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**The Effect of the Algerian Secondary School EFL  
Coursebooks on Developing Learners' Critical  
Thinking**

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L.M.D. Doctorate in “Didactique des Langues Etrangères”**

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## Dedication

"PRAISE IS TO ALLAH BY WHOSE GRACE GOOD DEEDS ARE COMPLETED"

"O ALLAH, BENEFIT ME BY THAT WHICH YOU HAVE TAUGHT ME, AND  
TEACH ME THAT WHICH BENEFIT ME, AND INCREASE ME IN KNOWLEDGE"

*To my inspiration in life; my source of happiness and energy of all time;*

*"To my mother"*

*To my father who has always been there for me to afford help to complete this  
study*

*To my brothers Abbes, Amine and Samir who never let me down*

*To my sister "Hafida"; my source of power, challenge, determination and  
continuation*

*To my little sister "Leila"; may Allah keep her safe all the time*

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## **Abstract**

The present study tackles the teaching of English in the Algerian secondary school from a critical thinking angle. A qualitative method is followed to analyze the teaching contents of three coursebooks: "At the Crossroads" (First year level), "Getting Through" (Second year level) and "New Prospects" (Third year level) to find out whether they are designed toward developing learners' critical thinking or not. The study is also based on a teacher's questionnaire answered by 76 EFL teachers, and an analysis of 61 teaching sessions attended with 11 secondary school teachers in the Wilaya of Oum El Bouaghi. The results of the three data collection methods were complementary and they all demonstrated that the two coursebooks "At the crossroads" and "Getting Through" were designed with the aim of developing the learners' linguistic resources and communicative abilities than on enhancing their critical thinking skills. The teaching contents presented through the listening scripts, reading texts, instructional statements, tasks, questions and pictures do not reflect even the very few higher-order-skills referred to in the statements of objectives as outlined in the syllabi. Only the analysis of the third year textbook, "New Prospects", exhibited the teaching of a number of critical thinking skills, namely developing arguments and counter-arguments; justifying opinion using reasons, arguments and analogy; analyzing and evaluating arguments; comparing and contrasting; tolerating different views; deducing and inferring; note-taking, note-making and many others to name few. Teachers' in-class practices relied mostly on the instructions in the three coursebooks, but they did not show a systematic teaching of critical thinking skills. There was a general tendency to concentrate on the correct use of language even in the lessons that teach language skills. Little adaptation of the coursebooks

lessons was observed. Even in the few cases when it occurred, there was a major focus on the direct teaching of language forms but not the thinking skills. These results required redesigning lessons from the two coursebooks "At the Crossroads" and "Getting Through" as a model to help in integrating a systematic teaching of critical thinking in the Algerian EFL class.

**Key words:** Critical thinking; EFL coursebooks; coursebook analysis; classroom instruction; EFL class; EFL learners; EFL teachers; redesigning instruction.

## **List of Abbreviations**

**CBA: Competency-Based-Approach**

**CT: Critical Thinking**

**EFL: English as a Foreign Language**

**e.g.: For Example**

**ENS: Ecole Normale Supérieure**

**f: Frequency**

**FL: Foreign Language**

**L2: Second Language**

**N: Total number**

**ONPS: Office National des Publications Scolaires**

**S: Statement**

**SD/Std. Deviation: Standard Deviation**

**SDs: Standard Deviations**

**SPSS: Statistical Package for Social Sciences**

**TL: Target Language**

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## **GENERAL INTRODUCTION**

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## **1. Statement of the Problem**

Thinking is at the heart of education. Whatever aspect education intends to develop, it should first be aiming at "strengthening" learners' thinking "and not just [making it] an incidental outcome" of school teaching and learning activities (Lipman, 2003, p. 1). Because the world is in constant change and because it is overwhelmed with information, countless data and complex events, life has become challenging and the need for good thinking is growing day by day. Discussing the place of thinking in education has emerged just recently as a result of scrutinizing the non-satisfactory outcomes of the educational practices which have been shaping schools over the past years (Lipman, 2003; Paul, Elder, & Bartell, 1997).

Since the late 1970s, critics of the educational practices, particularly in North America, have been declaring that learners of all levels and university students are graduating with poor thinking qualities (Lipman, 2003; Paul, 2012). Many teachers think that they are teaching for thinking while, in fact, they are not doing so. Therefore, the theory which has been motivating the educational institution, "the didactic theory", has been accused of failure to accomplish the chief mission of schools which is improving learners' thinking (Paul et al., 1997). It was because of these conclusions that the need for the explicit teaching for thinking has been put in the forefront.

Educational critics agree on the idea that what has been practised in schools is teaching learners to memorize already digested knowledge rather than teaching them to improve their thinking abilities (Paul, 2012). Learners are supposed to memorize contents like history, psychology, mathematical

formulae, grammar rules, physics...etc. and then give them back in the name of thinking. President of Stratford University "Donald Kennedy" declared once that learners are supposed to learn basic literacy skills like reading and writing and practice routine work paying little attention to the fact that "[m]illions of people around the world now have these same basic skills and are willing to work twice as long for as little as one-tenth our basic wages" to improve the kind of lives they are living (Paul, 2012, p. 34). So, educators conclude that what the world requires today is not just an education which teaches basic skills. Learners trained in these skills only will not be able to cope with the world's changes that are constantly taking place. Learners should better be learning reasoning skills to know how to act effectively when faced with new situations. Hence, schools should teach for critical thinking (CT) as a way to improve learners' quality of thinking (Paul, 2012; Paul& Elder, 2002).

An education which focuses on enhancing CT abilities is thought to be true education. Sumner (1906), for example, asserts that "[e]ducation is good just so far as it produces well-developed critical faculty" (as cited in Paul et al., 1997, p. 10). Such educators claim the need for an education which improves learners' judgmental skills to be able to decide what to do and why (Ennis, 1991, 2011). Learners need an education which prepares them to face life re-occurring problems in most reasoned ways and live a better life (Fashion, 2015; Paul, 2012).

Because of its strong claims, schools have started lending due care to teaching CT to their learners. The case with teaching learners of English as a Foreign Language (EFL) has also shown a similar interest. Second and foreign language (L2) learners need to learn such thinking skills to be able to use the

language in its strongest and most effective ways (Paul, 2012). They need to learn not only to speak and write but to defend their own positions and to justify the beliefs they are convinced of by themselves. Language and thinking can never be separated. How strong, accurate and objective an idea might be, it can never be perceived unless it is transmitted through appropriate, suitable and convincing language. Learners have been learning only to use it superficially (Paul, 2012) while they need to be trained in thinking and communicating deeply. According to Brown (2004), a good language programme is the one which exceeds the mere teaching of language rules to the teaching of critical thinking skills (as cited in Asgharhaidari & Tahriri, 2015).

In 2005, the Algerian Ministry of Education launched reforms that brought changes to the teaching approach, teaching objectives and coursebooks. Since then, the Competency-Based-Approach (CBA) has been adopted. According to the Algerian Official Journal of education (2008), EFL teaching in Algeria is built on national and international horizons. At the national level, the chief objective is to maintain pupils' national identity (pp. 9-17). They are also taught with the purpose of developing learners who are open to the rapid changes in the world and to create a modern Algerian school which is highly interactive by focusing on 21<sup>st</sup> century skills and knowledge (Algerian Official Journal of education, 2008, pp. 5-12). At the international level, reforms reflected interests in developing learners who are competitive with their western counter-parts in all life domains, whether in science, technologies, higher education, new job requirements, economics or in learning foreign languages (FL) and cultural understanding (Algerian Official Journal of education, 2008, pp. 17-33).

The goals set by the Algerian Ministry of Education are ambitious. Translating them into realistic and applicable teaching materials has taken the form of designing three EFL coursebooks. These are "At the Crossroads", "Getting Through" and "New Prospects", which correspond to first, second and third year levels, respectively. They are designed to reflect the new adapted teaching approach and the objectives glanced at above. Thus, EFL teaching in the Algerian secondary school does not just focus on developing the linguistic competency of the learners but also skills such as socio-functional, methodological and cultural skills (First Year Programme, 2005). One of the goals stated in the third year programme (2006) is to teach learners in order to be self-critical and to develop their CT skills. This indicates that teaching CT in the Algerian secondary school EFL class has taken some attention. Accordingly, learners are taught to be able to use English in life-like communicative situations, to think at varying cognitive levels such as memorizing, analyzing, evaluating, synthesizing, and to be open to different English speaking cultures (New Prospects; Teacher's Book).

Lipman (2003) considers that: "[h]owever different the cultures may be, the schools resemble one another remarkably" (p. 1). Algerian schools and learners are not different. They need to be taught to improve their thinking abilities and reasoned judgment. They need to be taught to communicate not only correctly but also effectively. They need to be trained in listening, speaking, reading and writing critically. This is achieved only if these skills are not treated as "incidental outcomes". They must be taught systematically not only by setting higher-order objectives but also through sound lessons and activities which can realize them. Learners need to be trained through well-

designed tasks to be critical thinkers who are able to think for themselves, for their country and to be able to compete with their western counterparts. They need life-long education which teaches them how to live a better life as learners, individual citizens, future parents and workers. For these reasons, this work aims to find out the extent to which secondary school EFL teaching in Algeria trains the learners to develop their CT.

## **2. Aims of the Study**

The present study is concerned with investigating whether Algerian secondary school EFL learners are taught to improve their CT. This is done through an analysis of the EFL teaching coursebooks, an analysis of teachers' understanding of the concept, and an analysis of their teaching practices in the Algerian secondary school EFL class, particularly the type of instruction that EFL learners receive. In other words, the first aim is to analyze the extent to which the three Algerian secondary school EFL coursebooks, "At the Crossroads", "Getting Through", and, "New Prospects", develop learners' CT. Investigating teachers' perception of some rudimentary aspects that make part of the concept and the extent to which they believe that they teach for it make the second aim of this study. Lastly, analyzing instructional statements which Algerian EFL teachers present to their learners in class is another aim. This would enable finding out the extent to which instructional statements in the Algerian secondary school EFL class target teaching CT. The third aim serves the first one. According to our experience as EFL teachers, we are generally asked by inspectors to avoid following the coursebook in its every bit but to 'adapt' its contents according to the learners' needs and the requirements of the present time.

### **3. Research Questions and Hypotheses**

This research is guided by the following questions:

**Q1:** To what extent do Algerian secondary school EFL coursebooks develop learners' CT?

**Q2:** How do Algerian secondary school EFL teachers conceive of CT and do they teach for its development?

**Q3:** To what extent do classroom instructions of the Algerian secondary school EFL teachers focus on developing learners' CT?

Answering these questions requires testing the following hypotheses:

#### **Hypothesis 1**

Since EFL coursebooks in the Algerian secondary school revolve around the CBA, we hypothesize that their highest effect would be on developing learners' basic skills of listening, speaking, reading and writing than on developing CT skill.

#### **Hypothesis 2:**

Because CT is a buzzword today, we expect that Algerian secondary school EFL teachers could have developed a solid understanding of its principles.

#### **Hypothesis 3:**

Because CT is a buzzword and due to the fact that it is now spreading all over as one of the characteristics of the 21<sup>st</sup> century education, Algerian



secondary school EFL teachers could be affected by it. Thus, they would be targeting it through their classroom instructions.

#### **4. Research Means and Tools**

The present study follows a qualitative type of research to meet its aims. An analysis of three English textbooks, a questionnaire and a classroom observation are the means of data collection.

Algerian secondary school EFL coursebooks are analyzed using a framework elaborated by the researcher. It is developed around criteria that conform to the widely recommended skills and abilities in the literature about CT. They are mainly taken from the works of Paul and his fellow educators such as Paul et al. (1997), Paul and Elder (2002), Ennis (1991), Facione (2015) and many others to name few. The framework analyses five essential areas that make up an EFL coursebook: listening scripts and reading texts, questioning method, teaching instruction, tasks/activities and illustrations. A number of CT criteria underlie each area.

To investigate the Algerian EFL teachers' perceptions and beliefs, a five Likert-scale questionnaire is designed to serve the second aim of the research. The first part is designed to collect information about teachers' background information. The second part investigates teachers' perceptions of the concept of CT and about their teaching practices in the class. The third part intends to analyze teachers' views about the three coursebooks in relation to teaching CT skills. The questionnaire ends with the fourth part in which teachers are asked to write comments or suggestions that they think would help in teaching CT in the Algerian secondary school EFL class.

For the third aim, a classroom observation is conducted to find out if teachers' classroom instruction exhibits teaching techniques, strategies and tasks which target improving learners' CT. This is done through an observational grid that investigates four areas of an EFL instruction: teachers' questions, teachers' role in class, discussion patterns between teachers and learners and between learners themselves and lastly type of activities and tasks that the learners do. The grid combines a checklist with a six-item Likert-scale and a comment column. More details are presented in the Methodological Chapter.

## **5. Assumptions of the Study**

Two main assumptions guide this research:

### **Assumption 1:**

The study is motivated by the assumption that the world is constantly changing and living, learning and job requirements are changing as well. The rate of change and the domains in which it occurs are countless. This makes the learning of ready-made contents alone insufficient. Teaching CT helps EFL learners acquire the thinking skills that would enable them to cope with the complexities of the modern life.

### **Assumption 2:**

Due to the challenges that the world bears today, it is assumed that Algerian EFL learners cannot be satisfied with the type of teaching and learning that characterize schools nowadays. Having learners simply learn sets of grammar forms, how to use them to write a piece of paper or how to use them to communicate with a partner can fit better in the old school where only few

people could attend and only some could learn how to read and write. Teaching as a whole cannot be complete if it does not combine both, teaching literacy skills and teaching life skills.

## **6. Structure of the Thesis**

Seven chapters make up this thesis. The first two chapters are concerned with the literature review while the other four remaining chapters deal with the practical part and a chapter for recommendations.

Chapter One is entitled "Fundamentals in the Conception of Critical Thinking". It is divided into three sections. The first section defines what CT is while the second discusses the basic elements necessary to develop into an ideal critical thinker. The third section summarizes some of the major points that frame the critical theory of teaching as opposed to the didactic one.

Chapter Two deals with teaching CT in the language classroom with a special focus on its teaching in the EFL classroom. It is entitled "Critical Thinking in the Language Classroom". The chapter sheds light on some techniques and activities that can help FL teachers to design lessons with the aim of enhancing learners' CT abilities. So, the chapter opens with some theoretical perspectives about how CT can best be approached and it proceeds by addressing the possible obstacles that can impede its teaching and learning. In the last sections, some ideas about implementing CT in the language classroom are described.

Chapter Three clarifies the methodological approach followed in this study. It tackles issues such as the research tools used to collect the data and sampling techniques; therefore, it is entitled "Methodology". It outlines, on the

basis of readings in the first and second chapters, the criteria that should characterize an EFL coursebook that aims at teaching CT. Some checklists, frameworks and models on textbook analysis and evaluation are reviewed like Garinger (2002), Ilyas (2016), Khodadady and Karami (2017), McDonough, Shaw and Masuhara (2013), Merrouche (2018) and Tomlinson (2012). They all together make the basis of designing the framework applied in this research.

Chapter Four displays the results of the "Analysis of Algerian Secondary School EFL Coursebooks". The analysis takes into consideration all the relevant information that exist in the different official documents in the secondary school EFL teaching such as teaching programmes and teachers' guides. The aim is to envisage the rational of teaching English in the three coursebooks and how the CBA is adapted to fit this rational. Therefore, the teaching objectives mentioned in the EFL programmes (2005, 2006) of first, second and third year levels are analyzed to find out whether they target teaching CT or not. These objectives are then featured in with the analysis of the teaching contents of the three EFL textbooks including the texts, the activities and the pictures.

Chapter Five demonstrates the findings of an attitudinal questionnaire about "EFL Teachers' Understanding of the Concept of Critical Thinking and their Views about the Coursebooks". The results are statistically represented and analyzed in the sub-sections: "Analysis of Teachers' Background Information", "Analysis of Teachers' Conception of Critical Thinking", "Analysis of Teachers' Perceptions of their Teaching Practices", "Analysis of Teachers' Views about the Three EFL Coursebooks" and "Analysis of Teachers' Suggestions for Teaching Critical Thinking" in the Algerian Secondary School EFL Class. A

discussion follows in relation to the literature review and the results of the analysis of the three coursebooks.

Chapter Six gives a detailed account of the classroom observation conducted. The results are qualitatively and quantitatively analyzed and compared to the findings of the other two practical chapters. It is entitled "EFL Teachers' Instruction and Critical Thinking". The first section of the analysis gives a descriptive report of the sessions attended in relation to the set of criteria delineated in the grid. The second section translates these findings into statistical data to estimate accurately the state of teaching CT in the Algerian EFL class.

Chapter Seven is devoted to "Pedagogical Suggestions and Research Limitations". It is built on the findings of both the theoretical and the practical parts. It makes an attempt to integrate CT in the two Algerian EFL coursebooks "At the Crossroads" and "Getting Through" since they are the ones with the least or no CT skills. Lessons are suggested to focus on different skills and strategies, without overlooking the natural and main purpose of an EFL coursebook which is teaching English to FL learners.

## **Chapter One: Fundamentals in the Conception of Critical Thinking**

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## **Introduction**

Today's world is no longer the same as the 1900s or so world. Changes which technology has brought necessitated new conceptions of what politics, economics, society and even education are. For example, the last sensitive domain, education, has been transformed from its classic definition to a modern one. This included new understandings of the role of the teacher, the role of the learner, what teaching and learning are and how classroom interaction should be. Therefore, an important question may rise as to how is modern education defined?

Modern education pertains to the 21<sup>st</sup> century. It is concerned with the teaching of a number of skills, known altogether as life skills. CT is among the most advocated life skills which best suit the requirements of the modern world since it targets improvement in human thinking, the aspect which the world's population seem to care little for nowadays. However, a common problem with this skill is how mystifying its nature is. Its abstraction has made it even difficult to put a final set of teaching measures to help its application in schools. Educational researchers, nevertheless, have never sat with their arms crossed and they have come to make a word about it.

Because understanding what a concept is helps in implementing appropriate teaching practices, writing this chapter aims at reviewing what research has said about the nature of CT. For this reason, exploring its history in education, setting its boundaries in relation to other close subject matters, and revealing misconceptions about it are glanced at. Defining what CT is has proven to be an uneasy task, the reason why its definition and problems with

defining it are reviewed. Much space is also devoted to discuss its components, its elements or parts and its standards.

## **1.1. Defining Critical Thinking**

One of the major problems which CT has brought since it came into the scenes relates to the issue of defining it. Its nature has always been mysterious and no one definition to date seems to satisfy learners' and teachers' needs to understand it. Searching its origins and looking for the reasons behind this problem can be one way to solve its mystery.

### **1.1.1. History of the Development of Critical Thinking**

The first historical derivations of the phrase "critical thinking" belong to the Greek words "kriticos" and "Kriterion" (Butterworth & Thwaites, 2013, p. 7; Paul et al., 1997, p. 2). "Kriticos" means "able to judge, discern or decide" and "Kriterion" means "standards". Therefore, the word "critical" means "discerning judgment based on standards" (Paul et al., 1997, p. 2). It means making thoughtful judgment based on standards in order to attain to objective conclusions. Butterworth and Thwaites (2013) state that the modern use of the words "critical, criticism and critic" implies making "fair and unbiased opinion of something" (p. 7). Nevertheless, being critical is not the same as thinking critically, they add.

The etymological derivations of the phrase indicate that the idea of thinking critically is not new. Many researchers argue that it is dated back to the ancient Greek times of Socrates even though it was not stated with the clear phrase "critical thinking" (Mason, 2008; Moore, 2011; Pasch & Norsworthy, 2001; Paul, 2012; Paul et al., 1997, Siegel, 2010). About 2500 years ago, Socrates discovered



that people could not justify their confident beliefs, claims and knowledge (Paul et al., 1997). He did so by using a method of asking "deep questions" and dialogue (Pasch & Norsworthy, 2001, p. 9). One of his purposes was to show people (specifically his students) true wisdom, the one that is born out of thoughtful examination of existing knowledge.

Socrates set up the idea that "authority" cannot define how truthful an idea is nor does social position, wealth or power tell how right individuals are (Pasch & Norsworthy, p. 9). His approach to teaching is the first to bear accounts of morality in accepting ideas, values and standards. He stressed the point that wisdom is something that cannot be transmitted from one person to another (for example, from teacher to learner or from father to son), but it should be the result of living an "examined life" (as cited in Lau, 2011, p. 2; Moore, 2011, p. 7). To live an examined life, according to him, lies in getting students to question what they receive through life whatever its source is via an unbiased and objective inquiry. People should "follow the argument where it leads", he states (as cited in Moore, 2011, p. 7).

The stretch of the Socratic views has reached generations after thousands of years, bringing with noticeable impacts during the European Middle Ages, the Renaissance and also the modern time. Book publications during those times seem to be the key behind lighting the Renaissance and the Enlightenment candles since thinkers in the period from the 15<sup>th</sup> to the 19<sup>th</sup> centuries proceeded from the assumption that all life issues need to be systematically re-examined. This was the reason which enabled them to bring new dimensions to domains and concepts such as: religion, law, freedom, science and human existence, art and nature in addition to the emergence of new disciplines like anthropology and

Linguistics. Mental freedom and social justice started to come into existence and people were set free from the church's doctrine (Paul et al., 1997, pp. 8-10).

The 20<sup>th</sup> century was characterized by more explicit reference to the sort of thinking that is reflective, examined and systematic. This explicitness was sorted out by an active movement of book publication, textbooks, articles and newsletter production known as "the critical thinking movement" (Moore, 2011). It was the movement which criticized the type of educational and pedagogical practices of that time. It was initiated first in North America; however, its effect reached the European institutions and beyond (Lipman, 2003; Paul et al., 1997, p. 33). The critics of the teaching outcomes of the American schools and institutions are considered to be the first to relate explicitly CT to education. Hence, many leading figures have attributed the emergence of the CT movement in education to this 20<sup>th</sup> century American intellectual manoeuvre.

The CT movement reached the peak of its days with the arrival of other influential figures such as Robert Ennis (1987), Michael Scriven (Scriven & Paul in Paul, 1995), Richard Paul (1997), Richard Paul and Linda Elder (2002) and many others to name. Their research is still informing the CT domain to date with new born ideas and practices including informal logic, problem-solving and decision making. Moreover, universities across America and the UK have made the requirement of achieving a number of CT skills as a major aim for graduation (Ennis, as cited in Davies & Barnett, 2015; Lipman, 2003; Paul, 2012). Lastly, the advent of cognitive research has played a great role in reshaping the conception of learning, human thinking and child development.

### **1.1.2. The Nature of Critical Thinking**

It is too common that people build their knowledge of concepts and terms from their surroundings. They, by nature, tend to adhere to their non-tested beliefs, experiences and pre-assumptions in establishing relationships between a term and its meaning. Thence, we can think of how people, for example, use the term CT; or what relationships have people established between the term CT and its meaning as they use it in their everyday lives. One can also wonder about the extent to which these pre-conceptions accord with what research says.

#### **1.1.2.1. Critical Thinking in the Everyday Speech**

If one asks "what is CT?" many people would possibly answer that it means continually criticizing others. Lau (2011) confirms that CT "is sometimes thought to be too confrontational" (p. 2). This is done most often because of the misunderstanding people have about such words like: critical, criticism, criticizing or the like (Bassham, Irwin, Nardone, & Wallace, 2011; Halpern, 2014; Lau, 2011; Moon, 2008; Paul, Binker, Martin, Vetrano, & Kreklau, 1989). People in general think that being 'critical' means pointing to people's mistakes all the time, not only that, but for them it also means doing it antagonistically. Moon (2008) confirms that even a good number of teachers and students (mainly those within college realms) are unable to come to an exact understanding of what the concept is.

Many researchers agree on two reasons which contribute to the weak value of CT in the general public eyes. First, critical thinkers are usually subject to stereotyping and pejorative connotations (Halpern, 2014). Halpern (2014) states that the media can be one reason behind this stereotyping. This is because critical thinkers are usually depicted in movies with fictitious characters that are

too endowed with logic to the point that they are incompatible of interacting with most ordinary humans. Second, people think that CT has nothing to do with emotions(Lau, 2011). Critical thinkers can most often be seen as computers who are only interested in giving facts very far from any state of petty, love, or sympathy.

#### **1.1.2.2. What Critical Thinking Is Not**

After looking at the way the general public and educational staff use the term "CT", aspects in its misconception became apparent. First, it is clear that CT is not negative thinking which continuously focuses on people's mistakes. In reality, it is very far from all the connotative meanings people attribute to it as a result of ignorance. Lau (2011) defends this view saying that CT enables us to better detect right from wrong and get rid of "bad ideas", the thing which would enable us to better catch the truth. He adds that what CT requires is politeness in addressing mistakes. So, what matters can all be about 'how' to criticize than 'what' to criticize.

Second, CT is not deprived from emotions. It does not oppose all good feelings of friendship, love, sympathy and the like. It has in its defining criteria caring about others' well-being, dignity and value. Paul and Elder (2002) enumerate a number of values and personality traits which characterize good critical thinkers (see sub-section 1.2.3., p. 42).

Third, it is possible that one might equate CT with 'good thinking'. However, CT is not all of good thinking (Brookhart, 2010; Facione, 1990; Lipman, 2003). Lau (2011), in defining what good thinking is, says that it pertains to two aspects: critical and creative thinking. Hence, CT is only part of or a sort of it (Siegel, 2010).

CT is not all of Higher-Order-Thinking neither Higher-Order-Thinking is all about CT (Brookhart, 2010). The latter is better understood to be only part of it in addition to creative thinking and problem solving. In a related vein, CT is not creative thinking though they can overlap. The latter is most often seen to be the end product of the former even though Brookhart (2010) gives instances in which researchers consider CT to be the end of the process of creative thinking. This judgment, as was stated, is based on the criterion of "evaluation" which creativity seems to lack. Last but not least, CT is not problem solving. They both build on one another's skills and results and both target the same goal which is revealing the objective truth, but the use of one does not necessarily mean that we are using the other.

Most of the common sense that people have built about CT can be just the opposite of what it truly is. The misconception that characterizes it can be the result of its inter-relatedness with many educational fields like philosophy, psychology, cognitive science and education. It can also be the result of its rootedness in the very old history of human intellectual development. Another possible reason is the fact that people take its meaning for granted, as Moon (2008) argues, they tend to behave as if they know it. Therefore, efforts to learn what this concept means are required by everyone.

### **1.1.2.3. What Critical Thinking Is**

Defining CT did not come out of the blue. It was the result of many years of examination of its nature, skills and characteristics. According to Moore (2011), its definition was elaborated through the many publications of the CT movement which has taken the form of "kernel definitions... and... taxonomies of constituent skills" (p. 4).

The very first definitions of CT were the product of the first leading figures of the movement. The surprising thing with the issue is the multiplicity of defining it (Lipman, 2003; Moore, 2011; Leopold & Vickerman, 2010). This is to say, no one definition is now accepted to be the only definition of CT (Halonen, 1995; as cited in Dunn, Halonen, & Smith, 2008). Yet, despite the little agreement among the researchers and educators, we shall concentrate in this section on the widely used definitions from the classic tradition of CT.

Fisher (2001) gives credit to one of the first classic definitions which belongs to the "father of the modern [CT]", John Dewey. Dewey is considered to be the first to define it even though he did not refer to it with the current exact terms. He defines "reflective thinking" as:

Active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends. (Dewey, 1909, p. 9; as cited in Fisher, 2001, p. 2; Leopold & Vickerman, 2010, p. 7)

In this definition, Dewey introduces CT as "active" as opposed to "passive" thinking. It is the type of thinking which is checked over time and not narrowed to only what is heard or read. It is thinking which is not limited to the passive reception of ideas and information. It is necessarily an "active process" of thinking ideas, beliefs and knowledge by oneself rather than quiescently accepting them from others (Fisher, 2001).

It is "persistent and careful" with the meaning that it requires *reflection* on its causes and consequences (Lipman, 1991, p. 106; as cited in Thomas, 1999). Fisher adds that reflective thinking is thinking which goes in opposition to any

type of "unreflective thinking" or quick thinking that all people undergo, especially when they come to form conclusions and make decisions (Fisher, 2001). It is thinking which endures learning hardships. It is characterized by patience and it does not give up on first or on final obstacles. "To persist carefully" means to stop for a while and consider again and again "the grounds which support [a belief or knowledge]", i.e., the *evidence*, the explicit and the implicit *assumptions* that underline it.

