediately respond with the appropriate physical actions".

❖ **The Natural Approach**

The natural approach was proposed by Tracy Terrell and Steven Krashen in the late (1970s). It emphasized the centrality of the acquisition process. The Techniques in this approach focus on providing a context in the classroom for natural language acquisition to occur and establishing the best conditions possible for reducing the affective factors that may inhibit students' second language acquisition.

❖ **Community Language Learning**

It is a humanistic approach developed by Charles (1976; cited in Haley & Austin, 2004) who stressed on the role of the affective domain in promoting cognitive learning. The important element is that individual needs to be understood and aided in the process of fulfilling personal values and goals. The teacher's role is passive; thus, he/she provides the language necessary for students to express themselves freely. The main goal of this approach is to create the cooperative learning community.

❖ **The Silent Way**

It was introduced by Gattegno (1976; cited in Haley & Austin, 2004). It stresses that teachers should be silent as much as possible in the classroom and the learner should be encouraged to produce. This approach marks the shift from Teacher-centered to learner-centered.

❖ **Suggestopedia**

It is also known as "Suggestive Accelerative learning and Teaching (SALT)". It began with George Lozanov (1970) who believes that relaxation techniques and concentration help learners retain a huge amount of vocabulary and structures with the presentation of the originality of materials like soft light, baroque music, cheerful room decoration, and comfortable seating. This relaxation allows students to be open to learning a second/ foreign language.

To confirm that students learn, teachers' role is to adopt of a variety of strategies and methods of assessments, that suit a large number of students inside the classroom. Teachers work hard, analyze and benefit from the data gathered from student

performance to make instructions and curricular decisions. Furthermore, Teachers need to set specific goals for what they expect learners to learn. The more teacher care about this matter the more learners improve their knowledge of that language.

1.1.2.3. Teaching Styles

A teaching style is defined as the manner in which the teacher interprets his or her role within the context of the classroom. It is a “set of behaviors arranged into varying patterns, creating distinctive learning environments for students” (Bailey & Nunan, 1996, p. 61). A teaching style, encompassing teacher beliefs, goals, interpretations of syllabi, and knowledge of content material, affects the way techniques and procedures are applied in the classroom. (Ibid, p. 58). An effective teaching style engages students in the learning process and helps them develop critical thinking skills. The following points can determine the most common styles used by teachers in teaching presented by Grasha, Wesel, Tomlinson, and Wong (1994):

- Expert: is a teacher that has knowledge and he is able to use their expertise, and provide feedback to improve understanding and promote learning.
- Formal authority: teachers prefer to work with the traditional lecture format.
- Personal model: adopted best techniques with the appropriate learning scenarios.
- Facilitator or activity style: monitors school projects and offering feedback to promote critical thinking. It helps students to learn by doing.
- Delegator: control group learning, observes students, and organizes interaction between groups and among individuals to complete specific learning objectives.
- Demonstrator or coach style: This style characterize with the formal authority role while allowing teachers to demonstrate their expertise.
- Developer or group style: This style allows teachers to control students in a group setting and to guide the procedures needed to accomplish tasks.
- Hybrid or blended style: This style involves different aspects from various styles and gives teachers opportunity to design a personal style.
- Active vs. passive Teacher: teachers may take a large part in the process of learning in the traditional method. Whereas, some teacher prefers to be passive as method to transform learning into learner-centered.

- Knowledge vs. information: Knowledge implies a full understanding of a particular subject.
- Interactive classrooms: the use of ICT in the classrooms will play a vital role in today's teaching styles that assess students' knowledge while they are learning.

Teachers vary in their ways of teaching. There are three broad categories of teachers based on their teaching styles were classified by Adrian Underhill (1994) as:

- The Explainer: This kind of teacher relies mainly on explaining or lecturing as a way of conveying information to their students.
- The Involver: S/he is able to involve and adopt appropriate techniques and organizational procedures to help students learn about the subject matter.
- The Enabler: This kind of teacher is confident enough to share control with the learners for active engagement in the learning process. S/he creates the conditions that enable the students to learn by themselves. S/he has an awareness of how individuals and groups are thinking and feeling within the class.

It is almost clear that today's teachers are responsible for students with a diverse range of abilities and interests. Today's teachers must develop instructional styles that work well in diverse classrooms. Effective teaching methods engage gifted students, as well as slow-learners and those with attention deficit tendencies. This is where differentiated instruction and a balanced mix of teaching styles can help reach all students in a given classroom.

1.1.2.4. Characteristics of a Good Teacher

Teaching is one of the noblest professions of the world. Personal qualities make the teacher stand out in the crowd. Being an effective teacher means being sociable, creative, unique and hard worker: Indeed, "A teacher is a complete person within; curious about her students' feelings, passionate, sociable, lovable and super comprehensive" (UNESCO, 1996). Effective teachers own their profession and having knowledge not just about the subject matter, but also over the techniques which are adopted.

Furthermore, having good communication means having control of the learning process because communication is not always done through words. The nonverbal communication which is also known as the body language does count a lot. (McMillan,

1993). The way the teacher stands, talks and his/her emotions, honesty, intelligence, reliability, enthusiasm, curiosity, and efficiency add beauty to his/her personality and compliment his/her effectiveness. Through these qualities, he/she can establish an efficient and mutually beneficial working environment with the colleagues and students. This skill is attained with the passage of time and the experience in the field (Mc Evan, EK, 2002).

Moreover, Seymour Erickson (1984) states that; effective teaching demands factors such as clarity of presentation which means the ideas of the lesson are simple and clear and the varieties of activities that stimulate learners' thinking are presented in well organized and flexible manner. Avoiding criticism, relaxed and enjoyable atmosphere in the classroom is also demanding. Furthermore, the effective teacher should presents work in an interesting and motivating way; he/she should provide conditions, so learners understand the work. As well as encouraging them and helping with their difficulties to raise their expectations of themselves and develops personal, mature relationships with them.

Such teachers believe that teaching is a duty they are always willing to go out of the way and put all their energy and time. They try to do their best for their students to make them feel comfortable, understand and reproduce what they have been taught. Teachers know that their duty is not just finished when the class is over. They take responsibility to take care and help their students even outside the classroom because teaching the learning process is a lifelong process. Along with the students, teachers are themselves learning throughout their teaching career. Finally; Effective EFL teacher can be successful in his work if he knows how to provide those secrets of teaching.

1.1.2.5 The Roles of a 21st Century Teacher

A teacher's role involves more than simply standing in front of a classroom and lecturing. This can be seen clearly in the 21st century classroom needs which are very different from the 20th century ones. Teachers are now facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in the future.

The concept of 'role' is a "term in common usage to denote the functions that teachers and learners perform during the course of a lesson" (Hedge, 1995, p. 26).

Teachers play a vital role in the educational process which includes a relation between somebody who teaches, something that is taught and somebody who is taught. Karawas & Dukas (1995) have identified four main categories of roles: a teacher as a source of expertise, management roles, source of advice and facilitator of learning (Hedge, 1995, p. 27). While Beltrán (2001) claims that teachers have two major roles in the classroom which are: The enabling or managerial function (the social side of teaching) to create the conditions under which learning can take place, and the instructional function (the task-oriented of teaching) by a variety of means and knowledge. Both functions complement each other. Biddle and Elena's (1964) revealed that the complex nature of various roles teachers creates disagreement among teachers, parents and administrators about the role teachers should play (Dunne & Wagg, 1994, p. 2) this variation also depends on the teaching method being adapted by teachers.

Teaching fundamental role is to work with people who differ on many levels. Furthermore, every teacher has his personal way and methodology of working in the classroom. Finally, the functions of the teacher are complex and the role will vary depending on the aim of the lesson, the level of the student, the curriculum, and the culture. Indeed, the teacher's role is interrelated somehow, each teacher may take on simultaneous several roles. On the whole, all the different views mentioned above assert that the major role of the teacher is to help learning to occur by creating the conditions for optimal learning to take place. However, Harmer (2007, pp. 100-108) suggested some roles summarized as follows:

- **The Controller**

The teacher is in complete charge of the class, he is mostly the center of focus that can inspire through their own knowledge and expertise and give clear instructions. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed. According to Harmer (2007),

There are times when acting as a controller makes sense, such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Indeed, in many educational contexts, this is the most common teacher role. Many teachers fail to go beyond it since controlling is the role they are used to and are most comfortable with. Yet this is a

pity because by sticking to one mode of behavior we deny ourselves and the students, many other possibilities and modes of learning which are good not only for learning itself, but also for our students' enjoyment of that learning.

- **The Organizer**

It is perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they have to do next. However, if the teacher organizes his materials, the lesson will run easiest and the learners will understand well. The teacher also serves to open and neatly close activities and also give content feedback. According to Harmer (2001),

“An important tool in instruction is for the teacher to organize a demonstration of what is to happen.”

- **The Assessor**

The teacher assumes this role to see how well students are. Through the role of assessor teachers gives feedback and correction is organized and carried out. According to Harmer (1983) as an assessor, the teacher does two things, that is, correcting mistakes and organizing feedback. Organizing feedback is an effective way to assess students' performance so that they see how well they are doing. When organizing feedback, it is very discouraging for the teacher to be critical. Rather, we encourage teachers to focus on students' success or progress so that a success-oriented learning atmosphere can be created. (Harmer 1983:201)

- **The Prompter**

The teacher supports students to participate and gives help only when necessary. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Then, the teacher should promote creatively and critically think on his learners. According to Harmer (2001),

When we prompt we need to do it sensitively and encouragingly, but, above all, with discretion. If we are too adamant we risk taking the

initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement.

- **The Participant**

The teacher takes part in the interaction of the class, it is a great way to interact with learners without being too overpowering. EFL teacher as participant provide a help and guide for the learners in order to improve their learning. According to Harmer (2001),

There are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource.

- **The Resource Provider / Developer**

As a resource developer, the teacher provides learners with necessary knowledge when performing communicative tasks also he can guide learners to use available resources, but it certainly not necessary to spoon-feed. Harmer (2001) says,

When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us.

- **The Tutor**

The teacher performs as a coach when students are engaged in project work or self-study. This role can be a great way to pay attention to each individual student. It can also allow a teacher prepare a course suit specific student needs and fit their thinking abilities. According to Harmer (2001),

“It is essential for us to act as tutors from time to time, however difficult this may be. In this more personal contact the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result.”

- **The Monitor**

Learners who come to the class are completely different from each other the teacher should take into consideration this individuality beside that students also respond in different and unexpected ways to particular classroom situations. Harmer (2001)

- **The Observer**

Observation is very important, especially for teachers who care about his learner achievement because it helps to know the level of the learners, where they make mistakes and when they do well. The EFL teacher observes consciously the learners' behavior and interferes when it necessary. According to Harmer (2001),

“Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.”

- **The Facilitator**

The teacher can facilitate the learning operation for all students in the classroom by providing certain materials that make the lesson run smoothly and enable student learning effectively. To be a good facilitator, the teacher must adopt different techniques, gestures that facilitate this learning process as Harmer (1999, p. 64) pointed out that "One of the things that we are uniquely able to do on the spot is to mime, gesture, and expressions to convey meaning and atmosphere".

- **The Manager**

It is the most important role of teachers that involves the form and the content of learning; through the organization and the students' knowledge. To manage the classroom well the teacher has to know several management strategies such as space, time, the use of instructional strategies, and how to deal with students' behavior (p. 58).

- **The Planner**

Planning a lesson puts a big responsibility on teachers who care about his teaching. The planner uses to takes classes and attending professional development sessions to adopt the latest best practices and strategies to apply them in their classes for effective teaching. Many teachers usually collaborate with other teachers to exchange ideas and gain new techniques for teaching, planning instruction and combining subjects to flourish the learning experience. They analyze, test results and other data to help determine their instruction and make modifications in their classrooms. Teachers also prepare lesson plans to teach the standards and design productive activities, while taking into account each student's interests, abilities and instructional needs (Ibid).

To sum up, the roles are often interchangeable. The teacher's role is never static. From one activity to another the teacher makes a smooth transition from one role to another. As Brown (2007) mentions, teachers can play many roles in the course of teaching and this might facilitate learning. To be a teacher means to observe students and study classroom interactions, to explore a variety of effective ways of teaching, and to build conceptual frameworks that can guide one's work (Fischer, 200, p. 29). Moreover, the conscious teacher has a multi-role as an active participant in the group, taking part in activities, contributing ideas and opinions, as a monitor by checking what learners have produced as a helper, facilitator, instructor, informer, and as a guide for his students. Hence, teachers with multilevel students always attempt to satisfy their needs through using varied techniques and methods that suit with students' requirements.

1.1.2.6. The Change in Teacher's Role

It has been noticed with time the fundamental changes in the role of the teacher. In fact, "Teacher is no longer the giver of knowledge, the controller, and the authority, but rather a facilitator and a resource for the students to draw on" (Harmer, 2001, p. 57). Today, Education considers the teachers' role as being a facilitator and supporter, or as an instructor because it supports the transition from teacher centered to learner centered. The teacher of today facilitates thinking, engages minds, listens to the questions, encourages collaboration and taking risk, raises the challenge, supports struggle and cultivates dreams.

In fact, there are two different views about the teacher's roles. The first view concerns the instructivists who believe firmly in the value and efficacy of direct and explicit teaching. It is more teacher-centered who is concerned with appropriate transmission of knowledge and skills to his learners through explicit instruction. It is known as the traditional didactic teaching (teacher-directed approach). The teacher would be an instructor, lecturer, and presenter of information and the manager of the classroom. Indeed, direct teaching "focuses on a true belief that learning can be better if teachers' presentations are so clear that they eliminate all likely misinterpretations and facilitate generalization." (Ellis, 2005)quoted on Westwood (2008, p. 9). The second view about the constructivist who believe that; the role of the teacher in this view, becomes one of facilitator and supporter as Cohen, Minion, and Morrison (2004, p. 168) reported, "the teacher sets up the learning situation and enables learning to occur, with intervention to provoke and prompt that learning through scaffolding". Within this context, the teacher supports learners' progress. Constructivists believe that learners must construct knowledge from their own activities. It is learner-focused approach and primarily concerned with bringing about deeper conceptual understanding and change in students through minimally guided instruction.

For the time being, the teachers' goal is to prepare students to be lifelong learners to master the knowledge and the skills they need to achieve success in their studies and at work to meet the demands of modern life. Teachers need first to recognize how students today, learn best through teaching them how to learn the language, not just what to learn to pass an exam as well as how to think rather than what to think to complete specific learning objectives and to acquire new thinking skills. Consequently, new strategies and techniques have been elaborated to help the learners become a better thinker, a better problem solver and an effective decision maker. Moreover, students nowadays need an appropriate level of support, practice, motivation, challenge and stimulation.

Conclusion

There are several aspects related to language teaching and learning that cannot all be covered in this study. The scope of this study emphasizes on the complex nature of teaching and learning with attention to the strategies, methods and styles of teaching as well as the different teachers' role and learner differences.

Many people nowadays believe that learning should accomplish many goals; such as teaching basic academic skills, building students' self-esteem, preparing students for future life, promoting global understanding and transmitting cultural heritage. Also, Teaching is long and complex undertaking that put big responsibility on teachers as a great deal of energy is required to stimulate students' thinking and to maintain their motivation to learn this language, teachers are themselves at a lifelong learning process. Teachers' role is to diagnose learning situations and use professional knowledge effectively to promote students' learning and to build their personality. This can be achieved through multiple learning skills that today's teachers need to develop in their learners. Teachers need plenty of opportunities to practice, reclaim, and extend the language skills to make sure that learners absorb, acquire, connect and digest what they have learned. All these techniques can be seen as an effective description of what is called "Critical Thinking Skills".

CHAPTER TWO

Integrating Critical Thinking as a Learning Skill in EFL Classes

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Introduction

Globally, the 21st century governments, institutions and industries are searching to grow by identifying different sources of energy, creating new areas and technological solutions, and finding quicker and more efficient ways to communicate. Education is charged to respond and to identify viable solutions for these needs (Shah, 2010.). Today, the introduction of critical thinking into education has become a global aim. Developing critical thinking skills in education has become an interesting matter. Many studies spot the light on critical thinking: The way it should be taught, and on the most effective and appropriate strategies to promote it. This view is based on the idea that there is a close relationship between language learning and thinking processes. Hence, this chapter introduces a short literature review on critical thinking: some basic definitions, characteristics, components and features in addition to a description of its successful integration in the English language classroom and on how English teachers could develop learners' critical thinking.

2.1. Historical Background of Critical Thinking

Critical thinking is not a new concept or practice; it existed many centuries ago, notably, by Socrates and Plato (Paul et al., 1997). At first, philosophers have taken into consideration the importance to learn thinking skills since the 19th century. They started to make a research about the functions of the human brain and to investigate how the human thinks. During the 20th century, philosophers asserted that critical thinking has a vital role in education because when teachers apply it in the classroom, many thinkers will be born. Philosophical point of view mark the shift in the focus; from learning to thinking (Chun, 2010), drill and practice to problem-based learning (Savery, 2009), subject isolation to subject integration, output to process, what is convenient to what is needed, and now to the future (Peddiwell, 19).

Beside the previous point, there are theorists who base their studies of critical thinking on cognitive and psychological development. These studies often define critical thinking as “thinking that is purposeful, reasoned, and goal directed that involves solving problems, formulating inferences, and making decisions. (Halpern, 1996, p. 5). Whereas, the cognitive skill has been supported by language traditional

theories that involved the progressivism , idealism, cognitive information processing and Bloom's taxonomy (Bloom, 1976). The latest has been identified as one of the most useful taxonomies adopted by educators for evaluating critical thinking in the classroom (e.g., Bissell & Lemons, 2006; Brookhart, 2010). Furthermore, now it is widely known that a useful and effective conception of critical thinking needs to be based on both philosophy and psychology (Kuhn, 1992, 1999; Weinstein, 1995).

Obviously, the relevant literature trusts that to think critically is to obtain a kind of intelligence which students do not always possess, but it can be learned in the classroom. It has been argued that "critical thinking skills" are not likely to develop spontaneously so teachers must take a central role in promoting critical thinking, since it is considered a "learnable skill" (Bean, 1996, p. 4). Moreover, Language classes are particularly appropriate for teaching critical thinking "owing to the richness of material and the interactive approaches used." (Üstünlüoğlu, 2004, p. 3)

2.2. Definitions of Critical Thinking

'Critical', 'criticism' and 'critic' all originate from the ancient Greek word "kritikos", meaning able to judge, discern or decide. In modern English, a 'critic' is someone whose job it is to make evaluative judgments, for example about films, books, music or food. Being 'critical' in this sense does not only mean finding fault or expressing dislike, but it is another meaning of the word. It means giving a fair and unbiased opinion of something. Being critical and thinking critically is not the same thing. If critical thinking did just mean judging, so it takes time for special training or practice to pass a judgment. Briefly, critical thinking is an art of analyzing and evaluating thinking with a view to improving it.

Paul (1985) defines critical thinking "thinking about your thinking while you're thinking to make your thinking better" (Paul, 1993, p. 91). Elder and Paul (1994) assume that critical thinking means that thinkers take charge of their own thinking.

Brookfield (1987) states that critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. (Brookfield, 1987; Shor & Freire, 1987).

Lipman (1988) claims that critical thinking is complex and it is based on standards of objectivity, utility, or consistency. He supports the idea that critical thinking does not work only at the mental level which people employ to solve problems or to make decisions, but it consists according to Lipman (1988, p. 39) of “skillful, responsible thinking that facilitates good judgment because it relies on self-correcting, sensitive context as criteria”.

Siegel (1990) states a definition that gathers both the learning skills and the disposition domains of teaching. According to him, critical thinking is a “reason assessment component” and a “critical attitude component” (Siegel, 1990, p. 84). Moreover, critical thinking can be involved in making decisions (Dawes, 1988), solving problems (Mayer, 1992), in cognitive processes (Rabinowitz, 1993) or in argument analysis (Kahane, 1997).

Atkinson (1998) emphasizes the social and democratic aspects of critical thinking pointing that critical thinking is not simply higher order thinking. Instead, it is a quest for the social, historical, and political roots of conventional knowledge and an orientation to transform learning and society.

Davidson (1998) argues that critical thinking appears to be something more universally relevant than just a social practice. If some cultures vary in their present ability to appropriate the tools of critical thinking, it is probably only a difference in the degree to which critical thinking is endured in certain parts of life. One of the EFL teachers’ roles is to prepare students for the world outside their societies.

According to Elder (2007) “Critical thinking is self-guided and self-disciplined thinking which leads to raise the quality of thinking to the highest level in a fair-minded way. Hence, it is important to be aware of the fact that critical thinking requires careful and intentional development of specific skills in processing information, considering beliefs, opinions, solving problems.

2.3. The Process of Critical Thinking

Paul (1995) wrote that critical thinking is a unique and purposeful form of thinking that is practiced systematically and purposefully. The thinker imposes standards and criteria on the thinking process and uses them to construct thinking. Paul

(1995) further defined critical thinking by identifying three thought traits and processes possessed by the critical thinker. They are; elements of reasoning, traits of reasoning, and reasoning standards.

2.3.1. Elements of Reasoning

Critical thinking is a scientific method since it is aligned with the well-known method of scientific investigation: A question is posed and a hypothesis is formulated, data are gathered, the hypothesis is further tested on the basis of the data, and conclusions are made at the end of the process. Moreover, Pithers and Soden (2000) agree that critical thinking involves a number of abilities such as identifying a problem and the assumptions on which it is based, focusing the problem, analyzing, understanding and making use of inferences, inductive and deductive logic, and judging the validity and reliability of the assumptions and sources of data. This is shown in the following figure:

The Elements of Thought

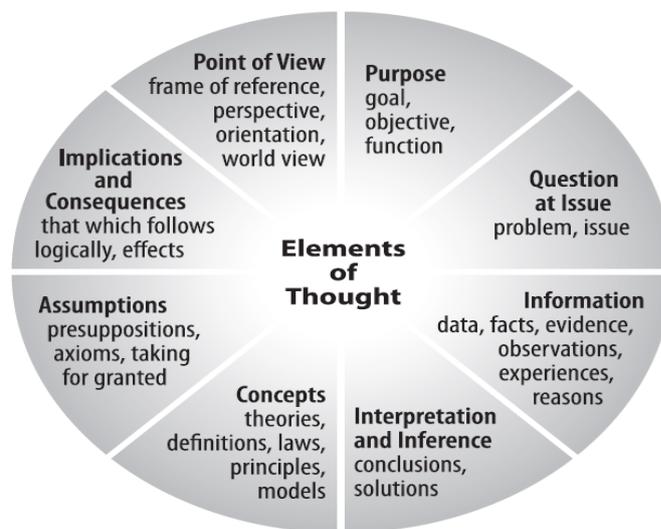


Figure 1: Elements of reasoning proposed by Linda Elder and Richard Paul (2010) retrieved from www.criticalthinking.org

They include seven components that help conduct the reasoning process. These components are the purpose of the thinking, the question at hand, information and/or facts about the question, assumptions made about the question, interpretation of the facts and data collected, theories and concepts related to the question, and inclusion of other points

of view. Finally, an assessment of the conclusions is drawn with emphasis on the implications and consequences of the decisions reached as a result of the thinking process (Paul, 1995).

2.3.2. Traits of Reasoning

These traits are consciously utilized to guide the thinking process (Paul, 1995). So, in summary, critical thinking involves three interrelated phases. First of all, the trait starts by discovering the assumptions that guide our decisions, actions and choices. Then, the trait can be applied by checking these assumptions by exploring different perspectives, point of views and sources as much as possible. Lastly, Taking informed decisions that are based on these researched assumptions. The traits of reasoning is the intellectual process of actively 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 (ibid.).

2.3.3. Reasoning Standards and Intellectual Process

Uden & Beaumont (2006) argue that the development of sound criteria and standards is for analyzing and evaluating thinking processes and the utility of these criteria enhance the quality of thinking. On one hand, the reasoning standards based on independent thinking, intellectual empathy, intellectual humility, courage, integrity, and perseverance, and intellectual curiosity, faith in reason, intellectual civility, and intellectual responsibility. In the other hand, there are important intellectual value standards that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

The following figure illustrates the process of Critical thinking by showing its three components.