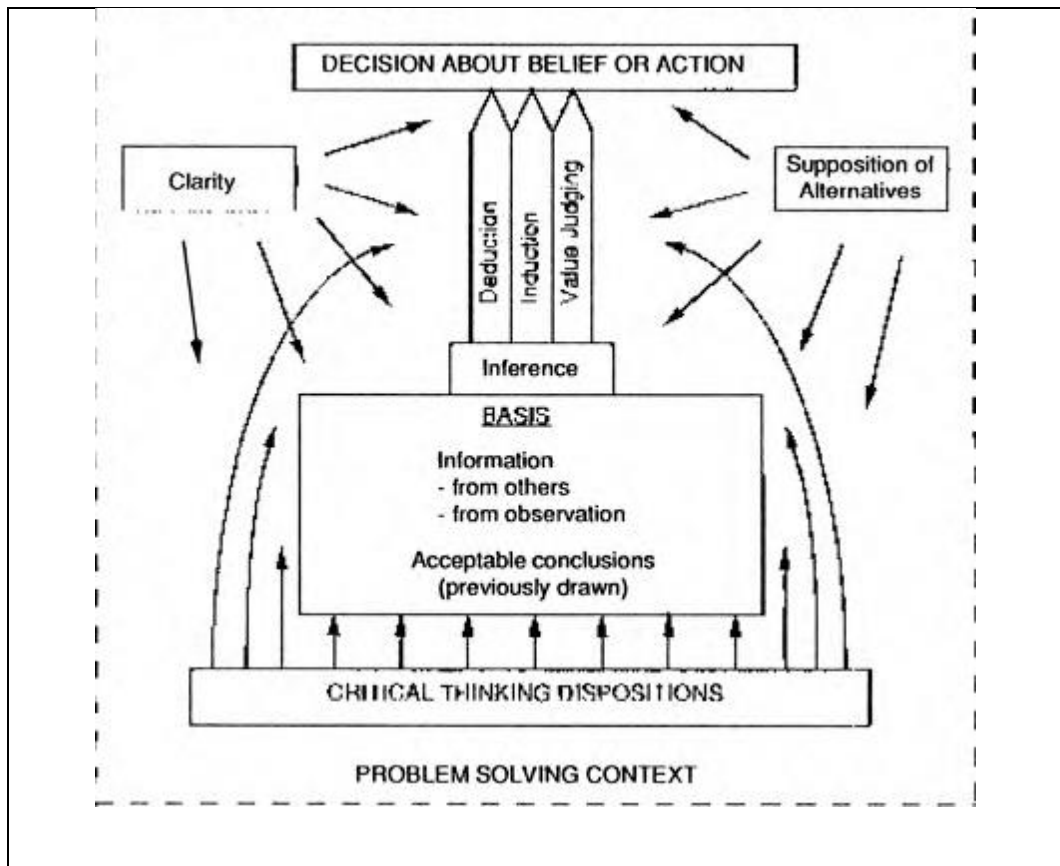
Other prominent definitions that emerged during the wave of the CT movement are those coined by the highly influential theorists who never felt tired of informing this domain. These are known as "the group of five" and are namely Ennis, McPeck, Paul, Siegel and Lipman (Moore, 2011, p. 16). In Mason's (2008) list of the group of five, Jane Roland Martin is a member added to the first four. Only two of the widely used definitions are highlighted at the present time.

Ennis (1987, p. 10) defines CT as "reasonable reflective thinking that is focused on deciding what to believe or do" (as cited in Ennis, 1985, 1991, 1996, 1997, 2011). According to him, this definition is far more complete than any of his previous definitions. This is because it does not exclude neither the creative aspect (creative thinking) nor problem-solving; the two aspects on which his first definition was criticized to be lacking. It emphasizes reflective acts of thinking like hypothesis formulation, considering alternative viewpoints of the problem, questioning and suggesting possible solutions. It also emphasizes rationality which involves the use of reasons to defend conclusions and make decisions. Importantly, the process of decision-making seems to take the good part of attention when formulating this definition.

To come up to a decision necessitates that the critical thinker (the person who engages in thinking critically) undergoes a process which Ennis (1991) calls: "The Decision-Making Process" (p. 7). This process (summarized in Figure 1, p. 23) occurs mostly in *a problem-solving context* where a decision to believe something or take some action should be made. Making a decision is based on some previously known *information*. This information can be generated from either a personal *observation*, from reading or listening to a source or from some previously drawn *conclusions*. By doing this, the critical thinker starts building *inferences* to the decisions. These inferences can take the form of an *inductive* process of inference, a *deductive* process of inference or a process of *value judgment*. These three kinds of inferences are processes not products since they themselves seek the end product which is a wise decision or action.

The process of deciding what to believe or do necessitates that the critical thinker should be able to consider a problem from different angles and suggest different solutions to it. One can do this only if s/he possesses "*dispositions*" to think critically (see sub-section 1.1.2.4.2, p. 30). When these dispositions are internalized through constant training and practice, the critical thinker becomes able to see the problem from different viewpoints and hence, overcome his/her monological thinking (thinking from a personal point of view) and develop multilogical thinking. When the good critical thinker arrives at this point of thinking enhancement, s/he becomes able to defend why a certain belief or action is taken rather than another one on the basis of sound reasons and evidence (Ennis, 1991).





**Figure 1.1:** The Decision-Making Process (From: Ennis, 1991, p. 7)

Paul (2012), on the other hand, has provided more than a definition to CT. His widely known one is "thinking about your thinking while you're thinking in order to make your thinking better" (Paul, 2012, p. 7). This definition emphasizes the importance of being aware of and conscious about one's beliefs (Ennis, 1991). This includes being aware of *how* the thinker is thinking while the thinking process is taking place in his/her mind. This kind of reflection requires that the person analyzes and evaluates his/her own thinking. This is the process which is generally known as "metacognition" (Fisher, 2001, p. 5).

Paul explains that this definition implies some aspects. First, CT relies on self-improvement which can be realized through the application of a set of *standards*. The role of these standards is to assess the quality of thinking (see sub-section 1.2.2, p. 40). Second, critical thinkers should be alert to their

personal appeals (*egocentrism*) and their social appeals (*sociocentrism*) when evaluating their thinking. These two terms are detailed in sub-section 1.2.4 (p. 48).

The challenge of spelling out one definition to the concept emanates from some reasons. Pasch and Norsworthy (2001) explain that some of the difficulty in defining it lies in the nature of CT itself. It is abstract and cannot be managed into "a discrete set of facts or skills" (p. 9). Another problem is that CT is "a whole way of approaching knowledge and the thought process itself" (Pasch & Norsworthy, 2001, p. 9). It takes from cognitive science, psychology, education and other domains as much as it takes from philosophy. Third, CT has always been regarded as a new fashion which suddenly emerged in the educational fields bringing with huge attraction to the point that nearly everyone is writing about it. This can cast some doubt on the value of what is written about it. These aspects have nurtured criticism against it by extending doubt over its legitimacy because being unable to make one definition can only indicate lack of agreement about its nature among its theorists. Contrary to this view, Paul (2012) and Ennis (1997) consider that these definitions are "consistent" and "scaffolding" among themselves that they helped in making the bigger picture of what CT is.

The concept of CT means thinking with a view to self-improve, self-evaluate and self-correct one's own thinking first then the thinking of the others. It involves making efforts to deal with its own deficiencies and the deficiencies in people's thinking through reflection, asking questions and using reasons and arguments. It is one step above ordinary thinking because it encourages multilogical thinking (i.e., thinking within multiple points of view) against

monological thinking. It aims at enabling the person to think in most effective ways about all life issues by deciding correctly and acting appropriately. However, it is not possible for the thinker to reach this level if s/he is not well trained in the skills and dispositions of thinking critically.

#### **1.1.2.4. Components of Critical Thinking**

Siegel (2010) takes a stance in which he joins the view of a number of authors in the domain of CT (Burbules & Berk, as cited in Popkewitz & Fendler, 1999; Cottrel, 2005; Ennis, 1985, 1991, 1996, 2011; Facione, 1990, 2000, 2015; Facione & Facione, 1994; Idol & Jones, 2010; Simister, 2007). He and the other researchers argue that "[CT] involves two distinct components: both (a) skills or abilities of reason assessment and (b) the dispositions to engage in and be guided by such assessments" (p. 141). Accordingly, CT involves not only skills and abilities but also a disposition or an inclination to think critically. Kennedy, Fisher and Ennis explain that "[s]kills (or abilities) are the more cognitive aspect of [CT], whereas dispositions (or attributes) are the more affective aspect" (as cited in Idol & Jones, 2010, p. 14). These two componential aspects are further detailed in the following sub-section.

##### **1.1.2.4.1. Critical Thinking Skills and Abilities**

CT is an activity which depends on exhibiting mastery of a set of skills and abilities (Paul & Elder, 2002, Glossary) the reason why they are regarded as part of its definition. Nevertheless, there has always been a problem of making a comprehensive list of skills and abilities pertinent to CT. Suhor (1984), like many educators, has once expressed his annoyance because "no one has developed a compelling taxonomy of thinking skills for use in educational

programs" (p. 2). As a result, supporters of the CT theory suggested a number of lists for educational use such as Facione's (1990) list of cognitive skills and Ennis' (2011) list of CT abilities.

SKILL	SUB-SKILLS
1. Interpretation	Categorization Decoding Significance Clarifying Meaning
2. Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
3. Evaluation	Assessing Claims Assessing Arguments
4. Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
5. Explanation	Stating Results Justifying Procedures Presenting Arguments
6. Self-Regulation	Self-examination Self-correction

**Table 1.1:** Critical Thinking Core Cognitive Skills and Sub-Skills (From: Facione, 1990, p. 12)

Forty-six (46) of leading American experts gathered in a time period of two years for the fulfillment of a research work targeting crucial aspects concerning CT. The findings of this research -known as the Delphi Report research- were reported by the many publications of Facione (1990, 2000, 2015). According to him, these experts were able to come into a consensus about the necessary skills that a good critical thinker needs to exhibit. These sets of cognitive skills, regarded to be central to CT, are classified into six "core [CT] skills" and are further grouped into sub-skills (Table 1.1). They can be developed just like any artistic or athletic skill. This is to say, abilities such as *interpreting*, *analyzing* and *evaluate* knowledge, making *inferences*, giving *explanations* and *self-correcting* one's own reasoning can all be developed

through training and constant practice just like playing piano or basketball. Continuous and, necessarily, guided practice will contribute to their internalization what will make the critical thinker establish proficiency in their use (Facione, 2000).

Similarly to the Delphi's list of CT skills and abilities, Ennis' list is also organized into groups of abilities which are translated into actions to be performed by the critical thinker. He considers his categorization to be the most effective one claiming that some categorizations of skills "offer haphazard assortments, vague characterizations, or single-minded emphases" while the present way of conceptualizing the skills (meaning his categorization) "is more organized [and] is more readily grasped" (Ennis, 1991, pp. 5-6). Ennis still believes that these abilities should be systematically and continuously practiced in order to develop into "habits of mind".

Ennis' (2011) list of CT abilities is the last and most refined list, although not completely different from his first ones (for example, Ennis, 1985; 1996). It is organized into six groups of abilities in which the first five are *constitutive* of CT while the last one is auxiliary (i.e., the abilities included under this last group are not constitutive of CT). The first five groups are namely: *Basic Clarification* abilities, *Decision-making* abilities, *Inference* abilities, *Clarification* abilities and *Supposition and Integration* abilities. The last sixth group which is named "*auxiliary abilities*" is not constitutive of CT but it plays a crucial role in developing an ideal critical thinker (Ennis, 1991, 2011).

Ennis' first group of abilities includes elementary abilities of clarification (Ennis, 1985). They are: "[f]ocus on question", "[a]nalyze arguments" and "[a]sk and answer clarification and/ or challenge questions". Their purpose is to

gather relevant information and to guarantee that the process of thinking critically starts and goes on a clear basis (Ennis, 1991; emphasis is omitted).

The second group is made up of the two abilities: to "[j]udge the credibility of a source" and to "[o]bserve, and judge observation reports". Together, they establish a solid background for a decision and/or action to be taken. They seek to ground the decision systematically in an ordered and useful manner. According to Ennis, this group of abilities is often referred to with the term "problem solving" (Ennis, 1985).

The third group deals with deductive and inductive abilities. Examples include to "[d]educe, and judge deduction"; infer, induce, "[m]ake and judge value judgments". These abilities are necessary for making any type of logical inference (deductive or inductive) they are also necessary for hypothesis making and forming conclusions. Abilities under this group also have the job of controlling the extent to which the conclusions and the judgment are fair and that they do not prejudice any point of view. This is done mainly through considering the positive and negative effects of their consequences.

Advanced clarification includes two abilities. These are: "[d]efining terms and judge definitions" and "[a]ttribute unstated assumptions". These abilities help the critical thinker to take a step further in the clarification process by revealing the unstated assumptions/presuppositions in addition to identifying any type of fallacies. They are concerned with controlled and clear rhetoric and the way the judgment is supported (through the use of claims and reasons). Using clear language is a key element in the process of judgment this is why communicating logically and conversing using evidence are two characteristics of ideal critical thinkers.

The fifth group is composed of the two thinking skills "[s]uppositional thinking" and "[i]ntegrat[ing] the dispositions and other abilities". Their aim is to help the person consider arguments, particularly, counter-arguments objectively as if they were his/her own. The proverb "putting oneself in someone else's shoes" can best fit with the meaning of these skills. Thus, this group builds on certain metacognitive abilities such as reflecting on one's thinking in order to assess the reasoning process underwent. Mastery of their use depends greatly on their internalization along with the CT dispositions through constant practice.

The last three abilities make the last group. They require that critical thinkers "[p]roceed in an orderly manner", "[b]e sensitive to the feelings, level of knowledge, and degree of sophistication of others" and "[e]mploy appropriate rhetorical strategies". These abilities are important in that they encourage the thinker not to lose sight of the other. They invite people to respect others' levels of thinking whatever strong or weak they might be. Critical thinkers with abilities of this group care about the dignity of people when judging them. They do not intend to humiliate people just because they are endowed with strong reasoning abilities. In fact, from Ennis' point of view, even though these sets of abilities are not constitutive of CT, critical thinkers cannot be considered to be ideal thinkers if they do not exhibit these skills.

The two models of skills and abilities which are referred to in the present sub-section show some similarities and differences. They indicate that thinking abilities and skills are numerous and they give insights about the pervasive and inclusive nature of the concept. Facione (1990) points out that other lists can be developed provided that their purpose is to serve well-examined educational

objectives and only if they are produced by experts in this field. It was mainly because of these two conditions that reference was made to the two models above given that both of them were born out of more than twenty years of examination and scrutiny.

#### **1.1.2.4.2. Critical Thinking Dispositions**

CT is defined in terms of statements and lists of abilities and skills (Moore, 2011). The common belief which theorists held at first was that if learners were trained only in the skills and abilities, they would develop both *willingness* and *ability* to think critically (Facione, 2000). Facione (2000) confirms that it was this way of theorizing which shaped decisions about curriculum development previously. This view, however, did not hold true for a quite long time because it was the tradition before empirical research started to take charge of theorizing about the nature of CT. Theorists such as Siegel, Paul, Tavis and Wade realized that "a person can master CT skills without being the least bit disposed to use them" (Esterle, 1993; as cited in Facione, 2000, p. 62). It was proved that CT skills and CT dispositions were two distinct features in the critical thinker (Ennis, 1996; Facione, 1990, 2000). So, it was because of such arguments that the dispositional view of CT started to take place.

Facione (2000, 2015) gives a number of reasons to justify the importance of the dispositional aspect of CT. First, he argues that having knowledge about what the concept is and being trained only in the practice of its skills cannot insure success in school, workplace and life. Second, using the skills correctly does not tell that the person is disposed toward thinking critically and showing that the person is disposed to think critically tells little or nothing about how good s/he is at using the skills. People are not simply "thinking machines" this is



why CT cannot be limited to a set of discrete skills. Facione (2015) concludes that people who are proficient in the procedural use of the skills and abilities but fail to meet its good, non-selfish and ethical use can hardly be accepted as good critical thinkers.

Until the present time, many theorists have accepted to include dispositions as part of the meaning of CT even though the majority rejected this. An important point that should be stated is that all theorists can be said to agree on one idea. The skills dimension is a necessary part in the definition of CT, but for practical and instructional purposes, educators recommend that the teaching instruction should cater for both skills and dispositions (Ennis, 1996; Facione, 1990, 2000). It was this belief which led Facione (1990) and Ennis (2011) to design other lists of dispositions.

Facione's CT dispositions are made up of two lists. The first list includes CT overall dispositions (Table 1.2) and the second list illustrates CT affective dispositions (Table 1.3). The overall and the affective dispositions are complementary; so, the good critical thinker should exhibit both of them.

<b>The Disposition Toward Critical Thinking</b>	
Inquisitive	
Systematic	Judicious
Analytical	Truth-seeking
Open-minded	Confident in Reasoning

**Table 1.2:** Critical Thinking Dispositions (From: Facione, 2000, p. 74; 2015, p. 12)

CT overall dispositions constitute seven elements. They are general personal attributes and attitudes which characterize the ideal critical thinker

(Facione, 2000, 2015). The person who owns these dispositions (as well as those in Table 1.3) is thought to possess "a critical spirit" (Siegel, 2010). Facione (2015) states that this critical spirit does not mean that the person should be negative about every issue or every aspect of life. It does not mean either to hypercritically scrutinize everyone and everything. Contrary to that, the ideal critical thinker is a person who is intellectually curious to search and learn new knowledge. Critical thinkers tend to approach problems in a systematic way and they do not accept things at their face value but they examine them deeply to reveal their inner realities. Such people seek the truth beyond their personal, social, religious, cultural, and political orientations. They try to see things with an objective eye and be open and tolerant to others' arguments even though they totally oppose their own. Good critical thinkers trust their reasoning because they apply it according to the right scientific methods advocated by reasoning. This latter allows them to show maturity in the way they judge opinions, beliefs and usually taken-for-granted ideas and actions (Facione, 2015).

Facione's second table of dispositions revolves around two characteristics of CT: *pervasiveness* and *purposefulness*. Table 1.3 portrays the *pervasive* nature of CT and how it transcends all formal and limited areas of school education to life education in general (Facione, 1990, 2000, 2015). In addition to being pervasive, CT is also *purposeful*. Facione (1990) claims that people who have internalized these dispositions are more likely to live with clear purposes. Dispositions help them to apply the skills and abilities properly in their personal, civic and professional lives. These two groups of dispositions have the aim of nurturing a critical intellectual character in the learners to build

successful individuals in the workplace, to be successful citizens in their social surroundings and in the world (Facione, 1990, 2015).

### **AFFECTIVE DISPOSITIONS OF CRITICAL THINKING**

#### **APPROACHES TO LIFE AND LIVING IN GENERAL:**

- ❖ Inquisitiveness with regard to a wide range of issues,
- ❖ Concern to become and remain generally well-informed,
- ❖ Alertness to opportunities to use CT,
- ❖ Trust in the processes of reasoned inquiry,
- ❖ Self-confidence in one's own ability to reason,
- ❖ Open-mindedness regarding divergent world views,
- ❖ Flexibility in considering alternatives and opinions,
- ❖ Understanding of the opinions of other people,
- ❖ Fair-mindedness in appraising reasoning,
- ❖ Honesty in facing one's own biases, prejudices, stereotypes, egocentric or sociocentric tendencies,
- ❖ Prudence in suspending, making or altering judgments,
- ❖ Willingness to reconsider and revise views where honest reflection suggests that change is warranted.

#### **APPROACHES TO SPECIFIC ISSUES, QUESTIONS OR PROBLEMS:**

- ❖ Clarity in stating the question or concern,
- ❖ Orderliness in working with complexity,
- ❖ Diligence in seeking relevant information,
- ❖ Reasonableness in selecting and applying criteria,
- ❖ Care in focusing attention on the concern at hand,
- ❖ Persistence though difficulties are encountered,

❖ Precision to the degree permitted by subject and circumstances.

**Table 1.3:** The Delphi Report Model of Critical Thinking Affective Dispositions (From: Facione, 1990, p. 25; 2015, p. 11)

For Ennis, setting out what skills and dispositions specifically are is most often done for teaching purposes. This can include curriculum development, instructional decisions, testing and assessment procedures and purposes. Nonetheless, he admits that "[t]he task of specifying [CT] dispositions for purposes of teaching and assessment is not an easy task" (Ennis, 1996, p. 168). Therefore, the ideal critical thinker should be characterized by two broad dispositions which are "constitutive of the ideal critical thinker" (Ennis, 1991, p. 8) and a third broad disposition which is "correlative" not constitutive (Ennis, 1996, p. 171).

Ideal critical thinkers are disposed to

1. Care that their beliefs be true, and that their decisions be justified; that is, care to "get it right" to the extent possible; including to
  - a. Seek alternative hypotheses, explanations, conclusions, plans, sources, etc.; and be open to them;
  - b. Consider seriously other points of view than their own;
  - c. Try to be well informed;
  - d. Endorse a position to the extent that, but only to the extent that, it is justified by the information that is available;
  - e. Use their critical thinking abilities;
2. Care to understand and present a position honestly and clearly, theirs as well as others'; including to

- a. Discover and listen to others' view and reasons;
  - b. Be clear about the intended meaning of what is said, written, or otherwise communicated, seeking as much precision as the situation requires;
  - c. Determine, and maintain focus on, the conclusion or question;
  - d. Seek and offer reasons;
  - e. Take into account the total situation;
  - f. Be reflectively aware of their own basic beliefs;
3. Care about every person. Caring critical thinkers
- a. Avoid intimidating or confusing others with their critical thinking prowess, taking into account others' feeling and level of understanding;
  - b. Are concerned about others' welfare.

**Table 1.4:** Dispositions Characterizing Ideal Critical Thinkers (From: Ennis, 2011, pp. 1-2)

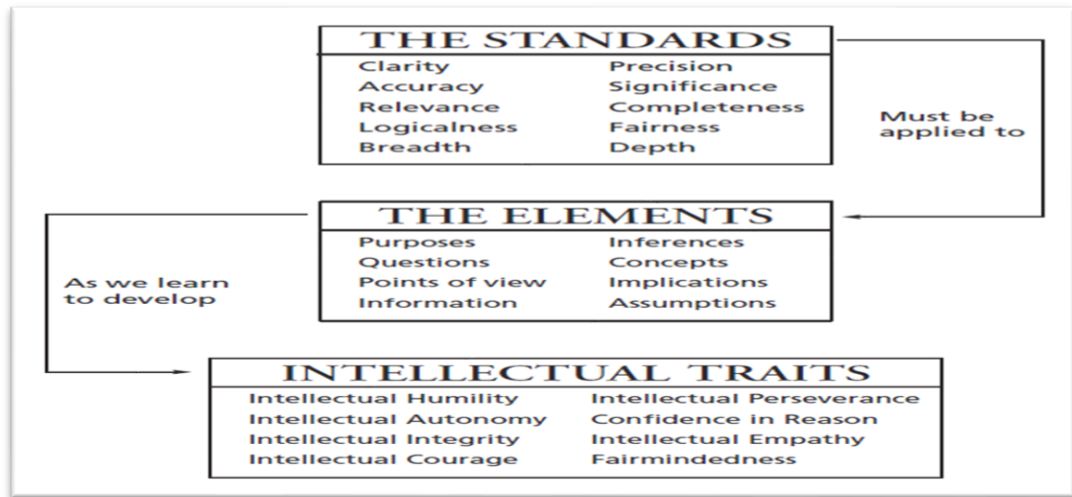
Some important remarks should be noted concerning this way of conceptualization. First, Ennis states that some dispositions contribute to others. For instance, dispositions 1D, 2E, and 3A contribute to 1C "being well-informed" while each of them is separate in its own right (Ennis, 1996). Second, Ennis draws attention to the importance of using terms and vocabulary with their common meanings not with invented ones. Doing this, according to him, helps in reducing the possibility of having readers, teachers or students mistaken the new meanings attributed to the already existing terms. Third, Ennis describes the last basic disposition to be "auxiliary" (Ennis, 2011). This means that this disposition is not necessarily included in the definition of CT (as opposed to the other two dispositions); however, it is needed to make thinking more "humane". He states that this disposition is very much recommended

because "[CT] can be dangerous without it" and warns the negative effects of abstaining it from any conceptualization of CT or from any CT teaching programme (Ennis, 2011, p.2).

Reasonable reflective thinking is the type of conscious thinking which can attain at its own deficiencies and points of strength. In addition to internalizing dispositions and developing skills, Paul and Elder (2002) claim that, for thinking to improve and reach a true state of criticality, it needs to be checked over and over through self-analysis and self-assessment. But, the question to be asked is: can an abstract entity like thinking be concretely divided and analyzed? Paul and Elder explain that this is possible only if "we...take [it] apart and scrutinize how we are using each part" of it (Paul & Elder, 2002, Chapter 6. The Parts of Thinking, para. 2).

## **1.2. The Critical Thinking Process**

To lift ordinary thinking from what Schnell (2011) names the unconsciously incompetent state of thinking to a better and more developed consciously competent state of thinking, one need to move through a progressive process of enhancement at the level of the mind. This process is built up of the successive combination of the three mental sub-processes illustrated in Figure 1.2. These small scale processes need to be initiated and developed individually and collectively since each of them is distinctively parted from the others but simultaneously dependent on them. The need for these sub-processes and the features which distinguish and relate them are discussed in the next sub-section.



**Figure 1.2:** Critical Thinking Process (From: Paul & Elder, 2005, p. 59)

### 1.2.1. Realizing Parts and Elements of Thinking

Due to its very familiarity to everyone, not any person would come to question thinking. We use it on a daily basis and it requires no efforts. So, it does not seem to need "any real intellectual work" (Paul & Elder, 2002). We all like it the way it naturally is because it brings us comfort. Nevertheless, relying on this easy type of thinking does not always end up with the outcomes that one desires. It can possibly achieve some success, but it can also create other problems or gain selfish success at the expense of someone else's needs and wants. It is this problem which makes the heart-matter of CT and which Paul and Elder have been addressing over time.

Paul and Elder (2002) claim that thinking is a skill which can be developed just like any other physical skill. Yet, what makes it different is its abstractness. So, if one wants to develop his/her thinking and become a good thinker, s/he must start thinking about his/her own thinking. One has to make himself/ herself aware of how his/her thinking is going on and brings to the conscious what has been laying in the sub-conscious. In this regard, "[the thinker] become[s] a critic of [his/her] own thinking" (Paul & Elder, 2002,

Chapter 2. Become a Critic of You Own Thinking, para. 1). Paul and Elder state that this is a necessary step in the development of CT because it allows the person to self-discover his/her thinking weaknesses, prejudices, deficiencies, misconceptions, biases and points of strength. It also helps in assessing the extent to which the person is persisting to overcome these and other bad habits of thinking.

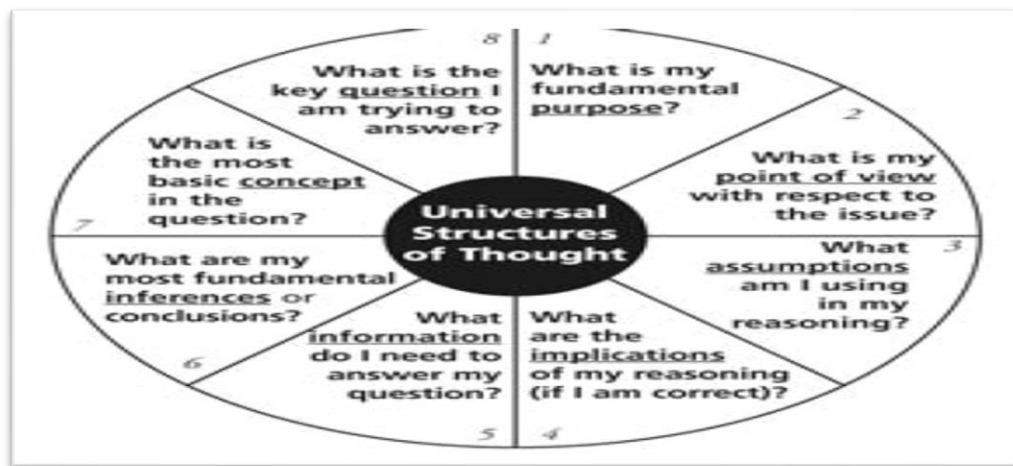
Paul and Elder (2002) explain that whenever human beings reason, their thinking functions unconsciously according to a set of elements. These are called the *elements of reasoning*, also known as *the fundamental structures of thought* or *parts of thinking* (Figure 1.3, p. 38). They are eight basic elements and structures which define and build human thinking (Paul & Elder, 2007). They are present whenever people start thinking/reasoning and about whatever subject matter. Their use does not interfere with the type of thinking/reasoning that is going on whether good or poor.

If one takes a stance and deeply scrutinize what goes on when thinking/reasoning, one would certainly realize that some structures take place. Whenever people start thinking, they think for a *purpose*, within a *point of view* in order to answer a *question/ questions* and on the basis of some *assumptions*. By doing so, people start drawing some *implications* or notice *consequences*. All thinking appeals automatically to some *sources of information* to form valid *inferences*. Making inferences enables people to test those implications and come to a final *conclusion*. This conclusion (conclusions) is the one which answers the problem or question at hand.

All this process of thinking goes under some non-visible mental actions which shape our ordinary thinking/ reasoning. Bringing these elements to the



conscious level can be possible only through asking questions while thinking. For example, the thinker may ask questions like: What is my main purpose? What is the main question or problem I am trying to solve? What information can help me solve it? What are the main theories/principles/concepts that underline my question? What are my assumptions about the problem? ...etc. (Figure 1.3). Asking questions enables the thinker 'to get the right end of the stick', as the saying goes. Developing this skill requires that the person makes a strong commitment to it and builds true willingness to practice it regularly and continuously.



**Figure 1.3:** Questions Implied by the Universal Structures of Thought (From: Paul & Elder, 2005, p. 56)

What has been discussed so far is only a small part of the hard intellectual work. It is the part through which thinking is broken down into constituents and perceptually analyzed. The other part concerns itself with assessing it, revealing and correcting its mistakes and turning its imperfections to perfections through feedback. Thus, the process of implementing standards of perfect thinking comes into effect.

### 1.2.2. Applying Standards of Perfect Thinking

Paul and Elder (2002) explain that to be able to evaluate thinking, one should take it apart and test its elements in relation to some intellectual standards. Doing so would enable the thinker to discover its points of strength (for instance, that the thinking is clear, of good depth and logical), and its deficiencies (that, for example, thinking is unclear, of a shallow depth and illogical). Therefore, all the standards mentioned in Table 1.5 (p. 41) are *criteria* upon which the *examination* and *evaluation* of thinking is based. An important point to be stated is that, although a number of intellectual standards exist, not all of them are necessarily applied when assessing the elements. Some of them are more fundamental, namely, those in Table 1.5. The elements of thought, however, are more basic because they are universal. They occur whenever people start thinking.

The application of these standards to the elements is made possible through asking questions. This means that, when thinking about thinking, one needs to ask questions like: Is my purpose clear? Is the statement that I am using to state my purpose clear, accurate, precise and complete? Is my question, issue or problem clear, accurate and precise? Is this information relevant to the issue that I am dealing with? Is this concept, theory, principle relevant? Are the inferences I am building significant? How can I make sure I am being clear, accurate and relevant about what I am doing? Am I considering all points of view? Is my analysis sufficient in depth and breadth? How can I tell that it is so? Am I dealing with the complexities and main factors of the problem? Asking questions is the key for learning in CT.

Perfections of Thinking	vs.	Imperfections of Thinking
Clarity	vs.	Unclarity
Precision	vs.	Imprecision
Accuracy	vs.	Inaccuracy
Significance	vs.	Triviality
Relevance	vs.	Irrelevance
Logicalness	vs.	Illogicalness
Depth	vs.	Superficiality
Fairness	vs.	Unfair/Biased/One-sided
Breadth	vs.	Non-breadth

**Table 1.5:** Universal Intellectual Standards of Thinking (Recreated from: Paul, Binker, Martin, & Adamson, 1989, p. 20; Paul & Elder, 2002, Chapter 7. The Standards for Thinking).

Applying the standards of CT to the elements of thinking is crucial. Paul and Elder (2007) clarify that "[t]o think critically entails having command of these standards" (p. 10). The thinker who overlooks the standards when thinking tends to be subjective. His/her analysis and assessment of thinking is narrow and cannot be entrusted since it relies on any non-examined criteria which appear to be reliable only for the thinker (Paul et al., 1997). Thinking without such intellectual standards is "incoherent" (Paul & Elder, 2002) because it takes the risk of being illogical and imperfect.

Once the first and second sub-processes are successfully internalized due to consistent practice, the thinker becomes able to think and live better than any other ordinary thinker or any other time. Nevertheless, this success can put him/her into a risk of a different type. A person can develop skilled thinking but

s/he can also develop feelings of pride, selfishness, deception, sarcasm, egocentrism and many other traits along with developing thinking. This is due to the very nature of human beings. The person would sooner see himself/herself better than others and can possibly manipulate them because his/her reasoning is stronger and more powerful.

Educators have always been aware of such risks this is why they draw attention to the type of thinking which is "*selfish*". Selfish CT is called "*weak-sense critical thinking*" or "sophist thinking", and it totally runs against the principles of "*strong-sense*", "fair-minded" CT. Therefore, learning to self-discipline thinking should be the third step of the process. It requires that critical thinkers learn to discipline their minds by learning the "intellectual traits of mind" which distinguish an *ideal*, strong-sense critical thinker from a *sophist*, weak-sense critical thinker.

### **1.2.3. Internalizing Traits of Excellent Thinking**

As has already been stated, the critical thinker can come to develop skills in thinking and make it perfect by being able to analyze it and assess it. Yet, s/he can fall shortly in attaining to its ideal state. The reason is that s/he overlooks the true value of CT which is fair-mindedness.

A fair-minded person is a critical thinker in the strong-sense. S/he is the opposite of a self-centered critical thinker who is a typical image of sophist or weak-sense critical thinker. Therefore, *self-centeredness* is the opposite of *fair-mindedness*. What differentiates these two types of thinkers is the extent to which each side uses his/her skills of thinking "in good faith" (Paul & Elder, 2002). Self-centered people fail most of the time to credit strengths in the

thinking of others and admit mistakes in their own. Their use of CT is limited only to their welfare even if at the expense of innocent people. Strong sense critical thinkers, on the other hand, are more flexible. They tend to challenge their own and others' beliefs according to the same measures and criteria, without fear of changing position when the evidence is strongly presented.

Fair-mindedness is a vital concept which needs to be "culturalized" in the minds of thinkers (Paul and Elder, 2002; even though they have used the noun "culturalization" instead). Many efforts were made by educators to help direct attention to it and make it clearer. One way is by identifying *the intellectual values* which make it. Hence, this section illustrates the intellectual virtues which make the whole of a strong-sense, fair-minded CT against those intellectual traits which characterize the weak-sense, self-centered CT. Paul and Elder (2002) argue that weak-sense critical thinkers do not possess any of the traits of the intellectually disciplined mind because they cannot overcome the non-intellectual traits which already exist in the mind.

Fair-minded critical thinkers are always *humble*. Being intellectually humble means being aware of one's own ignorance and the limits of one's own knowledge. Its opposite is being *intellectually arrogant*. It entails "a lack of consciousness of the limits of one's knowledge, with little or no insight into self-deception or limitations of one's point of view" (Paul & Elder, 2002, Chapter 3, Intellectual Humility: Having Knowledge of Ignorance).

The second characteristic of fair-minded thinking is the possession of *intellectual courage*. An intellectually courageous person is the one who is not afraid of questioning the usually taken-for-granted concepts, beliefs, ideas or

practices of his/her society. S/He does so because s/he already knows that not all of them are born out of rational judgment. On the contrary, an intellectually cowardice person sees that such beliefs are sacred and unquestionable.

Being *intellectual cowardice* is the opposite of being intellectually courageous. It means "fear of ideas that do not conform to one's own" (Paul & Elder, 2002). When questioning beliefs which people find threatening or dangerous, or the ones which they hold true (as a result of tradition, raring, or learning, for example); people always feel an inner fear because questioning them means questioning the identity of the society which is unacceptable (Paul & Elder, 2002). It threatens who they are. So, it evokes uncomfortable feeling and they choose, as a result, to take the easy way out. In this case, these people are said to lack intellectual courage.

Little freedom is allotted for people to choose the kinds of viewpoints within which they live. The reason is that this freedom can often expose them to social rejection. Therefore, fear of rejection makes a major reason that hinders intellectual courage while; simultaneously, injecting intellectual cowardice. People are frequently not aware that this fear is typically the result of intellectual cowardice, the point which differentiates an intellectually courageous thinker from an intellectually cowardice one. Intellectually courageous thinkers know that questioning the taken-for-granted beliefs would enable them to live a better and meaningful life. They live life that they are more convinced about.

The third trait of the intellectually disciplined mind which educators are recommending is *intellectual empathy*. Both *self-centeredness* and *narrow-*

*mindfulness* can be the descriptive terms of its opposites. Intellectual empathy means being open to alternative views and judging them as if they were our own. The critical thinker who does not make such efforts is a *self-centered* critical thinker because his/her thinking is narrowed down only to his/her self. Paul and Elder (2002) state that the application of this trait of mind can be very difficult because not any or every person can grow empathically and be able to understand others' feelings and points of view.

A close but slightly different trait of the intellectually disciplined mind is *intellectual integrity*. It is another requirement for fair-mindedness which contradicts with *intellectual hypocrisy*. Intellectual integrity means acting honestly according to what we say. An intellectually hypocrite person, on the contrary, is one who dishonestly says what s/he does not really mean or does not act accordingly.

The fifth intellectual trait of mind has to do with struggling to learn and the extent to which one can bear learning hardships. It is *intellectual perseverance*. People with this quality of thinking never see learning as a burden. They enjoy struggling through its obstacles to arrive at the most accurate and complete knowledge about a topic or question. The opposite of an intellectually perseverant person is an *intellectually lazy* one. S/He demonstrates "the tendency to give up quickly when faced with an intellectually challenging task. The intellectually indolent person has a low tolerance for intellectual pain of frustration" (Paul & Elder, 2002, Chapters 3, Intellectual Perseverance: Working Through Complexity and Frustration, para., 1).

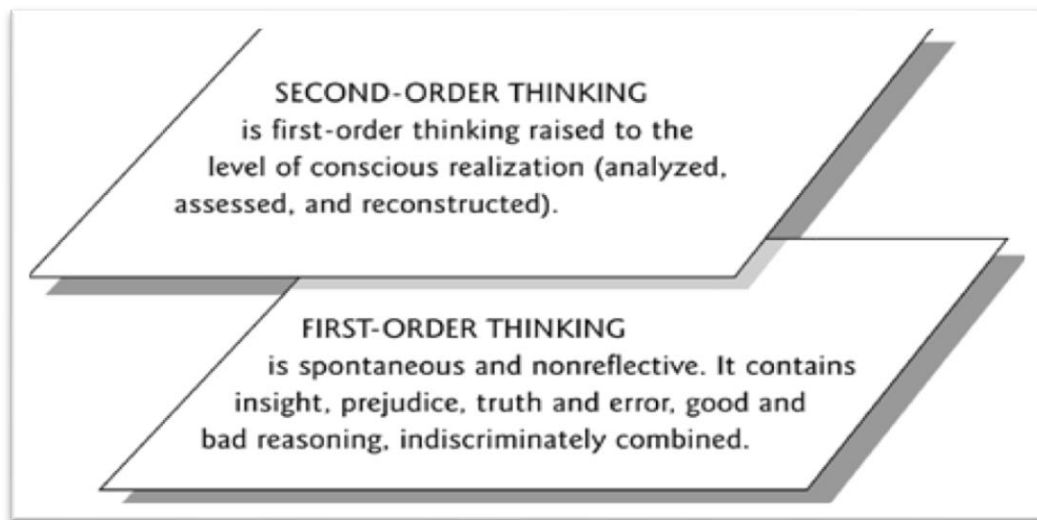
A critical thinker cannot grasp the meaning and importance of working to internalize the traits of fair-mindedness if s/he has a low esteem of rational thinking. For this reason, the mind is not intellectually disciplined without having *confidence in reason*. Paul and Elder (2002) show the true value of rational thinking and of having faith in reason. Its value does not count only for creating fair-minded thinking but also for creating a fair-minded world and human existence. It means being able to develop one's thinking by oneself. As a result, the strong-sense critical thinker lifts his/her reasoning from its primitive first state to a more developed, more disciplined and well-fitted second state (Figure 1.4, p. 47). This second level thinking is more ready to open up to the world's changing circumstances and reoccurring problems.

The opposite of this trait of mind is *intellectual distrust of reason*. According to Paul and Elder (2002), "reasoning and rational analysis pose [threat] to the undisciplined thinker" (Chapter 3, Confidence in Reason: Recognizing that Good Reasoning Has Proven Its Worth). The reason is that such thinkers cannot (and are not willing to) get rid of the uncritically justified emotional and subjective reactions. They do not have confidence in reason because they have confidence only in their gut thoughts and reactions. For them they are all true however false they are.

Lastly, fair-minded critical thinking requires *intellectual autonomy*. Paul and Elder (2002) enumerates its particularities in the following quote: "[an] internal motivation based on the ideal of *thinking for oneself*; having rational self-authorship of one's beliefs, values, and way of thinking; not being dependent on others for the direction and control of one's thinking" (Paul & Elder, 2002, Chapter 3, Intellectual Autonomy: Being an Independent Thinker;



emphasis added). The opposite of this trait of mind is *intellectual conformity*, also referred to as intellectual or emotional dependence. It means that, instead of thinking for oneself, people generally and unconsciously think to conform to the others.



**Figure 1.4:** The Effect of Critical Thinking on Ordinary Thinking (From: Paul & Elder, 2002, Chapter 2. Becoming a Critic of Your Own Thinking)

After persisting through each step in the process of becoming a critical thinker, thinking moves from one level to another one. The first level is the normal state of thinking with all its problems of thought. The gradual internalization of the three sub-processes leads to a second level which CT targets. It represents the ideal type of thinking which is well-reconstructed, repaired, and more importantly, disciplined towards thinking and acting ethically (Figure 1.4). Internalizing these sub-processes is of a real importance not only to the individual person as a thinking creator, but also as a social, interactive and communicative creature.

#### **1.2.4. Being Aware of Aspects Impeding the Critical Process**

The main goal of practicing the internalization of the mental sub-processes is to achieve competence in analyzing, evaluating and morally correcting thinking (Paul & Elder, 2005). Nonetheless, there is a problem that inhibits the development of these mental competencies and which exerts danger on the appropriate internalization of the process. This problem is related to two aspects of thinking which are namely *egocentrism* and *sociocentrism*.

According to Paul and Elder (2002, 2005, 2007, 2008), the two aspects of egocentrism and sociocentrism are dangerous for the development and appropriateness of thinking because they are inherent with us. We are usually unconscious about and unaware of their existence in our minds. More seriously, we are most often ignorant about how they can distort objective thinking and maintain a subjective one.

Paul and Elder explain that the human mind, by nature, thinks egocentrically. It naturally centers thinking on the self. It tends to appeal to the desires, feelings, wants, needs and rights of the oneself before any and even at the expense of others' needs. The reason is that, as humans, we naturally fail to see and understand the desires, feelings, wants, needs and rights of people. We think that we are doing so, but in reality, we are treating them subjectively. We tend to look at them according to criteria and standards that are self-made and self-centered. Paul and Elder (2005) point out that our egocentric thinking functions "sub-consciously" in two ways: first, it "see[s] the world in self-serving terms, to constantly seek gratification, to pursue selfish desires" and "second the desire to maintain its beliefs" (Paul & Elder, 2005, p. 39).

The second aspect which exerts danger on the development of thinking is being a sociocentric thinker. It is another natural human tendency to blindly adhere to the thinking and beliefs of the society. People tend to automatically conform to the social group to which they belong (whether a nation, a culture, a profession, peer group or a family). They have the tendency to treat its thoughts as uniquely correct and superior to the other groups. This social conformity can be the result of parental rearing, social and peer pressure to follow rules, rituals and conventions, school instructions and religious indoctrination which insist that each individual citizen fully internalizes what they preach starting from the very early childhood. Paul and Elder (2005) explain that sociocentrism is "a direct extension of egocentric thought" because it results from the two egocentric tendencies of "seeking to get what it (or its group) wants without regard to the rights and needs of others; and [r]ationalizing the beliefs and behavior of the group" (pp. 40-41).

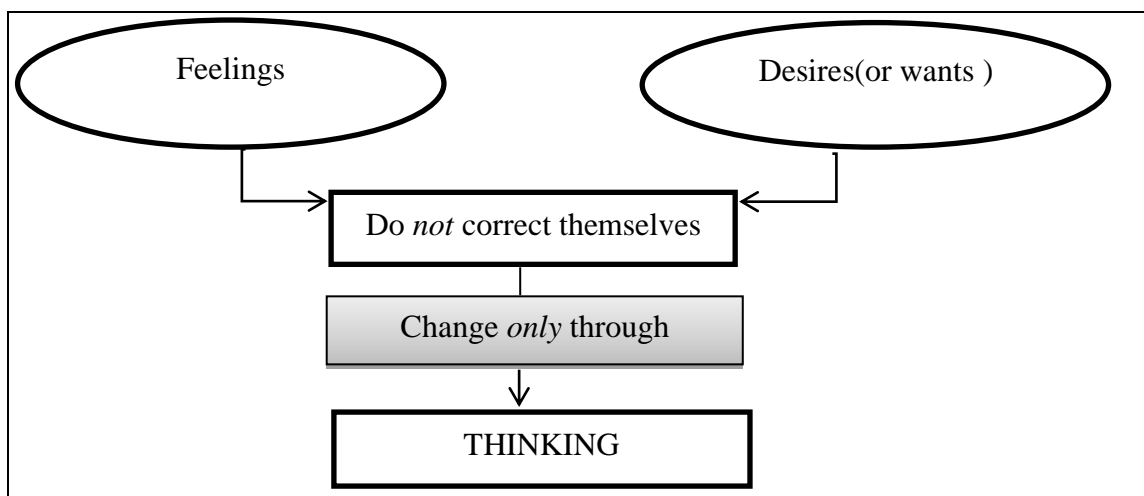
Egocentrism and sociocentrism hinder fair-minded thinking. They hinder the whole process of developing into a critical thinker. They cause thinkers to be unclear about their goals and the information that they have. They lead them to draw incorrect inferences, conceptions and assumptions. They render people with weak evidence and with little insight about the consequences of their limited thinking. More importantly, egocentrism and sociocentrism make people unable to ask questions of significance. They enslave them in an irrational system of beliefs.

People with such tendencies have less developed cognitive faculties. Their thinking is less characterized by the intellectual standards of the rational mind. They are not accurate about their ideas and their thinking is very superficial and

distorted by imprecise and irrelevant details. They lack in depth and know little while assuming to know everything. Their ideas are rarely complete and cannot be of any real significance. Being aware of these two aspects minimizes obstacles in the process of developing into ideal critical thinkers but its completeness requires other two accompanying steps. These two steps are realizing functions of the mind and integrating CT dimensions.

### 1.2.5. Recognizing Functions of the Mind

To understand the human mind and the irrational tendencies inherent within it is to understand its functions (Paul & Elder, 2002, 2004). The mind basically functions in relation to our *thinking*, our *feelings* and our *wants*. So, our mind needs the function of thinking in order to make sense of what is going on. It needs to evaluate the meanings which thinking is making via the function of feeling and it needs to see the extent to which meanings direct us toward achieving our desirable goals. This last function of wants and desires is responsible about putting an action into effect.



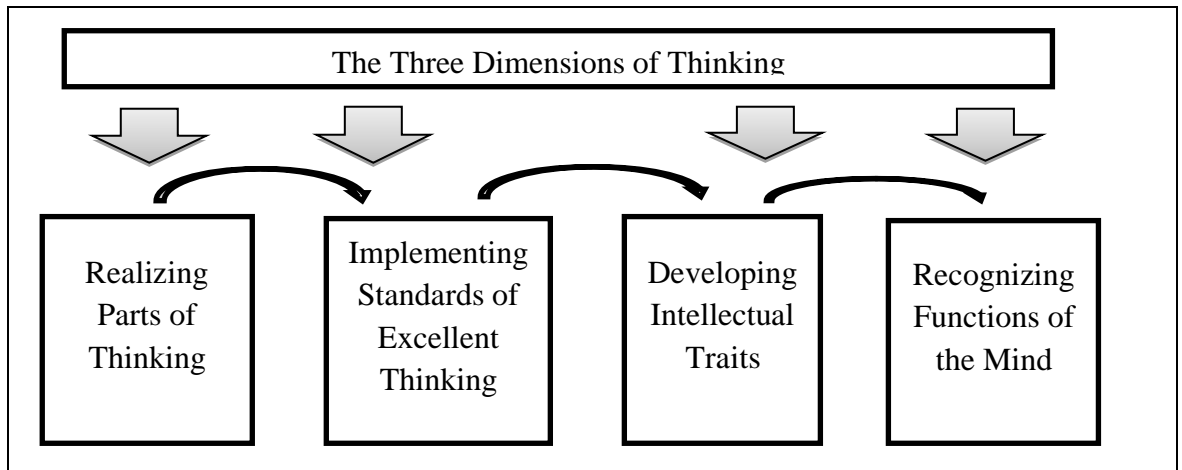
**Figure 1.5:** The Effect of Thinking on Feelings and Desires (From: Paul & Elder, 2002, Chapter 4, Understanding that You Have a Special Relationship to Your Mind; 2004, p. 8)

According to Paul and Elder (2002, 2004), the human mind is not born with rational and reason. They are both to be acquired and nurtured. Because most of our normal thinking falls prey to both feelings and desires, and because people unconsciously let their emotions and wants control them, thinking develops poor qualities what creates egocentrism. Paul and Elder argue that emotions and desires control how people behave. When the type of thinking that underlines them is of poor quality such as being distorted, full of biases, prejudices, misconceptions and of incorrect beliefs, they cause them to act according to some subjective feelings and desires. Thus, controlling it becomes a necessity. When we make commitment to *consciously control* and *correct* our thinking, it automatically takes command of the emotions and the desires that control our actions. This is another step to learn rational thinking and to minimize selfishness and extend fair-mindedness.

#### **1.2.6. Integrating Dimensions of Critical Thinking**

Self-motivation is also crucial in the process of thinking enhancement. The good thinker can attain at this quality when s/he learns to integrate the three dimensions of thinking. They are: *thinking idealistically*, *thinking realistically* and *thinking pragmatically* (Paul & Elder, 2002). As a good thinker, one needs to be able to see the world with the view to improve it and make it better which means to be able to imagine a better world and existence (an ideal world). While doing so, one has to keep an eye on what is really happening in order to know what should be done to make it better. This will help to put measures and practical plans that are well suited for the type of problem that the person is dealing with. Of course, there would be many suggestions at hand; yet, one needs to be able to think about the best alternative measure which will help in

guiding him/her towards his/her goals. Being realistic and pragmatic help to realize the idealistic dimension and bring ideas into real existence (as opposed to being just an idea or an imagination). Successful integration of these three dimensions also plays a role in balancing the combination of the sub-processes of thinking critically (Figure 1.6).



**Figure 1.6:** The Role of Thinking Dimensions in the Co-existence of Critical Thinking Sub-Processes

### 1.2.7. Stages of Critical Development

The process of developing into a good critical thinker does not happen over a day or night. It rather requires years of patience, practice and gradual development. Paul and Elder (2002) claim that going through this process is necessarily going through four basic stages before moving to the last two stages of development.

The first four stages are as the following. The first stage represents the state of "the unreflective critical thinker". The thinker at this stage relies on the ordinary type of thinking without being aware of its problems and deficiencies. The second stage starts when the ordinary thinker becomes aware of the shortcomings of his/her thinking and starts challenging it. Thus, it is called "the challenged thinker" stage. After taking some mental challenges, the thinker

decides to begin improving the state of his/her thinking and starts minimizing its mistakes and problems. At this stage, the thinker is just a beginner who does not practice improvement regularly; therefore, s/he is said to be at stage three or at "the beginning thinker" stage. Through time, the person realizes the importance of practicing reflective thinking regularly and s/he starts applying it to the different domains of life. Thus, s/he reaches "the practicing thinker" level.

Persisting through regular practice leads to the two last stages. Practice results in noticeable advancement at the level of thinking enhancement what elevates the critical thinker to the level of "the advanced thinker". The last stage is "the master thinker" stage and it occurs when the person masters skillful thinking and develops a critical spirit. For Paul and Elder (2007), the critical thinker, at this stage, possesses the "[g]ood habits of thought [as] second nature" (p. 22).

### **1.3. Principles in Theorizing about Critical Thinking**

The critical theory of education centers on the development of thinking and judgmental skills. It opposes all forms of teaching which encourage non-critical, ordinary thinking. Some of the principles which guide this trend are discussed below.

#### **1.3.1. Normal Thinking vs. Critical Thinking**

Theorizing about CT requires that one understands the difference between "normal or ordinary thinking" and CT. So, one can think of ordinary thinking as thinking which is unreflective, unreasonable, irrational and uncritical as opposed to thinking which is reflective, reasonable and rational.

Normal thinking is unreflective because it does not examine the way it operates. It does not realize that, when put into effect, it undergoes some inner structures which should be controlled in a systematic way. When normal thinking is too simplistic, unreflective and functioning at its first incompetent unconscious level, it cannot evaluate itself. It cannot see its deficiencies and mistakes and it will not be able to correct them or improve its state. Therefore, ordinary thinking is not an evaluative or corrective thinking because it does not have knowledge of the standards of perfect thinking nor does it discipline itself with the required intellectual traits.

Ordinary thinking is uncritical thinking as well. Paul, Binker, Martin and Adamson (1989) claim that "uncriticalness" is a major problem in our life because when humans are uncritical or with no critical abilities, they tend to believe that their thinking is reasonable and that they are being critical. They assume that their thinking uses reasoning without realizing that it does not apply it appropriately (Paul & Elder, 2002; Paul, 2012). Uncritical thinking is first level thinking. For Paul (2012) it is "primitive levels" thinking (p. 6). It is spontaneous, automatic, non-systematic, superficial and shallow. It lacks insight and it relies on mechanical memorization which encourages lower order thinking and learning.

On the contrary, thinking critically can be understood as all the opposite characteristics already mentioned. It can also be understood as what this chapter has been describing throughout. Accordingly, thinking critically means that mode of thinking which, as a result of constant practice and evaluation, exhibits appropriate use of reasoning and judgmental skills. It is intellectual, ethical and emotionally just. It is not stagnant but it is flexible and well-organized.



### **1.3.2. The Nature of Knowledge, Learning and Literacy**

Because CT is different from normal thinking, it presupposes a different view and understanding of knowledge, learning and literacy. The dominating views about these three aspects are those formulated by the didactic theory of education; views which although persisted through good time, their effect, it is believed, has started to expire.

According to many theoreticians in the domain of education (such as Paul, 2012; Paul, Binker, Martin, & Adamson, 1989; Paul, Binker, Martin, Vetrano, & Kreklau, 1989), the old understanding of what knowledge, learning or literacy are can no longer withstand the new occurring challenges. A new vision of what the three aspects are is required so as to be able to set an education which is at the best service of the learner as a 21<sup>st</sup> literate person, a successful worker, a successful citizen, and of a nation which does not look like that of a couple of years ago. Paul and other theoreticians have analyzed and reformulated the old understanding of the three educational pillars and are explained below.

#### *❖ What Is Knowledge?*

For a didactic system of education, knowledge means the accumulation of bits of information, concepts and facts. It is given to learners in the form of verbal utterances, written statements or as direct sentences of answers to questions. It is made simpler by breaking down its complexities into manageable chunks and it is presented to learners as ready-made formulae, ideas and notions. It is usually theoretical and far from learners' everyday experiences and practices. In a didactic teaching, knowledge equals recall so that the more learners are able to recall what they have read or what they have been told, the more they are said to have acquired knowledge. Understanding can be achieved

through explanation and clarification. These two, are believed, help learners replace their old system of beliefs with the new one. In this way, learners are considered to "automatically replace ignorance with knowledge [and] misconception with truth" (Paul, Binker, Martin, & Adamson, 1989, p. 5).

Paul, Binker, Martin and Adamson (1989) claim that this way of seeing what knowledge is has resulted in a number of problems, mainly, the one related to passive learning. Learners are learning to passively wait for their teachers (or any other source) to give them information. Moreover, they are passively accepting all what is presented to them because they have been discouraged from asking questions and from doubting what high positions give them (such as teachers, writers, media, authors and books, etc.). Also, learners are being mechanically drilled on internalizing information, allowing by that little chance for thinking to take place. They claim that learners are usually left with little time to think things through by themselves before answering a question; otherwise, they would be thought of as less-abled learners or slow learners who are failing to understand the material presented to them.

This educational system requires teachers to quickly provide learners with pieces of information to fill the gaps in their knowledge what has weakened autonomy and self-dependency in learners. Furthermore, teachers have always been complaining that this usually changes nothing since learners keep showing lack of information and incompetent knowledge. It is an educational system which does not encourage deep thinking (Paul, Binker, Martin, & Adamson, 1989).

Looking at the way the didactic theory defines knowledge, the new information can have four possible directions. It can either be "tacked on" to the already existing belief system despite being conflicting with the already existing one. It can either be "distorted" by the learner to help fit it in. It is also possible that the learner just "ignores" the conflict between the new and the old knowledge and resorts to use either one at a time. Lastly, it is possible as well that the learner falls short to accept the new idea and decides to ignore it at all (Paul, Binker, Martin, & Adamson, 1989).

For these and other reasons, Paul and many fellow educators have advocated a new definition of what knowledge is. The alternative view suggests the idea that "beliefs are interdependent: that individual beliefs make up larger systems of which they are parts: that, in order to learn, students must actively reshape their systems" (Paul, Binker, Martin, & Adamson, 1989, p. 5). This means that knowledge is a whole system of interrelated and interdependent beliefs which cannot be parted and broken down into discrete and meaningless constituents. Clearly, things are not as easy as they appear because they are related to what shapes our minds, our selves and our lives. It is our thought systems.

An actively thoughtful learner resists changing his/her ideas and principles by simply being told to do so or as a result of being exposed to new ones. What is new can contradict with the already existing ideas. It might not be compatible with them. A whole belief system cannot change just because of what has been heard or read.