The Figuring Mind

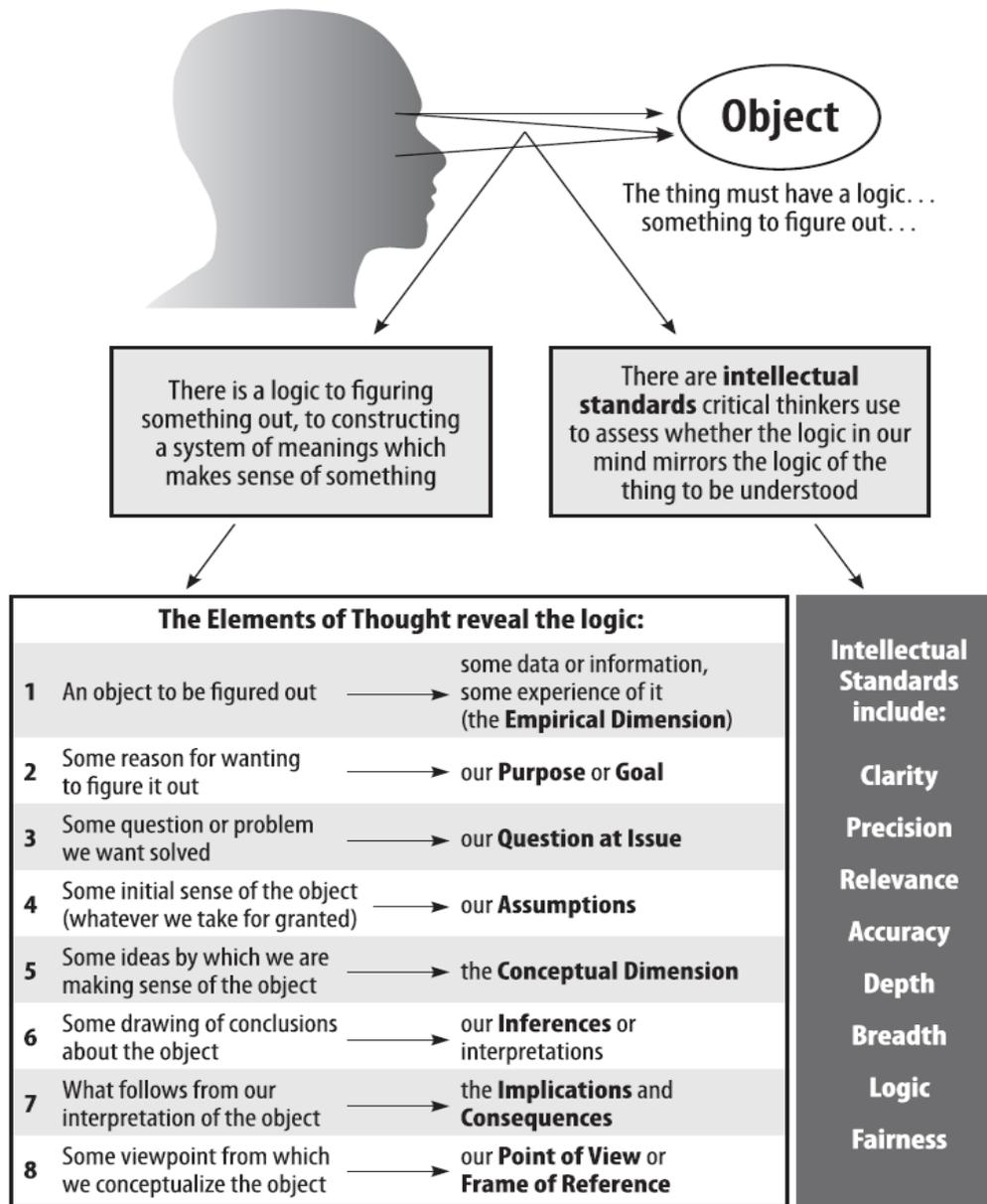


Figure 2: The Figure Mind within the Process of Critical Thinking Published by David R Cole (2015) adopted from www.slideshare.net

2.4. Critical Thinking Skills

Critical thinking skills are important elements that need to be integrated in both the learning and teaching operation. Since, it has established a link between learning and thinking, it affects teachers and it works with learners through specific aspects. Many researchers spot the light on those skills among them :

Peter A. Facione (1998) argues that critical thinker has mastered six core thinking skills. These skills are: First, interpretation means to comprehend and to express the meaning or significance of a wide variety of experiences, situations, data, judgments, conventions, beliefs, rules, procedures, or criteria. Through the three sub-skills of interpretation which are categorized, decoding significance, and clarifying meaning. Then, analysis means to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms. To analyze is to have the skills to test ideas, spotting arguments, and analyzing them. Furthermore, evaluation that is to assess the credibility of statements or other representations to assess the logical strength of the actual or intended inferential relationships among.

Moreover, the inference is to identify and provide elements to draw reasonable conclusions, to formulate hypotheses, to distinguish the relevant information and to end with applicable consequences. The three sub-skills of inference are querying evidence, conjecturing alternatives, and drawing conclusions. In addition to that, explanation is another process to state the results and to justify that. The sub-skills under explanation are stating results, justifying procedures, and presenting arguments. Finally, self-regulation to self-consciously control one's cognitive activities, the elements used in those activities and the results deduced, particularly by applying skills in analysis and evaluation to one's own inferential judgments. The two sub-skills here are self-examination and self-correcting.

Ennis (1987) also adds to these dispositions, some other abilities such as (1) focusing on a question, (2) analyzing arguments, (3) asking and answering questions of clarification and/or challenge, (4) judging the credibility of a source, (5) deducing judging deductions, (6) inferring explanatory conclusions and hypotheses, and (7) identifying assumptions. Each of these abilities contains a large number of sub-abilities.

Beyer (1984) views critical thinking as a set of nine discrete skills: (1) distinguishing between verifiable facts and value claims, (2) determining the reliability of a source, (3) determining the factual accuracy of a statement, (4) distinguishing relevant from irrelevant information, claims or reasons, (5) detecting bias, (6) identifying ambiguous or equivocal claims or arguments, (7) recognizing logical inconsistencies or fallacies in a line of reasoning, (8) distinguishing warranted or unwarranted claims, and (9) determining the strength of an argument. Critical thinking as learning skills according to Beyer (1984) is characterized by specific, sophisticated skills that take can impressively take place in the learning process, organized as follows:

- **Information-Processing Skills:** through multiple processes starting with gathering relevant information, researching on the internet or the library by conducting a survey or any other means of finding information, assembling the data in a meaningful way and then determining how to apply it for a given purpose. Then, analyzing a text what the students do with the input consists of functions such as prioritizing, classifying, sequencing, comparing and contrasting. Also, interpreting a text by assigning meaning to a text. Then, summarizing and paraphrasing through abstracting key points of a text and putting them into their own words.
- **Inquiry Skills:** through asking relevant and purposeful questions which generate thought and sustaining interactions to provide more thought out answers.
- **Reasoning Skills:** Stating and logically supporting opinions, drawing inferences by reading between the lines of a text by using individual facts to reach a conclusion. Solving problems through making informed decisions by reasons or evidence to reach a solution for a problem students need to reason logically to determine if their solution is a good one. The learners mark opinions, reasons, agreement, disagreement, elaboration, etc.
- **Creative Thinking skills:** First, generating ideas through brainstorming for new ideas and improving the quality of their ideas. Speculating, by making intelligent guesses. Speculation can consist of making predictions, considering consequences of an action or policy, or examining an issue from different points of view.
- **Evaluation skills:** Evaluation peers and self, judging the quality of a process or product according to specific criteria by distinguishing and examining false from fact.

- **Blooms' Taxonomy with High Order Thinking Skills:** In 1990s' one of Bloom's student, Lorin Anderson, made some modification in the Blooms' Taxonomy of learning to add relevance for 21st century students and teachers. The modification is known as higher order thinking skills in which Language development and thinking are closely related. The following figure presents the modifications:



Figure 2: Blooms' Taxonomy with High Order Thinking Skills revised by Anderson and Krathwohl (2001) retrieved from Bloom's revised taxonomy

Firstly, the modifications were at the lowest level, knowledge became remembering, then comprehension and synthesis re-titled to understanding and keeping the applying skill. Finally, creating was added to the evaluation and analyzing. These modifications made for the purpose of updating the taxonomy to suit the 21st century students and teachers.

Teaching higher-order thinking skills must be a permanent part in the language teaching. Educators have emphasized the significance of promoting higher-order thinking skills in foreign language classrooms (Chamot, 1995; Tarvin & Al-Arishi, 1991) in which empirical evidence supports the need of teaching critical thinking skills along with the foreign languages (Chapple & Curtis, 2000; Davidson, 1994, 1995).

2.5. Characteristics of Critical Thinkers

According to Zhang (2003, p. 1), good critical thinker is always curious, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, clear about issues, orderly in

complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results”. Paul (1989) suggests several characteristics of thinkers; they think about their thinking, notice, reflect and act upon their thinking. The best thinkers have clear goals and clear priorities, they know why they act and they have the intellectual tools to raise the quality of their thinking and to express their thoughts and their questions clearly. The best thinkers believe that thinking is an art one must learn. (Foundation of Critical Thinking.com).

Mahyuddin et al. (2004) speaks to language learners to think critically, to be able to achieve the goals of the curriculum, to be capable of making decisions and solving problems, and to understand language or its contents; capable of treating thinking skills as lifelong learning; and finally intellectually, physically, emotionally and spiritually well-balanced.

2.6. Fostering Critical Thinking in the English Language Classroom

Today, integrating critical thinking in the English language classroom become the interest of educators. Schafersman (1991) mentions that not all children born with the power to think critically, nor do they develop this ability beyond survival-level thinking in the absence of implicit and explicit instruction. Critical thinking has to be learnt, so teachers are all called upon to enhance in learners the ability to think critically. Moreover, Kabilan (2000) think that learners will be able to achieve language proficiency, if they think creatively and critically in using the target language. Brown (2004) asserts, in an ideal academic language program, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners. Therefore, Lipman (2003) insures that the responsibility of foreign language teachers is to help their learners acquire critical thinking skills while learning the language and support them to go from one educational level to the next.

Some educators search for ultimate solutions to make students actively participate in the critical thinking process and to make them aware of what they are learning and why they are learning critical thinking (Bourdillon & Storey, 2002). The first move for teachers toward their classes before promoting critical thinking skills is a “positive climate for learning that has been identified by many educationalists as a critical factor in effective learning” (Little, 1997, p. 119). Teachers of English can employ, after taking

into account their student' need, language proficiency, the course book, and the curriculum.

Moreover, Ennis (1989) proposes guidelines that teachers should follow to promote their student' critical thinking skills. He believes that educators should be aware of the cognitive and mental processes that build critical thinking. They should also be familiar with the tasks, skills, and situations to which these processes are applied, and use a range of classroom activities that promote these processes. In a similar line of inquiry, Yuretich (2004) views the teaching of critical thinking as the teaching of some higher order reasoning skills that give students a critical thinking opportunity; When students really ponder a question, discuss it in groups, or explain their answers to others, they are more likely to use skills at the more advanced levels of Bloom's Taxonomy (Yuretich, 2004, p. 44).

Paul (1992) suggests that teachers should use cooperative learning as often as they can, they should speak less so that students have more time to think, think aloud in front of the students, use appropriate questions that probe various dimensions of their thinking, use concrete examples to illustrate abstract concepts, and generally design all activities so that students "must think their way through them" (Paul, 1992, p. 20). Since critical thinking concepts lead to effective and lasting education, foreign language teachers should integrate critical thinking in EFL classes through active learning, by supporting reasoning and drawing conclusions, and by building from students' experiences (Chaffe, 1992).

Many techniques and approaches, tactics or activities may be used in class to ensure an active engagement of students in thinking about the content. Some are mentioned in the following points:

2.6.1. Critical Thinking Techniques

- **Socratic Questioning**

Socratic teaching is the oldest and still being one of the most powerful teaching tactics for fostering critical thinking. Socratic teaching intends to focus on asking questions, without offering answers. Similarly, Elder and Paul (2003) point out that turning student into active questioners is an important part of critical thinking

education. They believe that it is important for learners to keep asking questions in the learning process, “to learn well is to question well” (Elder and Paul, 2003, p. 36). Elder and Paul set various question types for students to practice during their learning process: (1) Questions of purpose to define tasks, (2) questions of information to look at the sources of information as well as assess its quality, (3) questions of interpretation to examine how information is given meaning, (4) questions of assumption to examine what is taken for granted, (5) questions of implication to follow out where the thinking is going, (6) questions of point of view to examine the perspective.

- **Debate/Forum/Discussion/Case Study**

Another technique is to foster a discussion or to present a case study in the classroom adopted from the views of Davis, 1993; Brookfield and Preskill, 1999. The teacher should not present a conclusion, but he/she has to let the students wonder through the discussion or case and think their way to a conclusion. To do so, topics should be controversial, of relevance to the class and the subject matter, interesting and motivating. Furthermore, students should know the discussion topics in advance and should be given enough time to mull over the topic from different angles. They must have enough opportunities to express themselves freely and critically.

- **Problem Solving Tasks and Activities**

To do so successfully, students need to work in pairs and groups to describe the content of the discussion, to define the problem, to personalize the problem, to discuss the problem and its alternative solutions, and finally to evaluate the whole process. Learners engage their thinking successfully in the process of learning to solve problems means learners are thinking critically. (Silver et al., 2005)

- **Stimulus**

Brown, (2000) said stimulus enhances critical thinking among the students. A stimulus can be through using materials such a video, picture or an audio. Stimulus can reflect the following attributes: repeated questions, developmental awareness, emergence of conclusions and active learning (Ibid).

- **Comparing**

Making comparisons is one element of critical thinking in which Chance (1986) mentioned in his definition of critical thinking as it is “the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems.”

- **Encouragement and Motivation**

Carr (1998) says that teachers need to give a wide variety of materials to encourage the students to think. Teacher motivates the students to think critically. Students also have their own motivations to think critically. It is called intrinsic motivation.

- **Reasoning**

The science teachers let the students give their answers without mentioning the answers were wrong or not. Then, they give reasons for each answer. It is important to distinguish mere thinking, i.e. a sequence of unrelated thoughts, from reasoning, in which case one thought directly leads to another. (Paul, 1992)

- **Ambiguity**

Being little ambiguous forces students to think for themselves. It is important to mention that there is a difference between being ambiguous and simply confusing the students.

- **Classroom Assessment Techniques**

Assessment methods are used to evaluate and to assess language learners' ability. Here are some suggestions for language teachers for developing critical thinking among language learners through assessment practices (Angelo & Cross, 1993):

- ✓ Use ongoing assessment carried out during the course gives the teacher the opportunity to test a larger range of knowledge and skills, including critical thinking skills.
- ✓ Use criterion-referenced (CR) testing rather than norm-referenced (NR) testing. NR testing learners to be better than others without thinking about what they learn

and how they use it. Moreover, CR testing welcomes the differences the learners become more co-operative than competitors, they become more concerned with understanding than with outcomes.

- ✓ Include activities in your assessment which encourage the learner to think about the major objectives of the course and make learners determines the goals of learning. Those activities for the purpose of promoting critical thinking skills are those which require the learners to think, cooperate, ask questions of themselves and others, etc.
- ✓ Provide learners with feedback which gives learners understanding that thinking is an integral part of their learning experience. Also, it gives information about how well they complete the tasks and how they might improve them. Students will benefit a lot from the integration of feedback as they work to develop their understanding of a particular topic or concept. Another requirement of feedback is that it must come from a variety of perspectives: from students' reflection on their own work, from classmates reflecting on one another's work, and from the teacher.
- ✓ Co-develop criteria for assessment. The teacher needs to invite learners to develop the criteria themselves by looking at models of similar performances. Help students to see how the criteria relate to the goals of the activities.

2.6.2 Critical Thinking Approaches

Educators state four main approaches have made the biggest impact on the learner's critical thinking:

- **Inquiry**

Incorporating cross-curricular inquiry helps to foster deep learning for students and to integrate critical thinking skills in the classroom. By allowing our students to be creative and to inquire about topics that are of interest to them. The students will be able to wonder, build background knowledge, develop questions, search and synthesize new information, demonstrate an understanding and share their new learning with others. (Katie Hart, Professional Educator, 2014).

- **Questioning**

Questioning has a significant role in implementing critical thinking skills and in adopting effective learning. Questioning models for students is about how they should think. These questions are open-ended, to encourage discussion active learning and collaboration. (Elizabeth Hatab and Sarah Suesskind, Professional Educators, 2011).

- **Solving Problems**

It is important that students think for themselves. In problem solving they apply the critical thinking strategies they have learned. "In the classrooms, we turn the problem into them and ask how they could solve this problem. This allows the students to create opportunities to solve their problems independently." (Teresa Lutzen, Professional Educator, 2014).

- **Collaboration**

Collaborative work helps the students take ownership of the learning and think critically about issues. While learners work together they learn how to communicate with others as a team, developing self-discipline, and improve social and interpersonal skills. (Patti Kaisler and Rebecca O-Grosky, Professional Educator, 2014).

Integrating meaningful learning experiences that promote critical thinking skills is essential in cultivating a classroom of 21st Century learners, one way to do this is by actively involving the students in their learning. Promoting critical thinking skills is one of the language teacher's roles that must be enhanced among language learners due to its high significance in developing effective language learning achievement.

2.7. Integrating Critical Thinking in EFL Classes

Rafi, n.d stated that "integrating critical thinking into the FLT classrooms is of high significance for several reasons. Firstly, if language learners can take charge of their own thinking, they can monitor and evaluate their own ways of learning more successfully. Second, the learning experience of the learners will flourish and makes the language more meaningful for them. Thirdly, critical thinking has a high degree of correlation with the learners' achievements". The learners can achieve the language

proficiency if they have motivation and are taught the ways of displaying critical thinking in foreign language usage, which signifies that the learners must have reflection on their production of ideas, and they may critically support those ideas with logical details (Rafi, n.d.). Many scholars assert the role of critical thinking in improving ESL writing ability (Rafi, n.d.); language proficiency (Liaw, 2007); and oral communication ability (Kusaka & Robertson, n.d.).

Teachers of English need to be aware that “Knowledge, by its very nature, depends on thought...all knowledge exists in and through critical thought” (Paul, 1992, p. 5). However, “ the integration of critical thinking comes with the four macro skills, which is an important step in students’ development, not only as English language learners, but as scholars in whatever field they choose to pursue” (Kagnarith et al, 2007, p. 7). Incorporating critical thinking in the lesson plans and exam paper is a challenge which language teachers should experience in order to provide their students with a quality learning experience.

The turning point is that critical thinking cannot be developed overnight, it is a process and as such there are many steps to be taken. Syllabus designers, textbook writers, examiners certainly play significant roles in deciding what instructional techniques and evaluation schemes should be followed in a particular program. Teachers should know the fact that critical thinking is an important way of imparting education to the students.

2.7.1. Critical Thinking Strategies

Sternberg (1986) argued that critical thinking strategies can be classified in two categories: cognitive strategies and affective strategies. The former takes place if students are given the task involving such critical thinking strategies as ‘Giving Reasons and Evaluating Evidence’, or ‘Recognizing Contradictions’, or ‘Distinguishing Relevant from Irrelevant Facts’, etc. for the other one, students are expected to discuss personal relations and attitudes, such as ‘Exercising Fair Mindedness’ and ‘Developing Intellectual Humility’.

The application of critical thinking in EFL or ESL classrooms can be through different strategies such as Think, Pair, Share (TPS) by (Lyman, 1987:48). As, Lie

(2002:57) claims that Think-Pair-Share (TPS) is a strategy that gives the opportunity to the students to work alone and also in a group with having more time to think, to respond, and to help each other. In addition, know- want to know- learned (KWL) by (Olga, 1986) is a strategy used in reading that is used to guide students through a text. It starts by activating their schemata and make a link between all what they know before and the language presented. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they want to know about the topic. These questions are listed in the W column of the chart. During or after reading, students participate with appropriate answers that are in the W column. This new information that they have learned is recorded in the L column of the K-W-L chart. Pen in the middle, jig saw, predictions by terms, debate, etc. is also impressive techniques that involve learners within an entertaining context.

Furthermore, the Anticipation, Building knowledge, and Consolidation (ABC) strategy stated by Neisser (1976) and Anderson (1984) used in teaching critical thinking: In the anticipation stage, teachers set contexts for carrying out the main tasks using learners' experience or previous knowledge so that learners can easily understand the main texts. However, building knowledge stage, teacher transmits new information or ideas to their learners. Lastly, a consolidation stage in which learners consolidate what they have learnt in a lesson going beyond the texts so that their learning can be permanent or automatic because learners are provided with the opportunities to assimilate the new knowledge with their real life experiences.

Moreover, PWP (Pre-, While and Post) or BWA (Before, While and After). The PWP or BWA framework is generally used for teaching language four skills, The striking difference between them is that, in the former, the teachers are much concerned on how they can include the activities as per the six levels of cognitive domain given by Bloom (1956), but the other one, teachers focus only on how they could help learners develop their language proficiency.

ABCD framework is useful for any kind of teaching items or subjects it ensures all necessary components when planning a lesson. Furthermore, ABCD model is the abbreviation for a useful strategy where 'A' stands for 'Audience', typically the students, 'B' for 'Behavior', i.e. lesson activities, 'C' for 'Condition' meaning the primary need for the mechanical and productive tasks. 'D' means 'Degree', by which we mean certain

measurable criteria for the acceptable student performance. ABCD model acquire such characteristics as being specific, observable, results oriented, and measurable by either quantitative or qualitative criteria, it is useful in writing objectives. The previous strategies were presented by Elena K. Vdovina 2012. Other strategies are proposed by Robert H. Ennis (1962) which are the three underlying strategies as "Reflection, Reason, and Alternatives."(RRA).

Depending on the existing relationship between critical thinking and various English language skills, researchers spot the light on the impact of critical thinking on developing those skills by adopting the previously mentioned strategies into EFL classes to teach the four language skills contexts.

2.7.2 Critical Thinking and Language Skills

To read well, one must have good interpretation; imagine alternative meanings and state possible objections thus think critically while reading. Also for writing, anyone can write out different ideas and opinions, expressing feelings or depending on specific facts or believe. But to write well is to formulate in written form coherent, clear, and rational sentences. Conversely, writing that lacks critical elements, is almost unclear, confused, and incorrect.

To speak a language well, also requires clarity and coherence of thought a clear conception of what one wants to say. The same points can be made for the art of listening, through having the ability to summarize what is being said, and create in one's mind meaning intended by the speaker. Nowadays, English teachers take opportunities to adopt critical thinking strategies into the English language classroom through problem-solving, questioning and stimulating thinking in reading comprehensions or in class discussions and many more (Devine, 1962).

2.7.2.1. Critical Listening

The most difficult skill for language learners is listening. Critical listening occurs when someone wants to understand what the other person is saying, but also has some reason or responsibility to evaluate what is being said. Critical listening skills go far beyond just hearing a speaker's message. Critical listening is a form of active listening in which you carefully analyze the accuracy, meaningfulness, utility and the credibility of a

speaker's message. In the same line, critical listening end with formulating critical judgments about the message conveyed through analyzing the speaker, the situation, and the speaker's ideas also. Peterson, S (2012).

2.7.2.1.1. The Processes for Critical Listening:

Adler, R and Protocor,R.(2201) believe that Learners demonstrate active listening through verbal and nonverbal skills:

- The nonverbal skills: the critical listener use movement and gestures to show their awareness of the speaker's message. They use direct body orientation with positive, responsive facial expressions, head movement and direct eye contact. Making appropriate changes and choices shows that you are actually listening. Critical listener also, provide supportive utterances, invite additional comments, making suggestions that make the speaker add more details or give additional information.
- Verbal skills: When learners listen, he is actually engaging in a specialized form of the perception of understanding. He/she can achieve understanding by asking questions for clarification and identifying areas of agreement or common experience. He/she can paraphrase the teacher's message and interpret his meaning. Listen for a purpose and note main ideas.

2.7.2.2. Critically Speaking

Individual ability to interact fluently and comprehensibly is the key of success to everyday interaction. Teachers' responsibility is to prepare the students as much as possible to be able to speak the language. Teaching speaking is to provide a chance for students to speak and to make them speak. Therefore, designing speaking activities that maximize students' opportunity to speak is one of the central tasks for language teachers. Moreover, research has shown that motivation is one of the most important variables in successful language learning. Teachers can stimulate learners' thinking and provide a creative way by suggesting new interesting topics to be discussed and encourage learners to take the chance whenever and whatever they are. At least, later on, learners will be able to better analyze the speaking tasks provided by the textbooks and to adapt them when necessary to make them more communicative. The most important aspect of critical thinking is preparing students to speak in real life.

2.7.2.2. The Processes for Speaking Critically

The Oxford Dictionary of Current English (2009) defines speaking as the action of conveying information or expressing ones 'thoughts and feelings in spoken languages (p. 414). Chaney (1998) states that speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts (p. 13). Accordingly, Florez (1999) described speaking as an interactive process, which consists of three main stages producing, receiving and processing information (p.1).

In language teaching and learning, speaking is considered a skill to be practiced and mastered. Bygate (1987) declares that to become a proficient EFL speaker, studying the knowledge of grammar, vocabulary, pronunciation, intonation, etc. is not adequate, but the ability to use this knowledge in order to communicate successfully is indispensable. Nunan (2003) includes that speaking is the productive oral skill; it consists of producing a systematic verbal utterance to convey meaning (p. 48) (cited in Hong, 2010). Foreign language learners face many challenges while learning, one of the difficulties is speaking a language fluently because effective oral communication requires the ability to use the language appropriately in social interactions (Fulcher, 2003).

To sum up, Folse (2006) argues that; the Speaking skill is viewed as the most substantial part of an EFL course, to speak critically is to be aware of what to say, when, and where and to whom you are speaking, also is to be able to interact successfully by making your points clearly stated and comprehensively transmitted. Furthermore, speaking critically is to have the courage to show your evidence and defense your arguments sincerely and clearly with an appropriate meaningful language.

2.7.2.3. Critical Reading

Reading is a key component of learning. Without reading skills, learners are limited to learning. Only through reading skills and mind full interaction with the text, new concepts can be created and new information is internalized. Reading proficiency is both creative and critical tasks. By thinking carefully, reading critically and staying active and focused, learners will be in a better position to achieve a full text comprehension.

Many researchers have established the relationship between critical thinking and reading. Norris and Phillips (1987) point out that reading is more than just saying what is on the page; it is thinking. Also, Beck (1989) asserts that “there is no reading without reasoning” (p. 677) it means that learners cannot take a part in reading without engaging in thinking, reading is a thinking process to construct meaning Yu-Hui et al. (2010).

From the literature views, Richard Paul (2004) highlights the relation between critical thinking and reading comprehension. He states, "The reflective mind, improves its thinking by reflectively thinking about it. Barnett (1989) mentioned several reasons for the importance of adopting a critical thinking skill as it focuses on specific purpose in many programs. It can aid students complete formal language study, it also fosters the development of literacy skills. Some of the mental skills employed in reading comprehension, as Grabe (1991) states, are inferring, analysis, synthesis, and evaluation, which are what experts include "as being at the very core of critical thinking" (Facione, 1992).

2.7.2.3.1. The Processes in Reading Critically

Learners need to recognize that every text has a purpose and that close reading requires active engagement in which, the reader makes a link with the text as they read with a questioning, summarizing and connecting important ideas. Critical reading transforms global reading of the text to a more focused reading. The emphasis will be marked by moving from reading academic text to developing notes and ideas in his/her own words.