Knowledge needs to be reconstructed, reproduced or reshaped and learners need to actively participate in building it. The learners need to struggle through the obstacles which the new ideas create for them. Learners need to think explicitly about their thoughts, beliefs and concepts by talking about them with others and by discussing them and trying to convince the others about them. Similarly, the others will converse about their ideas too and try to convince them with how they see things. In this way, ideas would be put in many different ways, be tested against one another and eventually reformulated resulting in the learner reshaping his/her thought systems in a way that convinces him/her and in a way that is far better than what it was. Thus, "[h]aving done our own thinking and produced our own knowledge, we understand deeply: the knowledge becomes part of us rather than bunches of words we have collected and which we may easily lose" (Paul, Binker, Martin, & Adamson, 1989, p. 5).

❖ *What Is Learning?*

For the didactic teaching, learning is the ability to recall well. It is the result of passing verbally pieces of knowledge from one side (who knows more and better) to another side (who lacks in knowledge or who lacks the ability to find correct information by oneself). Learning takes place when the teacher explains and clarifies some views or ready-made concepts and ideas and makes learners memorize them through drill and practice. Asking questions from a didactic point of view is a sign of non-understanding and of facing problems in learning. Therefore, the learner who asks fewer questions is the one who has grasped well the material. Automaticity in performing a task or recalling information is a true example of learning. Paul, Binker, Martin and Adamson

(1989) refer to this type of learning as lower-order-learning because it is associated with lower-order-thinking.

Lower-order learning is "learning by rote memorization", direct association and mechanical step-by-step practice (Paul, Binker, Martin, & Adamson, 1989, p. 373). According to this mode of learning, learners would think of, for example, math classes as classes where they should remember mathematical formulas, algorithms and numbers. They would think of geography classes as classes where they are given names of places, countries, or weather related vocabularies to be remembered. The same for language teaching classes, for learners, they are classes where they should remember grammatical lists of phonological, morphological, syntactical and grammatical rules; or places where they are supposed to practice them for internalization to achieve fluency and accuracy. Therefore, learners, in such teaching systems, learn superficially. They do not learn to 'understand the logic of a subject matter' (Paul, Binker, Martin, & Adamson, 1989). They do not learn to think. This is what makes learning of a lower order.

Learning to actively participate in debates with the inner ideas of the oneself and/or within groups of different viewpoints is much advocated. Debating sets learners free from the lower levels of learning and guides them to a better state of active self-learning. It helps them check ideas and foster deep understanding besides to integrating the new learned material with the already existing thinking systems without fear of forgetting it.

Higher-order-learning, by definition, is "[learning] through the foundations, justification, implications, and value of a fact, principle, skill, or

concept. [It is] [*learning so as to deeply understand*" (Paul, 2012, p. 378; emphasis in original text). Higher-order-learning does not fall prey to the irrational tendencies and it relies on reasoning in order to develop the mind's thinking abilities. The type of thinking which takes place while learning affects the type of learning that results. Thus, thinking well while learning results in good learning and thinking poorly while learning results in poor learning (Paul & Elder, 2005). Learners would understand that they have come to learn in higher rather than lower levels when they develop the ability of discussing and explaining the different concepts in their own terms, solve non-routine problems and, more importantly, understand the logic of the subject matter they are learning (Paul, 2012).

❖ *What Is Literacy?*

The purpose of any education is to develop educated literate persons (Paul & Elder, 2005). From a didactic perspective, a true educated person is the one who can answer comprehension questions about a text or a listening script and who is able to write academically and formally. S/He is able to answer using formulae, algorithms or different mathematical operations. S/He is able to provide definitions and remember large amounts of academic knowledge and information far from his/her everyday experiences. In most didactic classes, well literate students are often distinguished from less literate students on the basis of their marks. Good students are usually those who get best marks because they are more able to automatically and quickly answer questions which stimulate memorization. By contrast, less-abled learners need more time and more drill to enable them become well literate and educated persons.

According to this view, what the above perspective defines is a view of an "educated non-critical person" (Paul, Binker, Martin, & Adamson, 1989). The educated person does not only master academic contents and the literacy skills (of reading, writing and counting). A true educated person is a one who understands the content of the subject matter on the basis of evidence not through simple acceptance. The critical learner shows his/her competence in distinguishing between true, complete and relevant information from false, incomplete and irrelevant ones on the basis of reason. Modern technology is bombarding the world with uncontrollable numbers of information and learners have to be taught how to assess information by themselves to decide about its usefulness and truthfulness. Therefore, creating information literate persons should be the target objective of schools in the present time (Paul & Elder, 2005).

### **Conclusion**

To understand a concept such as CT is not a matter of memorizing one or two definitions but it is a question of understanding all its aspects and coming with a personal definition in the end. Theorizing about it has been a challenge, knowing that what have been reviewed is the result of more than 35 years of researching it by mindful experts. Its second challenge is its real application which is the concern of the second chapter.

## Chapter Two: Critical Thinking in the Language Classroom

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## **Introduction**

Little research has addressed the issue of teaching CT in language classrooms, especially those of teaching FL. Curry (1999) explains that for L2 teaching, CT has always been "appended" to the lessons without sufficient planning and inclusion. This is because of the common view that learners' lack of language proficiency renders them "incapable" of thinking critically. This can be true since language and thinking are inseparable for communication. Nonetheless, educators such as Paul (2012) and Paul and Elder (2008) go in support for the view that if teachers and learners wish to use language in its strongest meaning, thinking should be made more effective. They believe that learners must be trained to take command of the language that they are using but not to be commanded by it (Paul, 2012). In the light of these perspectives, this chapter is written to find out how CT can be taught in order to enable FL learners develop both their CT skills along with developing the target language (TL) skills.

### **2.1. General Issues in the Teaching of Critical Thinking**

Teaching can be ranked among the most sensitive domains in people's lives and nations' histories. This is because the decisions which ground it in reality have a direct relation to people's and nations' current and future states. Importantly, successful educational decisions are deep-seated in subtle, often taken-for-granted details, and teaching CT is even more sensitive to them. Thus, the following sub-sections intend to glance at some of the important reoccurring nuances that can make a difference in teaching CT and its expected results.

### 2.1.1. Explicit Teaching for Critical Thinking

In the course of teaching it over the years, Lipman (2003) states that there have been two forms of teaching CT: the first "attempt[s] to teach [CT] by teaching *about* it", and the second tries to teach for it (p. 71). The first form involves teaching its theory such as knowing definitions, key terms, skills, and the research that underlies it. In this case, little focus is put on applying and practising theoretical knowledge. Teaching for CT is the opposite. It focuses on practice more than theory because beginners in the field of teaching it have not been reported to become good critical thinkers as a result of mere exposure to its theory.

In the same token, Lipman (2003) brings caution to equate teaching for CT to teaching about it. He argues that this can be the most important and intriguing misconception by looking at the extent to which it can render teaching and learners fragmented in the classroom. He claims that CT in essence is about creating a learning "community" in which all individual learners are active participants in reasoning and constructing argument. For him, "teaching *about* [it] has little to contribute in this regard" (Lipman, 2003, p. 76; emphasis in original text). He recommends that teachers and learners who show progress in practical reasoning should better learn both practice and theory while beginners should better focus on how to apply it.

CT is a conscious activity which requires that both learners and teachers be aware of what is going on in the teaching-learning process. This property necessitates that teaching which aims at developing human's critical faculty should be *explicit* and *direct* (Fisher, 2001; 2005). This view sets two premises

for this approach. First, learners of different educational levels lack considerably some important thinking abilities and skills; as a result, educators suggest their explicit teaching to compensate for this deficiency. Second, developing CT skills and abilities is like developing any other motor skill, i.e., through analogy, modeling and practice (Fisher, 2005). Practice in a CT context is not equivalent to "drill", but it means training learners to think things through by themselves through different situations of gradual degrees of complexity and difficulty. These situations should preferably be related to learners' life experiences but not repeated or similar to avoid routine. This is also done to help them build flexibility in thinking and interpreting events.

Researchers, however, state other factors which can possibly contribute to the success or failure of teaching CT skills or any other thinking skill. This includes factors such as making well designed activities, lessons and programmes that aim at teaching to develop CT abilities. Other factors include providing a considerable time for learning and practice and having teachers with motivation to teach such skills (Facione, 2015; Fisher, 2005; Paul, 2002).

### **2.1.2. Obstacles in Teaching for Critical Thinking**

Whether in the classroom or beyond it, teaching CT is subject to many obstacles and difficulties. Some of these obstacles are the result of the surrounding environment, others are faced universally.

#### **2.1.2.1 Culture and Critical Thinking**

Historically speaking, CT as an idea developed in the Western World (Paul et al., 1997). This led to the belief that it is exclusive to the western culture because it is the product of the "Western thought" (Atkinson, 1997, p.

74; as cited in Moore, 2011, p. 13). It is considered to bear western values, cultures and concepts which do not dominate other societies like Asian Confucian societies (Asian areas including Japan, China and Korea). These societies, because of religious drives, rituals or socio-cultural norms, are little acquainted with the liberal principles of autonomous independent learning and living (Mason, 2008).

Mason (2008) clarifies that this East-West issue has created a long debate between educators. On the one hand, there are those who believe that CT is culture-specific. On the other hand, there are those who see that it is not specific to any culture but it is a universal aspect. The first group regards that westerners are intuitively critical because they are born in CT societies and cultures. By contrast, those of the East are treated to be passive and not logical because their cultures encourage them to agree with ideas more than to reject them. The second group considers this view to be a stereotype since CT has some universal characteristics which make its learning possible for all the people of the different cultures. This group of educators, however, denotes that learning CT requires suitable teaching circumstances. Some other educators go even further to question whether different cultures have similar or different reasoning styles and patterns which can be the reason behind this East-West difference.

To bring the debate to a resolution, Mason (2008) refers to a number of studies and reviews of research confirming that all human thinking is subject to misusing its logical tendencies and that non-critical cultures are not "non-logical" (Mason, 2008, p. 59). Cultures share some reasoning patterns and differ in others but none of them possess a total ideal state of rational thinking.

Culture is one important factor which can hinder or facilitate the development of CT. It can also be a reason for either ceasing or encouraging its teaching in the strong sense. Whether there is truly a difference between the Easterns and the Westerns in what concerns learning CT, such information should never pass in vain. Teaching practices should always cater for such details since no study to date has rejected the influence of culture on teaching and learning.

### **2.1.2.2 Critical Thinking in the Islamic and Arab World**

During the year of 2011, a video by Lang entitled 'The Purpose of Life' was released on YouTube in which he stated the very key points that the Qur'an emphasizes about human life. In the video, Lang contends that the first thing which the Qur'an emphasizes about life and living is that humans are created to live with a purpose. This purpose is identified in terms of three fundamental aspects which are: human intellect, choice and reason.

By reporting the thirty second (32) verse from Al-Baqarah Surah: "And He [Allah/God] taught Adam all the names" (in Lang's report: "And He taught Adam the names of all things"), he explains that this verse indicates that humans are more than creatures who are able to acquire language and communicate using it. According to him, it indicates that human beings are creatures who fall between the two abilities of teaching and learning in order to develop knowledge of oneself, of others and of all the surrounding things. People are given the ability to communicate what they know so that they "accumulate knowledge". This points out how the Qur'an emphasizes man's intellectual growth as a key requirement for a good life.

Lang claims that the second important thing which the Qur'an emphasizes is making choices. He insists on the point that the Qur'an always puts full responsibility on humans to use their intellectual abilities correctly. In every occasion, it reminds people of the consequences of their unreasonable choices and thereupon, it always urges them to choose to act and decide correctly "because [this correct use of the intellectual faculties] play a fundamental role in guiding man to truth" (Lang, 2011).

Making the right choice from the point of view of the Qur'an is a matter of moral and spiritual growth (Lang, 2011). Human beings can choose correctly when they fully develop awareness of what is right and what is wrong. He explains that the Qur'an always assigns the role of making the ultimate choice to the self or the soul, "the nafs" in Arabic. Humans' first mistake in the entire history (that of Satan (Iblis) causing Adam and his wife to eat from the tree when they were in heaven) is a true indication of man's independent choice. However, the Qur'an always compels the self to think before acting and to choose what is good not only for its own well-being but also for others' well-being. This is done by ensuring that the choice which the nafs makes does not harm any person and/or creature. He adds, thinking before acting and considering consequences lead people to develop not only intellectually but also morally and spiritually: "Truly he is successful who causes [his soul/his self] to grow and truly he has lost who destroys his personal growth", Lang reports the ninth and tenth (9-10) ayah from Al-Shams surah. So, man is not only an intellectual creature but he is also a moral creature who uses his intellectual growth in parallel with his spiritual growth in order to live as a true human being.

Seeking truth and acting upon correct decisions call for another important aspect which is human rational thinking. To learn things is not a mechanical operation. It is an active process of treating what comes into one's mind by employing reasoning skills. Lang (2011) states that "the rational tone of the Qur'an is one of its most salient features beyond doubt" and he backs up his claim by reporting a considerable number of verses through which the Qur'an directly prompts people to use their minds and reflectively consider life events and the world's existence. He quotes the verses:

- they refuse to reason;
- will you not reason? (mentioned about 14 times in the Qur'an);
- perhaps, perhaps you will finally use your reason (mentioned about eight times);
- use the reason (mentioned about 10 times);
- what do you think? (about 18 times);
- have you considered [this or that]? (about 13 times);
- do they not ponder? (about two times);
- do you think?; do you ever think? (about 18 times);
- there are signs and lessons for those who are wise (about 21 times)

(Lang, 2011)

In addition to reasoning, Lang explains that clarity in what a person says and/or does besides to persisting to understand the hidden meanings and truth are other requirements that go hand in hand with developing human reasoning. So, wisdom according to the Qur'an is a personal construct. It is a matter of being clear in one's own understanding, communication and living: "Make things clear", the Qur'an states over a hundred times (Lang, 2011). By contrast, it shows disapproval for

non-rational people who are described as "ignorant", "foolish" and those who "have no understanding". Being rational depends on the extent to which the intellectual faculties and abilities are correctly and honestly applied.

Lang (2011) concludes by summing up the three factors which make the true purpose of human existence. These are: intellectual growth, spiritual and moral growth, and rational non-mechanical existence. These three life paradigms should be based on the two maxims of development and correctness. Lang expounds, each time the Qur'an mentions one of these life paradigms, it assigns to people an individual and a collective responsibility to develop them and make correct use of them in the everyday life. This is because the three of them work complementary and interactively to guide the person to a truth which is self-made, self-discovered and which is attained to by personal diligence.

Discussing the early historical accounts of the emergence and development of CT along with the Islamic principles bring three important issues. First, there is a clear match between the Socratic philosophical orientations and the Islamic religious ideas. The Islamic standpoint, revealed via the textual contents of the Qur'an, supports personal growth through personal learning, independent development of knowledge and seeking truth and reality through rational thinking. These are the points which the Socratic theory of CT advocates for real human existence. Moreover, the Islamic standpoint assigns responsibility to people to use their intellectual faculties correctly to be able to choose and decide appropriately. These make the main principles of teaching CT. They all call for abandoning the personal selfish desires such as gaining personal benefits over the others. They reject blind acceptance of traditional beliefs and inherited social orders. These are the same ideas which Paul and Elder (2002) summarize in the two terms of



"egocentrism" and "sociocentrism". Discussing the Islamic point of view towards the purpose of human creation and existence illustrates a clear support for the importance of developing CT which means that CT has gained another support from one religious standpoint which is the Qur'an.

### **2.1.2.3 General vs. Specific Courses**

In the domain of teaching CT, there were two approaches debating the appropriate pedagogical decisions on *how* to teach CT in schools. The first approach claims the efficiency of its teaching in "a separate general course" as opposed to the second approach which argues for "integrating" it in the standard courses of the school (Ennis, 1997).

Supporters of the first approach assume that CT has some generic skills that are not specific to any discipline and can thus better be taught in a general course. For them, these skills can transcend the different contexts, domains and disciplines, creating by that what is known as "transfer" of skills (Ennis, 1997; Fisher, 2005; Lipman, 2003). Transfer, in the present context, means that learners, after being taught the general skills and abilities of CT, they will be able to transfer (or pass) these abilities to other contexts and disciplines. This approach gained proponents especially because it claims that learners transfer these skills not only among the school subjects but also to the world outside it.

Contrary to this approach, supporters of the second view strongly maintain that CT should be incorporated in the standard courses. According to them, there are no such generic thinking skills that can be taught in stand-alone courses and can then be transferred across disciplines. They adhere to the point that CT is "discipline" or "domain-specific" because there are no skills that can

be taught separately from their basic knowledge and context (McPeck; as cited in Paul, 1985). This trend of educators argues that the only possible way to make transfer occur from one discipline to another is by deliberately and appropriately teaching for it (Curry, 1999).

According to Ennis (1997), making decisions on how to teach CT, whether or not integrated in a specialized course, is difficult. This is because they require deep considerations of the extent to which educational objectives can be achieved through one of the two approaches explained above. In CT pedagogy, teaching to build learners who are able to act properly and effectively in school, in everyday life and in the workplace is a chief objective besides others. Following only one of the two approaches cannot guarantee achieving such CT educational objectives.

After considering this debate, Ennis (1997) took a middle ground on the issue and suggested a third approach that he called "the mixed approach" (Ennis, 1997, p. 1). It requires both types of teaching; i.e., teaching CT as a general course and incorporated in the standard disciplines at the same time. For him, the question of whether to teach CT as a separate course, integrated or both is very important. He refers to it as the "curriculum question" because it entails decisions about the contents that the courses should include, the pedagogical practices that will take place in the classroom and the consequences which learners and nations will receive as a result of teaching (Ennis, 1997, p. 1). Neglecting either approach or both of them might be unwise since both of them have reported benefits over the history of teaching CT (Fisher, 2005). The mixed approach may well compensate for the deficiencies of each approach.

We believe that taking a middle ground between the two approaches is insightful. Limiting the teaching of CT to standard courses only may limit learners' readiness to transfer skills among the different disciplines or to learn to apply it outside the classroom. Nevertheless, one may not imagine that including it in both school disciplines and stand-alone courses may yield satisfying results if programmes are not seriously designed with well-formulated objectives, teaching instructions and higher-order contents. There is also a need to designing programmes that aim at developing teachers' professional competencies in making lessons that guide the learners in their thinking enhancement. Thus, deciding to teach CT requires serious work and pedagogical considerations that would certainly lead to deep changes in the whole educational system.

#### **2.1.2.4 Transfer of Skills**

Among the very important pedagogical concerns of teaching CT is whether skills and abilities transcend domains and disciplines or not (Fisher, 2005; Paul, 2012). This is to say whether teaching learners to think mathematically in math classes, for example, helps them in biology classes, in history classes or in literary classes and the like (Paul, 2012). Another concern includes whether teaching CT skills and abilities goes beyond applying them inside the school and the classroom to applying them to everyday life outside the limited classroom/school environment.

After evaluating the existing teaching practices, educators concluded that a major problem with the already existing system of education is that learners learn contents of disciplines as separate blocks of knowledge with little

connection and relevance to other disciplines (Lipman, 2003). This led them to set the objective of reforming teaching practices so that learners will be able "to construct bridges from one knowledge domain to another...by means of which disparate domains can be connected" (Lipman, 2003, p. 54). To achieve this aim, there was a focus on teaching general skills pertinent to CT that are transferable but not specific to any discipline to help connect the different areas and make education a coherent body of knowledge and skills. Nevertheless, educators set the condition that teaching should "involve 'bridging' work"; i.e., to explicitly teach for it in order to enable transferability of skills (Fisher, 2005, p. 3).

## **2.2. A Critical Thinking Classroom**

A CT classroom should be different from a classic classroom in that it should emphasize both a suitable physical environment and an encouraging intellectual atmosphere. This intellectual atmosphere is realized by implementing instruction, techniques and strategies that target CT development.

### **2.2.1. Classroom Environment**

A CT classroom should intellectually and physically look different. Intellectually, it is a place where a "mini-critical society" is created for both teachers and learners (Paul, Binker, Martin, & Adamson, 1989, p. 21). Lipman (2003) calls it "a community of inquiry". It is a "mini-society" and "a community" because both teachers and learners work together to find truth and answers. Both of them engage in equal opportunities of inquiry, wondering and learning. It is an active environment because learners are active participants in the making of knowledge. They do not receive it from higher authorities who

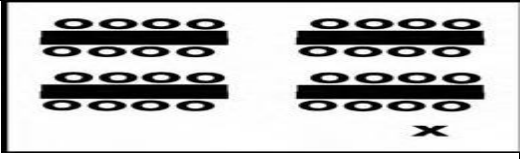
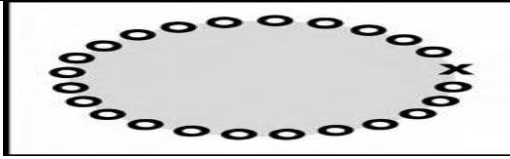
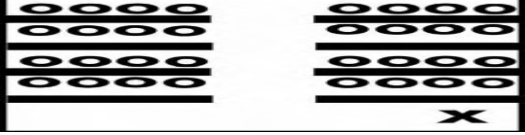
are supposed to know more and better because they have the thinking abilities that allow them to judge opinions, information and facts for truthfulness and development.

A CT classroom is a place where there is no fear of thinking because there is no right or wrong answer unless the answer is the result of analysis, evaluation and synthesis of reasons and arguments. Teachers "share the stage" with the learners (Potts, 1994, p. 4). They interact with them and help them "find out answers for themselves" (Paul, Binker, Martin, & Adamson, 1989, p. 21). They are not silent classes; instead, they are interactive in the first place. Such classes maintain "deep thinking", "accuracy" and "fair-mindedness", and they are spaces where "egocentric" and "sociocentric" motives are noticed and overcome (Paul & Elder, 2002).

To support this intellectual atmosphere, the classroom should have some physical characteristics. For instance, the seating arrangement of the learners should allow for small and large group interaction. They should seat to face each other to be able to carry out discussions and to interact. Thus, the old seating system of rows facing a teacher, who is usually sitting in the front "on an elevated plane, like the mayor or the priest" does not suit a CT classroom (Crawford, Saul, Mathews, & Makinster, 2005, p. 7). It does just emphasize passiveness and it weakens the importance of the learner in the learning process. Some of the seating arrangements that are suitable for a CT classroom are illustrated in Figure 2.1.

Besides to deciding about appropriate seating arrangements, Potts (1994) refers to the importance of providing the classroom with "visual aids" which emphasize CT processes. This can be done by, for example, posting cards with

reflective questions about the intellectual standards or the traits of mind and on "how [learners] should go about answering them" (p. 4). He states that this is a strategy which would even encourage the transfer of skills between the different subjects which the learners study. They can also help them recognize that there are common patterns and skills of thinking critically shared in different subjects and disciplines.

	
<p>Seating arrangement suitable for smallgroup work. The teacher circulates so as to observe, discuss and interact.</p>	<p>Seating arrangement suitable for whole class discussion. The teacher is a member too</p>
	
<p>Students sit in front of the desk, work around and across it.</p>	

**Figure 2.1:** Seating Arrangements for a Critical Thinking Classroom (Adapted from: Crawford et al., 2005, p. 8)

### 2.2.2. Critical Thinking Instruction

Fashion (1990) explains that the chief goal of a CT instruction is to "further students in the development of their [CT] cognitive skills and affective dispositions" (p. 14). Thus, the instruction should be directly and explicitly targeting the teaching of CT skills, dispositions, elements, standards and

concepts. To do so, Paul (2012) calls for a process of "designing and redesigning instruction".

The process of redesigning instruction is based on asking reflective and deep questions. Teachers should start first by asking themselves questions about what is lacking with the current instruction and what problems are inherited with it. What is evident, he argues, is that even though the objectives are higher-order, their results are most often "lower order", "fragmented", "atomized", "superficial" and learning is "transitory" from teacher to learner. To overcome these deficiencies, teachers should go about a judgmental process to decide about the important things which the learners should be learning now that they are not actually learning (Paul, 2012). Other questions which teachers should ask while designing instruction relate to how they can make their learners think better and understand deeper and how they can make them get into the logic of the subject matter that they are teaching. Paul (2012) states that each time such questions make the focal point of teachers' teaching, instruction can be moved toward a model of instructional redesign and development.

A CT instruction focuses on teaching the learners *how* to think more reasonably rather than on *what* to think. It centers on the thinking processes which the learners should go through to make their thinking better. To do so, Paul (2012) suggests a model which embarks on learners' thinking processes rather than on directly providing them with the final product. The model starts from a decision-making process (Table 2.1) through a set of classroom tasks that can realize it (Figures 2.2, 2.3 and 2.4, pp. 80-81).

- |   |
|---|
| <ol style="list-style-type: none"><li>1) Decide clearly about the domain, field, topic or issue which students will reason about.</li></ol> |
|---|

- 2) Decide about how to start, including the ideas, facts or principles learners are "familiar with" and that can be used as a gateway to reason about what is controversial and what is superficially accepted.
- 3) Decide about the "[u]se of [l]arge and [s]mall [g]roups".
- 4) Decide about how to assess learners' learning progression.
- 5) Decide about how to use modes of reasoning (listening, speaking, reading, writing).
- 6) Decide about when and how learners gather, analyze and interpret data and information.

**Table 2.1:** Critical Thinking Instructional Decisions (Adapted from: Paul, 2012, pp. 334-335)

The first decision making step includes deciding about the main question at issue in addition to the skills, the values and the thinking processes that the learners should go through to reason about the question. The second decision is concerned with finding appropriate ways to link learning to students' lives and experiences. The third describes a typical CT instruction which should better start with large group Socratic questioning then turns to small group work of three to four students. Deciding about the groups involves also deciding about the amount of time allotted for the work and the tasks given. Moreover, teachers should also decide about how to manage group interaction and how to make learners go about the process of thinking as they should be doing. Forth, a CT instruction needs to be designed in a way that allows for assessing the extent to which the learners are thinking fair-mindedly, clearly and logically and to assess the standards and elements that they should be using. Furthermore, it is also required that teachers decide when and how learners should go for critical

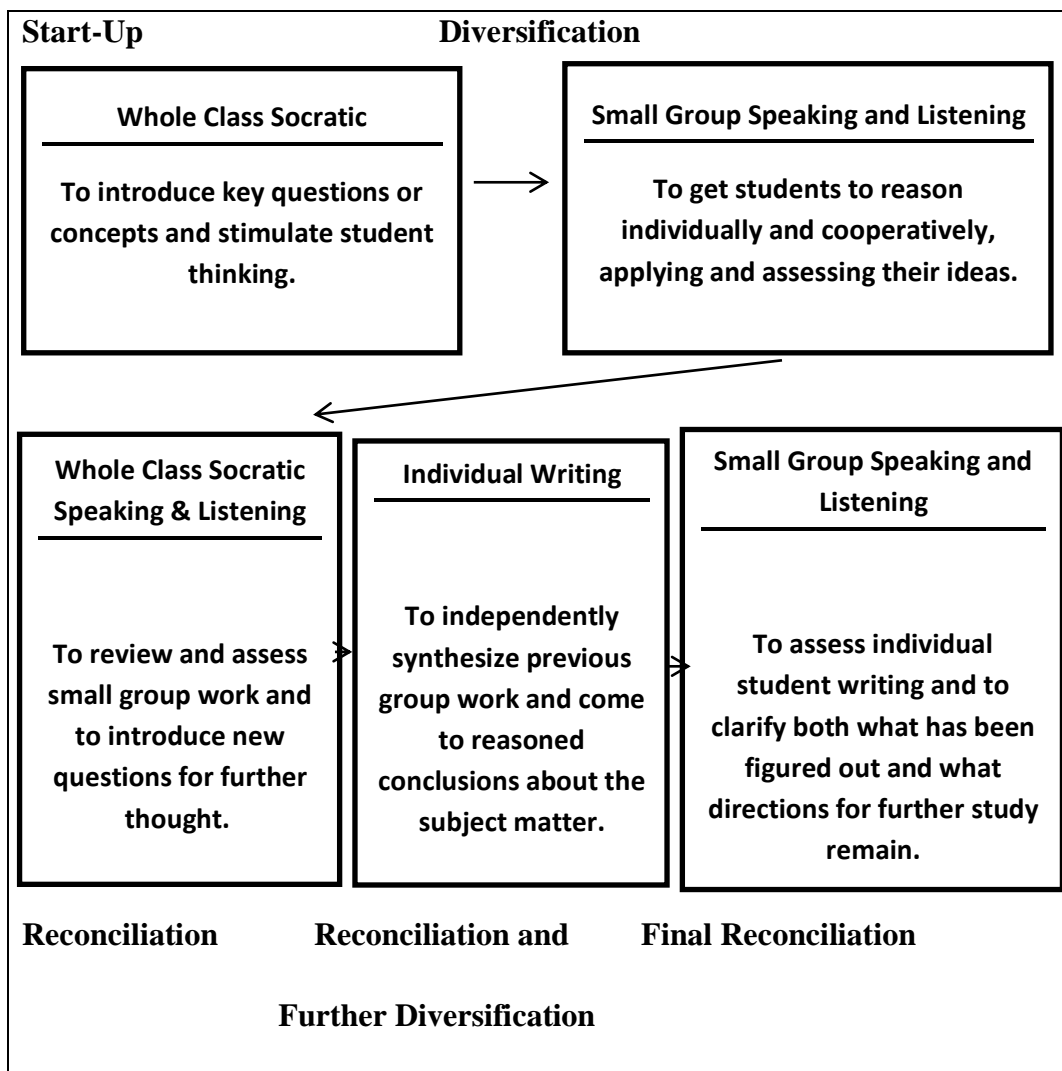


writing, critical listening and critical speaking (assuming that 'reading' should always be critical). For these modes to be executed, teachers should also make sure that the learners understand exactly what they are expected to do. Lastly, during the lesson, teachers should make decisions about when and how learners need to stop to gather and interpret the information that they have built before moving on in the lesson.

By making these decisions, the teaching pattern should look different from the didactic one. Paul (2012) points out that present-day teaching takes the following pattern: "lecture, lecture, lecture, quiz; lecture, lecture, lecture, quiz; lecture, lecture, lecture, mid-term exam, with occasional question and answer periods focused on recall with respect to lectures and the textbook" (p. 340). This is less likely to encourage the learners to think. According to him, if teachers aspire to develop learners who are able to think for themselves, they should better start critiquing their own teaching and try to develop vision about its patterns and how to redesign them so as to reach higher-levels learning. Even though he admits that there is no exact pattern for teachers to follow when they teach for higher-levels thinking, Paul (2012) gives a model of three teaching patterns that can be effective in implementing higher-levels teaching and learning. The three patterns are illustrated in Figures 2.2, 2.3 and 2.4 (pp. 80-81).

To sum up, a CT instruction is a process-based instruction rather than a product-based. It is a questioning instruction whether on the part of the teachers themselves or on the part of the learners. When designing it, three considerations should be intellectually dealt with and observed. First, there must

be a deep, careful and thorough analysis and critique of the current teaching instruction. Second, teachers should be clear about the nature and principles of CT. Lastly, appropriate and practical decisions should follow from the two previous steps including the skills, the values, the tasks and the teaching contents which would allow for bridging higher-levels objectives with the teaching practices and its real results.



**Figure 2.2:** Thinking to Conceptual Understandings Pattern (Adapted from: Paul, 2012, p. 341)

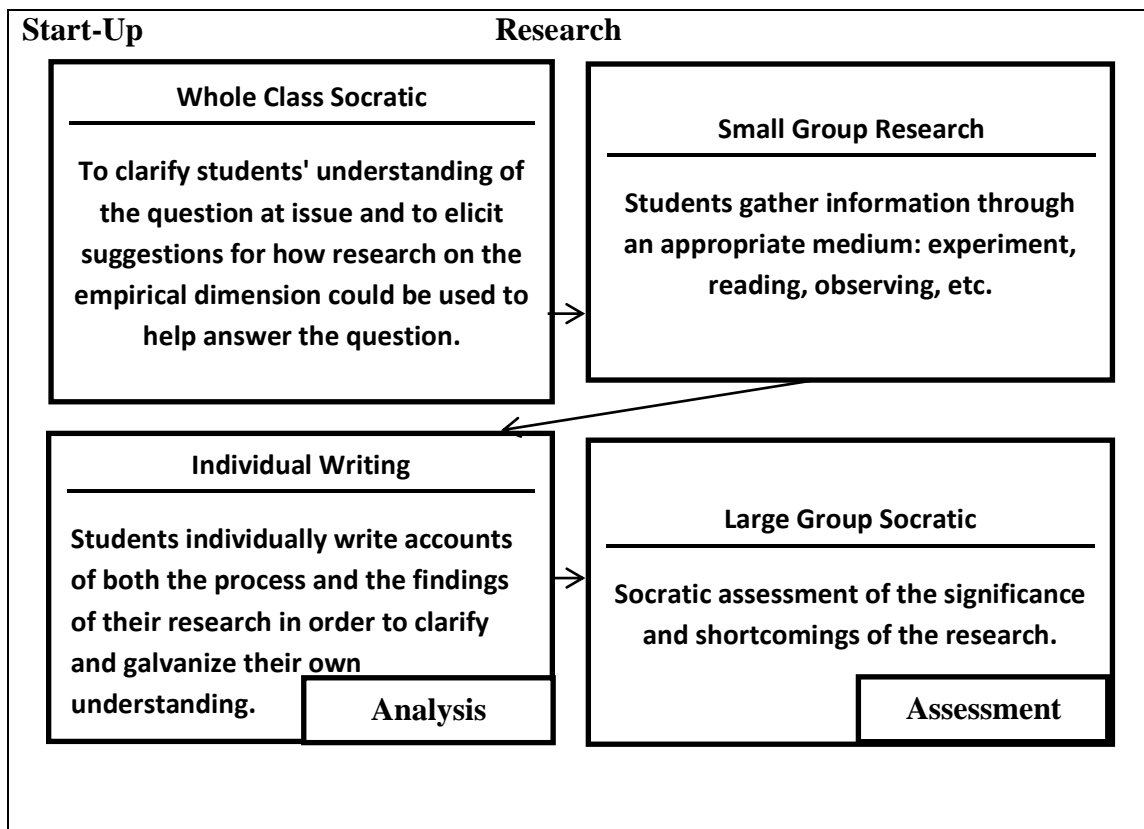


Figure 2.3: Thinking through Research Pattern (Adapted from: Paul, 2012, p.

342)

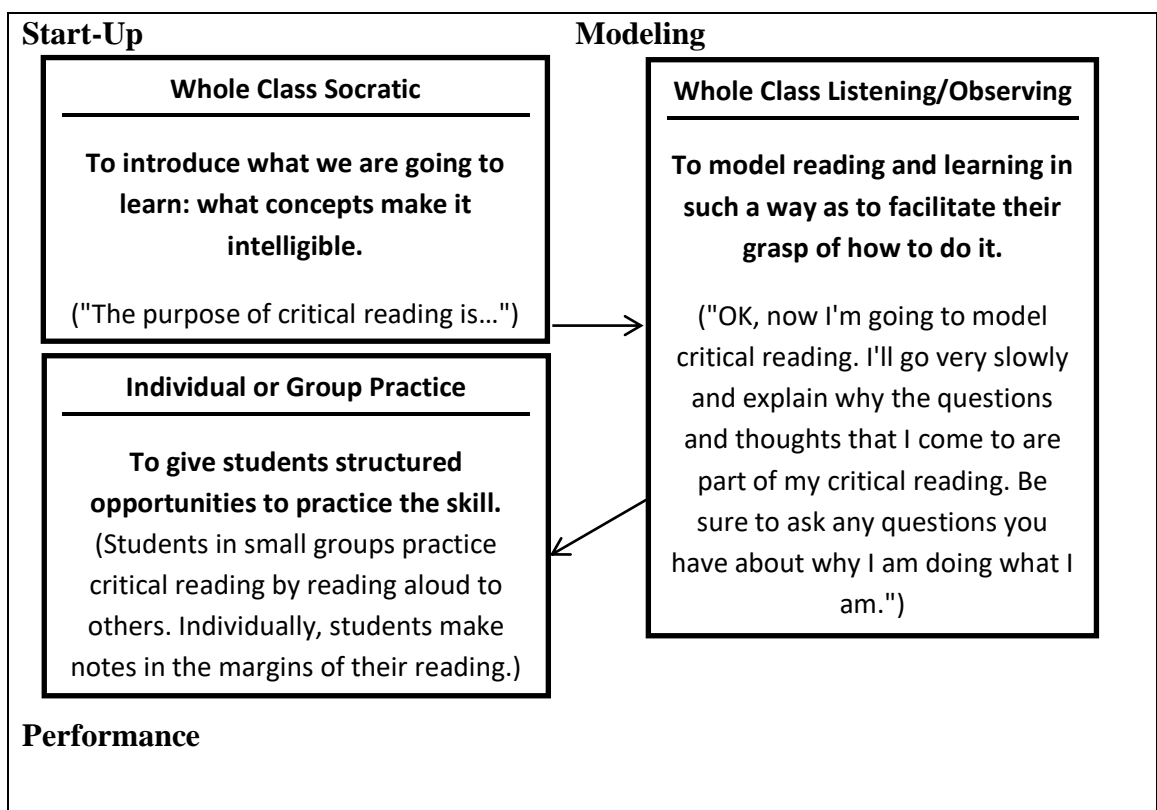


Figure 2.4: Reflective Modeled Practice of Skills (From: Paul, 2012, p. 343)

### **2.2.3. The Critical Teacher and the Critical Learner**

Both CT teachers and learners assume some roles. On the one hand, the CT teacher is more of a coach, a model and a guide than a direct source of information and knowledge. He encourages learners to see the power of their thinking, to think for themselves, and to find answers by their own (Paul, Binker, Martin, & Adamson, 1989). They learn to build in themselves a sense of wonder and of asking probing questions before seeking to see that in their learners.

By asking appropriate questions, teachers help learners develop patterns of thinking critically (Pasch & Norsworthy, 2001). They help them pay attention to the problems hidden in their thinking. They let them examine the elements of their thinking in relation to the appropriate degree of ethicality, discipline, and fairness. In addition to that, they make it possible for them to see the degree to which they are applying the necessary standards of good thinking (Paul & Elder, 2002). Moreover, teachers should model thinking critically in front of the learners so that they can get clear about how to start and how to go on in the thinking process (Paul, Binker, Martin, & Adamson, 1989, p.21). Lastly, teachers should also help learners notice significant similarities, differences, contrasts in the subject being discussed and to ask them to rephrase when they are not clear.

The role of the learner, on the other hand, is summarized in the following points (Paul, Binker, Martin, & Adamson, 1989):

- To be an active listener by carefully considering what the others say.

- To show interest and curiosity and to keep the debate alive by asking questions of clarification, looking for examples, similarities and contrasts.
- To pay attention to the reasons given and to consider their assumptions, implications and their consequences.
- To consider the others' points of view empathetically.
- To go beyond what the surface of discussion shows.
- To raise objections and to maintain a critical spirit in all its strong sense.
- To be alert to any problems that can be implicit in one's reasoning such as vague expressions, inconsistencies, and incomplete ideas ...etc.
- To help in building the debate with a view to discover what is correct from what is incorrect and to attain to a fair position.

To succeed in implementing these roles, classroom techniques should be well devised along the lesson to set each side on performing the expected task. Some of the possible teaching techniques which assume effectiveness in a CT classroom are reported in the sub-section below.

#### **2.2.4. Classroom Techniques**

There is no list of the possible teaching techniques which can be used in a CT classroom. For this reason, teachers are always called on their creativity to find ways that would encourage the learners to think at higher levels. Nevertheless, some of the activities have always been advocated to trigger reflection, creativity and problem-solving. Three of them are considered

fundamental, namely, Socratic questioning, dialogical and dialectical discussions.

❖ *Socratic Questioning*

It is a technique which undertakes an exchange of brave "follow-up" questions between the teacher and the learners and between the learners themselves about the topic being discussed. Its questions focus on the subject matter and the purpose behind their use is to investigate the issue deeply (Paul, 2012; Paul, Binker, Martin, & Adamson, 1989).

❖ *Dialogical and Dialectical Discussion*

They are two teaching techniques which involve learning via dialogue and debate. They are effective strategies since they allow for sharing, testing and reconstructing hypotheses, ideas and arguments (Paul, 2012; Paul, Binker, Martin, & Adamson, 1989).

❖ *Role Playing*

It is an activity which is very effective especially in the teaching of traits of the disciplined mind. It requires that the learners "reconstruct" the opposing arguments and to adopt the different insights as if they were their own. It is very important since it lets them see the argument from several angles. It helps them to get rid of their selfish desires and to see the truth even when it opposes their personal wants or social norms. It is very motivating because the learners are usually enthusiastic about performing the different roles in the society. Role-play is one way to deeply involve learners in the thinking systems of the others increasing by that understanding and fair-mindedness among the different social

categories (for example, young vs. adult people, the poor vs. the rich, teacher vs. student ...etc.). The teacher can subsequently follow each part of the argument with more probing questions and the remaining class can be asked to listen and evaluate which side has made the strongest position (Paul, Binker, Martin, & Adamson, 1989).

❖ *Analyzing Scenarios*

Daniello and Laubsch (2008) highly recommend the inclusion of analyzing scenarios into teaching. They claim its effectiveness in developing CT skills like problem-solving and team and collaborative work. Using scenarios allows for more opportunities to learn through "simulated real world problem[s]" (Daniello & Laubsch, 2008, p. viii). They contribute in long-term learning by making the learners closely analyze problems of varying levels of difficulty and consistency, discuss their results and suggest practical solutions to solve them. They can also be very helpful in overcoming anxiety and frustration that one may undergo when encountering similar real situations (such as preparing for job interviews). Besides, this technique helps the learners to develop skills in dealing with large scale problems not just simple ones which are usually pre-fabricated to suit only the limited classroom.

❖ *Analyzing Life Experiences*

Connecting what the learners are taught in schools to what actually goes in their lives is among the preliminary goals of teaching CT. Educators like Paul, Binker, Martin and Adamson (1989) and Paul and Elder (2002) consider that this is an important gap in the previous and even present teaching, what has left schools with little attention to the teaching of the intellectual values. As a

result, they have used learners' life experiences as a vital source for teaching strong sense insights and traits like being intellectually humble, being intellectually empathetic, with confidence in reason and being a persevering critical thinker. Having learners analyze and reflect on their own experiences enables them to see when they have acted selfishly and how they should have acted (Paul, Binker, Martin, & Adamson, 1989).

❖ *Using Daily Newspaper Clippings*

Using "daily newspaper clippings" is a good strategy that can keep the teaching topics of current relevance. They are also very fruitful content providers for different school subjects since they present different contradicting points of view which can keep learning alive, authentic and up-to-date (Stacy, 2003).

❖ *Large and Small Group Work*

CT builds in the learners the spirit of positive collaboration to analyze, share and negotiate the different ideas and perspectives in the most truthful, accurate, intellectual and disciplined ways. In a one session, CT teachers vary the activities from whole class discussion to small group work in order to exchange views, share strategies of solving problems and/or to come with reasonable decisions and well-grounded actions that can be fair to everyone.

Whatever the technique that the teacher chooses to use in his/her lesson, the learners should be given enough time to think out the problems presented to them. They should not be rushed over just for purposes of finding out solutions or to cover the most of the content. As such, the teaching contents should be



diluted so as to allow for much time for thinking than on indoctrinating ready-made information. In teaching CT, what is important is the quality of learning not the quantity. If the learners get use to quality thinking, they would definitely accelerate the amount of learning along with the type of information they gather. There is no exact rule for the amount of time to be given for a task. It is often left to the teachers to decide on the appropriate amount allotted for each task or activity.

### **2.3. Teaching Language Skills, Grammar and Lexis**

Paul (2012) indicates that there are four modes of reasoning, of learning and of language use. These are listening, speaking, reading and writing. A person cannot learn without these four modes and learning requires both thinking and the use of language. However, what is important in CT is the quality of learning that the learners can have and how effective their use of the language will be. For these reasons, one important goal for a CT language classroom is to teach the learners to take "command [of the language], rather than be commanded, by [it]" (Paul, 2012, p. 601).

#### **2.3.1. Teaching Language Skills**

In CT, each mode of learning and/or of language use is critical. When reading a text, writing it, speaking about a topic and/or when listening to it, the interlocutors are actually communicating at least two logics: the logic of the listener and the logic of the speaker, the logic of the reader and the logic of the writer. In each mode, the recipients are not passive. They discuss, analyze, test and evaluate the logics presented in relation to the elements, the standards and the traits of fair-minded thinking. Similarly, in modes such as speaking and

writing, the speaker/writer develops his/her speech or writing to reveal his/her logic in the clearest, most perfect and objective way. They do so bearing in mind the different logics of the audience. Therefore, FL learners need to learn the logic of the language in its strongest sense in order to be able to use it effectively (Daniel, 2013).

Proficient language users can be created only when the teaching contents are higher-order (Daniel, 2013). A higher-order-content reflects "higher language functions" and "higher cognitive skills" such as being able to identify similar and different points of view, compare and contrast, judge, evaluate and develop good arguments or provide evidence. Presenting learners with effective teaching contents does not necessarily require complex language. Learners can read and discuss important topics through simple language and by applying higher cognitive skills. For example, teachers can start by deeply discussing concrete everyday topics which reflect on learners' daily experiences at beginning levels and then move to more abstract contents like political, historical, religious or cultural topics (Paul, Binker, Martin, & Adamson, 1989).

All in all, by articulating the criteria which make listening, speaking, reading and writing critical, teachers will be able to teach the learners to communicate effectively. In other words, they teach them to be critical listeners, speakers, readers and writers. Glamorous communication is often shallow and superficial. What the world today requires is more proficient learners who are able to perform high language functions with higher levels of thinking skills to be able to contribute to the society and to compete and succeed in the workplace (Daniel, 2013).

### **2.3.1.1. Teaching Critical Reading**

Learners read to evaluate what is written. But, before they evaluate, they need to make sure that they understand what the text is discussing to judge it accurately (Paul, Binker, Martin, & Adamson, 1989). Therefore, the first step that the learners need to go through is to distinguish between the different meanings of the words and the concepts included in the text. This can be done through the use of dictionaries either individually, in small groups or via class discussion. After that, critical readers need to interpret the logic which the author is presenting. This is made possible when the learners are encouraged to ask questions that reveal the elements of the author's thinking such as asking to find out the purpose from writing the text (What is the purpose for writing about this topic? Why writing about this particular topic but not about another one?), asking questions about the author's point of view (What is the main point of view of the author?), questions about the concepts or the theories which motivate him/her (What theories or concepts can better support this view?), questions about the assumptions underlying the text (What beliefs can drive the author to take this or that position?), questions to make inferences (What can be inferred from this claim or sentence?), questions about the implications of taking such a position (What consequences believing in this or doing that can take place?) and many other questions if the reader wants to work on more detailed interpretation (Edmonds, Hull, Janik, & Rylance, 2005; Paul, 2012).

By examining parts of thinking, learners will be able to enter the logic of the writer sympathetically and understand exactly what is being communicated. At this stage, the teacher can have the learners discuss their personal beliefs and views in relation to the logic of the text and/or in relation to other perspectives

made by other texts. There will be no predictable straightforward move of thinking which the learners will follow. Instead, they will go back and forth between the different views and claims to construct their own interpretations (Paul, 2012).

Teachers play a key role in teaching critical reading. They should be the first source of encouragement to the learners by asking them important questions that lead them to make inferences and to reflect on what is written and on what they believe (Iakovos, 2011). CT teachers are the first critical readers who model "thinking aloud" as they read in front of their learners and encourage them to practice it in turn. They draw the learners' attention to the differences existing between deep and surface reading and pursue them to develop the habit of asking questions while reading. Doing this maintains learners' understanding of how they should deal with the reading task and what is expected from them as critical readers (Paul, 2012).

There is no one correct procedure to teach critical reading. Teachers may have their learners do it on micro-levels. For example, they can invite them to identify and evaluate the main conclusion of the passage, the sentences which make the reasons that support it, the counter-arguments that it can have and the different points of view related to it...etc. This is known as argument identification and analysis. Other skills that can relate subsequently are evaluating reasons and arguments and constructing and reconstructing them.

Teachers can also hold reading on macro-levels. This requires that the learners extend their thinking from just one argument to a number of arguments or perspectives and to evaluate the text with regard to the elements and the perfections of thought and according to the traits of the disciplined mind. At the

macro level, CT teachers provide the learners with more than one perspective and keep healthy and vivid negotiation by tackling problematic gaps and questions. Socratic questioning, dialogical and dialectical discussions are usually the common techniques used at the macro-thinking level.

To set the class for the critical reading task, the activities should promote active and constant interaction with the text. Examples can include summarizing a text, note-making, filling-in tables and creating diagrams instead of "multiple choice questions", "true-false statements", comprehension questions (Correia, 2006; as cited in Iakovos, 2011, p. 85) and skimming and scanning strategies that result in a mere surface reading (Cottrell, 2005). As part of Socratic questioning, training the learners to reflect on how they are pursuing the reading task is inevitable. Teachers should teach them to raise questions like: "Can I summarize the last paragraph in my own words? Can I relate it to my experience? ...Are there objections I might raise?" (Paul, 2012, p. 306). Furthermore, the teachers should better avoid asking recall questions at the end of a reading session. In the place of it, Paul(2012) suggest thatteachers may finish with writing assignments to be done at home such as the following assignment in a history lesson: "I'd like each of you to imagine that you are one of the colonists loyal to the king and to write one paragraph in which you list your reasons why you think that armed revolution is not justified" (p. 316). Assignments like this help to foster and further develop not only the insights that the learners gain throughout the reading session but to activate as well their imagination and creativity. Strategies that can be used to read effectively can include reading first and last paragraphs or sentences, writing questions or notes on the margins, finding key words and or key repetition, looking for words

indicating reasons, causes, explanations or conclusions (Cottrell, 2005). Paul (2012) calls on teachers' creativity to think about task and strategies that help the learners to think critically.

### **2.3.1.2. Teaching Critical Writing**

To teach critical writing, teachers should make the learners aware that "writing has a logic" (Paul, Binker, Martin, & Adamson, 1989, p. 107). For instance, they should teach them that writing is a number of words, sentences and concepts that are relevant and related to one another in order to spell out the logic that the writer wants to communicate. Thus, educators believe that critical writing should exhibit some criteria.

Moore and Parker (2012) consider that an argumentative essay should have four components. It includes "[a] statement of the issue", "[a] statement of one's position on that issue", "[a]rguments that support one's position" and "[r]ebuttals of arguments that support contrary positions" (p. 88). Each of these statements should be clearly stated, limited to the topic being discussed and carefully selected to be relevant. The essay should demonstrate logical connections between its different paragraphs and between the sentences. They should be justified with reasons, objective, true and complete in their own.

Cottrell (2005) and Moore and Parker (2012) suggest a number of techniques to be used in a writing lesson. First, teachers should better teach the learners to start with a clear focus. They should state their position clearly from the beginning. Second, the learners need to start from basic ideas related to the argument rather than from details. Doing this helps them to limit the content of their writing and make it more conducive to a critical writing which is precise but effective. Besides, they need to state the issue that they are developing in an

interesting way to capture the readers' interests by demonstrating its importance in the introduction.

Degree of clarity matters in critical writing. So, the teachers should constantly ask their learners clarification questions. They should also make them recognize the importance of some writing strategies such as exemplifying and elaborating on the ideas and supplying synonyms and definitions to the less common words and expressions. Other writing tips include avoiding generalizations, ambiguous and vague expressions which can leave the reader with different interpretations. The learners should also be encouraged to write using the active rather than the passive voice. They have to learn to sequence the ideas by putting similar ones together to avoid making the readers go back and forth between the ideas.

Other writing tips can include avoiding writing about what the learners are not sure about, drafting and redrafting by reading aloud what they write or by exchanging drafts with a partner. It is also advised not to write using lengthy and complex sentences and to never lose sight of the audience who is going to read their written products. While writing, they should expect the possible objections that the readers might raise. Lastly, the learners should always be alert to reasoning fallacies and to the risk of falling into their trap (Edmonds et al., 2005; Moore & Parker, 2012).

For Paul and his fellow educators, writing is a matter of asking questions (Paul, Binker, Martin, & Adamson, 1989). While writing, the learners should ask themselves reflective questions such as: What am I supposed to write about? What is my point of view about it? What is the conclusion am I trying to convince of? Which reasons suit this part of the argument? Which counter-

arguments should I take into my consideration and which ones can support my view? ...etc. Because it is reflective writing, each move of thinking requires a number of reflective questions; thus, there is no exact list of the questions which both the teachers and the learners may ask.

Teachers need to be creative in setting the activities which may activate the learners' reflective thinking. This is inevitable. For example, the teachers can invite the learners to analyze some of their previous writings with regard to the principles of CT that they have studied. They can be invited to evaluate them and rewrite them again by applying the new acquired thinking skills.

### **2.3.1.3. Teaching Critical Listening**

Paul, Binker, Martin and Adamson (1989) state that "[r]eading, writing and listening presuppose a range of similar skills, abilities, and values" (p. 317). They all involve dialogue between different systems of meanings (Paul, 2012). In each mode, learners need to negotiate, construct and reconstruct meanings across the different texts, states of mind and cultures (Daniel, 2013). They need to do that through a thoughtful and clear language and by distinguishing between the different meanings of the words and the concepts that they are using regarding the context of discussion.

Learning to be a critical listener is the most difficult and the least to be developed among the four modes. This is due to the passive state which listeners often take, leaving the speaker with all responsibilities of presenting, clarifying and proving ideas adding to that the difficulty of going back each time to what the speaker says. However, by being able to grasp how to read and write critically, learners would also frame their listening with the necessary principles



and skills (Paul, 2012). Critical listeners, like critical readers and writers, need to undergo a sort of dialogue, which Paul, Binker, Martin and Adamson (1989) call the "silent dialogue". It requires that they perform the same skills and cognitive abilities such as revealing underlying assumptions, implications, personal and ethnic motives ...etc.

To learn how to listen critically starts from observing the teachers doing it. They should model it in the classroom by actively listening to what the learners say. They should interfere with probing questions when appropriate and to involve the other learners to seriously listen to what their classmates say. For instance, the teacher may pick a learner from time to time and ask him/her to give an example of a situation similar to the one his/her colleague is talking about (Paul, Binker, Martin, & Adamson, 1989).

Critical listening activities and techniques go beyond filling gaps or answering comprehension questions. They are activities which focus on discussing ideas, concepts, and values (Paul, Binker, Martin, & Adamson, 1989). They lead the learners to find deficiencies in the different logics or the thinking systems and to reflect on them. Such activities include listening to and analyzing advertisements, social-media, news and/ or giving the learners problematic short clippings to exercise their CT processes on them (Paul, Binker, Martin, & Adamson, 1989). So, the teachers do not provide ready-made facts to be remembered but they encourage their learners to build their own beliefs through applying appropriate thinking processes.

#### **2.3.1.4. Teaching Critical Speaking**

Being trained in the other modes of reasoning helps the learners to build critical speaking abilities. They learn to dialogically and dialectically discuss subject matters by performing certain amounts of Socratic questioning. They learn to give clear lines of reasoning to support or reject the set of information that they are exposed to. In both critical listening and speaking, learners should take into consideration the importance of non-linguistic features in interpreting messages such as tone of the voice, stressing words and sentences by raising the voice to show emphasis or by uttering them slowly, repetition, pauses ...etc. (Cottrell, 2005).

Paul (2012) argues that CT is communicative in the first place. Whenever a person reads, writes or speaks s/he communicates beliefs, meanings and systems of thought. However, communication can be superficial just like any type of non-intellectual and non-disciplined communication. So, because reading, writing or listening can be done superficially, speaking can also be superficial. CT aims at disciplining the way people negotiate issues among themselves by teaching them to think twice before speaking. This reflective activity is realized when the teachers, starting from the earliest stages of learning, encourage the learners to develop the habit of asking themselves and the others "hard follow-up questions" (Paul, 2012). The purpose of these reflective questions is to analyze and evaluate the logic presented and to be able to synthesize the ideas in order to make their own positions about the subject matter.

Collaborative thinking and learning are two important techniques for CT. Working together enhances the learners' communicative skills and the quality of their thinking and learning. Therefore, CT teachers should never leave a learner behind because s/he is a slow or a less-abled learner. They should involve everyone in the reasoning process to share their beliefs. They have to encourage them and train them to contribute in solving different types of problems. This promotes understanding and flexibility between the learners. Collaborative learning is not new in the field of teaching and learning; nevertheless, what distinguishes the critical collaborative work from the other types of collaboration is the hard intellectual work which necessitates that both the teachers and the learners exercise their higher cognitive skills and fair-minded thinking for the purpose of coming to truthfulness, objectivity and objective learning and reasoning.

To summarize, the best way to teach the four modes of reasoning is to model them to the learners and have them practice regularly on a daily basis. The best activities which can contribute to their enhancement are those which include reflecting on real-life experiences to give authentic contexts and realistic teaching. There are educators who emphasize the importance of teaching to reveal deficiencies, preconceptions and prejudices and train the learners in how to repair them (Üstünlüoğlu, 2004; as cited in Iakovos, 2011). The overall aim however is still the same: to develop human thinking and to extend learning from the everyday life to the classroom and vice versa. All that is still there to be done is a true determination and collaboration from all the educational body to bring thinking to the possible ideal state.

### **2.3.2. Teaching the Linguistic Skills**

Teaching grammar through a CT approach can be the most problematic task due to the lack of practical insights in this area of language teaching. The general principle which the critical theory advocates is avoiding all types of itemized teaching or teaching which encourages mechanical memorization and practice of rules through drill and non-meaningful repetition. Learners need to be involved in problematic areas of language learning, make them try several ways to solve the learning difficulties and share their own learning strategies and experiences.