A common approach is based around the five-stage reading technique was adopted by Artis, 2008; Fisher, 2005): the SQ3R. The first stage is about Surveying or skimming the text that the learner is about to read. The purpose of this global reading is to gather the information necessary to focus and formulate goals. This is done first through reading the title, which prepare the mind to receive the subject at hand. Second, it is to read the introduction and/or summary. This will orient the reader to how the chapter/article fits the author's purposes and to focus on the author's statement of the most important points. Third, the reader has to notice each boldface heading and subheading. Fourth, it is to organize the mind before beginning to read, then building a structure for the thoughts and details to come. After that, readers have to notice any graphics (charts,

maps, diagrams, etc.) to make a point. Moreover, readers have to notice reading aids (italics, bold face print, chapter/section) which are all included to help sort, comprehend, and remember.

The second stage of the SQ3R technique is questioning. It will help the reader's mind to engage and to concentrate. The better the questions, the better comprehension is likely to be. When the mind is actively searching for answers to questions, it becomes engaged in learning. Reading is the third stage to be followed. Here, it is the time to read the document. The readers have to look for the answers and to read the sections in detail, taking care to understand all the points that are relevant.

Recalling comes after each section. Readers have to stop, to recall their questions, and to see if they can answer them from memory. If not, they have to look back. The last stage concerns Reviewing. This review can be by rereading the document, by expanding notes, or by discussing the material with colleagues. The purpose of this step is to refine the mental organization and to begin building memory. Students' collaboration should occur in EFL classes through pairs or groups, under the teacher control and sometimes not, in order to increase negotiation through questions to answers. The tasks used are different that makes various interactions happened (Correia, 2006, p. 17-18).

To conclude, to read critically is to make judgments about how a text is argued. Critical reading attempts to assess how the text claims are developed or argued through Examine the evidence and evaluating decisions.

2.7.2.4. Critical Writing

A simple definition of critical writing is that; it involves considering evidence to make reasoned conclusions. It is the skill of bringing together information, evidence and opinion from a range of different sources to support an argument or a conclusion. This is known as synthesis. This last include, selecting and organizing material that is relevant to a particular task. Students who think critically use writing as an important tool both for expressing important ideas and engaging in learning. They use writing to express their understanding of specific concepts and to clarify interrelationships between them. They write clearly, precisely, relevantly, and logically through analyzing and evaluating. Learners generally think about writing skills as the most difficult skills that stand on all

what they have learned addition to what they already know or experienced. Learners face a difficulty to write in foreign languages, but they learn to write as they write to learn.

2.7.2.4.1. The Processes for Critical Writing

The features of critical writing skills can be summarized as follows: describing, evaluating , analyzing and concluding. These include: constructing ideas, activate learners schemata through developing writers' background knowledge, provide arguments, and through engaging the linguistics and the communicative aspects. In other words, learners use writing as an important tool for learning ideas deeply and permanently and that can occur through organized steps as follow; drafting, editing, revising and finally publishing. Cooper, S. & Patton, R. (2007).

Cottrell, Stella. (2005). According to some educators, enhancing critical writing skills can be marked firstly, through clarifying purpose, formulate clear questions, distinguish accurate and relevant information from inaccurate one. Also, logical inferences and conclusions are needed, based on what have been read, in preparation for writing. Identify significant and deep concepts that are divided between those for an author and those can guide thinking while writing. Distinguishing assumptions and trace logical implications. Identify and think within multiple viewpoints.

Through these processes, students learn to think deeply and impressively instead of having surface knowledge that becomes useless by time, critical thinking, engage the mind and make the learners aware about the language skills in a new substantive way of understanding how to read, write, speak, and listen (critically) using disciplined reading, writing, speaking, and listening as modalities essential to learning.

To end with, Schaferman (1991) states about the person who thinks critically, he is able to ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it". Through these processes, students learn how to think well how to solve problem and draw final conclusion based on strong reasons formulated from analyzed assumptions.

Conclusion

Critical thinking is one of the most spectacular methods of teaching which can be implemented in any discipline with different strategies, techniques and skills. The implementation of critical thinking can help learners to adopt impressive and intellectual ways to solve situations inside the classroom or outside. In which language learners become able to develop their knowledge and their personal attitude toward learning in an intelligent way. In fact, teachers are much more involved and concerned about the practices of this learning skill. Critical thinking is one of the 21st century learning skills that not only help to make learning English more meaningful and memorable for students, but it also makes the learning process full of purpose, relevance and efficacy. In the long term, it is better to ensure that through critical thinking, learning is a successful, worthwhile, and enjoyable experience, extended to the real life and to the future career.

Chapter Three

The Field Work

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Introduction

The present research work aims at investigating the teachers' role in developing learners' critical thinking in EFL Classes. This chapter is devoted to the practical part of this research work. The data gathering tools that have been used to serve the needs of the hypothesis are the questionnaires in which the field work will be sustained by evidence from two perspectives. We will see the analysis and the interpretation of two questionnaires: A questionnaire for students and another questionnaire for teachers. However, it is necessary first to introduce the population of the study as well as the administration and the description of the questionnaires.

3.1. Review of Research Methodology

3.1.1. Research Methodology

The nature of this research required the implementing of the described method. The research work attempted to collect data about the Teachers' Role in Developing Learners' Critical Thinking in English Foreign Language Classes. So, we have chosen the descriptive method because it was the qualified method that helped us to attain the needed results to determine the efficacy of our hypothesis. Through this method, we could determine the facts about the real situation of both teachers and students to clarify the need for critical thinking. Thus, the measurement tools will be: Questionnaires.

3.1.2. Data Gathering Tools

The data gathering tools were based primarily on the questionnaires. There are two questionnaires: one for students and another one for teachers.

3.1.3. Sample of the Study

Following the research requirements, the population includes both students and teachers of the Department of Foreign Languages, Section of English at Mohamed Kheider University of Biskra during the academic year 2015/2016. We selected our

sample randomly; it contains fifty (50) Master one LMD students of English besides eight (08) teachers from the same department.

3.2. Analysis of Students' Questionnaire

3.2.1. The Aim of the Students' Questionnaire

Students' questionnaire used, to inquire students' observation of the teaching methods they are experiencing, and to see if they can experience new ways of thinking to manipulate knowledge. Master one LMD students were the appropriate sample to achieve deep results since they have been exposed to a variety of teaching methods, and they almost finished their academic study. We selected the most appropriate and completed questionnaires with the aim to enrich the current study with useful and needed data.

3.2.2. Administration of Students' Questionnaire

The students' questionnaire was administered to the selected sample that consists of master one LMD students at the University of Biskra. It was distributed to 50 students from the sciences of languages branch. However, only 39 gave their answers back.

3.2.3. Description of the Students' Questionnaire

The questionnaire intends to explore students' interests, attitudes, abilities, needs, preferences and perceptions in learning English. It contains thirty-two questions divided into four main sections. The first section seeks to gather personal information about the student himself; his gender, age, branch of study, personal choice of learning English, personal purpose and personal point of view. Section two contains questions that look for learners' point of view about learning at university level and their perception of their teachers' role. The third section contains questions that are related to learners' preferences and perception over their own learning and future careers. The last section is related to the core of this research. Indeed, in this section, students are asked about their perception of critical thinking skills.

3.2.4. Analysis of Results

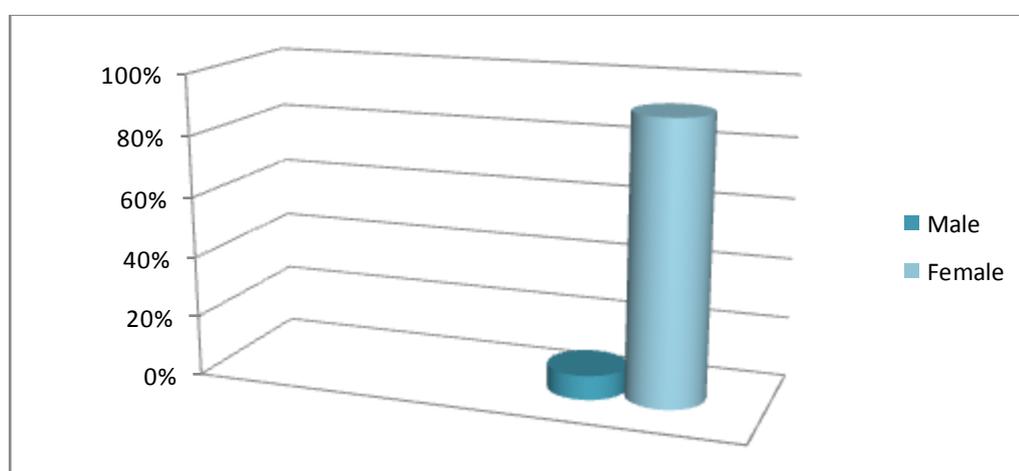
The answers collected from students' questionnaires have been counted and organized in tables in order to quantify the results which are presented below:

Section one: Background Information

Item 01: Students' Gender Distribution

Students' Gender	Number	%
Male	03	08%
Female	36	92 %

Table 01: Students' Gender Distribution



Graph 01: Students' Gender Distribution

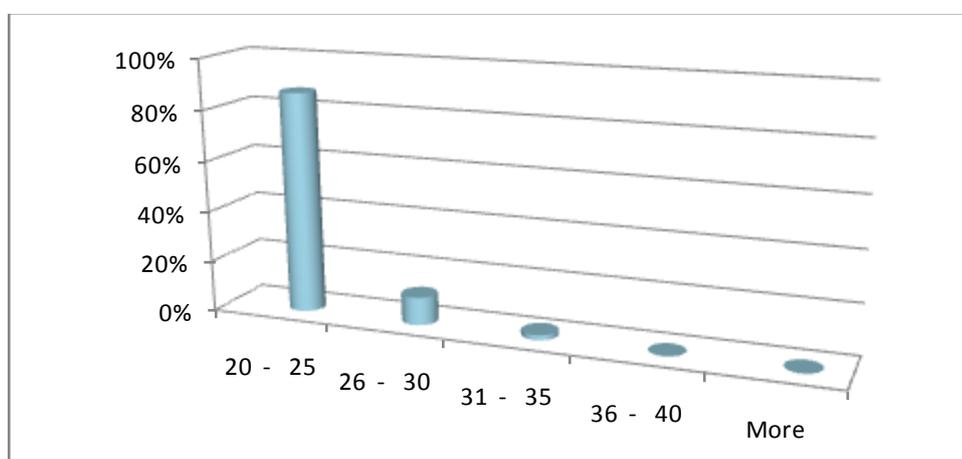
It is indicated in the table above that from 39 Master One LMD students, there are 36 females, which constitutes (92 %) of the whole sample. However, males represent only (08 %) at Biskra University. That means girls are more interested in learning English as a Foreign Language than boys who usually prefer the scientific branches. Ellis (1994: 202-3) draws attention to a number of studies which revealed that girls outperform boys in language learning at different school levels. In general, research has found that girls are more motivated to learn foreign languages than boys. (Dörnyei & Clément, 2001: 413).

Age	Number	%
20 - 25	34	87 %

26 - 30	04	11 %
31 - 35	01	02%
36 - 40	00	00 %
More	00	00 %

Item 02: Students' Age Distribution

Table 02: Students' Age Distribution



Graph 02: Students' Age Distribution

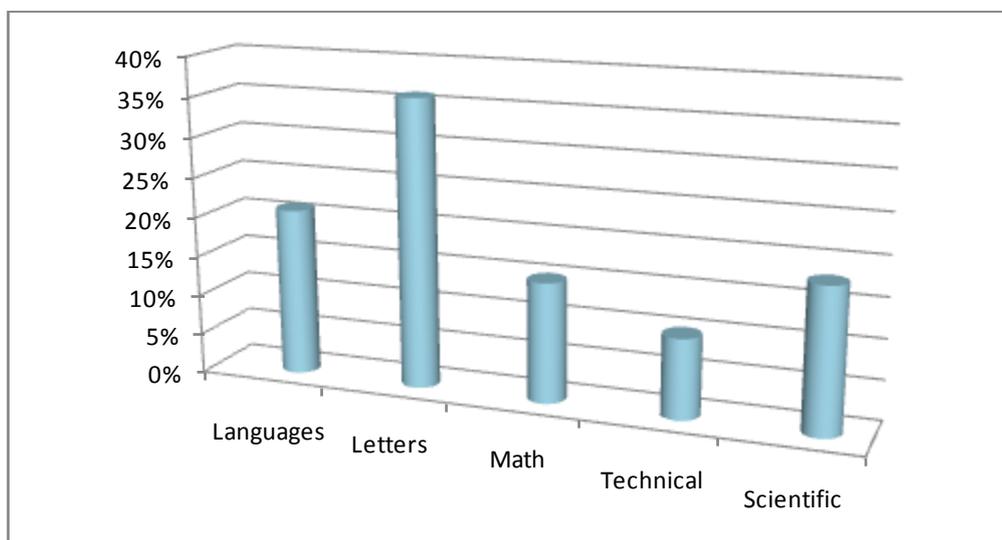
Mostly, Master One LMD students' ages (included in the sample) are between 20 and 35 years old. Many students (87%) are from 20 to 25 years old, and few (11%) are more than 25 years old. Indeed, the majority of adults are more concerned to finish their studies in an earlier age as much as they can. Also, among the sample, there is one participant (02%) whose age is more than 30 years. This distribution shows that students are not in the same age, so they are different. In fact, learners' age is an important element in the learning process. The linguist Collier (1997) claimed that the students' age is a basic factor in realizing the foreign languages' success.

Item3: Student's Stream at High School

	Number	%
Languages	08	21%

Letters	14	36%
Math	06	15%
Technical	04	10%
Scientific	07	18%

Table 03: Student's Stream at High School



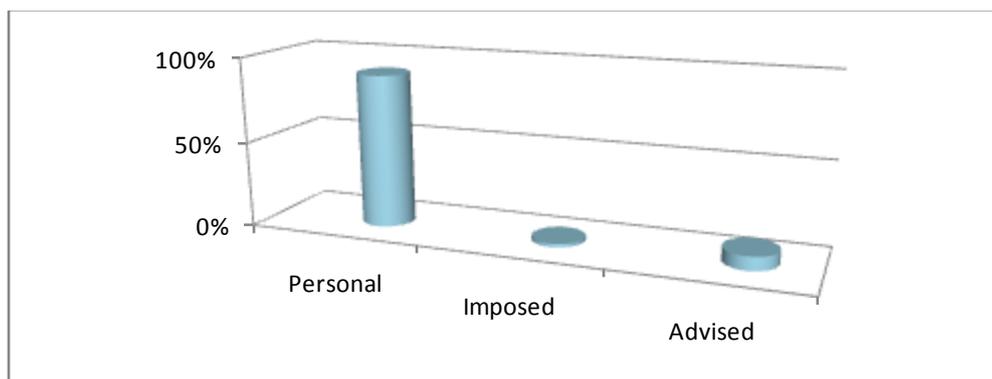
Graph 03: Student's Stream at High School

It is indicated in the table above that students came from different branches. It has been shown that (57%) were Letters and Language learners, and (43%) students were scientific learners. The choice was done because English is a modern universal language; it is the language of the world which stimulates a large number of learners from different branches and interests. Moreover, it serves all the domains; universal communication in particular.

Item 4: The Choice of Learning English

Choice	Number	%
Personal	35	90%
Imposed	01	02%
Advised	03	08%

Table 04: The Choice of Learning English



Graph4: The Choice of Learning English

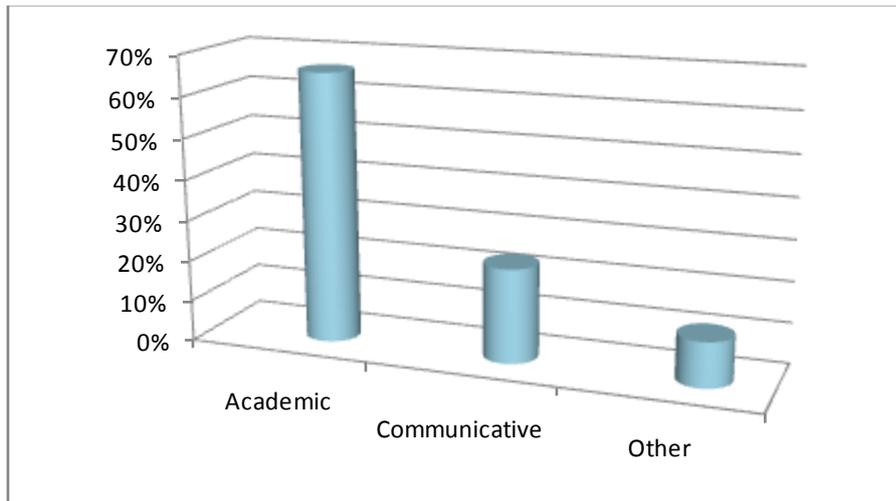
According to the table, the majority of students (90%) have chosen to study English according to their desire. They claimed that they were excited to learn the language; they wanted to discover the western world and learn more about others' culture. In fact, English is the favorable language and the most used in the world by all the people in all areas. Other students (08% of the sample) are studying this language after an advice that works for the sake of their future career because it is a modern language. However, only one student (02%) were obliged and forced.

In fact, choosing to study EFL after a personal or an imposed decision clearly determines learners' motivation, attitudes and engagement in the learning process. Indeed, learners who chose this branch because of a personal like and preference are expected to be highly motivated and easily get involved in the learning process. However, those who had been imposed to study EFL are expected to have a negative attitude towards the target language which would affect negatively on their motivation, engagement and achievement.

Item 5: Students' Purpose to Study English

Students' Purposes	Percentage	%
Academic	26	66%
Communicative	09	23%
Other	04	11%

Table 5: The Choice of Learning English



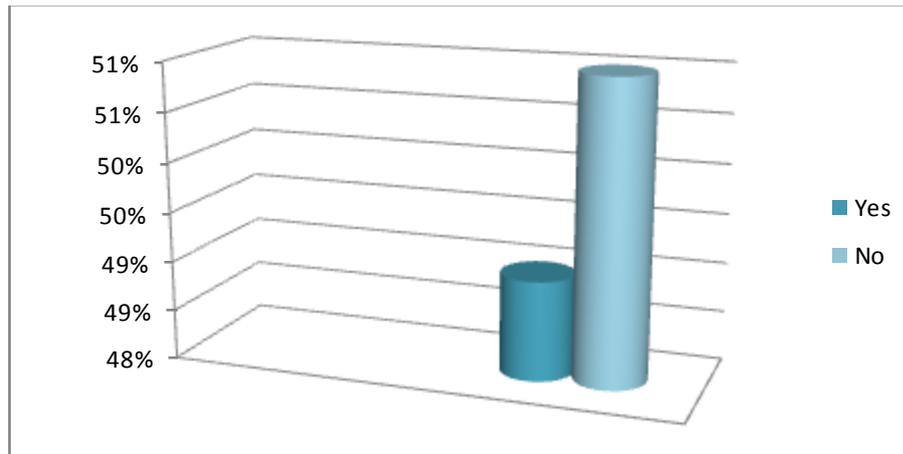
Graph 5: The Choice of Learning English

Twenty-six (26) Master one English students out of thirty-nine (39) claimed that their studies were for academic purposes. It means that (66%) of the sample are studying for getting a diploma whereas (11%) of the sample are studying for getting a job. However, 09 of them (23%) have a goal to master the language for communicative purposes; they want to communicate in English through developing their speaking and listening skills to interact successfully, without neglecting their want to comprehend English speaking programs, read English books and magazines, etc. In addition, English is the language of the world that helps to meet the demands of modern life.

Item 6: Teaching English Preparation

Teaching English	Number	%
Yes	19	49%
No	20	51%

Table 06: English Teaching Preparation



Graph 06: English Teaching Preparation

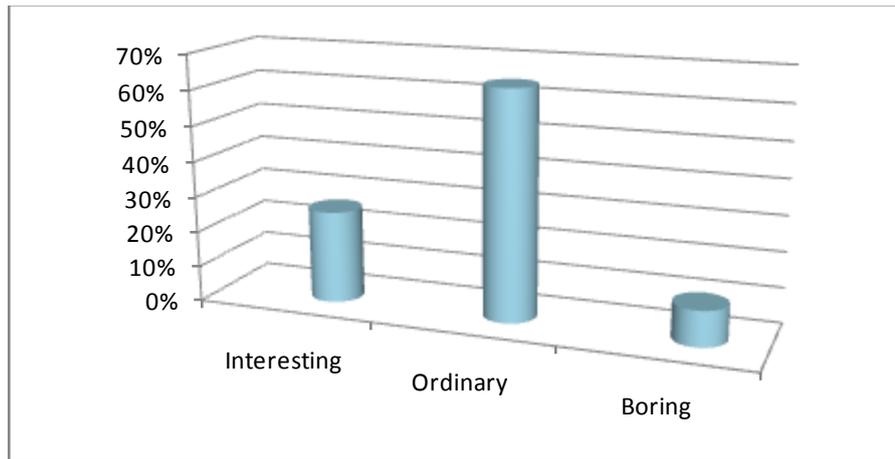
According to these findings, Master One LMD students' opinions are divided into two different points of view. The first view with a percentage of (49%) refer to students who reported that they are well prepared to be teachers since they acquired the appropriate knowledge during the previous academic years, and they master the four language skills at both communicative and grammatical levels. So, they think this is the time to take the opportunity and to practice what they have learnt. The second view category (51%) represents students who claimed that they do not have the abilities to teach since they need to be trained. These latter think that there is a disconnection between university courses and educational syllabuses, and that they are learning theoretically without having a chance to practice the knowledge. Furthermore, they have a fear of teaching since it is a responsibility.

Section Two: Learner's Perception of the Teacher's Role

Item 7: Students' Points of View towards University Lectures

University lecture	Number	%
Interesting	10	26%
Ordinary	25	64%
Boring	04	10%

Table 07: Students' Points of View towards University Lectures



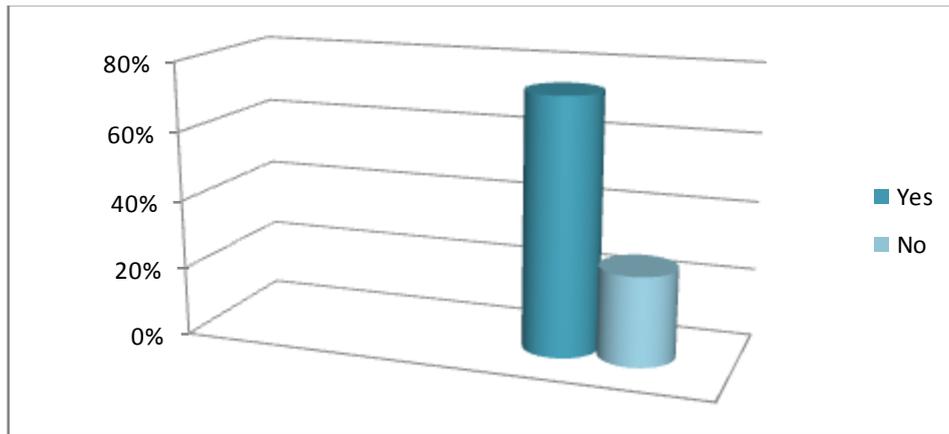
Graph07: Students' Points of View towards University Lectures

Through this table, we can distinguish between students' points of view towards university lectures. (26%) of the sample agreed that lectures are interesting because of the language aspects and diversity of modules; however, (64%) of students determine the lectures as being ordinary. They believe that courses are presented all the same way and serve one target to shape the curriculum. For the rest of the sample (10%), they assumed that university lectures are boring since they follow the same sense without adopting motivation and creativity. University teachers should be motivated and well versed. Moreover, creativity should determine the courses in a way that attracts learners and involve them in the learning process by stimulating their thinking and their interest because creative thinkers are almost born at the university level.

Item 8: Students' Rate of Attendance

Module	Number	%
Yes	29	74%
No	10	26%

Table 08: Students' Rate of Attendance



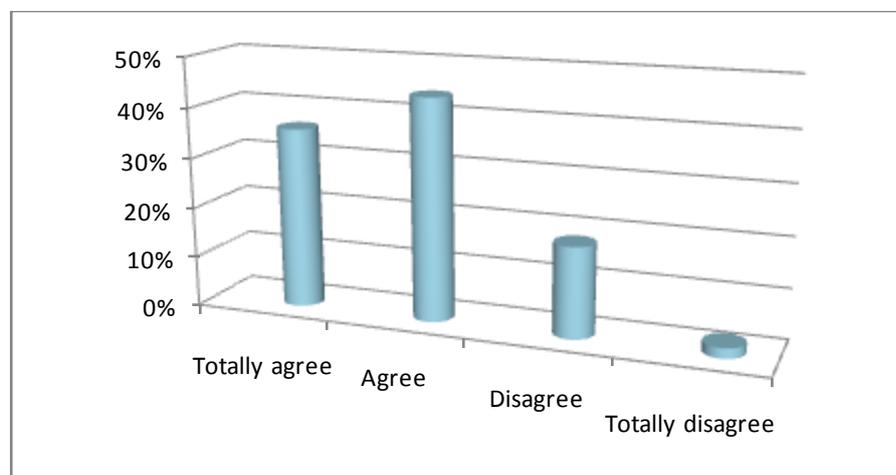
Graph08: Students' Rate of Attendance

It can be noticed from the table above that; the highest percentage of students (74%) attend all the modules regularly because they are aware of their studies' importance and want to benefit as much as they can from their qualified teachers. Yet, (26%) from the sample are not regularly attending courses. Not because they do not want to study, but they are not interested in modules out of English such as French or Arabic.