To learn a language is to learn its logic (Paul, 2012). Teaching grammar should be done in a way that makes the learners understand the logic of the TL. Asking questions that make them think about how language works can be a great alternative. For example, teachers can pose questions like: What is language? How do little children learn a language? How is child learning different from adult learning?...etc. (The Foundation for Critical Thinking, n.d.). Another possible way is to ask them more deep questions which focus on the language as a system like:

What is a sentence? How is it different from a group of words? What is a paragraph? How is it different from a group of sentences? What are words for? What do they do? How? How are words alike? Different? How many- what different- kinds of words are there? How is each used? Why are some ways of using a word right and others wrong? ... How does knowing about grammar help me write? Read? (Paul, Binker, Martin, & Adamson, 1989, p. 105)

Asking questions like these minimize presenting the language to the learners as a set of itemized rules that should be memorized. Such questions focus on understanding how the language works but not on remembering the rules. Thus, the quality of learning can be enhanced and it can last longer. Moreover, it triggers the learners' curiosity and motivation to know more about the language and ask deeper questions about its nature. It can also be the best way to kill boredom which is usually associated with a grammar lesson. Constant practice through drill does not let the learners make sense of the grammar they are learning and being able to recall some rules is not a sign of learning and of understanding.

One of the possible methods which can transform teaching grammar into a meaningful, rational and valuable process is by integrating it into the different areas of the curriculum (The Foundation for Critical Thinking, n.d.). In integrated grammar, the rules are not the direct focus of teaching and grammar is not taught as a subject in itself. It is the by-product of any reading or written text because it is already there. What the teachers need to do is to let the learners recognize its value within the context of occurrence. Therefore, grammar is taught as part of literature, of science, of history, of nursing and as part of any discipline.

There are many techniques that the teachers can think about to integrate grammar learning. For instance, the teachers can assign to the learners to write a paragraph at home (about a given topic that they have tackled previously); then, they ask them to work in small groups and change the order of the words of every sentence in the paragraphs. After that, the learners exchange the paragraphs and have other groups struggle to "decipher" the original order of the

sentences and to get the meaning of the paragraphs. This can be an active and involving task which can help the learners work on a syntactic level and realize the importance of word order in the TL (The Foundation for Critical Thinking, n.d.). Besides, it helps them visualize the rules of syntax even though they may not be able to state them. Making the learners work on paragraphs that they compose themselves will also increase their interests to discover their mistakes and correct them.

Dictation can be another powerful tool to engage the learners in deep and meaningful thinking about the system of the language that they are learning. An example can be given which concerns teaching punctuation and capitalization. The learners can be asked to write while the teacher dictates. The passage should be well chosen to fit the aim behind the lesson. After dictation, the learners compare their writings and the possible ways of punctuating them. A small group discussion usually follows to negotiate why certain punctuation marks are suitable but others are not. They can also be asked to share the strategies that they have followed to punctuate the passage (The Foundation for Critical Thinking, n.d.).

This same activity fits in teaching other grammatical aspects. The teachers, after focusing on punctuation, can use the same passage with a different assignment focusing on revealing how grammar works in the passage. For instance, they can have the learners read again and write down the verbs in it and explain how these verbs serve the passage. Another possibility includes asking them to find nouns out of the adjectives existing in the passage, compare them and explain how they are similar or different lexically and/or functionally.

Making the learners analyze what they have written is more beneficial because it assists their noticing abilities (The Foundation for Critical Thinking, n.d.).

In a related vein, Paul, Binker, Martin and Adamson (1989) raise objections against teaching vocabulary through memorization because it encourages low thinking levels. In the place of it, they propose some strategies which could teach beyond that. For instance, they advocate teaching through paraphrasing to link the new vocabulary to the ones that the learners already know. Another strategy is to supply as many examples as possible to give a range of similar and different meanings and then make the learners analyze and categorize them. Also, the teachers can opt for analogies, supplying synonyms and opposites. This is better done after using dictionaries (or thesauruses) to explain the words. A session which focuses on teaching vocabulary can better end with giving the learners writing assignments through which they use the handful words studied in the lesson.

Teaching a language, whether one's mother tongue or a FL, should be dealt with at its highest levels. Teaching CT through subject matter contents is most advocated. Contextual clues are always present and they are crucial to be used as tools to activate the learners' thinking. Separating language from its context and its thinking modes would guarantee only short-term learning and humble communication. What the learners actually need in the present time is to master effective use of the language by exercising its higher functions across the different contexts and by applying higher-levels thinking skills. Teaching a language critically develops not only the learners' educated and disciplined use of it. It also trains them to work through problematic learning situations by trying different solutions and by making them speak explicitly about how they

deal with them. It is important to note that the teachers should always make sure that the learners are having an actual progress towards these goals and thus comes the role of assessing CT development.

## **2.4. Critical Thinking Assessment**

Being familiar with the CT principles and dimensions, teachers should be able to design appropriate assessment and test types to evaluate the development of the learners' thinking skills and abilities.

### **2.4.1. Critical Thinking Test Types**

Throughout the history of evaluating CT, a number of tests have been created to assess the extent to which learners' thinking is progressing toward a more enhanced critical state. Examples about these tests include "The California Critical Thinking Skills Test: College Level (1990) by P. Facione"; Cornell Critical Thinking Test, Level X (1985) by R. H. Ennis and J. Millman"; "Ross Test of Higher Cognitive Processes (1976) by J. D. Ross and C. M. Ross" and many other test types (as cited in Ennis, 1993, p. 183). The purpose of these tests is to assess the different CT abilities and dispositions in the learners such as reasoning deductively and inductively, identifying assumptions, making analogies, making sound judgments of statements and arguments, building well-supported conclusions, sentence construction, word order, relationships and subject-verb accordance, inference and information interpretation and other thinking abilities and dispositions such as being able to gather, analyze, evaluate, synthesize information in the different modes of reasoning: reading, writing, listening and speaking. Besides, these tests have also been designed to



assess the learners' ability to avoid reasoning fallacies such as overgeneralization.

Each of these tests presupposes some tools to make the assessment more realistic. The most common ones are multiple-choice tests, essay development tests and performance assessment (Ennis, 1993). The following sub-sections discuss these three tools along with some performance standards.

#### **2.4.2. Critical Thinking Assessment Criteria**

Before deciding to test the learners on their CT skills and dispositions, criteria and performance standards should be defined beforehand to determine the behavioural outcomes that the learners are expected to exhibit (Paul, 2012; Paul & Elder, 2005).

Paul and Elder (2005) point out that the teachers should make clear decisions about how to assess CT. They recommend that instruction designers specify "competencies" by which to assess CT. Other aspects to be specified are the grades within which the target competencies need to be developed, the subject matter to be taught and the kind of students who are supposed to exhibit them. A competency, as an abstract concept, needs to be reified for purposes of measurement. Therefore, some outcome indicators should be identified in terms of the specific actions and behaviours that the learners need to perform. Doing this would also allow for clear and direct measuring of CT.

Ennis (1993, 2008) considers other important aspects when coming to designing tests for CT assessment. Among these points are answers to three questions:

- Is the test based on a defensible conception of CT?

- How comprehensive is its coverage of this concept?
- Does it seem to do a good job at the level of your students?

Both Paul and Ennis agree on the point that a test on CT should stem from a good understanding of the concept itself. Moreover, the test should be conducive to the learners' level. For instance, if they are not yet familiar with its terms and expressions, one cannot devise a test which requires them to distinguish between an assumption and an inference or an implication.

### **2.4.3. Evaluation Tools**

It was mentioned earlier that three common tools are usually used to measure learners' success or failure to internalize the CT principles. For the first type, multiple-choice testing seems to be the teachers' most common test type. According to Ennis (1993, 2008), teachers opt for this test type because it requires little time and less effort to be corrected. The other reason is that it can be administered and scored more easily when compared to essay assessment types. This kind of testing has also some negative points. For example, it does not guarantee enough coverage of CT aspects especially those of taking and justifying a position. In addition to that, making sound multiple-choice items is difficult since it necessitates time, constant revision and constant piloting; factors which are rarely met. As a result, Ennis (1993) suggests that teachers should better design more open-ended tests such as adding questions that require the learners to give reasons for their choices. This would help in making them voice their views and allows for opportunities to test more aspects of CT.

In the absence of well-designed multiple-choice tests, essay assessment is more advocated (Ennis, 1993). It is more "comprehensive" in that it tests more

than one CT aspect at a time. Nonetheless, it is more difficult to correct, score and administer let alone the amount of expertise that it demands.

The last type of testing is known as performance assessment. According to Ennis (1993), this type of testing is the most expensive of all. It requires that the teacher offers considerable time, effort, expertise and even materials for each student. It depends on observing learners' performance in more real-life situations, what makes evaluation done at face value.

Performance assessment can be of varying structures. It is possible to design it to be less structured as in the case of "case studies" in which the observer relies on extended note-making, descriptions, interpretations and writing detailed reports. Or, it can be more structured such as in cases when the learners are provided with certain types of materials and are left to their own to see the extent to which they can go about the task of using them successfully. This can be found especially in science classes where they are asked to make scientific experiments (Ennis, 1993).

Performance assessment is a very effective tool; however, it also runs some objections. First, it is criticized on being less comprehensive. Situations often restrict the application of a good range of CT aspects to contextual requirements. Other objections relate to the possibility of making subjective evaluations and of writing long reports. Such types of tests are more applicable in small rather than large groups (Ennis, 1993). Choosing the test depends on the purpose of testing. The test should aim at directly evaluating CT. The teachers should be trained on how to design appropriate tests which meet the purpose of evaluation (whether to test the learners on their ability to thinking in

specific subjects or to test thinking through general content or the learners' abilities to transfer skills).

#### **2.4.4. Grading Tests**

One of the important issues in testing and assessing CT is that of scoring answers. Different test types and instruments demand different scoring methods. Paul and Elder (2005) and Ennis (1993, 2008) give some suggestions on how to grade tests more feasibly and reliably.

Little scoring problems can occur when grading traditional multiple-choice tests. Nonetheless, the more they are carefully and appropriately tailored to test for CT the more they become demanding, especially if they include open-ended questions. Teacher expertise becomes a necessity, particularly in cases when the answers are different from the key but are well justified. According to Ennis (1993), such answers should receive full score.

Scoring essays differs according to the type of essays that the learners are asked to write. CT argumentative essays can either be "highly structured", of "[m]edium structure" or of "[m]inimal structure" (Ennis, 1993, p. 185). The first form of essay requires that the learners respond to a problematic issue by developing their arguments into essays of specific organization. Each paragraph is given certain points leading to a score which counts for the whole essay.

The International Center for the Assessment of Higher Order Thinking (ICAT) gives an example about how to grade such type of essays. The scores are divided into two parts. The first part of the essay should include "analysis of a writing prompt" and is graded on 80 points. The second part involves "assessment of the writing prompt" and is scored out of 20. Both of these parts give 100 points for the entire essay (holistic scoring). Learners in the first part

are expected to analyze the reasoning of the prompt in relation to the eight structures of thinking. Ten (10) points are assigned for each appropriately stated item. In the second part, they are asked to evaluate the analyzed reasoning in the first part in relation to the standards of thinking (whether the elements are clear, accurate, relevant, logical, of sufficient breadth and depth, fair ...etc.); then, they are graded out of 20 (The Foundation for Critical Thinking, n.d.).

The structure of the essay can also be reduced to a medium argumentative one. In the second form, the learners are not limited to a specified essay organization. What they should do is to build a sound written argument in response to the topic given. Contrary to highly structured essays, this type of writing restricts the amount of information and CT aspects which the learners can use but not to the extent that multiple-choice questions do. Scoring it can be done in two ways. It can either be graded "holistically", by giving it a direct mark as it can be graded "analytically", by specifying some CT criteria or features that should appear through the essay. This same type of scoring applies as well to the last type which consists in having them respond to just one question or issue (Ennis, 1993; 2008).

For the last type, grading learners' performance is the most difficult evaluation form. Whether it targets individual learners or small groups, teachers should be well trained in making such type of observations. They should know exactly what aspects to focus on and in which situations. According to Ennis (1993, 2008), teachers who are competent in CT know better what to score and how. Again, teacher training is the key to eliminate the possible negative outcomes of teachers' lack of sufficient experience in testing and assessing CT skills.

## **Conclusion**

Devising appropriate teaching for CT relies on a deep understanding of the problems resulting from the present educational and pedagogical practices. One major problem which the world's teaching institutions seem to agree on is the massive decline in the quality of thinking, teaching and learning which everyone has gained as a result of the "give-back-what-I-taught" teaching theory. Replacing the old mechanical habits with new ones cannot come over a day or night but it is very likely to happen if efforts are gathered and are well directed.

To develop the quality of human thinking, learning and teaching, there must be a thoughtful implementation of higher cognitive skills. These skills go beyond recalling information to building knowledge through personal research, analysis, evaluation and synthesis. Besides, it requires that teaching should cater for disciplining the human faculty of thinking by making it more ethical, objective and serving everyone fairly. The question which still needs to be answered in the present research is: to what extent does the Algerian school; particularly, EFL secondary school teach such thinking skills?

## Chapter Three: Methodology

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## **Introduction**

In order to answer the study research questions and to test the hypotheses, a methodological approach was followed to collect, analyze and interpret the data. Three research tools were used to investigate the effect of the Algerian secondary school EFL coursebooks on developing learners' CT. To analyze the coursebooks, a framework was designed on the basis of readings about coursebook analysis and evaluation. The analysis was supported by a questionnaire that examines Algerian EFL teachers' perceptions of the concept and their teaching practices. It was also supported by a classroom observation to analyze the instruction which EFL teachers design for their learners. Details that concern these three research tools are given in the sections below.

### **3.1. Textbook Analysis**

Textbooks are among the most common teaching materials in an EFL classroom. They provide well designed lessons with clear and already defined objectives, and organized units and teaching contents. Therefore, they are useful for both beginning and experienced teachers. Nonetheless, time changes, and learning circumstances and requirements change too. Thus, EFL coursebooks are always subject to modification and here comes the importance of their analysis and evaluation.

Textbook analysis and evaluation are two valuable activities in education. They are one step toward the enhancement of the type of training, skills and input that the learners receive. They allow for appropriate adaptation and/or modification since they reveal points of strengths and weaknesses (Cunningsworth, 1995). Even so, there is no perfect and comprehensible



framework for EFL textbook analysis and evaluation as there is no perfect EFL textbook (Grant; as cited in Papajani, 2015). Ellis (1997) clarifies that checklists and frameworks differ according to the purpose of analysis and the criteria targeted in it.

### **3.1.1. Critical Thinking Criteria in EFL Coursebooks**

The literature review in the previous chapters gives insights about a number of characteristics, criteria and aspects that can form the basis of teaching for the development of CT. Certainly, not all aspects should be present, but a CT coursebook should reflect some of them depending on the targeted level and teaching objectives. Importantly, there must be a clear statement of objectives that explicitly demand its teaching (Facione, 1990). It should be supported by well-established teaching contents that are reflected through the themes and topics studied in the units (Daniel, 2013), teaching instructions (Paul, 2012), tasks or activities suggested (Daniello & Laubsch, 2008) and questions posed (Paul, Binker, Martin, & Adamson, 1989).

To teach CT in a FL classroom, the topics and texts chosen play a central role. They are the vehicle for classroom learning and discussion besides the effect that they have on boosting or hindering learning motivation. CT Coursebooks have the aim of keeping learners' interests and needs as major concerns (Daniel, 2013). Therefore, they should stimulate thinking and discussion by tackling relevant problematic issues that put learners in states of negotiating ideas and testing hypotheses (Paul et al., 1997). This is opposed to having learners receive facts and remember information. Daniel (2013) describes effective teaching contents as "higher ordered contents". He points out

that they do not only ameliorate the thinking skills but also they improve the communicative abilities. Every person in the learning circle would have a chance to think and share personal views like agreeing or disagreeing, analyzing by comparing and contrasting and building personal positions on the basis of reason and evidence (Lipman, 2003). "Higher-order contents" are one way toward realizing higher-level learning and higher-order objectives that are usually targeted but not achieved (Paul et al., 1997).

Designing a CT coursebook for EFL teaching should cater for the stages of thinking development that the learners go through (Paul & Elder, 2002). Therefore, questions on how to bring the learners from a non-reflective state of mind to a reflective state are inevitable (Schnell, 2011). Giving opportunities for the learners to recognize their thinking deficiencies, to repair and to improve them is a good starting point to let every learner determine his/her own level of critical reasoning (Paul & Elder, 2002). Other decisions should also include how to lift thinking to the more advanced levels in which learners apply the newly acquired thinking habits. Curry (1999) suggests that coursebooks can be designed to start with teaching concrete problematic topics at beginning levels, especially for young learners, and then move to the more abstract ones with advanced levels and adult learners.

Nevertheless, choosing a topic which stimulates discussion cannot be effective if teaching instruction does not explicitly demand that the learners think at higher levels (see Chapter Two, sub-section 2.1.1, p. 64). Questions which encourage pupils to analyze, evaluate, synthesize and create should dominate the lesson since they assign more responsibilities to the learners to

construct knowledge rather than to receive it and to tuck it in their minds (Paul et al., 1997). Moreover, the instruction should focus on the CT skills and dispositions to be learned in each lesson. Teaching the principles and the values which are pertinent to the strong-sense critical thinker should also make a good part of the instructions given. For example, the learners can be asked to reflect on some of their life experiences and decisions, evaluate them objectively and fair-mindedly, and ask them to think about how they could have acted for better results (Paul & Elder, 2002). Evaluating consequences and suggesting alternative solutions should frequently occur in a CT class to inculcate the moral standards; usually referred to as traits of a disciplined mind. Last but not least, a CT instruction should also establish roles for both teachers and learners by determining what is expected from them to exhibit as CT teachers and learners (Paul, Binker, Martin, & Adamson, 1989). There is certainly a huge difference between guiding and indoctrinating on the part of teachers; and between searching, questioning, reflecting and remembering on the part of learners.

To design tasks that target enhancing reasoned judgment, educators such as Facione (2015), Fisher (2001, 2005), Paul and Elder (2002) and Paul et al., (1997) set a general rule that teachers may adhere to. They claim that the tasks should encourage deep thinking and reflection in the first place. They should guide the learners towards critiquing their own thinking first, and then the thinking of the others whether they are authors of written texts, speakers in a dialogue or classmates. This can be realized by explicitly teaching them to question and pay attention to how the elements of thinking are used. They should also ask them to focus on whether the standards of perfect thinking are applied to the elements and to encourage them to do so in case they fail to pay

attention to them. The tasks should also include questions that invite learners to constantly check whether they are exhibiting traits of a disciplined mind. They need to verify whether their thinking is being or has been "objective" or "subjective," "intellectually humble" or "arrogant", "intellectually brave" or "coward", "empathetic" or "narrow-minded" ...etc. (Paul & Elder, 2002). This means that the tasks should transcend recalling information or answering direct comprehension questions and true/false questions to identifying lines of reasoning and justifying views, decisions and actions objectively. Other alternative tasks can be those which encourage discussing, negotiating and debating opinions and arguments instead.

### **3.1.2. Analyzing and Evaluating Critical Thinking in EFL Textbooks**

Interest in developing EFL learners' CT was translated in attempts to analyze whether EFL textbooks are designed to teach at higher-order or lower-order thinking levels. Most of the checklists which are recently applied to such type of analysis examine the presence or the absence of the skills in Facione's (1990) and (2015) publications. In the framework suggested in this paper, the same skills are investigated besides the ones that appear in the different works of the two educators Facione and Ennis and which were tackled in detail in the first chapter (see sub-section 1.1.2.4, p. 25).

#### **3.1.2.1. Models and Checklists for Textbook Evaluation**

Textbook analysis and evaluation is an inevitable process. At any point in time, teachers and educators encounter the need for making decisions about which textbook to select as a teaching tool or whether the textbook can help the learners achieve the desired learning goals. As a result, varied forms of

checklists, frameworks, guides and models have been developed over the years to analyze and evaluate them.

McDonough, Shaw and Masuhara (2013) suggest a model for textbook evaluation based on making an external evaluation first and then an internal evaluation. The external evaluation aims at identifying in general terms the organizational pattern and the principles around which the textbook is designed. The internal evaluation is more detailed and it is concerned with finding out the extent to which the content matches the claims and the objectives identified in the external evaluation phase.

McDonough et al. (2013) base their analysis in the first stage on three main criteria. These are analyzing the claims stated by the authors of the textbook, analyzing the introduction and analyzing the table of contents. By doing this, one can specify the reason(s) why the textbook has been designed and identify aspects such as:

- The intended audience.
- The proficiency level.
- The context in which the materials are to be used.
- How the language has been presented and organized into teachable units/lessons.
- The author's views on language and methodology, and
- The relationship between the language, the learning process and the learner (McDonough et al., 2013, p. 55)

Other criteria involve analyzing whether a teacher's book is available, whether a vocabulary list is included at the end, the role of the visual representations, how

the cultural content is adapted in the textbook, the availability of “digital materials” and “tests”.

The internal evaluation extends to focus on more detailed analysis. It includes analyzing how the skills are presented, how the content is sequenced and graded, what type of listening, speaking, reading and writing texts and scripts are provided, the extent to which the activities and tests serve the objectives, their suitability and appropriateness, whether the learners are offered opportunities to learn independently and whether there exist a “balance” between teacher's use and learner's use of the coursebook.

The evaluation model of McDonough and his fellow educators ends with making an overall evaluation based on the results of the two above stages of analysis. In this final stage, the analyst makes his/her own conclusion about the material by considering four factors: its “usability”, its “generalizability”, its “adaptability” and its “flexibility” (McDonough et al., 2013, pp. 60-61). Even though it was intended to be a comprehensive model and to include the criteria necessary for textbook analysis, McDonough et al. (2013) did not restrict this process to these three stages only. They also supported the possibility of considering the “while-” and “post-use” evaluation of materials that many educators advocate such as Cunningsworth (1995) and Ellis (1997). They called it "retrospective evaluation" or analysis after use.

Garinger (2002) took a checklist approach to L2 textbook selection and evaluation. He considered four main criteria which start with examining the "broader" aspects of the book and ends with tackling its specifications. His checklist is organized according to:

- The extent to which the textbook objectives match the program and the course.
- The skills included in the textbook.
- The exercises and the activities presented.
- Other practical concerns.

The first criterion is concerned with the extent to which the objectives stated in the curriculum are reflected through the textbook and the course objectives. The second examines whether the skills claimed to be focused on are actually taught and the extent to which the teaching contents allow for their development. Analyzing tasks and activities provide information about their types, their aims, their variety and their contribution to the learning process. Lastly, the analyst ends with considering other details that may be important for selecting a textbook. Garinger (2002) considers "price" and "availability" as two important criteria that should be taken into consideration since they directly relate to learners' or institutions' ability to purchase it and to have it available with the required amount and within the intended time.

### **3.1.2.2. Evaluating Critical Thinking in EFL Textbooks**

In the case of teaching CT, there have recently been some attempts to analyze whether and how it is dealt with in EFL coursebooks. In a study conducted by Khodadady and Karami (2017), the two abilities "making inferences" and "deductive reasoning" were analyzed in relation to coursebook tasks. Their study came with the conclusion that the tasks trigger weak thinking skills in addition to the little contribution that they have on students' achievements. Furthermore, they reviewed researches that investigated the

presence of CT skills in EFL textbooks. For example, Riazi and Mosalanejad (2010) examined the learning objectives of the Iranian textbooks in relation to the learning objectives set in the revised Bloom's taxonomy. Talebinezhad and Matou (2012) analyzed the reading texts in relation to the same skills of Bloom's taxonomy. Birjandi and Alizadeh (2012) evaluated the CT skills included in three Iranian EFL coursebooks. The results of these studies were similar. All of them claim that the dominant skills in the EFL textbooks are remembering/knowledge, understanding/comprehension and application with a considerable lack of higher-order skills such as analysis, evaluation, synthesis and/or creation.

Ilyas (2016) created a framework for teaching CT after reviewing some taxonomies that claim effectiveness in teaching its skills. He proposed the elements of "clarification", "assumption", "reasons and evidence", "viewpoints", "implications", "consequences", "question", "prediction", "agreement and disagreement" and "writing a conclusion" as the aspects that should be catered for when teaching to develop thinking skills.

On the other hand, Tomlinson (2012) advocates the approach of self and constant generation of criteria/checklists instead of relying on evaluation tools which claim universality. This is the view adopted by many evaluators. For example, Gray (2013) drew attention to the effect of time and the changing of educational trends on EFL textbooks and, eventually, on the criteria by which the processes of analysis and evaluation are carried out. Tomlinson (2012) referred to Mukundan and Ahour's (2010) review of checklists in which they revealed a number of shortcomings related to checklists that claim universality.



According to them, the checklists are "being too demanding of time and expertise to be useful to teachers, too vague to be answerable, too context bound to be generalizable, too confusing to be useable and too lacking in validity to be useful". Thus, he approved "frameworks which exhibit clarity in use and are "concise" and flexible" (Tomlinson, 2012, p. 148). Following the reviews of research in the sub-sections above, we developed a framework to analyze the three Algerian secondary school EFL coursebooks; it is described in the sub-section below.

### **3.1.2.3. A Framework for the Analysis of Critical Thinking in EFL**

#### **Textbooks**

The present framework is developed to analyze three secondary school EFL textbooks from a CT standpoint. It is made up of five sections; three of them are to be filled in namely, sections I, II and V, and in two sections, III and IV, evaluators can only tick in because they are under the form of a checklist (see Table 3.1, p. 121).

The first section of the framework is designed to collect general information about the textbook. This type of analysis is used in a guide applied by Merrouche (2018) in her analysis of an Algerian middle school EFL textbook. This step in the analysis is very important because it provides details about the targeted level, the author(s), the publisher, date and place of publication and the number of pages.

The second section has to do with the general analysis of the structure of the textbooks. It includes information about the units and their structural organization. The third section is devoted to the analysis of the main teaching

objective(s) in order to find out whether their primary focus is to develop the learners' CT or not.

The analysis of the contents of the textbooks takes the major part of the framework. It treats three areas: texts (both listening scripts and reading passages), tasks (including the instruction given in the tasks and the questions asked) and the role of visual representations. In the first area, the passages are analyzed to examine aspects such as whether their topics encourage "higher ordered" thinking or not, whether the texts present one view (i.e., they are monological texts) or they deal with more than one view (i.e., they are multilogical), and whether the ideas in the texts challenge those of the learners and elicit debates. The second area is concerned with finding out the nature and types of activities suggested in the textbooks. This is done by examining both the instructional statements and the questioning method to determine if they trigger higher-levels rather than lower-levels thinking and whether they encourage reflection; whether they are more concerned with "how and why" something happens than "what" to know or believe; and whether they relate to the elements, the standards and the traits of CT. Content analysis ends up with an evaluation of the role of the visual representations in the three EFL textbooks and the aims behind including them: if they are used only for decoration purposes or to facilitate understanding of texts and concepts.

The last section in the framework is devoted to writing remarks that may emerge and can be important to the analysis. It is evident that the model may not cater for all aspects of teaching CT, especially if one considers its vast nature. Thus, this section is added to compensate for any missing aspects. Putting

together the results of the above analytic sections and areas would enable making conclusions about the place of CT in the Algerian EFL textbooks and the extent to which the latter are designed to develop the learners' CT.

<b>I/- General Information</b>		
<b>Name of coursebook:</b>		
<b>Teaching level:</b>		
<b>Author(s):</b>		
<b>Publisher:</b>		
<b>Date and place of publication:</b>		
<b>Number of pages:</b>		
<b>II/- Structure of the coursebook</b>		
1/- Units:		
2/- Structure of the units:		
<b>III/- Analysis of the objectives of the coursebook</b>		
<b>The general objective(s) of the coursebook is/are:</b>	<b>Yes</b>	<b>No</b>
a. To develop learners' CT.		
b. To develop literacy skills of listening, speaking, reading and writing.		
c. To develop life skills such as decision making and dealing with unexpected events.		
d. To enable learners to communicate effectively using reasons and arguments.		

IV/- Analysis of the contents of the coursebook		
1/- Texts		
i/- Listening scripts:		
a. are authentic.		
b. are based on giving reasons, arguments/counter-arguments.		
c. present different perspectives.		
d. are given as a support for the teaching of language forms and rules.		
ii/- Reading texts		
a. are authentic.		
b. are based on presenting reasons, arguments/counter-arguments.		
c. present different perspectives.		
d. are given as a support for the teaching of language forms and rules.		
2/- Tasks and Activities		
i/- Instruction		
a. invites learners to analyze information and/or arguments.		
b. invites learners to evaluate information and/or arguments.		
c. invites learners to synthesize information and/or arguments.		
d. asks learners to give their points of view.		
e. asks learners to justify their ideas by reasons/arguments.		
f. asks learners to compare and/or contrast.		
g. asks learners to form conclusions.		

h. encourages learners to solve life problems.		
i. encourages learners to solve learning problems.		
j. encourages learners to suggest alternative solutions.		
k. encourages whole class discussion.		
l. encourages small group discussion.		
m. invites learners to think about CT principles and values.		
n. is based on Socratic questioning.		
o. sets learners into debates.		
p. encourages learners to take notes.		
q. encourages learners to summarize.		
r. encourage learners to analyze scenarios and real-life experiences.		
s. invites learners to role-play.		
ii/- Questions		
a. are deep and probing.		
b. relate to the elements of thinking.		
c. relate to the standards of perfect thinking.		
d. relate to the traits of a disciplined mind.		
3/- Analysis of the role of visual representations, pictures, diagrams, graphs ...etc.		
a. encourage reflection.		
b. call for prediction		
c. call for comparing and contrasting.		
d. are used to clarify texts and facilitate understanding.		
e. are used for decoration purposes.		