Item 9: The Connection between University Courses and Future Teaching Requirement

Option	Number	%
Totally agree	14	36%
Agree	17	44%
Disagree	07	18%
Totally disagree	01	2%

Table09: University Courses and Teaching Requirement relation



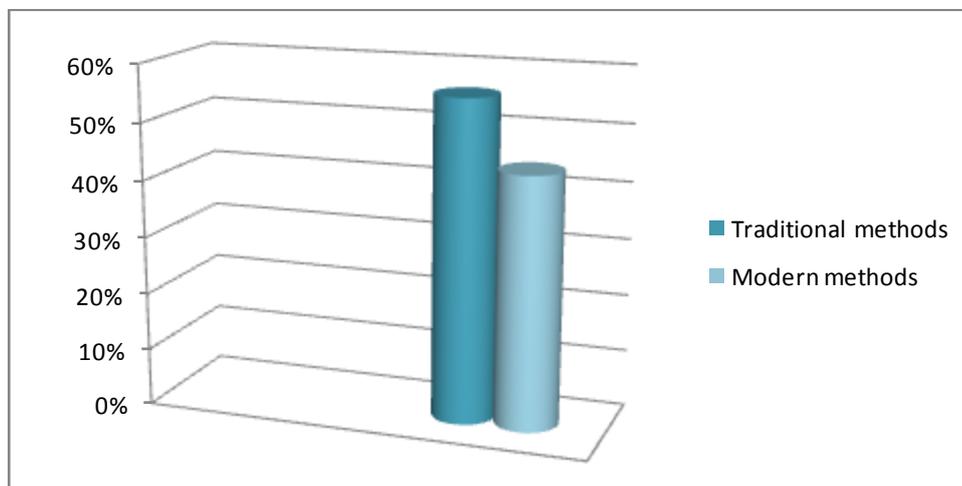
Graph 09: University Courses and Teaching Requirement relation

Students have different views about the connection between university courses and requirement of teaching. Indeed, (36%) of them showed a strong agreement, (44%) agreed, while (18%) disagreed and (2%) totally disagreed. This question revealed that the majority (80%) of the sample agreed about the strong link between the content of university courses and the modules with the lived teaching practice because they have already acquired the knowledge needed through different modules transmitted to them by experienced teachers. However, (20%) of the participants expressed their disagreement about the fact that the university provides only theoretical knowledge and does not provide the needed practical knowledge. In addition to that, to be teachers, learners need to be well prepared at different levels (knowledge, attitude and experience).

Item 10: Teaching Methods

Type of the Method	Number	%
Traditional methods	22	56%
Modern methods	17	44%

Table 10: Teaching Methods



Graph10: Teaching Methods

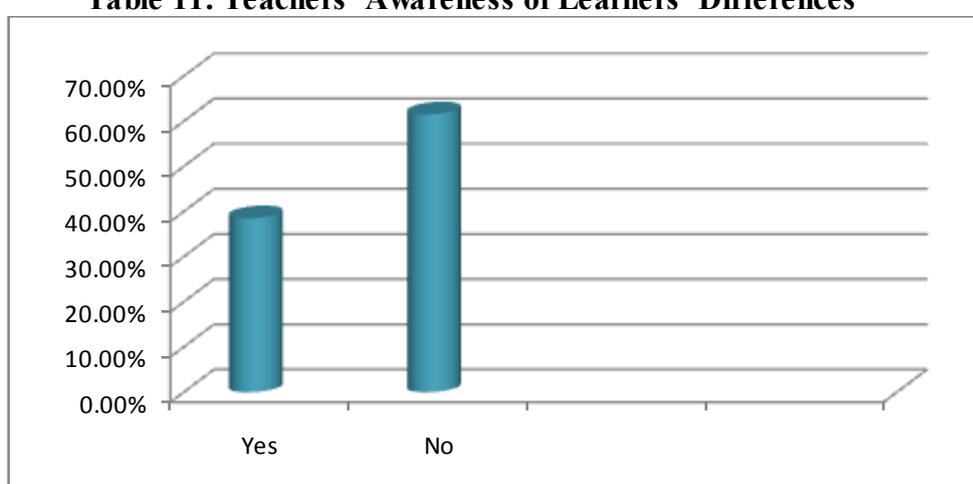
This question sought to know the teachers' use of specific methods of teaching that would help students build their future careers. Students had two different perspectives. On one hand, (56%) of students see the teacher as being traditional using the same traditional methods over the years. On the other hand, (44%) of the participants said that teachers are using modern methods and they brought up to date material in the classrooms. When it comes to the classroom, teachers' role is to reach students'

expectations by bringing various relevant materials at both level content and performance. Harmer (1991) notes, “As teachers, we need to be sensitive to these different backgrounds. We need to be able to explain what we are doing and why; we need to use materials, offer topics and employ teaching techniques [...] to suit the different individual expectations and tastes.” (p. 20)

Item 11: Teachers’ Awareness of Learners’ Differences

Option	Number	%
Yes	15	38.5%
No	24	61.5%

Table 11: Teachers' Awareness of Learners' Differences



Graph11: Teachers' Awareness of Learners' Differences

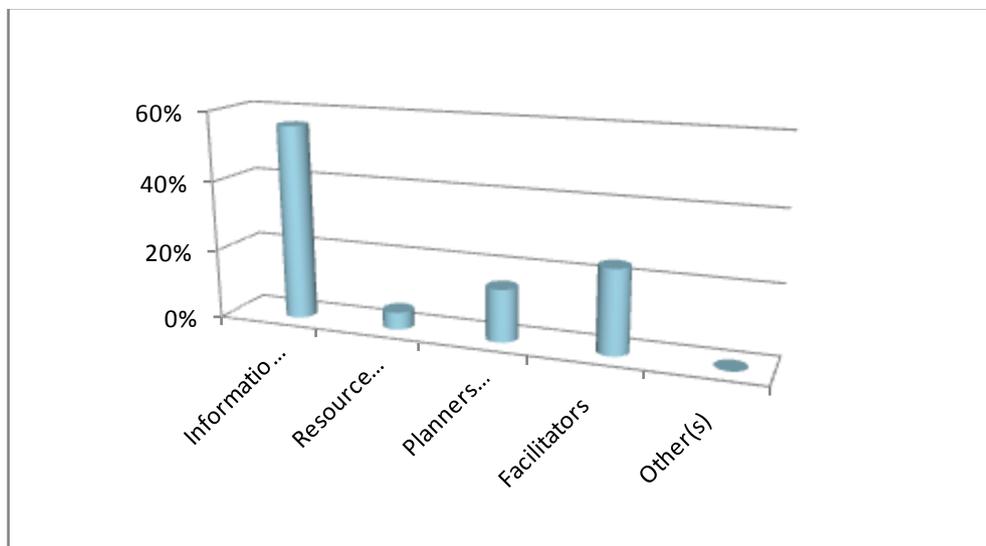
The table illustrates two distinct groups of participants. The first one (61.5%) responded that it is impossible for the teacher to be aware about all the students in the classroom. Mainly because of crowded classes and students’ differences in terms of learning styles, and the fact that what works for some students does not work for others. Conversely, the second group (38.5%) disagreed. They claimed for the probability that a teacher can deal with all students (whatever their differences) by using attractive techniques and by involving them in learning; in brief, getting them motivated and stimulated.

Item 12: Students’ Perceptions about their Teachers’ Roles

Option	Number	%
Information providers	22	56%
Resource developers	02	05%

Planners and assessors	06	15%
Facilitators	09	24%
Other(s)	00	00%

Table 12: Students' Perceptions about their Teachers' Roles



Graph12: Students' Perceptions about their Teachers' Roles

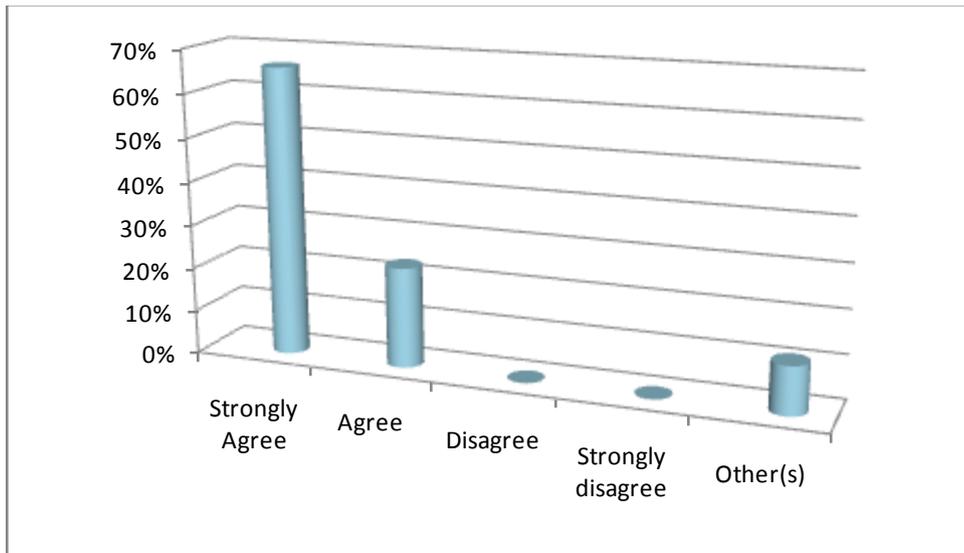
Results show that (56%) of the sample considers teachers of English as information providers for language learners whereas (24%) perceive the teacher as a facilitator. Moreover, being planners and assessors is the opinion of other learners (15%), but few of them (05%) have an idea that a teacher is a kind of resource development.

Certainly, teachers need to play multiple roles in and outside the classroom. According to, Harmer (2008), "Good teachers care more about their students' learning than they do about their own teaching"(pp. 2-3). Therefore, the teacher's role goes well beyond information giving, with the teacher having a range of key roles to play in the education process (Biggs, 1999).

Item 13: Students' Opinion about Teachers' Role

Option	Number	%
Strongly Agree	26	66%
Agree	09	23%
Disagree	00	00%
Strongly disagree	00	00%
Other(s)	04	11%

Table 13: Students' Opinion about Teachers' Role



Graph13: Students' Opinion about Teachers' Role

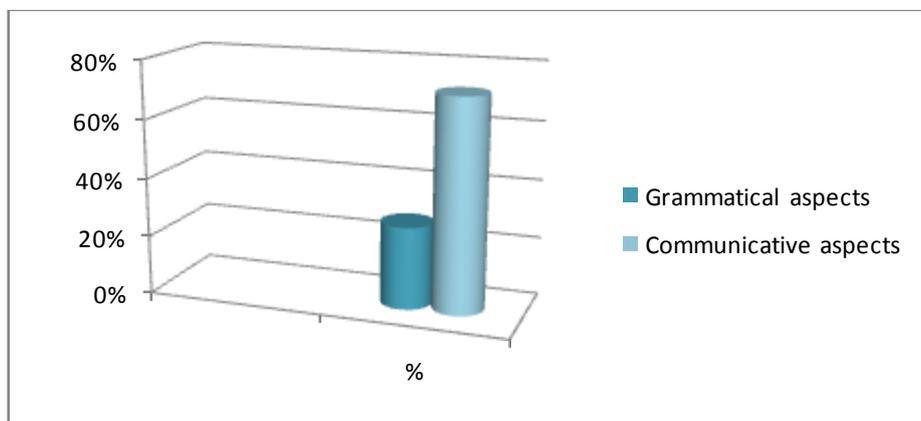
Results revealed that most of the participants (89%) strongly agreed about the teacher's roles that are mentioned above which are: Teacher as resource developers, as planners and assessors and as facilitator of the language learning. In addition to that, some of them (11%) believed that teacher should be well versed, creative, motivated, helper, and guider, organizes, planner, etc.

Section Three: Learners' Preferences and Perception about their own Learning and Future Carriers

Item 14: Language Aspects

Option	Number	%
Grammatical aspects	11	28%
Communicative aspects	28	72%

Table 14: Language Aspects



Graph14: Language Aspects

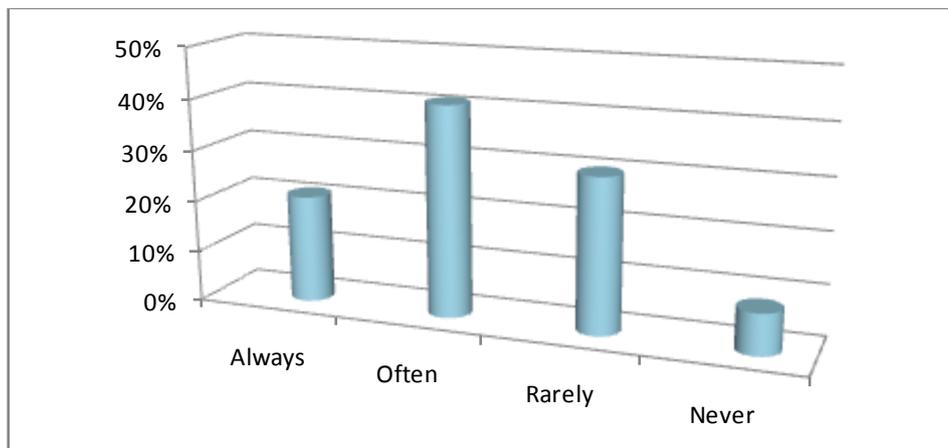
A simple answer was given by the participants. Most of them (72%) learn English for a communicative aspect at first level, then they mentioned the grammatical aspect as a second priority. However, some learners (28% of the sample) like to build their language basically on grammatical aspects rather than learning English for communication purposes. Many studies proved the same point of view.

Matters (1992) claims that most scholars consider linguistic competence to be a part of communicative competence, the socially appropriate use of language, and the methods reflect this shift from form to function.

Item 15: Students' Frequency of Participation

Option	Number	%
Always	08	21%
Often	16	41%
Rarely	12	30%
Never	03	08%

Table 15: Students' Frequency of Participation



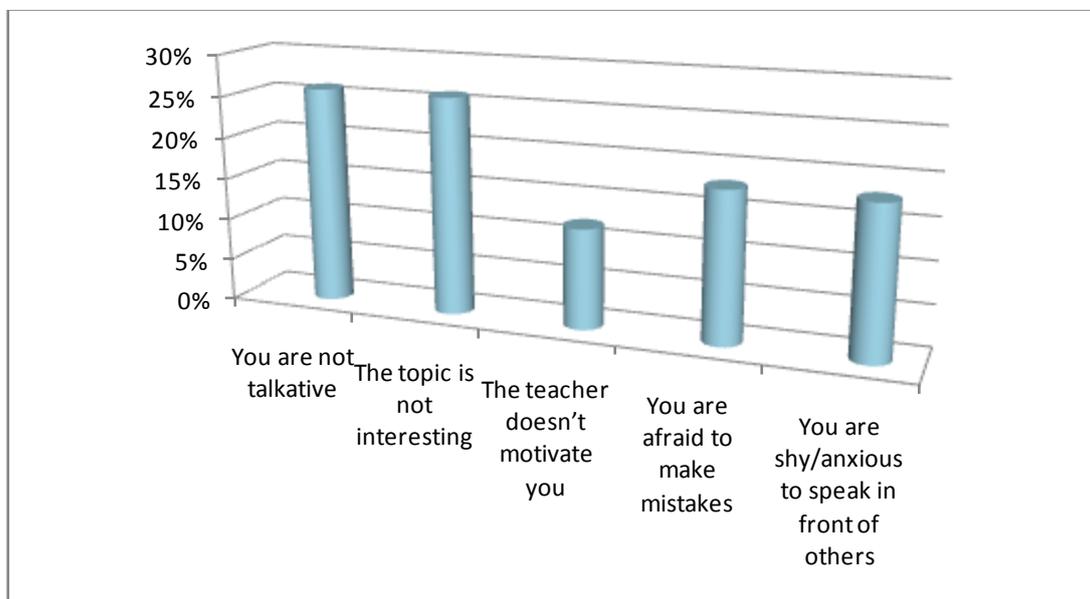
Graph15: Students' Frequency of Participation

Learners are different from each other in their way of learning, their personalities, their styles and abilities; and this can be seen in the table above where the following percentages are classified according to their attitude towards classroom interactions: (21%) of the sample always interact in class and (41%) often do so. Furthermore, a large number of participants (30%) rarely participate, and a few of them (8%) never participate and prefer to be totally passive. Therefore, each learner has his own learning styles.

Item 16: Students Reasons of Non Participation

Options	Number	%
You are not talkative	10	26%
The topic is not interesting	10	26%
The teacher doesn't motivate you	05	12%
You are afraid to make mistakes	07	18%
You are shy/anxious to speak in front of others	07	18%

Table 16: Students' Reasons of Non Participation



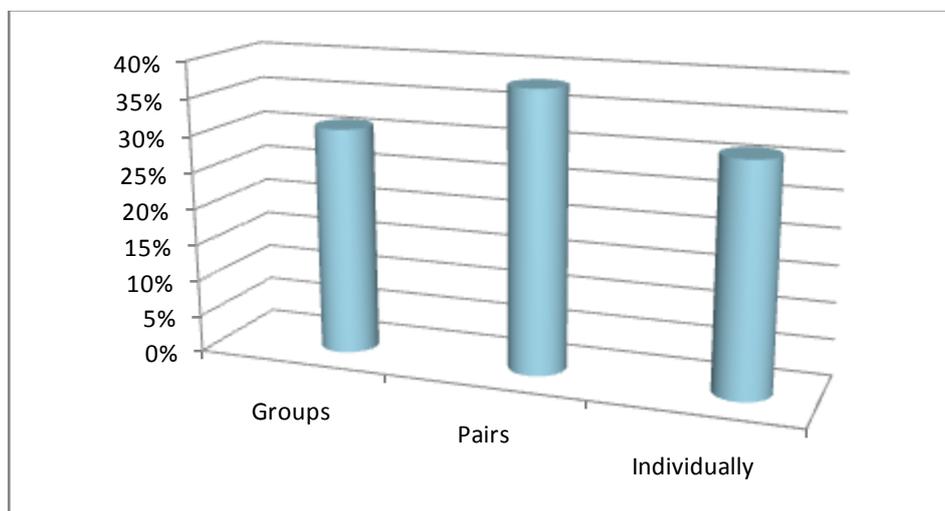
Graph16: Students' Reasons of Non Participation

As it is shown in the table, (26%) of the participants seem to be not talkative. Likewise, (26%) stated that they do not interact because the topic is not interesting. However, small percentages were divided between three other reasons such as the teacher does not motivate them (12%), they afraid to make mistakes (18%), or they are shy to speak in front of others (18%). Hence, learners always manipulate the learning operations. Otherwise, there are many factors influencing the learners' performance. Psychological factors are among the most powerful factors that influence learners negatively. Teachers should care about these cases and their role to engage learners and involve them. Students feel they belong in school when teachers express involvement and warmth. (Martin & Dowson, 2009; Wentzel, 1997)

Item 17: Students' Ways of Working in the Classroom

Options	Number	%
Groups	12	31%
Pairs	15	38%
Individually	12	31%

Table 17: Students' Ways of Working in the Classroom



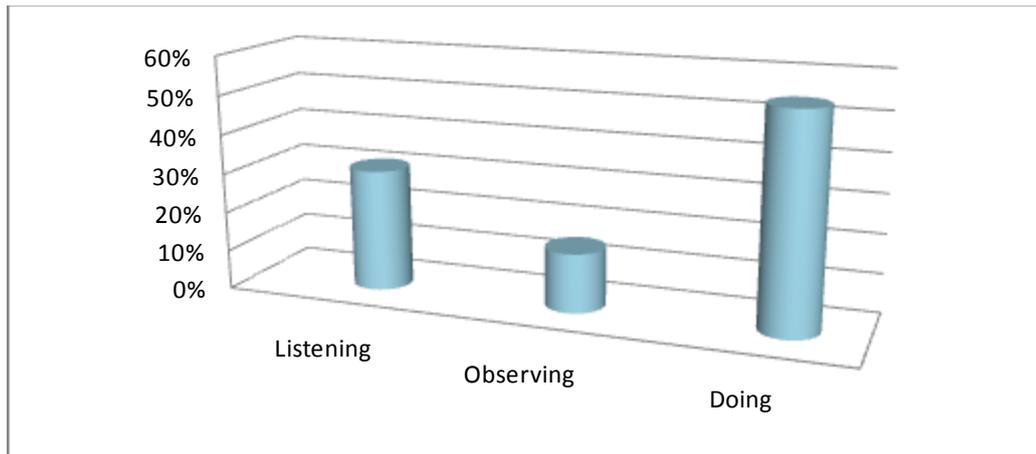
Graph17: Students' Ways of Working in the Classroom

Obviously, the results of this table indicate that (38%) of the respondents prefer to work in pairs in order to exchange ideas and information. Others (31%) have chosen to work individually, maybe because they do not like group works due to mates' noise and stress. They feel free when they work alone. With same percentage (31%), students confessed that they like to work in groups, in a cooperative atmosphere, to gain more opinions and thoughts with other class members.

Item 18: Learners' Styles

Learning STYLES	Number	%
Listening	12	31%
Observing	06	15%
Doing	21	54%

Table 18: Learners' Styles



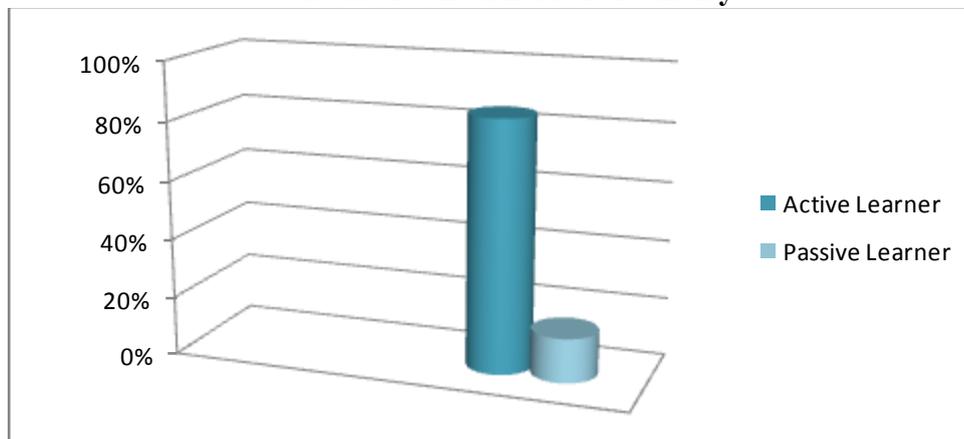
Graph18: Learners' Styles

The results of this table indicate that (31%) of learners to learn by listening, (15%) learn from observing while the highest percentage concern learners who learn by doing (54%). The term “learning styles” means that every student learns differently. Each student prefers way, in which he/she absorbs processes, comprehends and retains information. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. All of these are factors that can affect their learning achievement differently. The knowledge of the different learning styles that exist in a classroom is very important for the teachers because it enables them to meet their learners’ varied and to respond to their needs and interests. This makes instruction more effective.

Item 19: Learners' Personality

Learners' Personality	Number	%
Active Learner	33	85%
Passive Learner	06	15%

Table 19: Learners' Personality



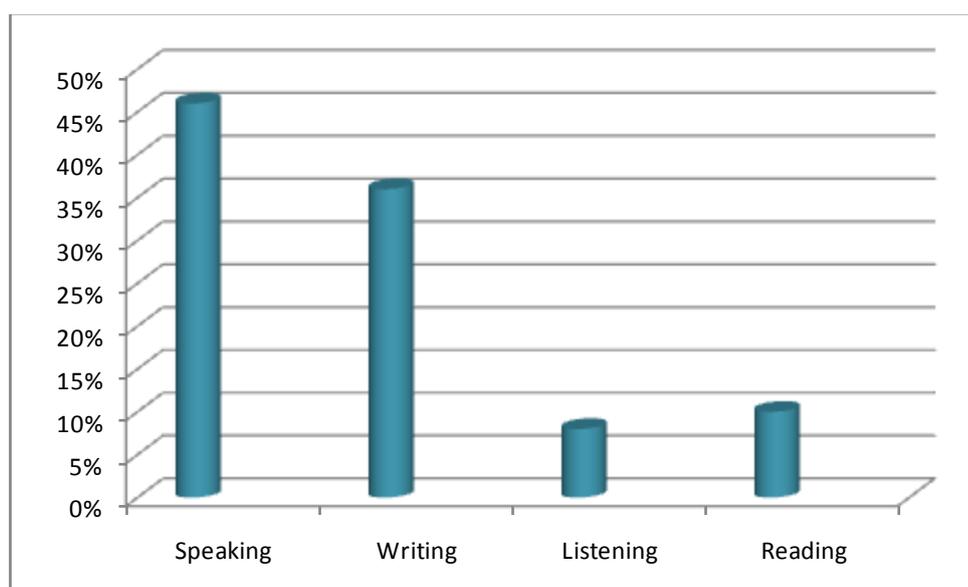
Graph19: Learners' Personality

Most of the obtained responses (85%) show that students are active learners: They saw themselves learning by engaging in the learning process. However, (15%) of the sample considered themselves passive learners that do not try to get involved in the teaching-learning process. Hence, the teacher's role is to provide accessible solutions, methods and strategies that make the passive learner active through stimulating, engaging, involving and creating a sense of connection or link between the teacher and learners.

Item 20: Students' Preferred Language Skills

Language Skill	Number	%
Speaking	18	46%
Writing	14	36%
Listening	03	08%
Reading	04	10%

Table 20: Students' Preferred Language Skills



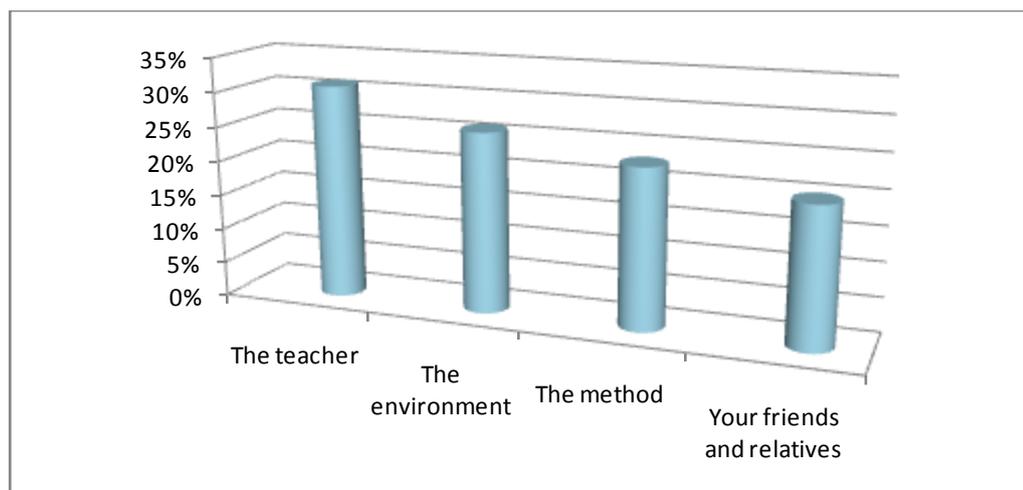
Graph20: Students' Preferred Language Skills

The results show that Master One EFL learners at Biskra University have more interests on learning how to speak (46%). Otherwise, (36%) of the sample prefer to learn and to improve how to write. Therefore, both categories' intention is to master the productive skills. Nevertheless, (8%) of the sample want to master listening, and (10%) opted for the receptive skill which is reading to be focused on.

Item 21: Motivating Factors

Motivating Factors	Number	%
The teacher	12	31%
The environment	10	26%
The method	09	23%
Your friends and relatives	08	20%

Table 21: Motivating Factors



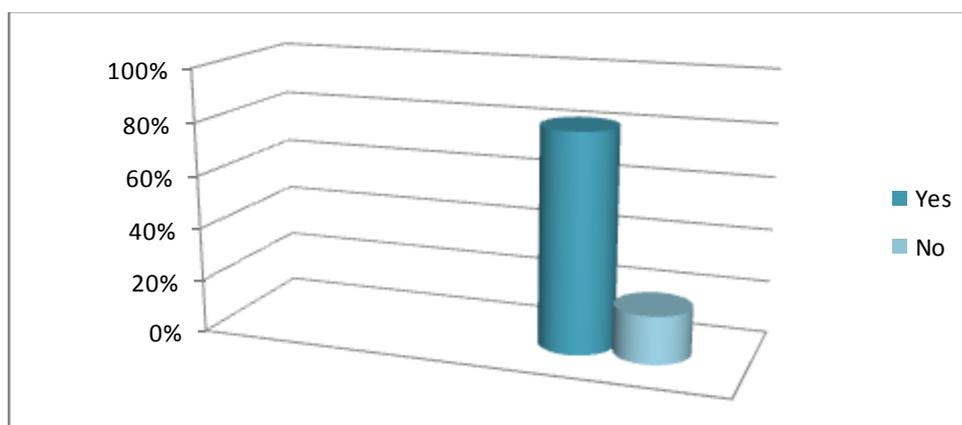
Graph21: Motivating Factors

The above table results indicate that the teacher's motivation is necessary in performing because it leads students to success. The overwhelming of the respondents (31%) confirmed that their teacher really motivates them. Furthermore, teaching methods play an important role in transmitting the knowledge and encouraging the process of learning; (23%) of learners agreed about that. Also, the learning environment can be seen as an important factor in motivating students. Normally, when students are in a comfortable and well-organized environment, they will be relaxed and will get sufficient feedback to learn; (26%) of the sample believed that. (20%), however, indicated that they are motivated and encouraged from other sources like themselves, their parents, their friends and their relatives. Learners get inspired by different sources of motivation as they have different learning styles.

Item 22: Students' Opinions towards Becoming Future Teachers

Students' Opinions	Number	%
Yes	32	82%
No	07	18%

Table 22: Students' Opinions towards Becoming Future Teachers



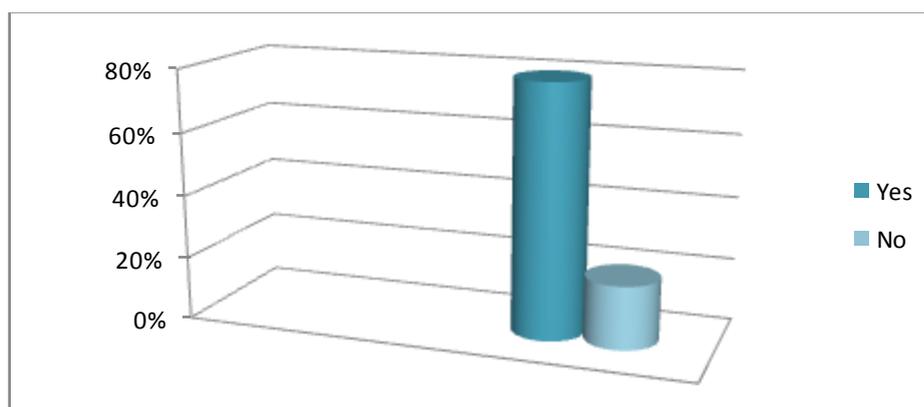
Graph22: Students' Opinions towards Becoming Future Teachers

A clear answer was stated in this table. It showed that the majority of learners (82%) study English to be a future English teacher whereas few students (18%) represent the category of learners who study English for other goals such as communicative purposes since English is an international language.

Item 23: Learner's Opinions towards Training before Teaching

Option	Number	%
Yes	31	79.5%
No	08	20.5%

Table 23: Learner's Opinions towards Training before Teaching



Graph23: Learner's Opinions towards Training before Teaching

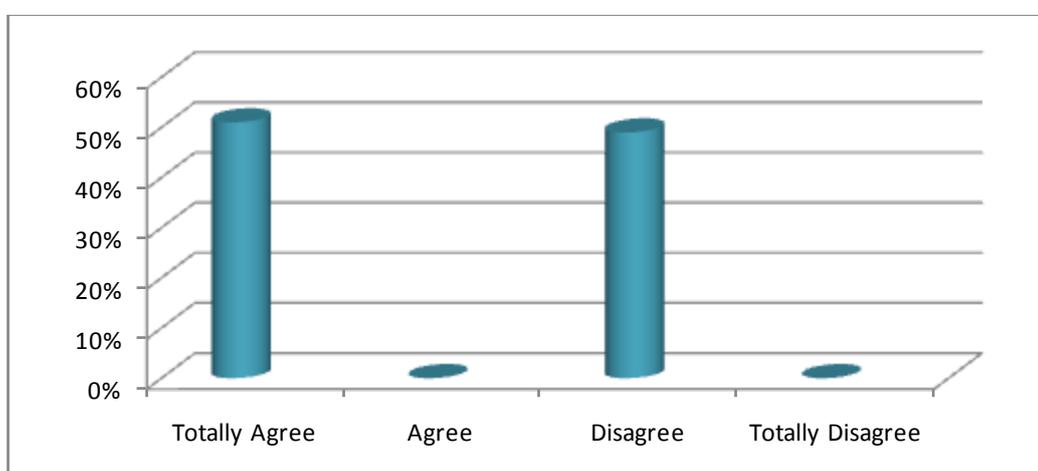
Most of the respondents (79.5%) think that they are well prepared to start teaching since they acquired the knowledge needed and gained an appropriate academic level through studying various modules from expert teachers. However, (20.5%) of them think

that to be a teacher, one needs to have professional training that helps him/her start a career safely besides what they have learned from the university. Learners need to practice and meet the challenges of the present time.

Item 24: Students’ Opinion about whether University Provides Practical Knowledge

Option	Number	%
Totally Agree	20	51%
Agree	00	00%
Disagree	19	49%
Totally Disagree	00	00%

Table24: Students’ Opinion about whether University Provides Practical Knowledge



Graph24: Students’ Opinion about whether University Provides Practical Knowledge

The statistics are standing clearly in two perspectives. The former presents (51%) of the sample who totally agreed that the university provides a theoretical knowledge rather than a practical one because it aims to teach a language to be used not to be taught and to teach its cultural dimensions. However, the other perspective represented by (49%) of the sample shows disagreement with the above mentioned statement. Students mentioned modules which provide the necessary information and an appropriate guide such as didactics and psychology. That means, English language learners are totally aware of their own study and goals.

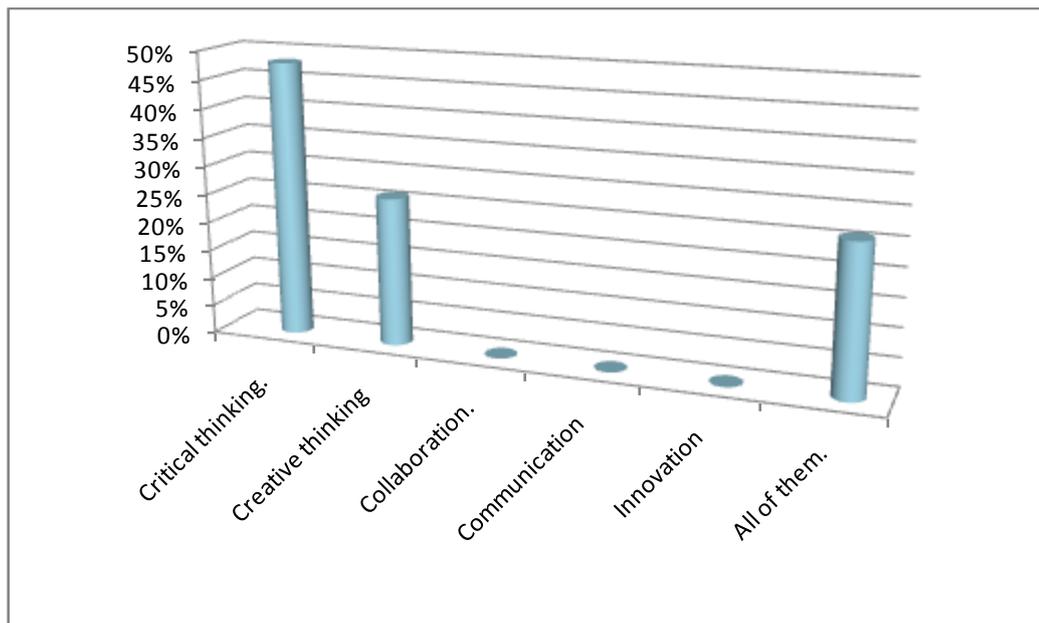
Item 25: Students Opinion about The teacher of 21st century

The 21st century teacher, for Master One LMD students is the one who creates an enjoyable atmosphere in the classroom. Teachers should use different methods and strategies, adopt new materials and techniques that suit the learning styles, create new ideas, use technology, stimulate thinking, and motivate. In addition, students see that a teacher must be well versed, skilled, proficient, patient, careful, respectful and creative.

Item26: The 21st Century Learning Skills

21 st century learning skills	Number	%
Critical thinking.	19	48%
Creative thinking	10	26%
Collaboration.	00	00%
Communication	00	00%
Innovation	00	00%
All of them	10	26%

Table25: The 21st Century Learning Skills



Graph 25: The 21st Century Learning Skills

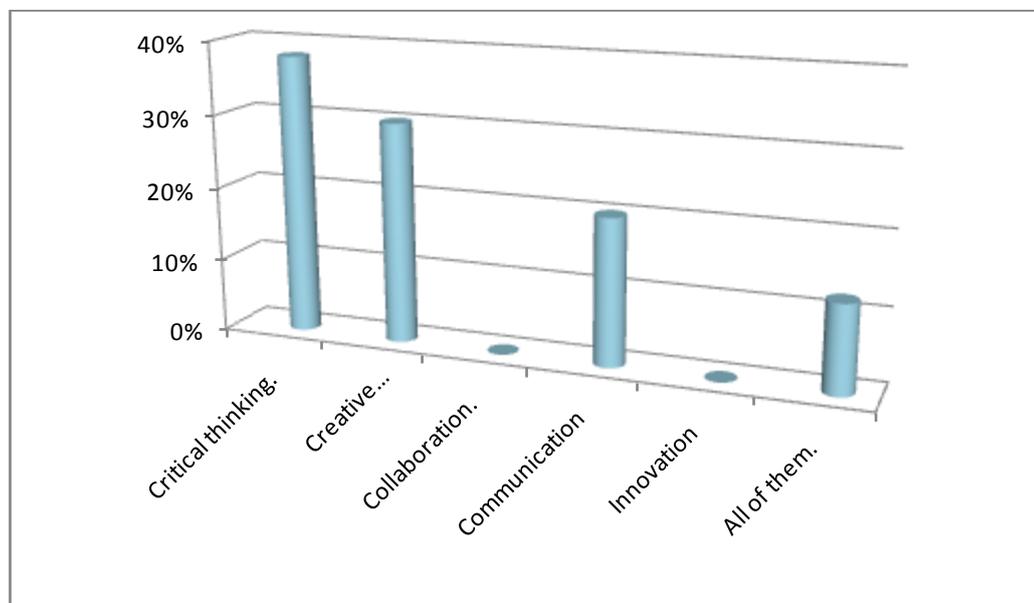
Critical thinking skills took the highest percentage among language learners with a percentage of (48%). Also, creative thinking was one of the skills that have been chosen among the 21st century skills with (26%) to be essential in the learning process. However, (26%) of the sample think that the best answer about the 21st century learning skills include all of them as well. They claimed that being critical and creative means using their brain and thinking deeply. Furthermore, collaboration encourages and allows them to share their opinions and draw a final conclusion by themselves. Communication is the

ultimate goal for learners when they learn a language and innovation is the concrete result, teachers want to achieve on their learners.

Item 27: Students’ Perception of the Most Important Skills for Teaching and Learning

21 st century learning skills	Number	%
Critical thinking	15	38%
Creative thinking	12	30%
Collaboration	00	00%
Communication	08	20%
Innovation	00	00%
All of them	04	12%

Table26: Students’ perception of the most important skills for Teaching and Learning



Graph26: Students’ perception of the most important skills for Teaching and Learning.

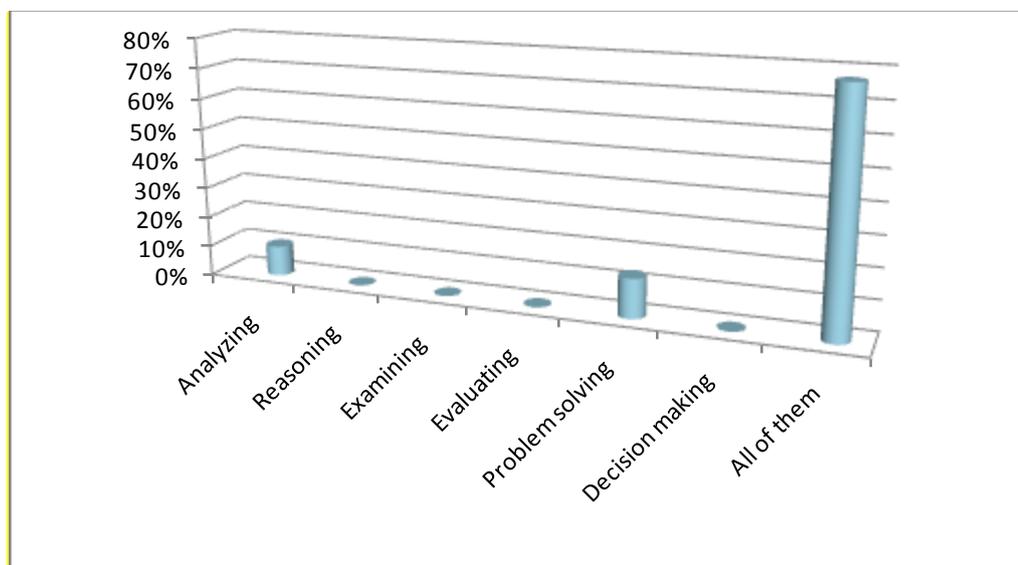
Learners (of the sample) were asked to share their opinion about the most important 21st century learning skills that are needed for teaching or learning a second language. (68%) of students chose both creative and critical thinking skills as necessary. (20%) gave the importance to the communication process, whereas (12%) saw that in order to achieve the main goal, they need to deal with all the modern skills nowadays.

Section Four: Student's Perception of Critical Thinking

Item 28: Critical Thinking Process

Thinking Critically	Number	%
Analyzing	04	10%
Reasoning	00	00%
Examining	00	00%
Evaluating	00	00%
Problem solving	05	13%
Decision making	00	00%
All of them	30	77%

Table27: Critical Thinking Process



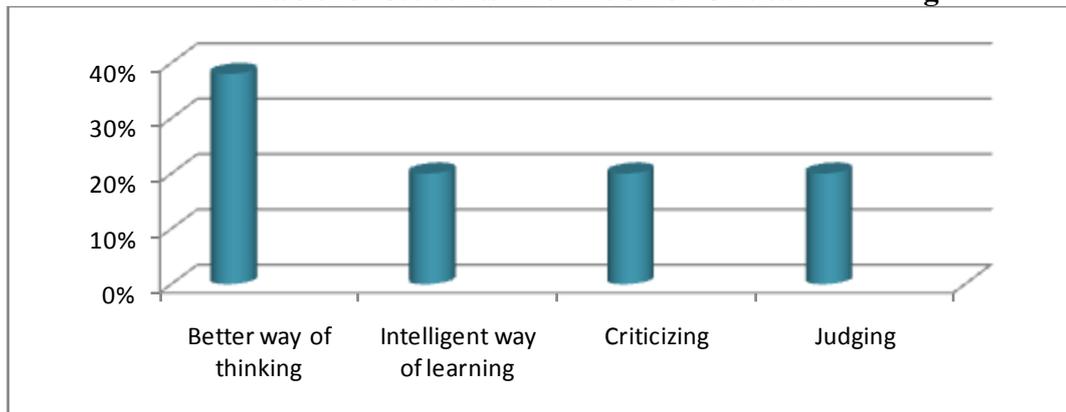
Graph27: Critically Thinking Process

For this question, learners were asked about the necessary process to think critically. (10%) of the participants has the idea that critical thinking can occur through analyzing the claim. Others (13%) stand for problem solving as the main objective through thinking critically. Besides that, a high percentage (77%) includes all of them as analyzing, reasoning, examining, evaluating, problem solving and decision making to think critically. Paul (1985) claims that, Critical thinking is the intellectual process of actively 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.

Item 29: Students' Definition of Critical Thinking

Definition of Critical Thinking	Number	%
Better way of thinking	15	38.5%
Intelligent way of learning	08	20.5%
Criticizing	08	20.5%
Judging	08	20.5%

Table28: Students' Definition of Critical Thinking



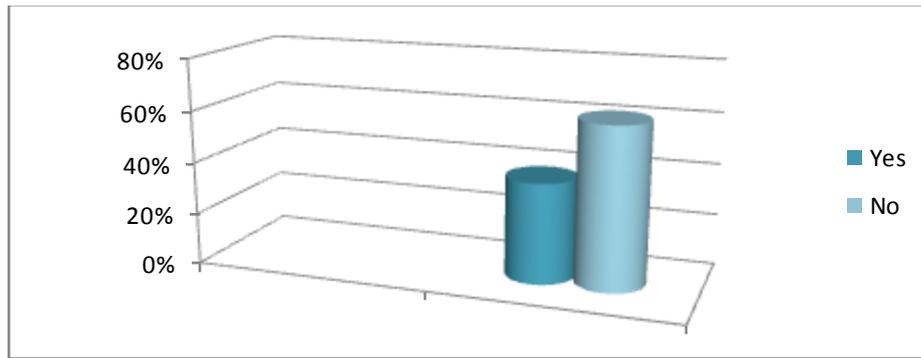
Graph 28: Students' Definition of Critical Thinking

The learners were supposed to think about the exact meaning of critical thinking. Their answers were divided into four opinions in which (20.5%) were given equal to three of them: Intelligent way of thinking, criticizing and judging. The rest of the sample which represents (38.5%) gave the priority to “a better way of thinking” to define critical thinking. Therefore, we deduce that Master One students have a clear idea about critical thinking concept.

Item 30: Teaching Critical Thinking

Options	Number	%
Yes	15	38.5%
No	24	61.5%

Table29: Teaching Critical Thinking



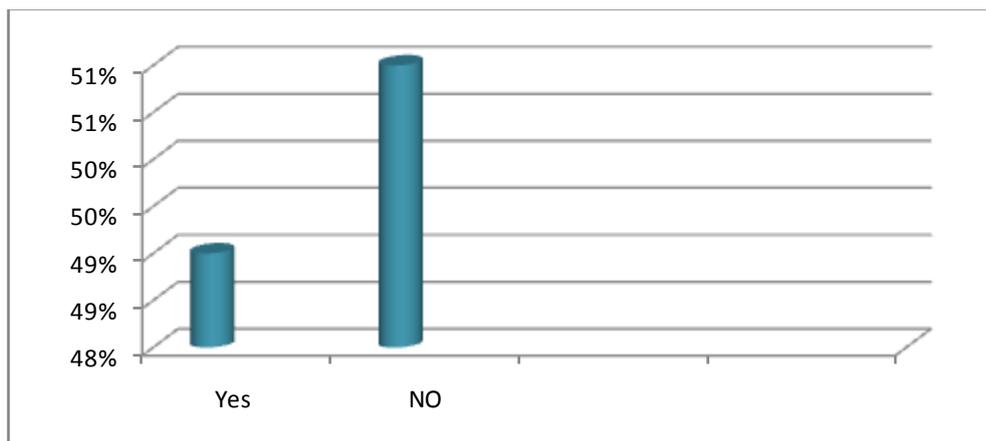
Graph29: Teaching Critical Thinking

According to these statistics, Master One LMD students' opinions are divided into two different points of views. Students were asked whether their teacher taught them critical or not. The highest percentage (61.5%) disagreed and revealed that they do not see their learning based on critical aspect at all. However, (38.5%) totally agreed because their teachers' implement critical thinking standards in various modules such as; Discourse Analysis, Acquisition Process, Pragmatics, Didactics and even in learning the four skills.

Item 31: Teachers' Encouragement to Develop Students' Critical Thinking

Options	Number	%
Yes	19	49%
No	20	51%

Table30: Teachers' Encouragement to Develop Students' Critical Thinking



Graph 30: Teachers' Encouragement to Develop Students' Critical Thinking

The results in the table looks somewhat divergent. The views were divided between yes and no evenly. (51%) think that their teachers do not encourage them to be critical

thinkers. However, (49%) claimed that their teacher applied certain criteria during the class work for the sake of analyzing, examining, thinking about the claim before making any judgment as well as evaluating and questioning before accepting or rejecting any hypothesis.

Item 32: Students' Opinion about Critical Thinking

The majority of the students think about critical thinking as an essential aspects needed to be integrated in class. It is a skill used for developing mental activities, thinking abilities and learning awareness. It also makes learners able to be independent, active and urges to practice their intelligence. Consequently, their learning level will develop, and their achievements will increase.

3.3. Teachers' Questionnaire

3.3.1. Aim of the Teachers' Questionnaire

The questionnaire was used to express the teachers' thought about their roles, beliefs, attitudes, knowledge and about their awareness towards learners. Also, the questionnaire aim was stated to see what teachers think about critical thinking as a learning skill, how they can enhance learners' critical thinking and how they can prepare their students for university success that extend to their professional life.

3.3.2. Administration of the Teachers' Questionnaire

The teachers' questionnaire was administered to eight (08) teachers hand to hand or sent through social media "facebook.com". 06 teachers gave their answers back. The participants of this study, teach different modules which allow us to collect different views and opinions; this will give more credibility for the results of the study.

3.3.3. Description of the Teachers' Questionnaire

The questionnaire was composed of twenty-eight questions divided into four main sections. First of all, section one aimed at finding out the teachers' professional career through two simple independent questions. Section two comprised six questions

seeking teacher's awareness of students' needs and abilities. Section three, titled Teachers' role in building students' knowledge and skills, was composed of thirteen related questions that developed the main aim. Lastly, section four was about the teacher's role in developing learners' critical thinking which contained seven questions that needed to be answered carefully. At the very end, a section was added for free suggestions or comments from the part of teachers.

3.3.4. Analysis of Results

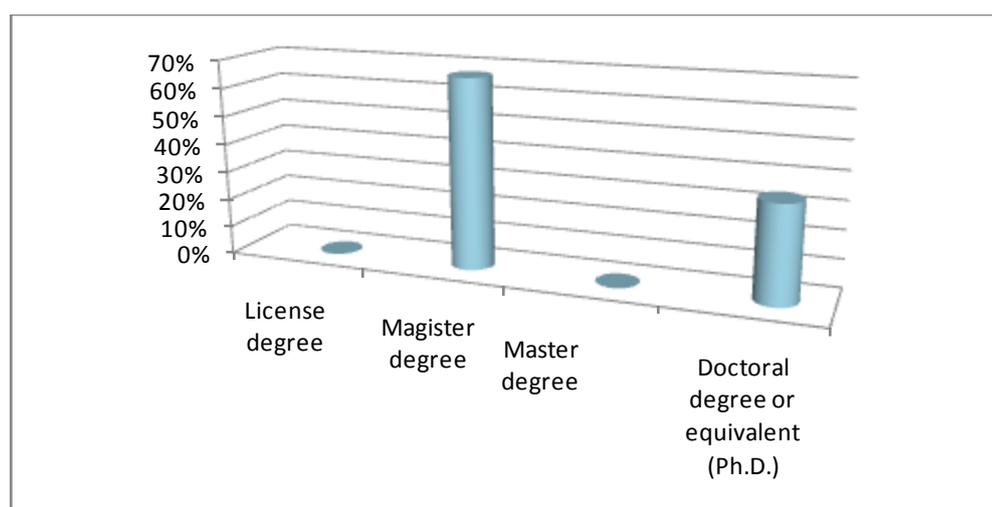
The answers collected from teachers' questionnaires have been counted and organized in tables and graphs in order to quantify the results which are presented below.