**Table 3.1:** A Framework for the Analysis of Critical Thinking in the Algerian Secondary School EFL Textbooks

As it was explained in the beginning of this chapter, the analysis of the coursebooks is supported by teachers' views about the extent to which their contents cater for developing CT. Therefore, a questionnaire was designed and it is described in the sub-section below.

### 3.2. The Questionnaire

The present questionnaire is designed to investigate perspectives of teachers of the Wilaya (district) of Oum El Bouaghi. Its piloting, sampling, sections and statements are glanced at in the following sub-sections.

#### 3.2.1. Sample

Distributing the questionnaire was meant to include all secondary school English teachers of Oum El Bouaghi. The total number of teachers at the time of administering it was 180 teachers. We handed the questionnaires to teachers whom we could reach, while those living and working at distant areas received the same one as an online form. Nevertheless, it was difficult to contact some teachers working in other areas because of distance and absence of the Internet.

Administering the questionnaire took a period of nearly a month. Among the total number of teachers (180 teachers), 158 received it. In other words, we were able to hand it to 87.77% of EFL teachers in the district of Oum El Bouaghi. Most of those who returned it took a time period ranging from seven, fifteen, twenty to thirty days to answer it; 76 teachers (48.10%) returned the questionnaire. Table 3.2 translates these and other details in a statistical format.

<b>Items</b>	<b>N</b>	<b>%</b>
EFL teachers in Oum El Bouaghi	180	100%
Teachers who received the questionnaire.	158	87.77%
Teachers who did not receive the questionnaire.	22	12.22%
Teachers who answered and returned the questionnaire.	76	48.10%
Teachers who did not complete answering the questionnaire.	3	1.89%

**Table 3.2:** Statistical Representation of the Sample and Population

### **3.2.2. Description of Sections and Statements of the Questionnaire**

Four sections make up the questionnaire (see Appendix II). It is an attitudinal questionnaire; so, each section is composed of a set of statements and is designed in a way that allows teachers to express how much they agree or disagree with the statements. Thus, a Likert-scale was developed. It is a five-item scale that ranges from "strongly agree", "agree", "neutral", "disagree" to "strongly disagree". Thus, the constituent parts are: "Background Information", "The Nature of Critical Thinking and Teachers' Practices", "Teachers' Views about the English Secondary School Coursebooks" and "Further Suggestions".

#### **Part One: Background Information**

This part gathers information about the participants' Gender "Statement 1" (S1), Educational Credentials (S2), Professional Status (S3) and Teaching experiences (S4).

#### **Part Two: The Nature of Critical Thinking and Teachers' Practices**

The second part is divided into two sections. The first section contains four statements (S5, S6, S7, S8) that aim to investigate teachers' conception of

CT. The second section includes six statements (S9, S10, S11, S12, S13, S14). This section aims to determine the extent to which teachers think that they teach CT in their classrooms.

### **Part Three: Teachers' Views about the English Secondary School**

#### **Coursebooks**

This part is concerned with evaluating the three EFL coursebooks at the three levels from teachers' point of view. The purpose is to find out if the coursebooks cater for the teaching of CT or not. Statements (S15, S16, S17, S18, S19, S20, S21) are devoted to accomplish this purpose.

#### **Part Four: Further Suggestions**

The last part takes the form of answering one open-ended statement (22). It gives teachers the opportunity to voice their thoughts about teaching CT in the Algerian EFL classroom and to offer them the opportunity to suggest ideas that may serve EFL teachers with the present issue.

#### **3.2.3. Piloting the Questionnaire**

The questionnaire was piloted before its administering. Six teachers were selected on the basis of some criteria (Dornyei, 2003). First, the three teachers expressed their readiness to answer the questionnaire and give remarks about it. Second, they had the same characteristics as the respondents of the target population (secondary school teachers, with varying years of experience: 2, 4 and 6 years of teaching experience). Third, all of them are not specialists in the field of piloting questionnaires or in similar case study researches. This factor could assure their resemblance to most of the informants in the population



chosen. Lastly, all the six teachers had a point of view that could be valued and entrusted in such a type of research. The piloting was done one week before the administration of the questionnaire. Few remarks were given; so, minor changes were made.

#### **3.2.4. Coding the Questionnaire**

In order to analyze the results, the Statistical Package for the Social Sciences (SPSS) version 20 was used. The programme demands that each of the five items should be coded in numbers. In the present Likert-scale, the items are coded in the following way: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1. Thus, to work with this statistical programme, one needs to enter the codes numerically but not in letters to enable calculating statistical formulas such as percentage, frequency, mean, standard deviation and the like.

The questionnaire results are presented, analyzed and discussed in Chapter Four. They are also interpreted in relation to the findings of coursebook analysis and classroom observation. The latter research means is implemented to compare Algerian EFL teachers' views and attitudes to their real in-class practices. The focus is on observing the extent to which their instructions cater for the development of CT. These and other details about conducting the observation are mentioned below.

### **3.3. Classroom Observation**

To conduct the classroom observation, a sample was selected and an observational grid was developed. Methodological information about the process of data collection and the observational grid are provided below.

### **3.3.1. Population and Sample**

The population of the present research is the same one as that of the questionnaire. They are secondary school EFL teachers in Oum El Bouaghi. The sample, however, was selected differently. It was randomly chosen from the secondary schools existing in the capital city of Oum El Bouaghi. We have selected the teachers who accepted to take part in this research; so, we ended up working with 11 EFL teachers in five out of seven schools.

### **3.3.2. Methodology and Data Collection**

Before starting the observation, a form granting permission from all the concerned authorities was obtained, particularly, the directorate of education in the district of Oum El Bouaghi, and the headmasters and headmistresses of all the secondary schools of the city. A time period of one month was devoted for the observation; so, it was not permitted to go beyond it. The usual time allotted for each session in the Algerian secondary school is one hour, but sometimes, it extends to two hours depending on the stream (whether it is literary or scientific). Nevertheless, not all the sessions were attended. Nearly, all schools underwent some strikes during the time of conducting the observation (the second term of the academic year 2018), add to that the sessions when the learners had tests. The total number of the sessions observed is 61 sessions.

### **3.3.3. Description of the Observational Grid**

The observational grid (in Appendix IV) is developed for the purpose of analyzing whether the instruction which the learners receive articulates aspects of CT or not. Therefore, the grid is designed around some skills and dispositions which educators such as Ennis (2011) and Facione (2015) recommend.

The grid is composed of two main parts. The first part records information about the date, place and time of conducting the observation. It also includes: the level attended (whether it is first, second or third year level) and the stream (if it is literary or scientific), since literary streams are supposed to have more teaching hours of languages than the other streams. Other details center on the lesson itself: its type (whether it is grammar, reading, writing, listening, speaking or a lesson that teaches vocabulary, phonology, or if it is a project presentation session) and the focus of the lesson. This part also includes some confidentiality elements such as school code and teacher code. These codes are invented by the researcher to ensure anonymity of the teachers who participated in the classroom observation.

The second part of the grid is a hybrid of three types of observational tools: a checklist, a scale and a comment column. The first column includes the checklist of CT aspects that should appear in an instruction targeting its teaching. The second column is a scale that would allow for counting the frequency of occurrence of the elements in the checklist. It ranges from (1) always observed to (6) never observed. The scale between these two ends is: (2) almost always observed, (3) sometimes observed, (4) rarely observed and (5) almost never observed. The observer circles one of the six items to indicate how frequent an element occurs in a session. The last column is devoted to writing comments about what is observed when necessary.

As to the checklist, it is organized around four areas that concern classroom instruction. These are teacher's questions, teacher's role, classroom discussion and the tasks and activities designed. These four areas are derived

from the literature review. For instance, in an article reviewing literature about CT instruction in an EFL classroom, Cairan, Ambigapathy and Manjet (2016) identified the following elements to be essential in an EFL classroom: explicit instruction, teachers' question type including asking "higher-level questions" and "inferential " or "open questions", asking "probing questions" which require that the learners justify using reasons and to clarify their thoughts, active group work and active critical discussion in small groups or in whole class besides debates and lesson tasks (pp. 15-18).

The checklist is made up of four main parts. The first area relates the aim of the questions posed during the lessons. The second area is concerned with the role of the teacher in the classroom. This part of the checklist posits on one distinguishing role that a critical teacher should exhibit and which educators identify to be unique to critical teaching (Cairan et al., 2016). In fact, the teacher should model CT to and in front of the learners by listening and speaking critically and by reading and writing critically (Paul, 2012). The third area focuses on the type of discussion carried throughout the session. The discussion reflects what the instruction demands from both the learners and the teacher. A typical CT instruction leads to ends such as solving real-life or language learning problems, sharing the strategies of how everyone or every group deals with the problem and/or suggesting different solutions to the problem discussed. The last area enumerates the different activities and tasks which a CT lesson may set for EFL learners. Of course, not all of them should necessarily be applied in one lesson but at least some of them.

### **3.3.4. Piloting the Classroom Observation**

The first grid constituted of a checklist of some CT elements to which the observer can only tick either observed or not observed. Three sessions were attended with three colleague teachers from schools other than those of the city of Oum El Bouaghi. After the first piloting phase, it was realized that the grid was not practical in that it was difficult to determine how frequent an element occurs in a lesson. So, the same checklist was kept and a scale was added to it besides to a comment section. After ameliorating it, other three teachers were observed for other three sessions during which the grid seemed to work well.

### **3.3.5. Anonymity and Coding System**

The first step to go through in order to analyze the results is to code the data. Teachers who participated in the research and their schools are coded using letters and numbers. The five schools in this study are referred to with the letters: A, B, C, D and E; in which letter A, for instance, refers to the first school; letter B refers to the second school and so on. Teachers are represented by the letter of the school that they belong to and a number. For example, when a classroom observation is conducted in school A with three EFL teachers from that school, they are referred to as: A1, A2 and A3. When the observation is done with two teachers from school D, the teachers are referred to as D1 and D2. Therefore, the eleven teachers with whom the classroom observation was conducted are coded as follows: A1, A2, A3, A4, B1, C1, C2, D1, D2, D3 and E1. The scale in the grid needs to be coded as well to enable applying SPSS programme to calculate the data. This step is similar to that executed with the results of the questionnaire. Each of the six items is assigned a code as is illustrated in Table 3.3 bellow. The results are presented and discussed in

Chapter Six and they are also analyzed and compared to the findings of the other two research tools: textbook analysis and teachers' questionnaire results.

	1	2	3	4	5	6
	Always	Almost	Sometimes	Rarely	Almost	Never
Scale	observed	always observed	observed	observed	never observed	observed
Code	6	5	4	3	2	1

**Table 3.3:** Coding the Scale of the Observational Grid

### Conclusion

This chapter dealt with the description and clarification of the methodological procedure applied in this research. As it was shown, all the means suit the nature of the work in that they gather qualitative data. The chapter was written with the intention to give a detailed view of the type of research, the approach followed and the reasons why these tools were used and not others. Information about data collection and their analyses was also given. The analysis and interpretation of the results is to be done in the following chapters.

## **Chapter Four: Analysis of Algerian Secondary School EFL Coursebooks**

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## **Introduction**

The chief aim of this research is to find out the extent to which the Algerian secondary school EFL coursebooks cater for improving learners' CT. In order to achieve this aim, an analysis of the three EFL secondary school textbooks: "At the Crossroads", "Getting Through" and "New Prospects" is carried out. Thus, the purpose is to answer the first research question: To what extent do Algerian secondary school EFL coursebooks develop learners' CT? Since EFL coursebooks in the Algerian secondary school revolve around the CBA, we hypothesized that their highest effect would be on developing learners' basic skills of listening, speaking, reading and writing rather than on developing CT skills.

### **4.1. Analysis of First Year Coursebook "At the Crossroads"**

#### **4.1.1. General Information**

**Name of coursebook:** At the Crossroads.

**Teaching level:** Secondary education, year one.

**Author(s):** B. RICHE- S. A. ARAB - H. AMEZIANE - K. LOUADJ - H. HAMI

**Publisher:** ONPS: Office National des Publications Scolaires (The National Authority for School Publications).

**Date and place of publication:** 2014 – 2015 / Algeria.

**Number of pages:** 176

## 4.1.2. Structure of the Coursebook

### 4.1.2.1. Units

First year coursebook is composed of five units. Each one of them is headed and is developed around a theme. According to the teacher's book of the first year level, the units treat topics that relate to teenagers' interests such as the Internet, pupils' leisure time activities, environmental problems and technology (see Table 4.1). The general analysis of each unit reveals that they are more function-oriented than thematic or topical. This is evident through the "Unit Preview" at the beginning of each unit in which the functions to be learned in each sequence are listed. Besides, the tasks and the activities focus on training the learners to use specific language forms and expressions in specific social and communicative situations. All in all, the organization of the units illustrates that teaching the linguistic resources is emphasized in order to realize the functions targeted.

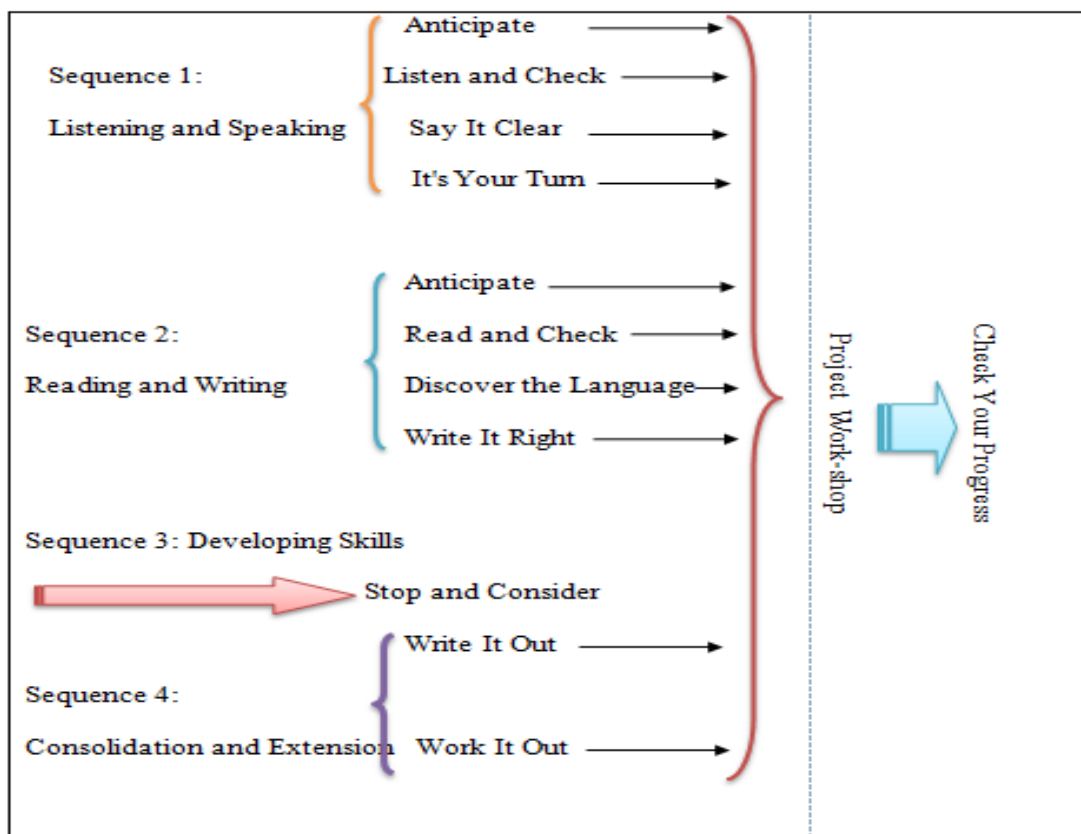
Unit Heading / Title	Theme
1-Getting Through	Intercultural Exchange
2-Our Findings Show	Communication- The press
3-Back to Nature	Environment, Pollution and the World of Animals
4-EUREKA!	Innovation and Technology
5-Once Upon a Time	Famous People

**Table 4.1:** Units and Themes of At the Crossroads

### 4.1.2.2. Structure of the Units

The units in the book are designed in the same pattern. They are divided into four sequences: "Listening and Speaking", "Reading and Writing",

"Developing Skills" and "Consolidation and Extension". The first sequence is for developing the oral skills through four main rubrics. The first rubric, "Anticipate", aims to introduce the learners to the key concepts and terms of the lesson and to help them predict the topic of the listening script. The second rubric comes under the heading "Listen and Check". It is the stage in which the learners check their answers to the "anticipate" stage and discuss the topic of the lesson by doing tasks and answering questions. "Say It Clear" is the third rubric. It is developed to teach phonetics such as determining stress patterns, pronunciation and syllable division. The last rubric is the production stage. The learners are supposed to produce orally by writing then by acting out dialogues, presentations and so on. In this sequence, the grammatical aspects are implicit and the learners are indirectly guided to use them before they are exposed to their explicit teaching in the second and third sequences.



**Figure 4.1:** The Structure of the Units of the Coursebook At the Crossroads

The second sequence is designed to teach "Reading and Writing". It is similarly divided, so the aims of the first two rubrics are the same as those in the "Listening and Speaking" sequence. The point of difference is that forms are explicitly presented in the rubric "Discover the Language". "Write It Right" is the production stage in which the learners apply the targeted grammatical points in different types of writing productions.

The third sequence "Developing skills" is designed to "combine the four skills" by interacting in life-like settings (At the Crossroads, p. 8). It is stated in both the textbook and the programme of first year secondary education (2005) that the learners are supposed to invest on what they have learned by solving problematic learning and social situations. In this sequence, there is a rubric in which a number of tasks and grammatical rules are offered for practice and memorization. It is entitled "Stop and Consider". It presents the grammatical rules explicitly in the form of "Reminders" and tasks to enable the learners build a linguistic repertoire to be able to write and present the project.

By the time the learners arrive at the last sequence, they are supposed to have developed the linguistic, social and functional skills and competencies. Coursebook designers, however, added another sequence entitled "Consolidation and Extension". As the name implies, it aims to consolidate the skills and the competences developed. They clarify that "its aim is to elaborate and expand on the functions, language and social skills acquired earlier so as to flesh out, in writing, their communicative abilities" (At the Crossroads, p. 9). This sequence is divided into two rubrics: "Write it Out" and "Work it Out". In the teacher's book which accompanies first year coursebook, it is explained that, in the rubric "Work it Out", the learners are presented with problematic

situations to be solved. The analysis of this rubric revealed that the tasks engage the learners in solving learning problems, or learning problems combined with life problems such as dealing with phone problems (p. 37), asking for and giving directions to arrive at particular place (p. 66), crossing out silent letters in words (p. 99) and complete writing different some letters (p. 36).

Each unit in the coursebook ends with two sections: "Project Workshop" and "Check Your Progress". The former is the result of working throughout all the sequences of the unit. Teachers should present the topic of the project at the beginning of each unit so that the learners integrate in it all the skills, the competencies and the functions that they come across in the sequences. The latter is an assessment section. It contains tasks, activities and a checklist to remedy learning failures. Teachers may use them to determine what their learners mastered and to remedy any learning failures before starting a new unit. It also contains a checklist for the learners to self-evaluate themselves. The point to be made with respect to this section is that, most of its contents assess reading, writing and the linguistic knowledge of the learners but no thinking skills are evaluated in this section.

#### **4.1.3. Analysis of the Objectives of the Coursebook**

By reading the statement of objectives in the programme of first year level (2005), one can notice that there is no explicit and clear statement which indicates that the teaching of CT is among the general or major aims of the textbook. Although it is mentioned in the methodological objectives that the aim is to teach the learners some learning skills and strategies like analyzing and evaluating, there are no further details on how this is done or for which purpose. Words such as "to reflect", "reflection" and "meta-cognition" appear from time

to time as one reads through the programme. Nonetheless, they are introduced as secondary not primary objectives and their use does not seem to target the enhancement of CT skills in a systematic way.

The general objective(s) of the coursebook is/ are:	Yes	No
a. To develop learners' CT.		√
b. To develop the literacy skills of listening, speaking, reading and writing.	√	
c. To develop life skills such as decision making and dealing with unexpected events.	√	
d. To enable learners to communicate effectively using reasons and arguments.		√

**Table 4.2:** Analysis of Teaching Objectives of At the Crossroads

In teacher's book, it is indicated that the main aim of the coursebook is to strengthen three general competencies. These are: "interacting orally in English", "interpreting oral and written texts" and "producing oral and written texts" (p. 4). This is realized through the teaching of "skills", "functions", "strategies" and "language forms" that emerge through the different rubrics. Reference to thinking skills is made only in two cases. The first is to check predictions and the second is to solve problematic situations without explaining whether these are learning or life problems or both of them. So, by reading these objectives, one may understand that "At the Crossroads" aims at building the linguistic knowledge and the communicative abilities in the first place besides few CT skills which are not introduced systematically. This can be said to be logical by considering that it is a FL class in which the main focus is to develop

learners' communicative abilities in the TL. However, educators who support teaching CT point that language can be taught in its strongest sense when the learners make the best of their thinking abilities (Curry, 1999; Paul, 2012). They clarify that teaching CT does not require the learners to use complex language. The simple knowledge that they have can communicate deep ideas (Daniel, 2013).

Both in the teacher's guide and in the programme (2005), it is claimed that the textbook follows a methodology of teaching that relies on eliciting ideas through "thought-provoking questions", reflecting when answering questions or doing tasks, predicting what the listening or reading topics will be about, involving the learners in problem-solving situations and self-assessing their learning. Even though skills such as dealing with unexpected events and making decisions are not mentioned, the already mentioned skills are relevant to CT. This is an indicator of the authors' intention to design teaching contents which evoke reasoning skills.

One of the main objectives of designing first year textbook is to enable the learners communicate correctly and appropriately in different situations (At the Crossroads). One way to do this is by teaching the learners to differentiate between different types of texts and discourse like descriptive, narrative, expository and argumentative texts. After reading the programme (2005), it was noticed that there is no special focus on teaching any type of text. This is to say, there is a tendency to teach how to communicate in general without emphasizing any discourse type. So, teaching the learners to use reasons and arguments does not appear to be the primary objective of teaching English at

this level. Table 4.2 (p. 140) summarizes the remarks about the analysis of the general objectives of the coursebook "At the Crossroads".

#### **4.1.4. Analysis of the Contents of First Year Coursebook**

As it was explained in Chapter Three, a framework was applied to the three Algerian EFL coursebooks in order to find out whether they cater for the development of learners' CT or not. The analysis tackles the texts, the tasks, the instructions, the questions posed and the role of the visual representations.

##### **4.1.4.1. Texts**

There are more reading texts in "At the Crossroads" than listening scripts. A total number of 47 reading texts exist compared to 10 listening scripts. Some listening scripts and reading texts provide an input for the teaching of the four language skills others come under the rubrics of teaching language forms and rules.

##### **4.1.4.1.1. Listening Scripts**

Listening scripts are placed in the end of the coursebook. They are short dialogues/conversations and interviews, but they are all in a written form. The textbook is not accompanied by any audio-records of these scripts, so the teachers are supposed to read them aloud for the learners to listen and work on tasks.

It is very undeniable that authentic texts count when learning a language. They give FL learners an exposure to the language as it is used by native speakers. According to the results of the analysis illustrated in Table 4.3, the listening scripts of "At the Crossroads" lack authenticity. There is no information about whether they are adapted, written by coursebook authors or



that they are taken from a native or non-native source. It is also perceived that the language is overly simplified. The utterances are very short and well-structured with few, if not, no interjections which generally characterize spoken English. These features rendered the language in the scripts different from the natural language which is usually heard by native speakers. Moreover, it is the teacher who is supposed to read the scripts for the learners. In addition to being an exhaustive task, this would certainly hide paralinguistic features, interjections, poses, interruptions and the tone of voice which help in interpreting and decoding meanings and messages.

Listening scripts	N = 10
a. are authentic.	00
b. are based on giving reasons, arguments/ counter-arguments.	04
c. Present different perspectives.	01
d. are given as a support for teaching language forms and rules.	10

**Table 4.3:** Analysis of Listening Scripts of At the Crossroads

Teaching CT centers on identifying reasons, arguments and counter-arguments in order to understand the speaker's/author's logic. The results of the analysis show that only four out of 10 scripts state reasons/arguments and/or counter-arguments. First year coursebook scripts focus on developing learners' oral skills by introducing them to different text-types and some common situations such as answering or making formal and informal phone calls. It is true that this is the essence the EFL classroom but from a CT standpoint, developing learners' communicative skills is also possible, if not, more

rewarding, when the learners are trained to discuss speakers' views or arguments and their counter-arguments (Paul, 2012).

In order to encourage the learners to discuss different perspectives, they need to be exposed to an input which gives account to different views. Only one listening script involves talking about different perspectives. This concerns the second script of the first unit (pp. 168-169) about the preferred way of sending messages. It highlights the use of certain expressions such as "**I prefer sending my messages by e-mail to sending them by snail-mail**" (At the Crossroads, p. 168; emphasis is added). All the remaining scripts give just one viewpoint. Neither the instructional statements nor the questions engage the learners in discussing or presenting different perspectives, not even as a reaction to the ideas in the scripts. They are all grammatically and functionally oriented with no attention to the reasoning that they give. This point supports the findings of the analysis of item "d" in Table 4.3 (p. 143). The data indicate that all the listening scripts in "At the crossroads" are written to support the teaching of certain language forms and rules, and that the major aim of including these scripts is to provide context for their teaching. For instance, the first listening script highlights the use of sequencers, giving instructions and expressing purpose; the second is all about teaching the direct and indirect speech; the third teaches the difference between formal and informal phone conversations with a special focus on model verbs to make requests. Therefore, one may conclude that all the scripts of first year coursebook provide a support to teach language rules and functions.

#### 4.1.4.1.2. Reading Texts

There are about 55 reading texts in first year coursebook. There are texts which are part of the sequences that the learners are supposed to study namely, "Reading and Writing", "Developing Skills" and "Consolidation and Extension"; others belong to the sequence "Check Your Progress". There are also short stories, poems, jocks or quizzes that are presented as additional materials. Apparently, their aim is to add fun and vividness to the coursebook just like the aim of including pictures.

Among the 55 texts, there are 28 which credit authenticity. They are cited by either mentioning the source in the bottom of the texts or at the last page of the coursebook. A note is written in the end of the textbook (p. 208) to acknowledge copyright permission. Therefore, it can be said that most of first year reading texts assume authenticity. English encyclopedias, forums, novels and books were all the bases of choosing the texts what accredited more authenticity to the reading passages which is not the case with the listening scripts.

Reading Texts	N = 55
a. are authentic.	28
b. are based on presenting reasons, arguments/ counter-arguments.	14
c. present different perspectives.	03
d. are given as a support for teaching language forms and rules.	26

**Table 4.4:** Analysis of Reading Texts of At the Crossroads

The analysis revealed as well that, among 55 texts, only 14 consist of reasons, arguments and/or counter-arguments. It was found that there are more texts that present reasons and arguments (13 texts) than those with counter-arguments (p. 120). The number of texts that discuss different perspectives is limited to three texts as it is illustrated in Table 4.4. However, the point does not relate to the number of texts only. It is also a matter of whether these reasons, arguments and counter-arguments make part of the tasks and/or the questions in the textbook. Unfortunately, no track was found to link them. The focus of the lessons is on the language points studied but not on discussing ideas. It could be possible that their teaching be centered on evaluating ideas in one occasion and teaching language forms and rules in another occasion so that to create a balance between the two learning aspects. Even the tasks which encourage the learners to consider their personal views in relation to the ones in the texts are very few (Tasks 4 and 5, p. 120 and Task 6, p. 121). These results indicate that the textbook does not show any special focus on training the learners to make the best of their reasoning skills when learning English.

Contrary to what was expected, the last point in the present analysis revealed that not all the reading texts are used as teaching support for language rules and forms. Out of the total number, 26 texts are adapted to tackle the language forms programmed in the first year syllabus. The use of the other texts is divided between those which teach reading and those used as additional materials for extra readings.

#### **4.1.4.2. Tasks and Activities**

First year coursebook constitutes of 396 task and activity with a number of instructions that equals to 409. The tasks are chosen in a way to fit the

progression of the lessons. For instance, when targeting the teaching of a language skill, the lesson starts with the pre- listening/reading phase in which the learners are generally asked to name items. In the second phase, the learners are usually invited to listen/read and check their answers in the first phase and answer comprehension questions. The last phase is the production stage in which the learners are asked to write depending on the theme of the unit and the topic discussed. Grammar lessons follow the teaching method: Presentation – Practice - Production. The rules are "presented" and "practised" through tasks in order to be applied in the "production" stage. Tasks and activities are analyzed in terms of the instructions used and the questioning method followed.