Section one: Background Information

Item33: Teachers' Educational Degree

Educational degree	Number	Percentages
License degree	00	00 %
Magister degree	04	66.67%
Master degree	00	00 %
Doctoral degree or equivalent (Ph.D.)	02	33.33%

Table31: Teachers' Educational Degree



Graph 31: Teachers' Educational Degree

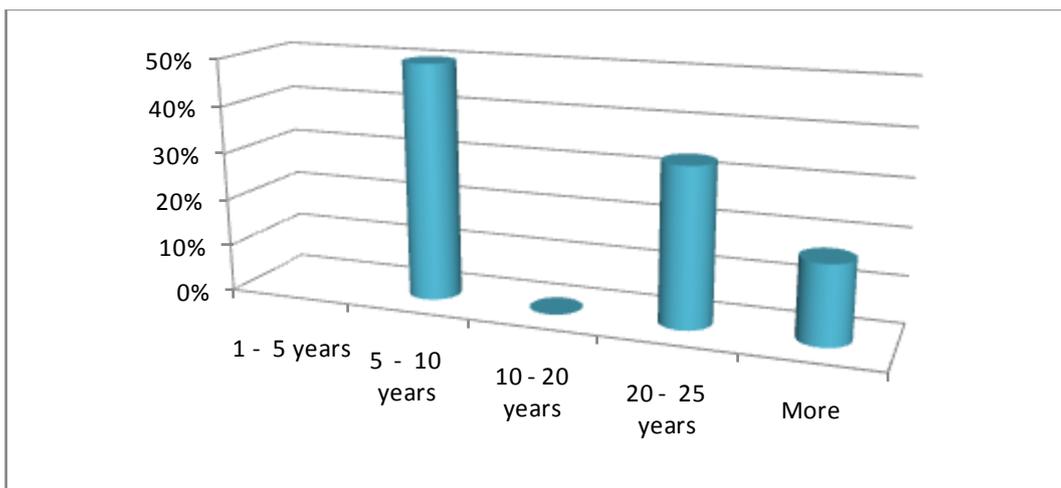
The table above indicates that 66.67% of the sample (representing 04 teachers) has a Magister degree, and (33.33%) have a Doctorate degree. Since teachers are from Biskra University, this gave us the chance to know whether the elements examined through this

study hamper just the advance of postgraduate M2 analysts or hamper even the advance of postgraduate doctorate.

Item34: Teachers' Experience

Years of work experience	Number	Percentages
1 - 5 years	00	00 %
5 - 10 years	03	50%
10 - 20 years	02	33.33%
20 - 25 years	00	00 %
More	01	16.67%

Table32: Teachers' Experience



Graph 32: Teachers' Experience

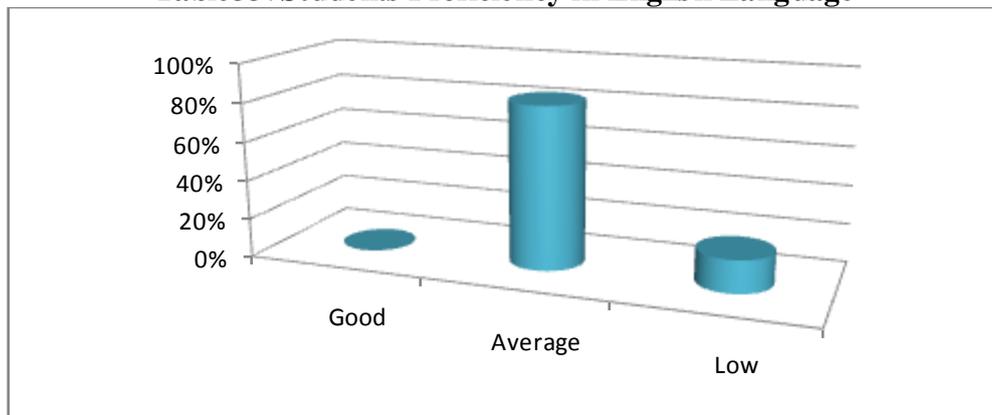
The table above demonstrates that among the participants, there are no novice teachers who have less than 5 years of experience. Indeed, (50%) of the sample are experienced teachers with (5-10 years). (33.33%) are teachers who have an experience of more than 10 years to 20 years, and the rest of the sample (16.67%) is an expert teacher with more than 25 years of experience. This demonstrates that the division of English Language in the University of Biskra has teachers from different generations. The vast majority of them are experienced teachers with no under five years of experience. This will give our research more validity, rationality and reliability.

Section two: Teacher’s Awareness of Student’s Needs and Abilities

Item35: Students Proficiency in English Language

Opinion	Number	Percentages
Good	00	00 %
Average	05	83.33 %
Low	01	16.67 %

Table33: Students Proficiency in English Language



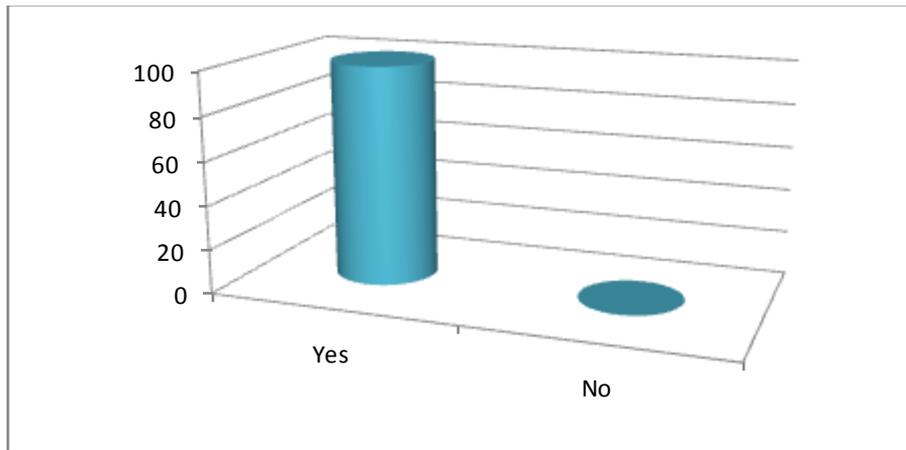
Graph 33: Students Proficiency in English Language

What is noticeable from the outcomes which appear above is that the great majority of respondents (83.33 %; who are 05 teachers) assumed that students’ proficiency in English language takes an average level whereas (16.67%) which represents one teacher claimed that the proficiency level is low. These considerations can be stated clearly through examining EFL learners’ performance and marks.

Item36: Students’ Awareness of their Future Career

Opinion	Numbers	Percentages
Yes	00	00%
No	06	100%

Table 34: Students’ Awareness of their Future Career



Graph 34: Students’ Awareness of their Future Career

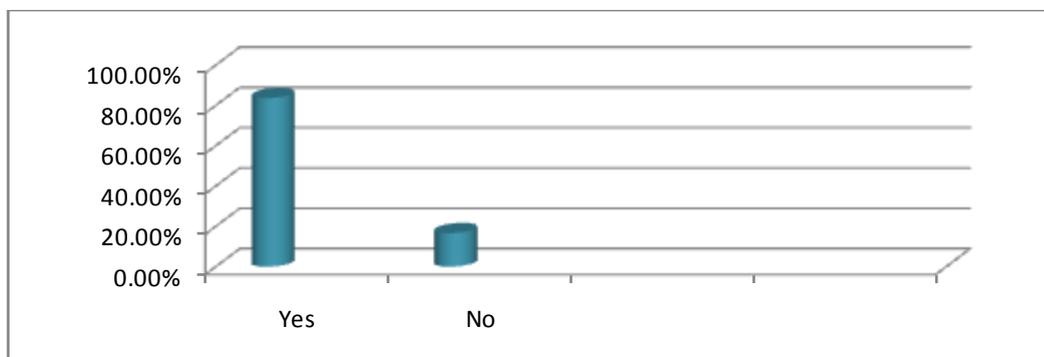
All the participants (100%) find that LMD graduated students are not aware of the challenges they may face after graduation. According to them, EFL learners are excited at first, but they may face difficulties to find a job. If they start teaching, they will face the difficulty of applying what they have learned in real life. They would feel confused because of the lack of experience and training.

Moreover, a number of teachers think that some students are not motivated to learn and show no real engagement in the process of learning. In addition, they have no idea about the syllabus of the three levels and their knowledge is not compatible with what is required in the work market. In fact, teaching is different from learning and from students’ reality.

Item37: University Courses and the Future Requirement

Opinion	Numbers	Percentages
Yes	05	83.33 %
No	01	16.67 %

Table 35: University Courses and the Future Requirement



Graph 35: University Courses and the Future Requirement

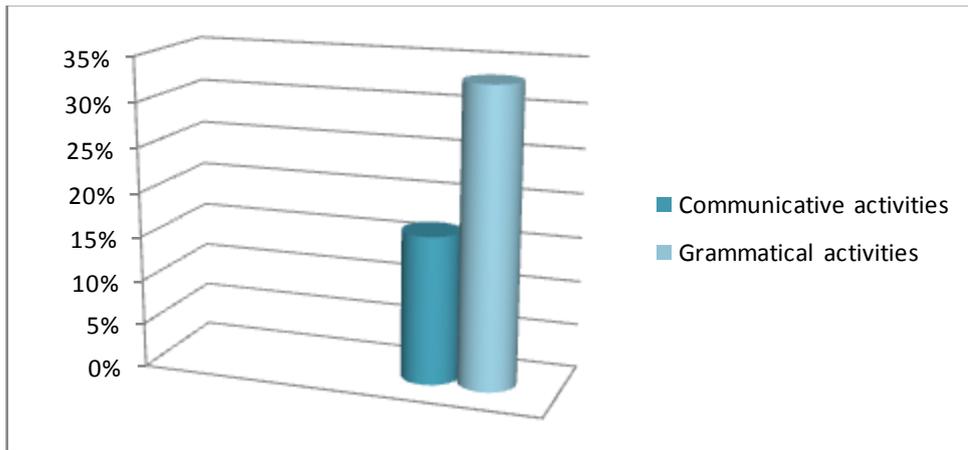
In one hand, most of the respondents (83.33% representing 05 teachers) claimed that there is a real disconnection between university courses and the future teaching requirement. According to them, some teachers chose the subjects on the basis of their abilities not on the basis of students' future needs and requirements. Also, learners do not know about CBA application in educational institution. They are not properly and realistically prepared to adapt to their situations in the educational atmosphere; students will find it difficult to apply what they learned in real situation because they need training. In addition, teachers reported that university courses are rather theoretical without any training practice or a good understanding of the teaching and learning process and the psychology of learners. They argued that there are a lot of theories taught instead of giving students contextualized teaching; that fits their needs in the future by practicing the language rather than knowing about it.

On the other hand, one teacher (16.67%) believes that there is no disconnection between university courses and the future requirement of teaching. For him/ her, there are university courses and independent modules that serve learners in the domain of teaching and ensure the construction of a linguistic basis and offer them the necessary help and guide such as in didactics, psychology, grammar, teaching the four skills and classroom management. There are also modules for formative and summative evaluation.

Item38: Teaching Activities

Option	Numbers	Percentages
Communicative activities	05	83.33%
Grammatical activities	00	00%
Analytical activities	00	00%
All	01	16.67%

Table36: Teaching Activities



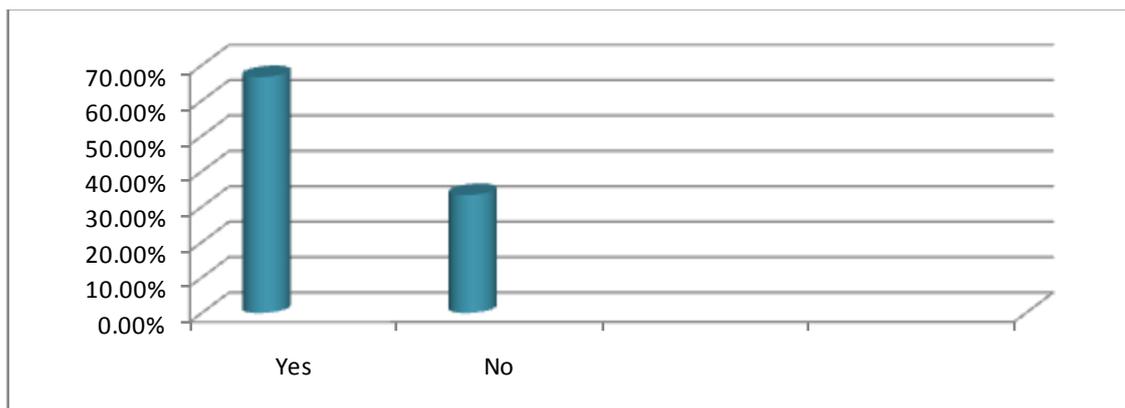
Graph 36: Teaching Activities

What is remarkable from the results above is that a big part of the respondents (83.33%) gave more significance to communicative activities in teaching English language. Whereas, (16.67%) gave the significance for all different types of activities such as grammatical and analytical activities including communicative activities to build the context and setting the goal of the lesson.

Item39: Teachers’ Awareness about their Learners’ Styles and Strategies

Agreement	Numbers	Percentages
Yes	04	66.67%
No	02	33.33%

Table37: Teachers’ Awareness about their Learners’ Styles and Strategies



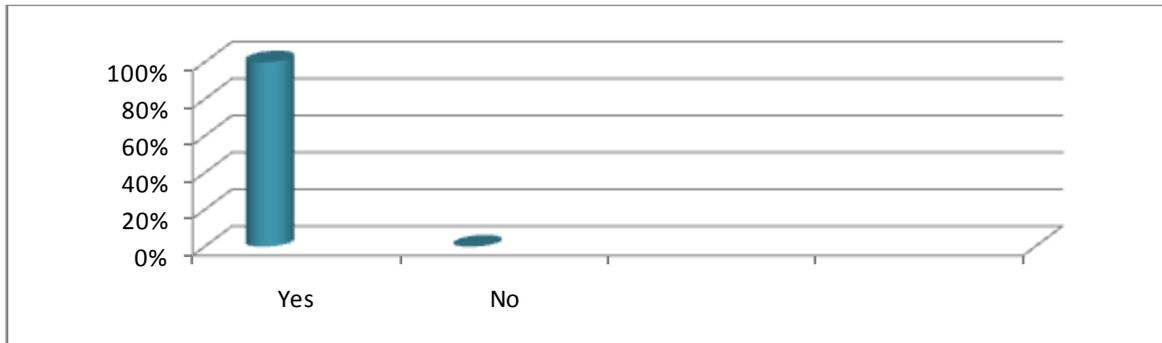
Graph 37: Teachers’ Awareness about their Learners’ Styles and Strategies

The majority of the participants (66.67%) confirmed their awareness of their learners’ styles and strategies in learning English as a foreign language while (33.33%) confessed their ignorance to this point by emphasizing on other priorities in teaching such as using teaching methods, techniques and strategies.

Item 40: Teachers’ Opinion about Factors Affecting Learning Achievement

Opinion	Numbers	Percentages
Yes	06	100 %
No	00	00 %

Table 38: Teachers Opinion about Factors Affecting Learning Achievement



Graph38: Teachers Opinion about Factors Affecting Learning Achievement

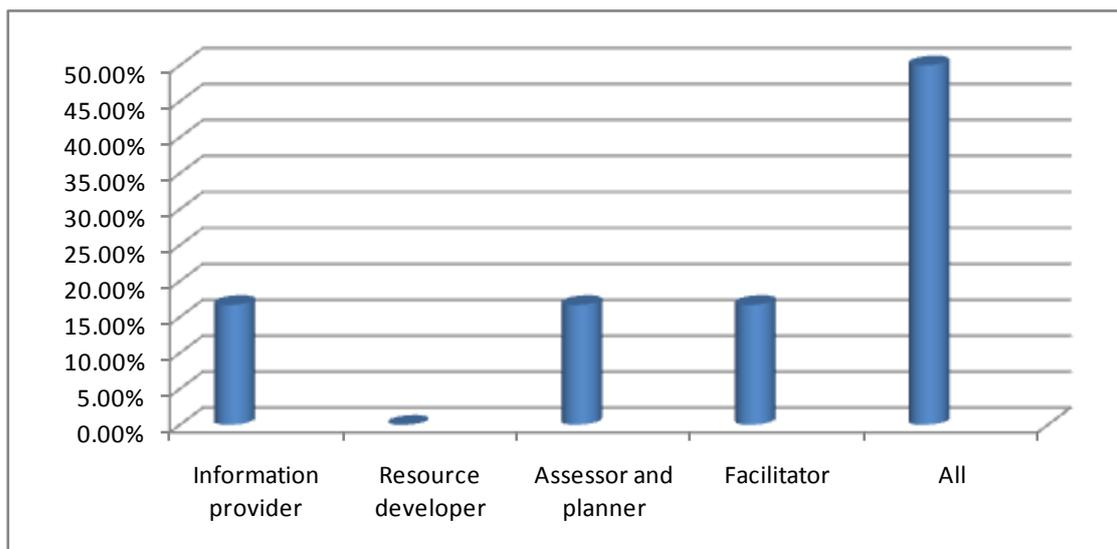
The findings illustrated in the above table show that all respondents (100%) consider the learner differences as a main factor that can influence students’ learning accomplishments since it affects the individual learner himself. Students come to the class with different cultures, backgrounds, and purposes. Moreover, they have different levels of motivation as well as different attitudes and abilities. They respond differently to the instructional practices in the classroom. The more they are aware of their learning, the better learning achievement they reach.

Section three: Teachers’ Role in Building Students’ Knowledge and Skills

Item41: Teachers’ Role

Options	Numbers	Percentages
Information provider	01	16.67 %
Resource developer	00	00 %
Assessor and planner	01	16.67 %
Facilitator	01	16.67 %
All	03	49.99 %

Table39: Teachers’ Role



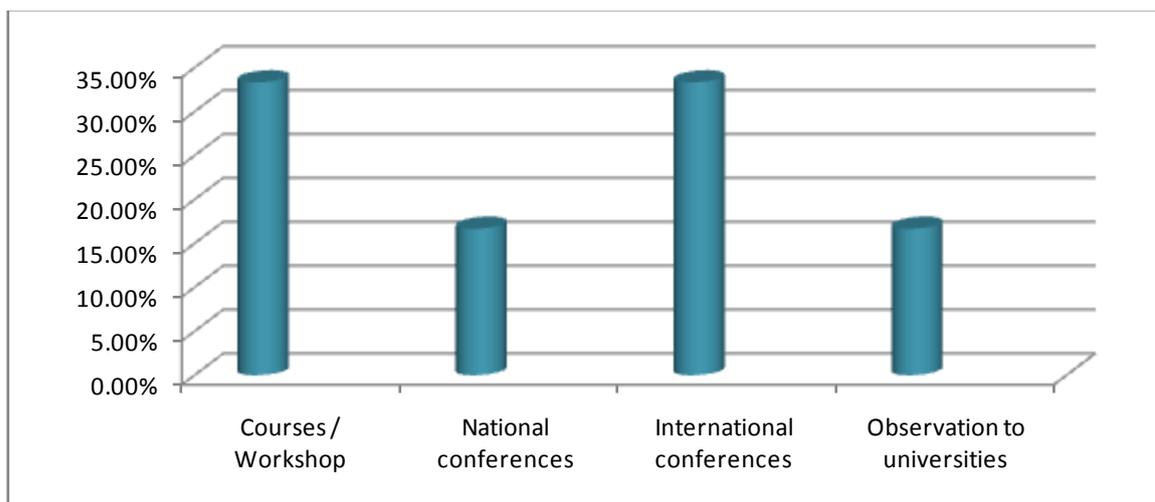
Graph 39: Teachers’ Role

The results obtained reveal that participants have different viewpoints about the teacher’s role in class. Indeed, (16.67%) that represent three (03) teachers opted for a specific role differently: information provider, facilitator, or assessor and planner. However, three other teachers (49.99%) have seen that teachers’ roles can be provided through the combination of all the previous mentioned roles in addition to “resource developer”. The participants shared other opinion through adding other roles in which they believe it is so important to play the role of motivator and guide or maybe all and more than these roles because a teacher is someone who teaches science artistically.

Item42: Professional Development

Options	Numbers	Percentages
Courses / Workshop.	02	33.33%
National educational conferences or seminars	01	16.67 %
International educational conferences or seminars	02	33.33 %
Observation visits to other universities	01	16.67 %

Table40: Professional Development



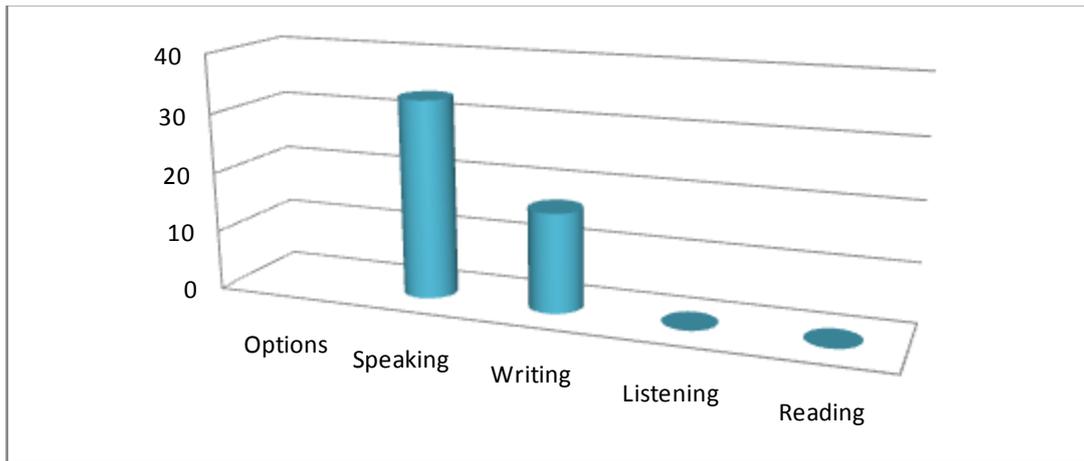
Graph 40: Professional Development

It is clear from this table that among MKU teachers, there are many who are participating in the professional development and this is what the sample of the study represents in which (33.33%) is given for the two first options the courses or workshop and to the international educational conferences or seminars. Nevertheless, one teacher (16.67%) opted for observation visits to other universities, and another teacher revealed that he/she is assisted national educational conferences or seminars. These results confirm that teachers in MKU are looking to sustain their knowledge and to improve their professional career.

Item43: Skills' Focus

Options	Numbers	Percentages
Speaking	02	33.33%
Writing	01	16.67 %
Listening	00	00 %
Reading	00	00 %
All of them	03	50 %

Table41: Skills' Focus



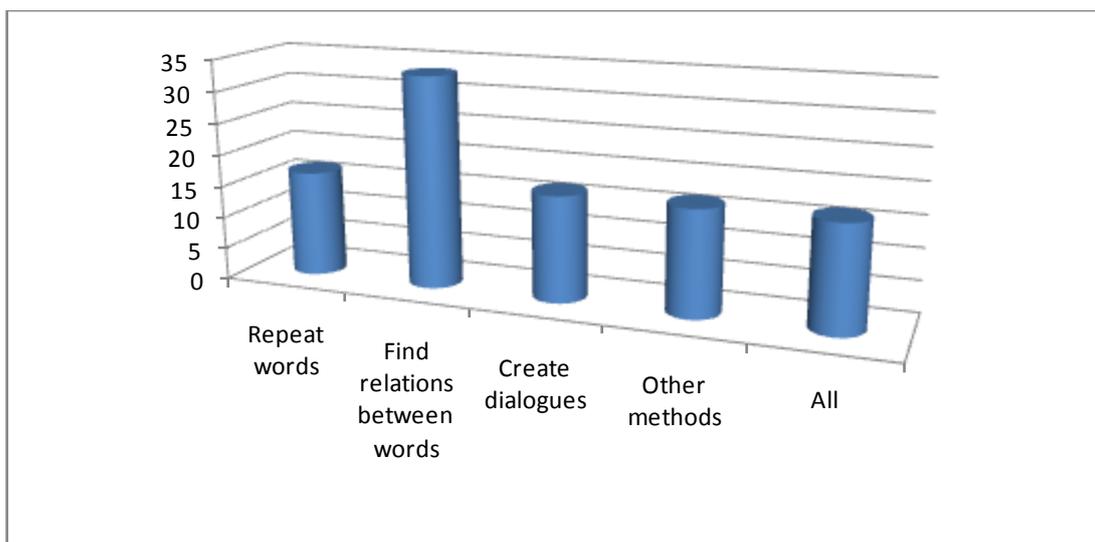
Graph41: Skills' Focus

The findings illustrate that (33.33%) from the respondents prefer to focus more on speaking skills in teaching rather than the other skills whereas (16.67%) from the respondents focus more on writing skills. In addition, a good number of the participants (50%) used to play with them all to suit the different learning styles.

Item44: Teaching Vocabulary

Options	Numbers	Percentages
Repeat words	01	16.67 %
Find relations between words	02	33.32 %
Create dialogues	01	16.67 %
Other methods	01	16.67 %
All	01	16.67 %

Table42: Teaching Vocabulary



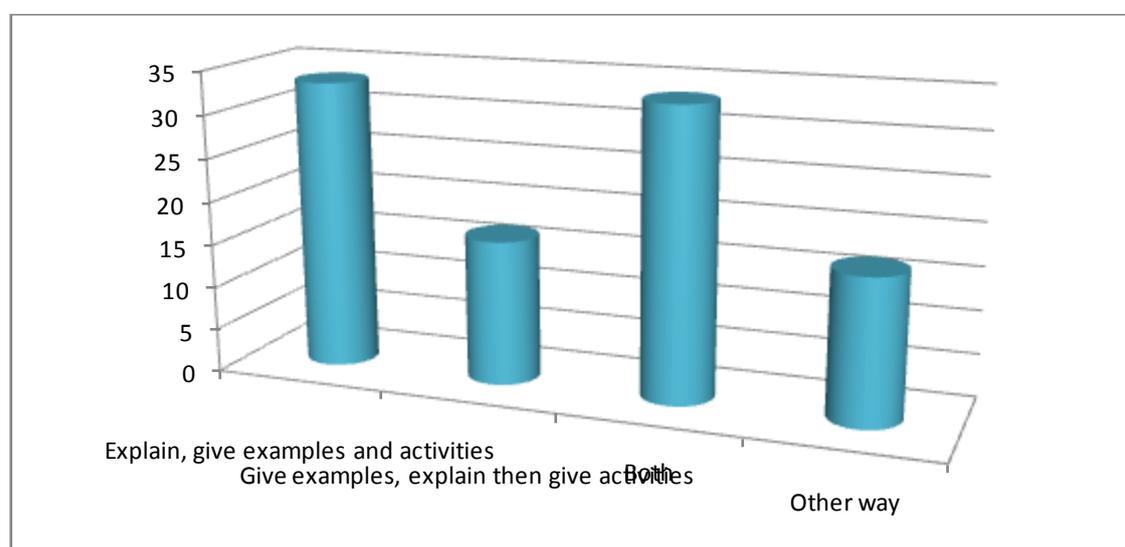
Graph42: Teaching Vocabulary

The above table indicates that there are different views about the way of teaching vocabulary. The highest percentage (33.32%) of the sample teaches vocabulary by making students find the relation between words. (16.67%) was given similarly to the rest three choices to teach vocabulary, namely: repeating words, creating a dialogue, and other methods. One teacher (16.67%) stated that he/she uses all the mentioned methods to reach the language comprehension as well as some others like terminology section, defining terms, grammar in context because (from his/her point of view) teaching must be eclectic; otherwise, it will be boring. He/she added that teachers should never be slaves of any teaching approach or method.

Item45: Teaching Grammar

Options	Numbers	Percentages
Explain, giving examples and activities	02	33.33 %
Give examples, explain then give activities	01	16.67 %
Both	02	33.33 %
Other ways	01	16.67 %

Table 43: Teaching Grammar



Graph43: Teaching Grammar

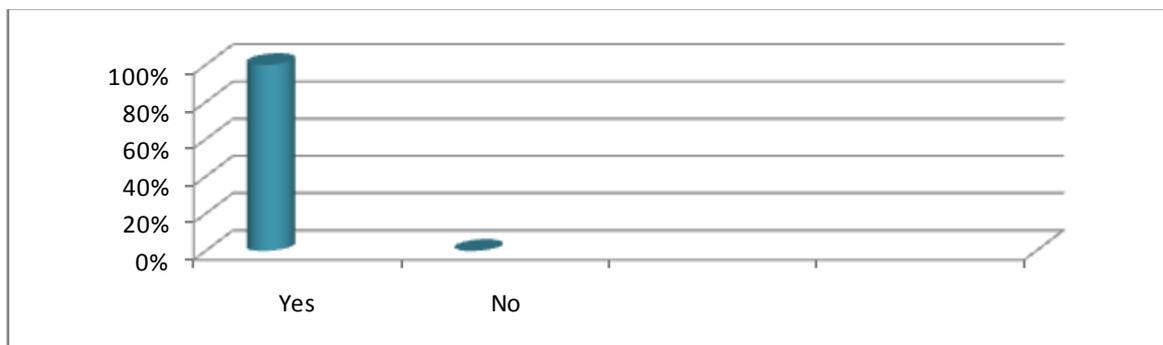
When the participants were asked about their way in teaching grammar, their answers were different. Indeed, (33.33%) of them chose the deductive methods in teaching grammar through explaining, giving examples then activities. One teacher (16.67 %) opted for an inductive method to teach grammar by giving examples first, then explaining, then giving activities. Another teacher revealed to use other ways of teaching

grammar. Lastly, (33.33%) of the respondents use both deductive and inductive methods interchangeably depending on the context to achieve the main aim and to generate rules or theories.

Item46: Motivation in Teaching Writing

Agreements	Numbers	Percentages
Yes	06	100 %
No	00	00 %

Table 44: Motivation in Teaching Writing



Graph44: Motivation in Teaching Writing

The results shown in the table indicate that all teachers of our sample (100%) agreed about the need of motivation in teaching writing by using it through writing activities. They shared the following tips:

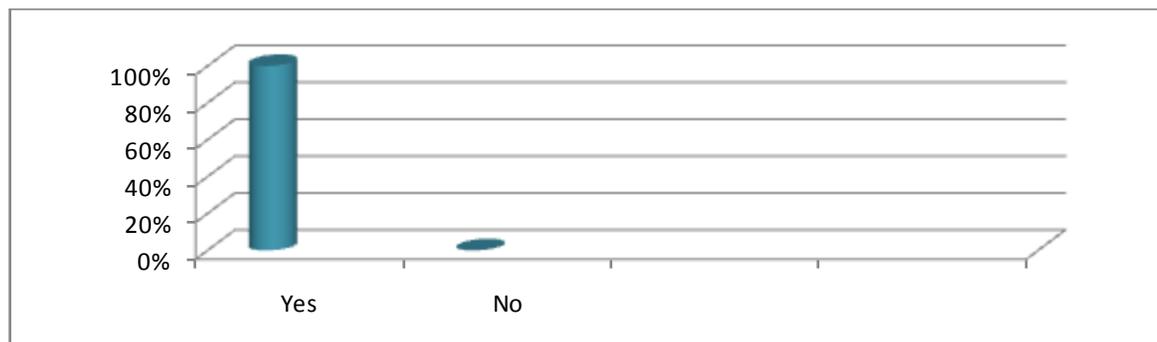
- Giving students the choice to select their own topic.
- Engaging clear objectives.
- Encouraging trial to gain experience in writing by using different language tasks.
- Tolerating mistakes.
- Asking about realistic and interesting topics related to their daily lives.
- Using authentic materials.

Organizing group work to encourage interaction and cooperation.

Item47: Teachers' Encouragement of Reading

Agreements	Numbers	Percentages
Yes	06	100 %
No	00	00 %

Table45: Teacher's Encouragement of Reading



Graph45: Teacher's Encouragement of Reading

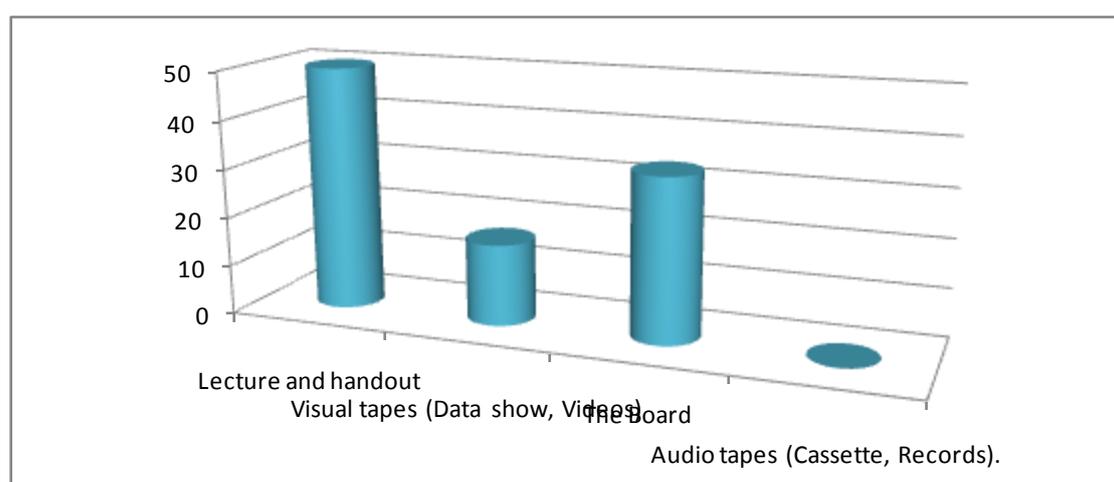
This question sought to know the teachers' agreement about the necessity to encourage students to read. All teachers (100%) answered positively and agreed about the need to encourage reading. Furthermore, they suggested the following strategies:

- Reading assignments, one per month. Students are obliged to give a reading book review.
- Encouraging them to read by telling them that reading is learning and it is literacy.
- Enumerating the benefits of reading: It enriches vocabulary, improves grammar, and introduces language culture.
- Guiding them to new productions by reminding the importance of reading to enhance other skills.
- Letting students choose the book they want, then discuss it with others.
- Suggesting some interesting books/texts that raise students' curiosity, creativity and imagination.

Item48: Teaching Materials

Options	Numbers	Percentages
Lecture and handout	03	50 %
Visual tapes (Data show, Videos)	01	16.67 %
The Board	02	33.33 %
Audio tapes (Cassette, Records).	00	00 %

Table46: Teaching Materials



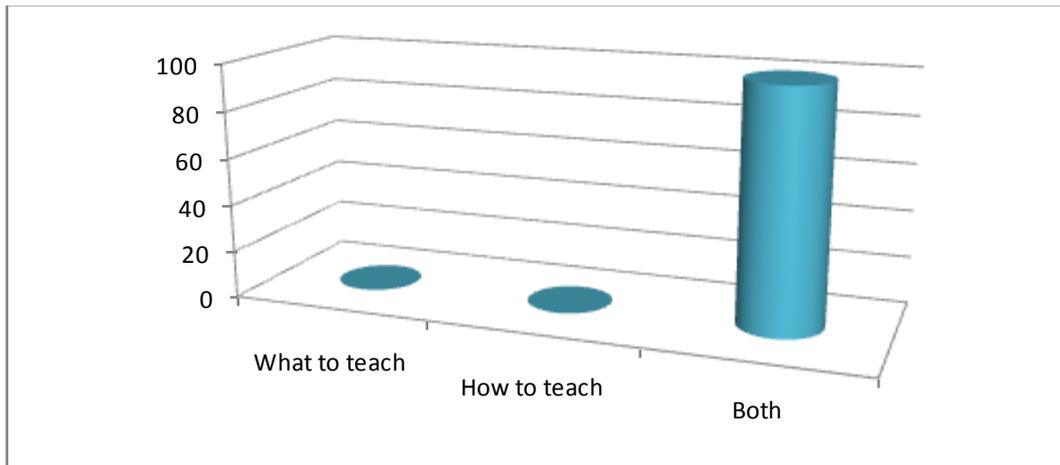
Graph46: Teaching Materials

What can be seen from the results that are represented above is that MKU teachers (our representative sample) prefer to use different materials in their teaching. Indeed, (50%) of them opted for lectures and handouts in teaching, (33.33 %) use the board, (16.67%) relies on visual tapes (data show, videos) during their classes. Teachers focused on the fact that the materials needed should be relevant to the context and the situation.

Item49: Teaching Considerations

Options	Numbers	Percentages
What to teach	00	00 %
How to teach	00	00 %
Both	06	100 %

Table47: Teaching Considerations



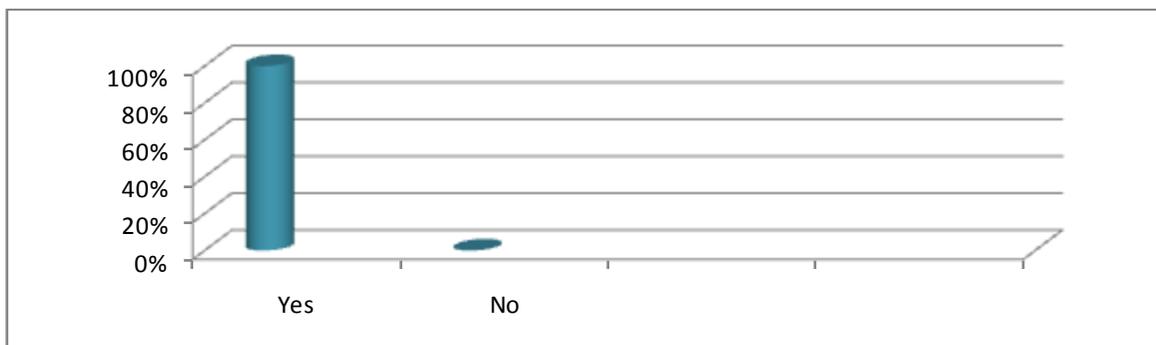
Graph47: Teaching Considerations

All teachers (100%) composing the study sample chose one mutual option that is they take into consideration both the what (content) and the how (method) in teaching English as a foreign language. So, they make a balance between materials, methods and content to achieve the target objectives.

Item50: Teachers’ Consideration of the Learners’ Thinking Abilities

Options	Numbers	Percentages
Yes	06	100 %
No	00	00 %

Table48: Teachers’ Consideration of the Learners’ Thinking Abilities



Graph50: Teachers’ Consideration of the Learners’ Thinking Abilities

The findings obtained at the table illustrate that all respondents (100%) take into consideration the learners’ thinking abilities in the learning process. Moreover, teachers mentioned some practices to stimulate learners’ thinking abilities:

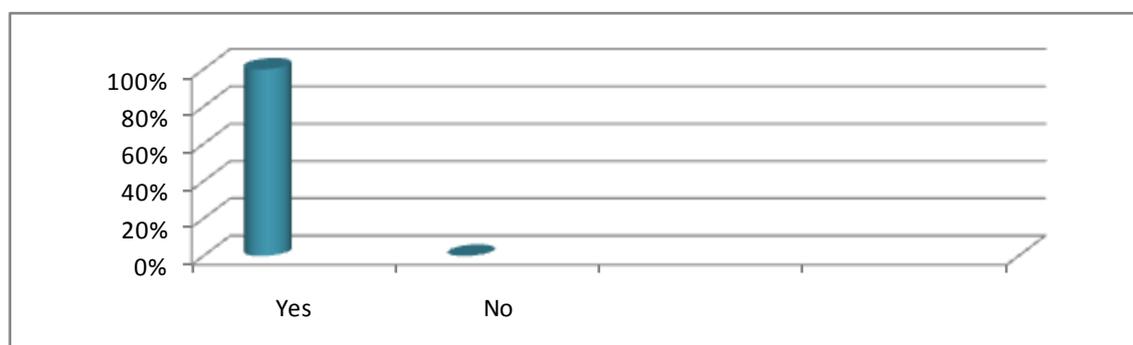
- Challenging Students’ knowledge and always asking pertinent questions.
- Varying the ways of instructions so that all students can make sense of what they are learning.

- Simplifying context vocabulary to suit the level.
- Teacher should know that they are manipulating the human brain in specific condition context.
- Varying the type of activities.
- Varying the difficulty of questions/ activities to cope with all levels and at the same time challenge them.
- Understanding and detecting the different learning styles and strategies in one class.

Item51: Teachers' Awareness of the World Development

Agreement	Numbers	Percentages
Yes	06	100 %
No	00	00 %

Table49: Teachers' Awareness of the World Development



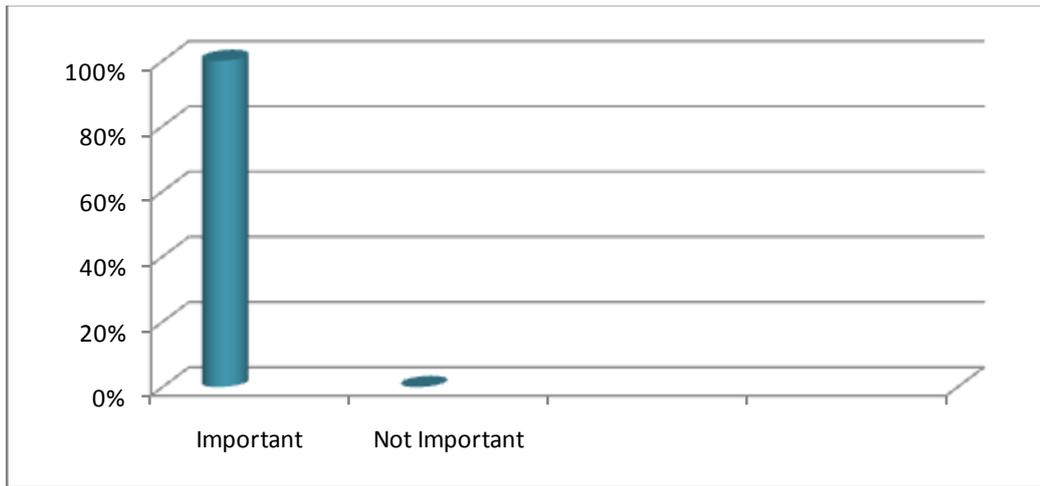
Graph49: Teachers' Awareness of the World Development

It is clear from this table that all teachers are completely aware of the accelerating change in the world, and they take it into consideration as an important factor that affects the field of education in the first place.

Item52: Teaching in 21st century

Opinion	Numbers	Percentages
Important	06	100 %
Not Important	00	00 %

Table50: Teaching in 21st century



Graph50: Teaching in 21st century

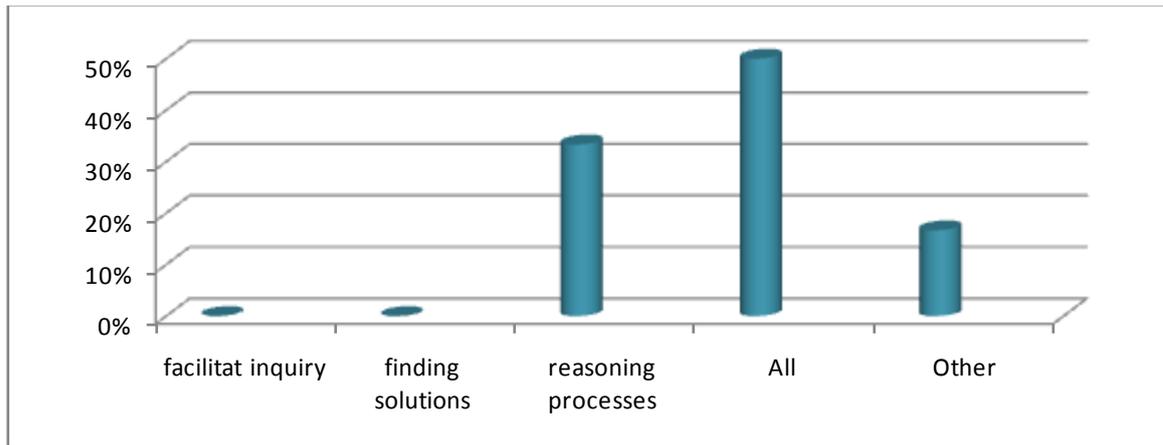
The results delineate that all respondents (100%) give much important to the change in teaching that cope the modern world we are living in. This can be seen through the following opinions:

- The learner should be the leader. It is a necessity the use of learner centered methods to encourage autonomy and interactions.
- The use of technologies in class in presenting courses and activities.
- Involving learners, but not imposing them.
- Evaluation should be different.
- Being updated, creative and innovative using new ways of teaching.
- Fostering students' autonomy and critical thinking about the whole learning process.

Item53: The roles of 21st Century Teacher

Statements	Numbers	Percentages
To facilitate students' own inquiries	00	00 %
To make students learn best by finding solutions for problems on their own	00	00 %
That thinking and reasoning processes are more Important than specific curriculum content	02	33.33 %
All	03	50 %
Other	01	16.67 %

Table51: The roles of 21st Century Teacher



Graph51: The roles of 21st Century Teacher

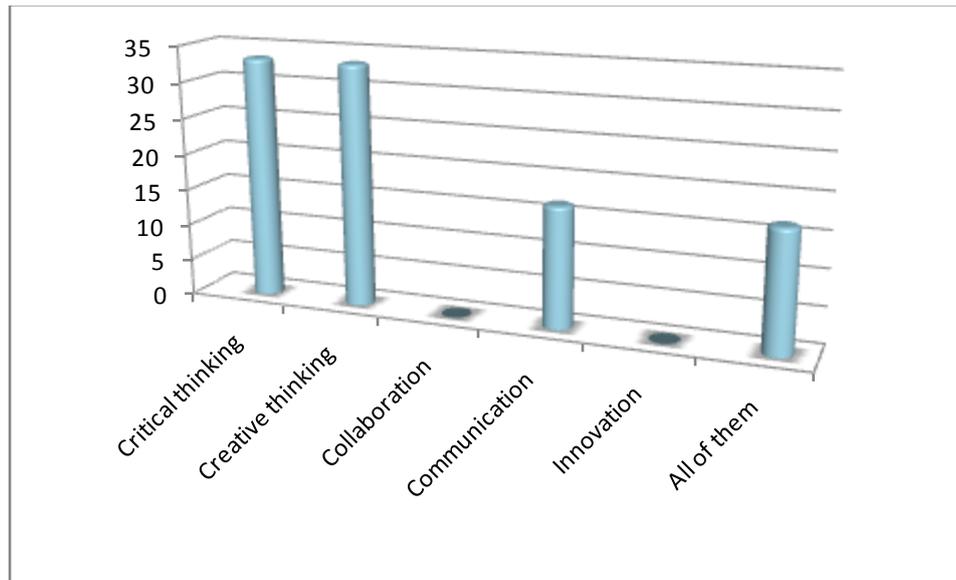
Results in the table above show that about (33.33%) of the respondents believe that the teacher's roles can be seen as providing ways to demonstrate thinking and reasoning processes which are more important than specific curriculum content. Moreover, (50%) of the sample believes that in addition to the previous role, language teachers should facilitate students' own inquiry and make students learn best by finding solutions to problems on their own. Furthermore, (16.67%) of the respondents have other views about teacher's roles as being a good communicator, manager and resource developer.

Section four: Teacher's Role in Developing Learner's Critical Thinking

Item54: Teachers' Opinion about the 21st Century Learning Skills

Options	Numbers	Percentages
Critical thinking	02	33.33 %
Creative thinking	02	33.33 %
Collaboration	00	00 %
Communication	01	16.67 %
Innovation	00	00 %
All of them	01	16.67 %

Table52: Teachers' Opinion about the 21st Century Learning Skills



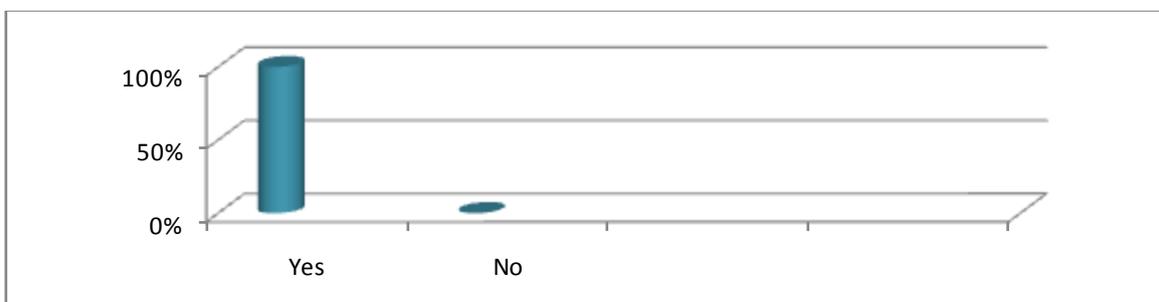
Graph52: Teachers' Opinion about the 21st Century Learning Skills

It is clear from this table that most MKU teachers gave importance to thinking skills. Indeed, (33.33 %) believe that nowadays learning is about critical thinking. Similarly, other teachers (33.33 %) emphasized creative thinking to characterize modern learning. (16.67%) however, opted for another learning skill which is communication. Whereas (16.67%) trusted the need for all the 21st century skills (mentioned previously) to be involved in the process of learning.

Item55: Teachers' Perceptions of Language Teaching and Critical Thinking Relation

Agreements	Numbers	Percentages
Yes	06	100 %
No	00	00 %

Table53: Teachers' Perceptions of Language Teaching and Critical Thinking Relation



Graph53: Teachers' Perceptions of Language Teaching and Critical Thinking Relation

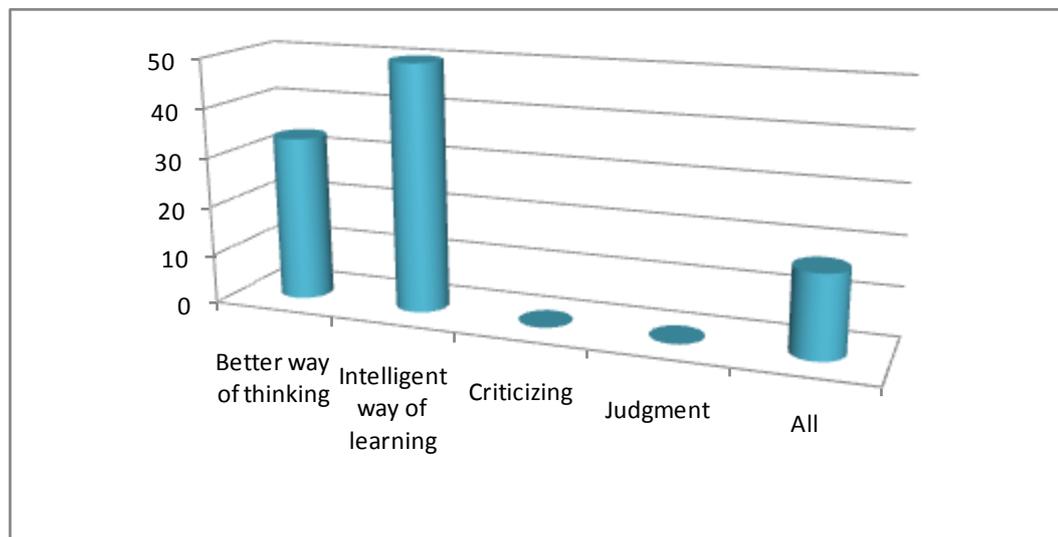
The findings illustrate that all respondents (100%) agreed on the existing relation between learning English as a foreign language and thinking critically. They illustrated this relation in the following points:

- Asking students find solutions of their language problems.
- Asking them to evaluate what they learned and choose what they need most.
- Seeking for new knowledge and for a competitive better place.
- The wide range of knowledge is impossible to obtain or cover within any period of time. Therefore, the critical thinking helps learners to share the best choice within acceptable time.
- Learners need to think carefully about bad ideas and wrong arguments and not accepting easily things.

Item56: Teachers' Interpretation of Critical Thinking

Opinion	Numbers	Percentages
Better way of thinking	02	33.33 %
Intelligent way of learning	03	50 %
Criticizing	00	00 %
Judgment	00	00 %
All	01	16.67 %

Table54: Teachers' Interpretation of Critical Thinking



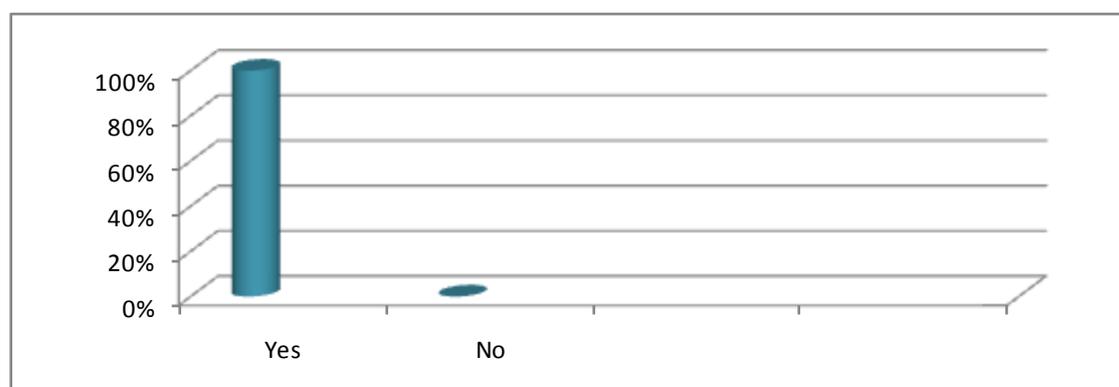
Graph 54: Teachers' Interpretation of Critical Thinking

What can be seen from the results shown above is that teachers have different interpretations about what critical thinking is. In fact, (50%) from the respondents defined critical thinking as an intelligent way of learning while (33.33%) defined it as a better way of thinking. However, (16.67%) see that thinking critically means to criticize and to make a judgment addition to the fact that it is a better and intelligent way of thinking.

Item57: Teaching Critical Thinking

Agreement	Numbers	Percentages
Yes	05	83.33 %
No	01	16.67 %

Table55: Teaching Critical thinking



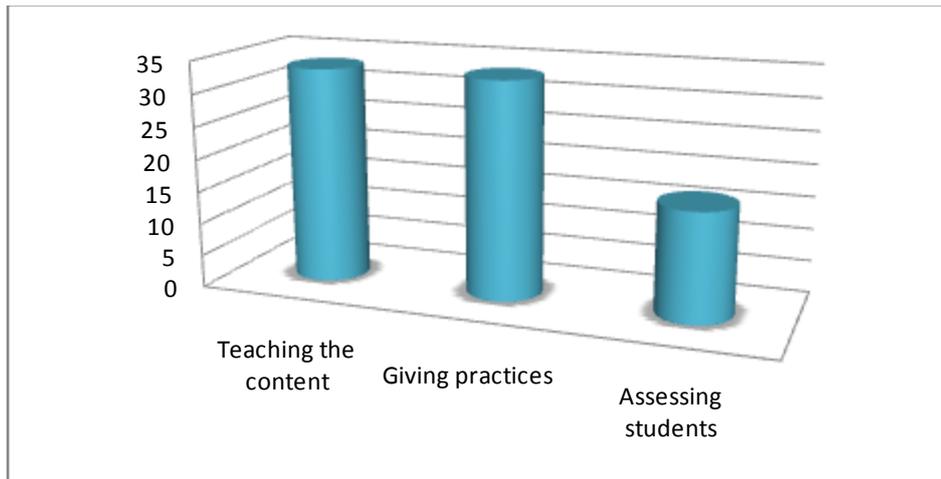
Graph55: Teaching Critical thinking

The majority of the participants (83.33%) agreed that they teach their students how to think critically through teaching them to be selective in what they study on the basis of their own critical thinking sense to set various and contradicting opinions. However, (16.67%) of the participants do not have the same perceptions, they do not teach critical.

Item58: Practicing Critical Thinking

Suggestions	Numbers	Percentages
Teaching the content	02	33.33 %
Giving practices	02	33.33 %
Assessing students	01	16.67 %

Table55: Teaching Critical thinking



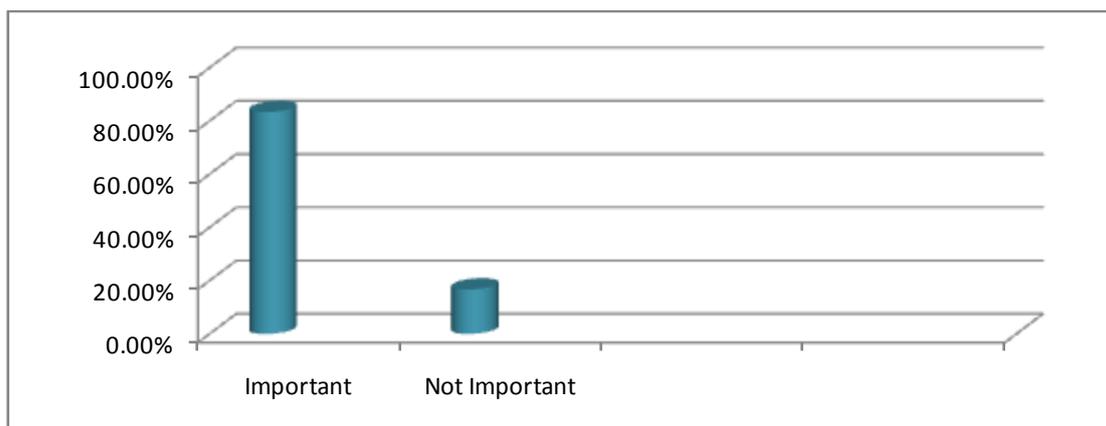
Graph 56: Practicing Critical Thinking

This table represents the distribution of the sample percentages depending on the methods used to challenge the student's thinking abilities in ways relevant to their background knowledge and experiences. Equal percentages with (33.33%) are given to both teaching the content and giving practices to practice critical thinking. However, (16.67%) think that the challenge can be through assessing students. However, one of the participants did not select a choice or share an opinion that could take (16.67%).

Item59: The Importance of Critical Thinking

Opinion	Numbers	Percentages
Important	05	83.33 %
Not Important	01	16.67 %

Table57: The Importance of Critical Thinking



Graph Table57: The Importance of Critical Thinking

The findings represent that (16.67%) of the participants do not include critical thinking skills in their teaching materials because they do not teach critical. The majority

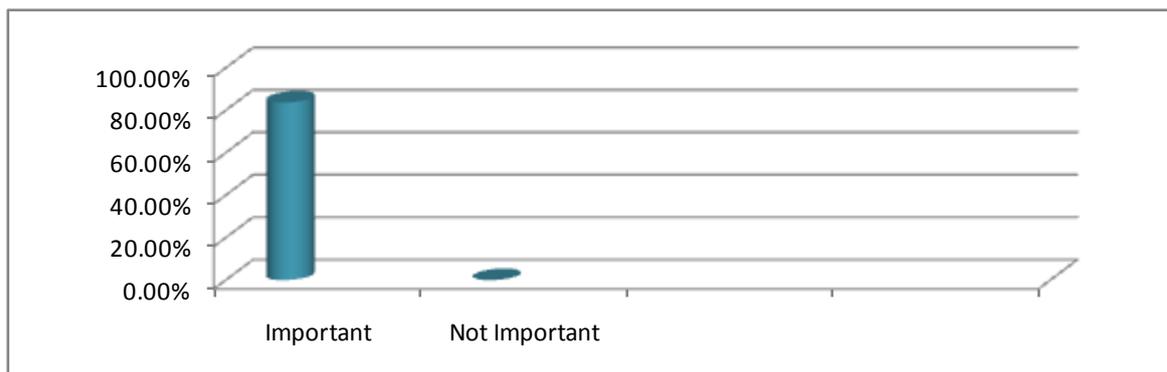
of respondents with (83.33%) agreed on the importance of critical thinking in building students' knowledge and future carriers through:

- Being selective to save time.
- Searching for the truth.
- It makes students tasks through positive evaluation of what they dealt with.
- Training them to be good decision makers
- Helping them how to set objective and study the risk in everything they undertake.

Item60: 21st Century Teachers' Role

Opinion	Numbers	Percentages
Important	05	83.67 %
Not Important	00	00 %

Table58: 21st Century Teachers' Role



Graph 58: 21st Century Teachers' Role

(83.67%) from the participants realize the importance of teaching critical thinking. Moreover, they reinforce their role as teachers to develop learners' critical thinking abilities through being interested and aware to the need to:

- Make efforts because it is necessary to cope with the world development.
- Work even harder to be 21st century teachers.

Focus on teaching into the classical way rather than developing learners' critical thinking because priority is given to the mastery of language first.

(16.67%) from the sample did not share their opinions about a question about how do you see the 21st Century Teachers' Role.

Conclusion

The data gathering tools were based on the questionnaires for both EFL teachers and students to prove the validity of our hypothesis. On one hand, a teacher questionnaire was given to BU English teacher. The analysis of the teachers' questionnaire revealed that our teachers have different educational backgrounds, experiences and teaching careers. These diversities can be stated in different perceptions in terms of attitudes, viewpoints and evaluation of teaching critical thinking. Most teachers are aware of the learner differences and abilities; they are using certain strategies in dealing with those differences to achieve a certain level of comprehension and language proficiency. Also, teachers have realized the importance and asserted the need to implement critical thinking skills in EFL classes. On the other hand, students' questionnaire was given to master one LMD students from Biskra University. It helped us to figure learners' interests, styles, needs and capacities toward learning English as a foreign language and different points of view of EFL students about their teacher's roles and strategies used in teaching. The turning point of this study was marked when EFL students beside their teachers also gave such interest to the new learning skills such as critical thinking to be an important element in their study that can affect their learning achievement positively.

General Conclusion

This study which aimed at investigating the role of teachers to promote EFL learners' critical thinking was conducted by a descriptive method of research. This type of research is generally designed and conducted for the purpose of providing a better understanding of a topic are not clearly stated. This research intended to highlight the image of a today's classroom. It sheds the light on a topic of interest by investigating on the teacher's role in developing learner's critical thinking in EFL classes.

Two questionnaires have been used as data gathering tools in order to validate our hypothesis. The first questionnaire was designed and distributed to master one EFL students from the University of Biskra. The second questionnaire was for English teachers in the same setting. Students' questionnaire was a useful tool for gathering data about how students perceive teaching and learning EFL at BU. The results helped us to figure out master one learner differences, styles and abilities toward learning English as a foreign language. Moreover, different points of view of EFL students were stated about their teacher's roles and strategies used in teaching which suppose to prepare them for their future requirement. The findings highlight the importance of the new learning skills such as critical thinking which can affect their learning deeply and impressively. Also, English language learners are completely aware of the need to learn new thinking skills and they are expecting from their teachers to adopt the necessary tools to do so.

Through teachers' questionnaires we explored the teachers' view about what are the important elements for the teacher to work effectively in the class to develop on learners creativity, critical thinking and problem solving skills, collaboration and conversational skills, examining and manipulating information besides raising the sense of responsibility to take the charge of their own learning. Since, we argued that critical thinking is an essential element that should be integrated into teaching and learning operation. Also, we ended that the teacher's role is to develop this skill among his/her learners through using critical techniques to achieve the impressive level of success. Now, we can confirm that by the improvement of these skills, the learning achievement will be improved and we can say that our hypothesis is proved.

Suggestions and Recommendations

On the basis of the theoretical part and the field work, we could establish and suggest some recommendations:

- Nowadays, critical thinking is one of the most important learning and thinking skills which can be considered as the core of modern teaching and learning that provide a high leap in the field of learning foreign languages. Therefore, it is recommended to be integrated in EFL classes.
- Being critical and creative means using the brain and thinking deeply in solving problems and making decisions. Encourage collaboration and communication allows learners to share their opinions and interact successfully with language learned. As final view, innovation can be the appropriate result of all the previous learning skills when they integrate into the class.
- Students start thinking since the early years of learning. Therefore, language teaching should adopt methods and strategies to engage their brain successfully and make them aware of the learning processes by activating their schemata and their mind map earlier. Moreover, Parents can mark the first move or step toward the right way of thinking by engaging their children in the process of thinking unconsciously through games, asking questions or having a discussion that help them to be open minded.
- University is the last station for learners to accomplish their needs and acquire necessary knowledge that will be needed for their future requirements. University lectures should cope with the accelerating change of the world by adopting up to date materials, strategies and providing the needed practical knowledge rather than only theoretical one.
- Both teachers and learners are much involved as each other in the process of learning. Both of them come to the class with different background, knowledge, personalities, abilities, different methods and styles. The difference is that the teacher is the leader of the process, the guide, he need to provide materials, involve and stimulate every learner by adopting varieties of tasks that serve the differences and accomplish the aim. Learners' role is to be interested with the piece of knowledge, to be selective and to learn, to acquire consciously and deeply.

- Teachers should be well versed, motivated, and flexible. They must act as a role model for their learners. Teachers' role goes well beyond information giving. The secret behind teaching success is having mental and physical energy to come always with better and creative outputs.
- The teacher's role is to implement new thinking skills with a purpose to stimulate thinking, encourage capacities and create a sense of involvement and belonging by emphasizing more on student as learning how to learn and understand rather than what to learn. Challenging learners through asking and answering questions is one of the important critical thinking skills that must be used in class.
- The teacher's role is to teach his/her students some of these previous up-to-date skills as well as some values such as honesty, efficiency, hard working, good communication and being a lifelong learner who is willing to go the extra mile. Therefore, the ultimate goal of a teacher is to help the students become independent and self-regulated, without neglecting the awareness toward developing their professional career but first rising sense of responsibility for their learning.
- It's no longer transmitting knowledge. Student are no longer passive, they have to be involved in the process of learning. They should learn how to adopt ways of doing things because things are not always work out with what we plan. They should come up with creative ideas, think about problems than solution from different angles, different perspective, and being free to express their different point of view.
- An effective teacher is not someone utilizing old methods and being slaves to the curriculum, but adapting the needs of students today. The effective teachers will connect the art and science of teaching to make the learning environment relevant and applicable for her students. Lastly, both teachers, students will flourish when the role of the teacher adapts to the needs of culture of today.

In conclusion, it is essential to base teaching English language on the above mentioned skills which take full account of students' styles, strategies and differences, level of development, and the academic English language context. The above-mentioned ideas, not only help to make learning English more meaningful and memorable for

students, but it also makes the learning process of our students full of purpose and relevance. In the long term, we confirm that learning will be successful, worthwhile, and will become an enjoyable experience.

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Appendix A

Students Questionnaire

You are kindly requested to fill in this questionnaire to express your thoughts about Teacher's Role in Developing Learner's Critical Thinking in English Foreign Language Classes. We would be grateful if you could answer the following questions by ticking (√) the appropriate box, or by making a full statements wherever needed and feel free to add any comment.

Thank you for your collaboration.

Section One: Background Information

Q1: Gender: Male Female

Q2: Age: 20 – 25
26 – 30
31 – 35
36 –40
More

Q3: Which branch did you study in secondary school?

- a. Languages
- b. Letters
- c. Math
- d. Technical
- e. Sciences

Q4: Your choice of English was:

- a- Personal
- b- Imposed
- c- Advised

Q5: Why do you study English for?

- a- Academic purposes (Studying/ getting a diploma)
- b- Communicative purposes
- c- Other purposes:

.....

.....

.....

Q6: You have almost finished your study at university; do you think you are prepared to teach English?

- Yes No

- Whatever your answer is, please explain.

.....

.....

Section Two: Learners' Perception of their Teacher's Role

Q7: Generally speaking, how do you find the lectures at university?

- a- Interesting
- b- Ordinary
- c- Boring

- Please, justify your answer.

.....

.....

Q8: Do you attend all the modules?

- Yes No

- If "no", which module(s) you do not attend regularly:

.....

- Why?

.....

.....

Q9: Do you think that there is a disconnection between university courses and the future requirements of teaching?

- a. Totally agree
- b. Agree
- c. Disagree
- d. Totally disagree

Q10: In order to help you build your future carrier, do you think that your teachers use:

- a- Traditional methods/ strategies
- b- Modern methods/ strategies

- Why?.....
.....

Q11: Are your teachers aware of your differences in learning and strategies?

Yes No

- Justify.....
.....

Q12: Do you think that your teachers are rather?

- a- Information providers.
- b- Resource developers.
- c - Planners and assessors.
- d- Facilitators.
- e- Other(s)

.....
.....

Q13: What should be the exact role(s) of the teacher in your opinion?

.....
.....

Section Three: Learners' Preferences and Perception over their own Learning and Future Careers

Q14: Do you like to learn the language for it's?

- a. Grammatical aspect (How to perform correct grammatical sentences).
- b. Communicative aspect (How to communicate in English).

Q15: How often do you like to participate in the classroom activities?

- a. Always
- b. Often
- c. Rarely
- d. Never

Q16: If you do not interact/ participate, it is because:

- a. You are not talkative.
- b. The topic is not interesting.
- c. The teacher doesn't motivate you.
- d. You are afraid to make mistakes.
- e. You are shy/anxious to speak in front of others
- f. Others:

.....
.....

Q17: Do you prefer to work in?

- a. Groups.
- b. Pairs.
- c. Individually.

Q18: Do you learn better through?

- a. Listening
- b. Observing
- c. Doing

Q19: How do you like to learn?

a. By challenging your brain and being an active learner who takes part in building his/her knowledge.

b. Being a passive learner who just receives information from the teacher.

Q20: Which of the four language skills do you like to master more?

a. Speaking

b. Writing

c. Listening

d. Reading

Q21: What makes you feel motivated and encouraged to learn English?

a. The teacher

b. The environment

c. The method

d. Your friends and relatives

- Explain your choice:

.....
.....

Q22: Do you want to become a teacher of English?

Yes No

- Why?

.....

Q23: Do you think you need to receive a kind of preparation before starting teaching?

Yes No

- Why?

.....
.....

Q24: The University does not provide the practical knowledge needed in teaching?

- a. Totally agree
- b. Agree
- c. Disagree
- d. Totally disagree

Q25: How do you see the teacher of 21st century?

.....

.....

.....

Q26: What are the 21st century learning skills?

- a. Critical thinking.
- b. Creative thinking.
- c. Collaboration.
- d. Communication.
- e. Innovation.
- f. All of them.
- g. Other:

.....

Q27: Which of the previous mentioned skill do you see most important for teaching and learning?

.....

.....

Section Four: Student's Perception of Critical Thinking

Q28: What does it mean to think critically?

- a. Analyzing.
- b. Reasoning.
- c. Examining.
- d. Evaluating.

- e. Problem solving.
- f. Decision making.
- g. All of them.

Q29: What is critical thinking?

- a. Better way of thinking
- b. Intelligent way of learning
- c. Criticizing
- d. Judging
- e. Other:

.....
.....

Q30: Do your teachers teach you to think critically?

- Yes No

- If "yes", how?

.....
.....

Q31: Do your teachers encourage you to be critical thinkers over your learning?

- Yes No

Q32: What do you think about critical thinking as a learning skill?

.....
.....

Again, my gratitude and thanks go to you for your time and collaboration.

Appendix B

Teachers' Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate your thoughts about Teacher's Role in Developing Learner's Critical thinking in English Foreign Language Classes. Feel free to add any comments. I would be grateful if you could answer the following questions by ticking (✓) the appropriate box, or by making a full statement wherever needed. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration.

Section one: Background Information

Q1: Would you like to specify the degree you have achieved?

- | | |
|--|--------------------------|
| 1. License degree | <input type="checkbox"/> |
| 2. Magister degree | <input type="checkbox"/> |
| 3. Master degree | <input type="checkbox"/> |
| 4. Doctoral degree or equivalent (Ph.D.) | <input type="checkbox"/> |

Q2: How many years of work experience do you have?

- | | |
|------------------|--------------------------|
| a. 1 - 5 years | <input type="checkbox"/> |
| b. 5 - 10 years | <input type="checkbox"/> |
| c. 10 - 20 years | <input type="checkbox"/> |
| d. 20 - 25 years | <input type="checkbox"/> |
| e. More | <input type="checkbox"/> |

Section two: Teacher's Awareness of Student's Needs and Abilities

Q3: As a foreign language teacher, how do you consider students proficiency in English language?

Good Average Low

Q4: Do you think LMD graduated students are aware of the challenges they may face after graduation?

Please, justify?

Yes No

.....

.....

Q5: Is there any disconnection between university courses and the future requirement of teaching? Please, justify?

Yes No

.....

.....

Q6: Would you like to select the kind of activities you use in teaching English language?

- a. Communicative activities.
- b. Grammatical activities
- c. Analytical activities.

Q7: Are you aware of your learners' styles and strategies in learning English as a foreign language?

Yes No

Q8: Do you think that learners' differences effect their learning achievements?

Yes No

Section three: Teachers' Role in Building Students Knowledge and Skills

Q9: Do you think that the role of teacher is?

- a. The information provider.
- b. Resource developer.
- c. Assessor and planner.
- d. Facilitator.

e. Others:

.....
.....

Q10: During the last 12 months, did you participate in any of the following professional development activities?

- a. Courses / Workshop.
- b. National educational conferences or seminars.
- c. International educational conferences or seminars.
- d. Observation visit to other universities

Q11: Among the following skills, Would you specify which skills you focus more when teaching among the following?

- a. Speaking
- b. Writing
- c. Listening
- d. Reading
- e. All of them

Q12: How do you teach new vocabulary to your students?

- a. Repeat words.
- c. Find relations between words.
- b. Create dialogues.

d. Other, please specify:

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

Q13: How do you teach them grammar lessons?

- a. Explain, give examples and activities.
- b. Give examples, explain then give activities.
- c. Other way, please specify.

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.....

Q14: How can you make your students motivated to writing activities?

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.....

Q15: How do you encourage the students to read?

.....
.....

Q16: Which of the following materials do you use?

- a. Lecture and handout.
- b. Visual tapes (Data show, Videos).
- c. The Board.
- d. Audio tapes (Cassette, Records).
- e. Others:

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.....

Q17: Do you take into consideration?

- a. what to teach.
- b. how to teach.
- c. both.

Q18: Do you take into consideration learner's thinking abilities?

Yes No

How?

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.....

Q19: As a university teacher are you aware of the accelerating change in the world that affect the field of education in the first place?

Yes No

Q20: According to you ,what does it mean to teach in the 21st Century?

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

Q21: What are the roles of a 21st century teacher?

- a. To facilitate students' own inquiry.
- b. To make students learn best by finding solutions to problems on their own.
- d. To show them that thinking and reasoning processes are more important than specific curriculum content.

e. Other:

.....
.....

Section four: Teacher's Role in Developing Learner's Critical Thinking:

Q22: Which 21st century learning skill do learners need the most in learning?

- a. Critical thinking.
- b. Creative thinking.
-

- c. Collaboration.
- d. Communication.
- e. Innovation.
- f. All of them.

Q23: Is there any relation between learning English foreign language and thinking critically?

Yes No

How?

.....

.....

Q24: In your opinion critical thinking is?

- a. Better way of thinking
- b. Intelligent way of learning
- c. Criticizing
- d. Judgment
- e. Other suggestion:

.....

.....

Q25: Do you teach students how to think critically?

Yes No

How?

.....

.....

Q26: Do you challenge your students' thinking in ways relevant to their background knowledge and experiences?

Yes No

If yes, is it when:

- a. Teaching the content?
- c. Giving practices?

d. Assessing students?

Q27: According to you what is the importance of critical thinking in building students' knowledge and future careers?

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

Q28: Now days, how do you see your role as a teacher to develop learners 'critical thinking abilities?

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We would really appreciate any suggestions or comments from your part. Please feel free

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Thank you for your time and for your collaboration.

المخلص

هذا العمل البحثي هو محاولة للتحقيق في دور المعلمين في تطوير التفكير النقدي للمتعلمين في دروس اللغة الإنجليزية. والغرض من هذه الرسالة هو محاولة تحقيق فهم مشترك ووعي متبادل لأهمية وتأثير التفكير النقدي في مجال التعليم، وتحديدًا في تعلم اللغة الإنجليزية كلغة أجنبية. لذلك، فإننا نفترض أنه إذا أصبح الطلاب مفكرين نقديين جيدين، مستوى تعلمهم سوف يزداد ومهاراتهم اللغوية سوف تتطور. وبشكل أدق، إذا كان المعلمون يطورون مهارات التفكير النقدي في فصول اللغة الإنجليزية، فإن المتعلمين سوف يكونوا قادرين على تولي مسؤولية تفكيرهم، وسوف يكون لديهم إنجازات تعليمية جيدة. وبالتالي، لتحديد فعالية فرضيتنا، قد استخدمت طريقة وصفية لأنها هي الطريقة المؤهلة التي تساعدنا على تحقيق النتائج المطلوبة. لقد استخدمنا استبيانين كأدوات لجمع البيانات لكلا من عينات من المعلمين والطلاب السنة الأولى الماجستير ل م د في قسم اللغة الإنجليزية في جامعة بسكرة. وتشير النتائج التي تم الحصول عليها إلى أن المعلمين يدركون ويؤكدون أهمية تنفيذ مهارات التفكير النقدي في فصول اللغة الإنجليزية كلغة أجنبية. وهم يعززون بدورهم كمعلمين لتطوير قدرات التفكير النقدي لدى المتعلمين لتحسين التعلم. وعلاوة على ذلك طلاب اللغة الإنجليزية هم أيضا يدركون تماما الحاجة إلى تعلم مهارات التفكير الجديدة ويتوقعون من معلمهم إلى اعتماد الأدوات اللازمة للقيام بذلك. وهذا يدل على أن التفكير النقدي هو وسيلة ذكية ومهمة للتفكير التي لها علاقة فعلية بإنجاز المتعلمين. لذلك، فمن المستحسن أن من خلال تطوير هذه المهارات، سوف يصبح المتعلمين مستخدمي اللغة بآفاق وقدراتهم الفكرية سوف تتطور، وبالتالي سوف تزيد من إنجازاتهم وسوف تحسن من مستواهم الدراسي.

كلمات مفتاحية: التفكير النقدي، دور المعلمين، مردود الطلبة