#### **4.1.4.2.1. Instruction**

First year coursebook instructional statements were analyzed according to the existence or the absence of 19 elements corresponding to CT (Table 4.5). Among the three core skills of analysis, synthesis and evaluation; the last one is the most reoccurring skill. Seven instructions in the coursebook encourage the learners to undergo some evaluation, followed by five instructions that encourage synthesis, and four teaching instructions that demand a kind of analysis on the part of the learners. A good number of these and other skills appear in the second unit "Once Upon a Time" including project workshop section, "Writing a Book Review". To our opinion, there is a balance created in this unit between the usual grammatical and linguistic load that characterizes most units of the coursebook "At the Crossroads", and focusing on ideas and thinking skills. For instance, there are instructions which encourage the learners to write a review of a book or a novel as in the rubric "Say it in Writing" (p. 51) and "Task Two" (p. 69) in Project Workshop. Other instructions invite making

predictions such as Tasks 2 (p. 52) and 1 (p. 53), and making inferences in Task 5 (p. 58). Of course, one unit cannot include all or most CT skills; however, if all the other units were written in a similar way, first year coursebook could cover a considerable number of CT skills and thus, be strongly teaching for the development of learners' reasoning abilities.

Instruction	N = 409
a. invites learners to analyze information and/ or arguments.	04
b. invites learners to evaluate information and / or arguments.	07
c. invites learners to synthesize information and/ or arguments.	05
d. asks learners to give their points of view.	10
e. asks learners to justify their ideas by reasons/ arguments.	32
f. asks learners to compare and/ or contrast.	00
g. asks learners to form conclusions.	01
h. encourages learners to solve life problems.	04
i. encourages learners to solve learning problems.	03
j. encourages learners to suggest alternative solutions.	06
k. encourages whole class discussion.	01
l. encourages small group discussion.	00
m. invites learners to think about CT principles and values.	00
n. is based on Socratic questioning.	01
o. sets learners into debates.	01
p. encourages learners to take notes.	01
q. encourages learners to summarize.	04
r. encourage learners to analyze scenarios and real-life	00

experiences.	
s. invites learners to role-play.	00

**Table 4.5:** Analysis of Teaching Instruction in At the Crossroads

The results also show that among the 409 instructions, four statements invite the learners to solve life problems and other four statements demand summarizing orally or in writing. There are no instructions which invite the learners to think about CT principles and values, or that encourage them to analyze scenarios and real-life experiences. The remaining statements in the coursebook scantily reflect skills such as solving learning problems, Socratic questioning, taking notes or debating. These skills were targeted in the instructional statements only once or twice.

Again, the question of the aims of the tasks comes into effect when analyzing the coursebook. While carrying out the analysis, a considerable number of instructions could easily be classified to be teaching CT skills; however, their aims do not go beyond working on a linguistic level. For instance, nine instructional statements could be identified as role-play activities. It is true that they encourage the learners to imagine themselves in situations and act out dialogues like taking the role of a company secretary and to respond to a formal phone conversation (p. 24), or to take the role of a journalist and report events of an accident (p. 97). Nevertheless, they are all meant for using specific language forms, lexical items and expressions such as making requests or applying the rule of the reported speech. These aims do not extend to building an argument or to take and defend a position. In CT, role-playing is used to teach learners particularly traits of fair-minded thinking such as being intellectually humble, being intellectually sympathetic and learning to

see things from a different side. The tasks and the activities are not aiming at training the learners to think or speak critically. Traits of fair-minded thinking and standards of perfect thinking are probably not common concepts to the learners. The instruction itself, the objectives of the lessons and the aims of the tasks do not target the enhancement of such skills. This is not to mention that there are no lessons in the coursebook which give hints or explicitly teach any of the thinking skills. The results in the table support this remark in that no teaching instruction was found to invite the learners to think about CT principles and values.

Similar remarks apply especially to the statements which invite the learners to work in small groups and/or to form conclusions. There are about 26 pair-work and group-work tasks. The purpose, however, is not to discuss or debate different ideas and points of view. They are meant for the learners to collaborate and prepare dialogues or conversations (e.g. Task 4, p. 24; Task 1, p. 31). Learners in some writing tasks are asked to exchange drafts for error-checking and correction, or to practice grammatical rules (e.g. Task, 2, p. 23; Task 3, p. 56; Tasks 1, 2, p. 84). Instructions which invite the learners to make conclusions are similarly bound to dealing with phonological rules; namely, those in the rubric "Say It Clear". Learners are usually asked to compare between teacher's pronunciation of different categories of words to recognize features like stress-shift when adding suffixes; or, to listen and identify the stressed syllable in compound words. A direct and explicit teaching follows eventually. Other examples include making the learners form conclusions about the difference between asking WH-questions and making requests based on structure and intonation. Contrary to these results, a considerable number of



statements (32 instructional statements) were set to encourage the learners to justify their ideas by reasons and arguments. Counter-arguments were the least to be invoked in both the texts and the teaching instructions (one text and two instructions) and 10 statements were found to invite stating viewpoints. So, the learners are not only asked to state views or ideas but also to justify them.

There are still tasks and instructions which could possibly add a lot to training the learners in the development of their CT abilities but which, unfortunately, emerge in very few occasions. Examples may include: Task 4 (pp. 79 – 80) which takes the form of Socratic questioning, Tasks 4 and 5 (p. 149) and Task 3 (p. 157) which, respectively, indulge the learners in small group discussion, solving a learning/life problem and suggesting alternative solutions related to energy use in Algeria. These tasks appear four times only in the rubric "Work It Out". These findings match what is stated in the coursebook; that this rubric intends to teach the learners to solve problems (At the Crossroads).

Of course, there must be a number of reasons why coursebook authors decided to approach EFL teaching with an instruction that does not take CT as a primary concern. One of them can be that the learners are at the elementary level and that what is important is for them at this level is to develop the linguistic resources to help them construct sentences and write short passages before thinking critically. Another reason can be that the learners would face a dual task of learning a FL and learning to think critically. Educators such as Paul (2012) and Curry (1999) clarify the point by maintaining that learners' lack of language proficiency does not hinder their thinking abilities. They claim that they can use the very simple resources of the FL that they are learning to discuss

important topics relevant to their age. Importantly, the analysis revealed that the instructions in "At the Crossroads" reflect the objectives stated in first year programme (2005). In more precise words, both the objectives stated in the programme and the teaching instructions reveal that CT is of secondary importance in the Algerian secondary school EFL teaching.

#### 4.1.4.2.2. Questions

Most of the questions posed in the coursebook are comprehension questions. They belong to the second phase of the lesson in which the learners' role is defined in terms of listening/reading to answer comprehension questions. Contrary to what is stated as a teaching objective in the first year programme (2005), that the questioning method is "thought-provoking", little reflection characterizes the type of questions posed. Probing questions which encourage reflection and examination of daily routines, beliefs and actions are totally absent. The results in Table 4.5 show that only one task exhibits characteristics of Socratic questioning (Task 4, pp.79 - 80). Considering the total number of tasks (396) and that of the questions posed (155), it comes clear that "At the Crossroads" is not based on teaching through asking questions; particularly, deep and probing questions. In a related vein, the elements of thinking, the standards of perfect thinking and the traits of a disciplined mind are not targeted.

Questions	N = 155
a. are deep and probing.	01
b. relate to the elements of thinking.	00
c. relate to the standards of perfect thinking.	00

d. relate to the traits of a disciplined mind.	00
--	----

**Table 4.6:** Analysis of Questions in At the Crossroads

#### 4.1.4.3. Analysis of the Role of Visual Representations

In Teacher's book, it is stated that the role of pictures in the entry of each unit is to introduce the learners to the topic of the unit. Pictures at the beginning of the lessons are used to create a lead-in to the topics discussed by introducing the learners to key terms and concepts. With enough teaching expertise and adaptation, it is possible that the coursebook pictures are used to encourage learners' reflection. The problem, however, is still with the type of instruction, questions and tasks accompanying them. They are superficial and do not engage in reflective thinking. For instance, learners are asked to name items but, in most cases, they are not extended to problematic issues that may raise learners' interests and deep thinking. Therefore, one might say that the pictures in "At the Crossroads" can be utilized to encourage reflection but they are not implemented toward such an aim.

the role of visual representations, pictures, diagrams, graphs ...etc.	N = 105
a. encourage reflection.	01
b. call for prediction	00
c. call for comparing and contrasting.	01
d. are used to clarify texts and facilitate understanding.	91
e. are used for decoration purposes.	105

**Table 4.7:** Analysis of Pictures and Visual Representations in At the Crossroads

As it is explained in teachers' book, the pictures in the two sequences of "Listening and Speaking" and "Reading and writing" are used to set the context

for teaching and learning, and to help the pupils "anticipate" the listening/reading topics. One question was raised while doing the analysis. It concerned whether "prediction" in this sense would really contribute anything to the enhancement of learners' CT skills. From a CT point of view, the learners predict the implications and the consequences of taking a course of action, decisions or belief. This goes in complete opposition with predicting what the topic of a passage will be in an already defined unit.

Only one picture in Task 4 (p. 79) calls for comparing and contrasting. It compares learners' travelling habits to those of the western people. This task has already been referred to in the analysis of criterion "f" in sub-section 4.1.4.2.1, p. 147. The questions posed in the task are deep and probing. They encourage the learners to reflect on the habits of travelling in their society and culture with those of the westerners' society and cultures. All the remaining pictures are not used with the aim of comparing and/or contrasting.

The results of the analysis of the two remaining elements "d" (pictures are used to clarify ideas" and "e" (they are used for prediction) are illustrated in Table 4.7. All the pictures in the textbook are meant to decorate the coursebook and give it a pleasant look. They are colourful and they invoke less boredom. There are cartoons that add fun and humour, besides to being appealing to the learners at this age since they are young teenagers. By contrast, 91 pictures were found to facilitate understanding the topics of the passages and to clarify the concepts which the learners are supposed to learn and communicate about. One negative remark, however, relates to how recent the pictures are. Apparently, they do not reflect any events that come within the range of the learners' lives; not even for the teachers if one considers that most of them are novice teachers

(see Chapter Five, section 5.1.1, p. 192). This can affect learners' motivation. Nevertheless, saying this does not deny their pedagogical use as has been explained.

#### **4.1.5. Other Remarks**

Not a lot of remarks are added besides the analysis above. The number of grammar lessons and activities is remarkable. Most of the units are loaded with lessons and activities that teach rules, especially the grammatical ones. This gives the reader the idea that the main objective of first year EFL textbook is to provide the learners with enough linguistic resources more than developing their thinking skills and abilities.

#### **4.2. Analysis of Second Year Coursebook "Getting Through"**

The same framework was applied to second year coursebook. Details that relate to the analysis of its objectives and teaching contents are given below.

##### **4.2.1. General Information**

**Name of textbook:** Getting Through

**Teaching level:** Secondary education, year two.

**Author(s):** B. RICHE - S. A. ARAB - H. AMEZIANE - H. HAMI - M. BENSEMMANE

**Publisher:** ONPS: Office National des Publications Scolaires (The National Authority for School Publications).

**Date and place of publication:** 2017 – 2018 / Algeria.

**Number of pages:** 208

## 4.2.2. Structure of the Coursebook

### 4.2.2.1. Units

There are eight units that make up second year textbook; one of them has recently been dropped from the syllabus. This concerns unit five which is entitled "News and Tales". So, the total number of the units taught throughout the year is seven. Nevertheless, the present analysis covers all the eight units in the coursebook.

When reading the entry page of each unit, it was noticed that the amount of the linguistic aspects programmed for teaching takes most of the coursebook contents. Thus, "Getting Through" does not differ too much from "At the Crossroads" in that both of them have much linguistic load. It is clear that the designers of the coursebook count on developing learners' linguistic repertoire so that they will be able to perform the functions. This translates the aim stated in the teacher's book; to enable the learners use the language "correctly" and "appropriately".

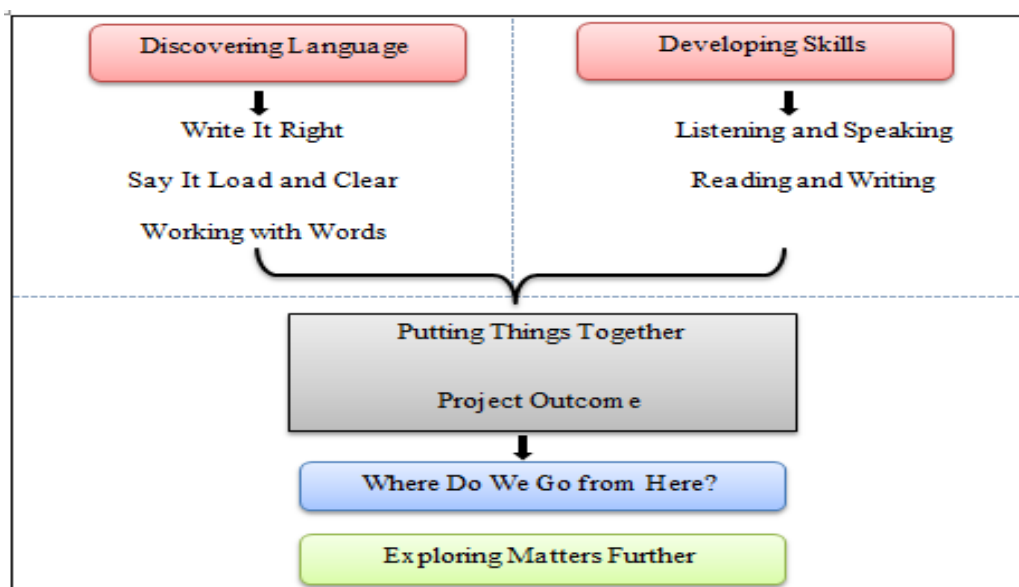
Unit Heading / Title	Theme
1-Signs of the Time	Lifestyles
2-Make Peace!	Peace and Conflict Resolution
3-Waste Not, Want Not	World Resources and Sustainable Development
4-Budding Scientist	Science and Experiments
5-News and Tales	Literature and the Media
6-No Man Is an Island	Disasters and Solidarity

7- Science or Fiction?	Technology and the Arts
8-Business Is Business	Management and Efficiency

**Table 4.8:** Units and Themes of Getting Through

#### 4.2.2.2. Structure of the Units

As it is mentioned in the textbook, the units are organized into "five stages" of learning (Getting Through, p. 4). These are "Discovering Language", "Developing Skills", a project section entitled "Putting Things Together", a section under the heading "Where Do We Go from Here?" and "Exploring Matters Further".



**Figure 4.2:** Unit Structure of the Coursebook Getting Through

The first sequence is for the explicit teaching of grammar, vocabulary and pronunciation. The same method, "Presentation-Practice-Production", is followed. The second sequence, "Developing Skills", is for teaching the four language skills: "listening and speaking" and "reading and writing". According to what is mentioned in the coursebook, this organization allows "the students [to] build basic language skills as well as intellectual skills (thinking, guessing,

anticipating, making hypotheses, analyzing, synthesizing, planning, monitoring progress, etc.)" (Getting Through, p. 7). The procedure in these lessons is the same as in the first year textbook. The learners start by interpreting a picture and predicting what the topic of the lesson is; then, they check their answers in the listening/reading stage. The lesson ends with producing in speaking or in writing on the light of the knowledge that they have learned. Coursebook designers explain that these skills, basic and intellectual, are taught so that the learners exhibit them when preparing and presenting the project (Teacher's Book).

After the learners study the contents of the two sequences that make up the units (Figure 4.2), they arrive at the project section "Putting Things Together". It is also called "project outcome". This section is the most important since the learners are required to apply all the knowledge and the "primary and social skills" that they have acquired in the lessons. Teachers' guidance is highlighted to enable them engage in making sound projects (Getting Through). The fourth section, "Where Do We Go from Here?", is similar to "Check Your Progress" in the first year coursebook. It has the same role which is self-evaluating and self-checking the mastery of the different rules and language skills but only through a short checklist. In this section, second year teachers are also encouraged to design a "tasks sheet" to evaluate learners' "skills performance" (Getting Through, p. 31). The last section "Exploring Matters Further" includes passages, poems, songs, pictures and cartoons which give "additional, authentic material" for learning (Getting Through, p. 5). So, the design of this coursebook does not differ too much from that of the first year. The analysis of the teaching contents is still needed to figure out any significant



similarities and differences in what concerns teaching for the development of CT.

#### **4.2.3. Analysis of the Objectives of the Coursebook**

In the teacher's book accompanying second year coursebook (p. 1), it is indicated that the Algerian Ministry of Education adapted the same teaching approach (CBA) in designing the three EFL textbooks. This is to say, second year coursebook complies with the broad teaching objectives of first and third years. It is mentioned that among the broader objectives of EFL teaching is to enable the learners develop both "lower-order" and "higher-order" skills (Teacher's book, p. 7). Coursebook authors explain that transition between the two sets of skills is realized through "analyzing information by breaking it into small parts to understand it better" and then, move to a synthesis and evaluation processes. The authors count heavily on the tasks and the activities provided to achieve this objective.

The general objective(s) of the coursebook is/ are:	Yes	No
a. To develop learners' CT.		√
b. To develop the literacy skills of listening, speaking, reading and writing.	√	
c. To develop life skills such as decision making and dealing with unexpected events.		√
d. To enable learners to communicate effectively using reasons and arguments.		√

**Table 4.9:** Analysis of Teaching Objectives of Getting Through

Developing the three competencies referred to previously in the analysis of first year coursebook appears again as the chief objective of teaching English for second year learners. These are namely to "[i]nteract orally", to "[i]nterpret" and to "[p]roduce oral and written messages" (Teacher's Book, p. 4). The aim of these three competences is to develop the four basic skills: listening, speaking, reading and writing. This is clearly reflected through the general design of the coursebook in which the two sequences, "Discovering Language" and "Developing Skills", are set to teach the linguistic knowledge and the four language skills respectively.

According to what is stated in the English programme of second year level (2005), EFL teaching in Algeria is not only bound to teaching literacy skills. Some of the principal objectives set by the Ministry of Education are to develop social skills, build successful and responsible citizens and to base teaching on solving problematic situations. No further details are given about whether skills such as decision-making and/or dealing with unexpected events are targeted.

Second year EFL teaching objectives were also analyzed on whether they aim to train the learners in the use of reasons and argumentation. The analysis indicated that effective communication in the second year level is defined in terms of correctness and suitability of the language to the targeted situation (Teacher's Book). The use of reasons and arguments are not stressed and it is not clear whether they were taken-for-granted as a by-product of the lessons and tasks suggested; or that they were passed over in favour of language skills and functions. In fact, there is no emphasis on any discourse type in the textbook. Even the general objectives stated in the teacher's guide and in the programme do not emphasize any type. It should also be noted that no lesson was found to target the teaching of argumentation in the coursebook.

#### **4.2.4. Analysis of the Contents of Second Year Coursebook**

The units of "Getting Through" treat topics which serve general English. Listening scripts, reading texts and teaching instructions have similar aims to those of the first year. The results of the analysis are discussed below.

##### **4.2.4.1. Texts**

Similarly to first year coursebook, there are more reading texts in "Getting Through" than listening scripts. A total number of 55 passages was counted; however, the majority of texts (29 texts) come under the section "Exploring Matters Further". This means that they are not part of the main teaching lessons in the textbook. Another high number (18 texts) was recorded for the texts which focus on grammar, phonetics and lexis; followed by 12 passages for teaching the reading skill. The number of listening scripts equals that of the reading texts which are dealt with in class. In other words, there are 12 scripts and 12 reading texts that the learners study in class.

#### 4.2.4.1.1. Listening Scripts

The scripts in second year textbook do not differ too much from those in the first year. Among 12 listening scripts, there is only one poem in the rubric "Say it Loud and Clear" (p. 164) which is cited. All the remaining scripts are not accredited any source. The language is remarkably over simplified and they seem to be written specifically to emphasize certain language points and expressions. One might consider the dialogue between "Leila" and "Maya" (p. 180) or the one with Muhamed Elbaradai (p. 42). They do not sound like the natural dialogues which are usually heard by native speakers. The features which characterize natural communication such as pauses, hesitations or interjections are all absent. Having the scripts only in a written form and having them performed only by the teacher hide important non-verbal signs that are the key for authentic interactions. Paralinguistic features are also absent even though they play an important role in interpreting meanings and in thinking critically.

Listening scripts	N = 12
a. are authentic.	01
b. are based on giving reasons, arguments/ counter-arguments.	01
c. Present different perspectives.	00
d. are given as a support for teaching language forms/ rules.	12

**Table 4.10:** Analysis of Listening Scripts in Getting Through

The analysis of the coursebook "Getting Through" revealed as well that giving reasons and arguments do not make part of most of its listening passages. The dialogue between the two pupils "Maya" and "Laila" (p. 180) is an example

of "arguing" but not arguments. This is somehow similar to the conversation between "Ali" and "Said" (p. 185) in which each of them is stating suppositions but not sound reasons that can make strong claims for an argument and a counter-argument. It is clear that the scripts are prepared to fit the theme of each unit and to teach some functions or rules but not to reason through them. It is important to note that the topics themselves are overly simplified that the ideas became less elaborate for learners who are normally in preparation to join higher education.

In a related vein, even though most of the listening passages are conversations and dialogues, they are all monological. There is only one view or perspective which dominates each of them. Even the tasks and the questions do not encourage the learners to present their own views in relation to what is discussed in them. They are limited to restating what the speakers say to check comprehension. The questions demand clear-cut answers. If one considers the complex ideas and events which the learners at this age encounter everyday outside schools, one would question what additional skills teaching is adding to their competencies and abilities more than some lexical and linguistic rules.

What is said above gives an idea about the results of the last element analyzed in Table 4.10. In every listening script, the targeted language forms are highlighted through repetition and through the questions and the tasks in the lessons. For instance, the first "Radio talk" (p. 179) about the possible "changes in our eating habits for the next decade" is all about using the different modal verbs to make predictions of varying degrees of certainty. What the learners can acquire from it is the correct structure of using modal verbs but not to make or talk about predictions. The dialogue between "Leila" and "Maya" is mainly

written to illustrate the use of the expression "should've done/shouldn't have done" to "blame" and/or to "criticize". The lecture about the process of photosynthesis is about the use of the passive form. Not very different, the interview with Mohamed Al-Baradai revolves around the different ways of making requests and their correct intonation. These results do not set any difference about the purpose of including the listening scripts in the first year textbook. This can be explained in terms of the teaching approach followed in the Algerian EFL class.

#### **4.2.4.1.2. Reading Texts**

At first glance, it seems from the results presented in Table 4.11 that there are more authentic texts in "Getting Through", and that they focus on developing ideas more than presenting rules. Unfortunately, these texts belong to the section "Exploring Matters Further" which is generally not dealt with in the main lessons taught in class. Most of the passages which the learners study in the actual lessons are not cited (whether they are for teaching the reading skill or for teaching grammar, phonetics or lexis). Comparing these texts to the ones suggested as extra teaching materials, the latter are fully developed into ideas, reasons, arguments and counter-arguments (34 texts). They are even rich in content and they reflect the language points corresponding to the units that they relate to. As a personal point of view, these texts could have been inserted from the beginning as main teaching resources but not as extra teaching materials. They could provide worthy knowledge, especially if they were supported by probing questions and reflective tasks and instructions. The texts which the learners are studying in class do not embody all the elements in Table 4.11, except that they are given as a support for teaching language forms.

Reading Texts	N = 59
a. are authentic.	28
b. are based on presenting reasons, arguments/ counter-arguments.	34
c. present different perspectives.	00
d. are given as a support for teaching language forms/ rules.	18

**Table 4.11:** Analysis of Reading Texts of Getting Through

#### 4.2.4.2. Tasks and Activities

Compared to first year coursebook, "Getting Through" is smaller in number of tasks, instructions and questions. There are 236 tasks and 286 teaching instructions as opposed to 396 and 409 tasks and instructions in "At the Crossroads" respectively. This difference can be due to the tasks and activities in the section "Check Your Progress" in first year coursebook which second year coursebook does not incorporate.

##### 4.2.4.2.1. Instruction

The results of the analysis of the instructional statements summarized in Table 4.12 illustrate that "Getting Through" is designed with little to no focus on teaching CT skills and abilities. Even though there are many tasks and instructions which invite the learners to work in small groups (about 30 small group and pair work), they do not demand discussion, analysis, evaluation, exchanging ideas or debating. Most of them occur in the "practice" and "production" stages of the grammar lessons. Learners are supposed to collectively do tasks to apply the rules and the functions into written or oral products like Tasks 1, p. 26; 6 and 1, p. 45 and 3, p. 141. This is similar to the

case of asking the learners to compare and/or contrast. The learners are asked to make comparisons about the language points which they already studied in the first year. For example, the instructions in the stage "After Reading" (p. 61) deal with the rule of expressing the "conditional". The learners are asked to use tenses in the if-clauses and in the result clauses to draw the rule while they already studied it in the first year. Role-play activities share a similar situation. There are about seven activities in the coursebook "Getting Through" which encourage the learners to perform roles. The emphasis in these tasks is the correct application of the language rules. Role-play activities train the learners in debating and defending a position; nevertheless, there are no traces of traits of a disciplined mind which characterize the good critical thinker. In fact, it is clear that aspects such as "elements of thinking", "standards of perfect thinking" and "traits of a disciplined mind" are not common concepts in the design of the coursebook.

Another important remark which gives evidence that the coursebook "Getting Through" does not aim to enhance CT is the little number of instructions which encourage the learners to go for the skills: analysis, evaluation and synthesis. Only two to three tasks can be accepted to encourage these three skills. There are no lessons which explain what they are or how they should be applied. This casts doubts on the learners' ability to exhibit such complex skills effectively. These remarks apply as well to the skill of summarizing. There are only five statements in the whole coursebook which ask the learners to summarize the dialogues of the listening scripts in their own words. It is also noticed that the word "summarize" is used interchangeably with the word "synthesis" such as in the instruction of Task 3 (p. 166): "Listen to



your teacher again and take notes. Then synthesize/summarize the dialogue in your own words". This could be done because coursebook designers assumed that the learners at this level may find it difficult to grasp the distinction between the two skills. To our minds, even though learners are identified as starters in such skills, they should be taught from the beginning that the skills of summarizing and synthesizing are different through modeling, explicit instruction and constant practice. All the remaining elements did not appear, especially the ones which invite the learners to think about CT principles and values, whole class Socratic discussion, asking deep and probing questions and analyzing real-life scenarios and experiences.

Compared to first and third year textbooks, "Getting Through" gives a weak content for teaching and learning in general. It is designed at lower-levels of learning not only from a CT perspective but also for EFL teaching. One may simply consider that only nine statements in all the coursebook invite the learners to state their points of view and only 13 instructions give opportunities to justify ideas by reasons and arguments. The questions posed and the instructions designed are limited to text comprehension, understanding and remembering sets of rules and lexical terms, and being able to use them in written and/or oral productions. Opportunities should be created to work on the learners' thinking abilities like identifying points of view, supporting or denying arguments, thinking fair-mindedly, make decisions, considering consequences and the like.

Instruction	N = 286
a. invites learners to analyze information and/ or arguments.	02
b. invites learners to evaluate information and / or arguments.	03
c. invites learners to synthesize information and/ or arguments.	03
d. asks learners to give their points of view.	09
e. asks learners to justify their ideas by reasons/ arguments.	13
f. asks learners to compare and/ or contrast.	04
g. asks learners to form conclusions.	00
h. encourages learners to solve life problems.	01
i. encourages learners to solve learning problems.	01
j. encourages learners to suggest alternative solutions.	01
k. encourages whole class discussion.	00
l. encourages small group discussion.	00
m. invites learners to think about CT principles and values.	00
n. is based on Socratic questioning.	00
o. sets learners into debates.	00
p. encourages learners to take notes.	01
q. encourages learners to summarize.	05
r. encourage learners to analyze scenarios and real-life experiences.	00
s. invites learners to role-play.	09

**Table 4.12:** Analysis of Instructional Statements in Getting Through

#### 4.2.4.2.2. Questions

The eight units of the coursebook "Getting Through" comprise only 144 questions. They vary from comprehension to true/false questions and questions

which focus on language forms. As it is shown in Table 4.12, no types of Socratic questioning exist in the textbook. The questions are far from any reflection and examination of thoughts. Elements of thinking are not common at all, not even as concepts. The same remarks apply to the standards of perfect thinking. Questions that direct the learners' attention to the elements of thinking are totally absent such as: what is the main point discussed (in the text, script, learner's answer)? Is the point of view clear, relevant, accurate and complete? Is it sufficiently deep? Are there reasons that can support the idea in question? Are the learners dealing with the main ideas that they should consider? The questions also do not shed light on values like intellectual humility, intellectual courage, intellectual empathy, perseverance and so on. Even the topics studied are very general and leave little room for these and other values and traits to be discussed.

Questions	N = 144
a. are deep and probing.	00
b. relate to the elements of thinking.	00
c. relate to the standards of perfect thinking.	00
d. relate to the traits of a disciplined mind.	00

**Table 4.13:** Analysis of Questions in Getting Through

#### **4.2.4.3. Analysis of the Role of Visual Representations**

As it was mentioned previously, neither the instructional statements nor the questions involve the learners in any kinds of reflection, prediction or making comparisons. The aim of using pictures in second year coursebook is explained in the teacher's book: to activate learners' background knowledge and to help

them predict the topics of the reading texts and/or listening scripts. No pictures are used to stimulate learners' reflective thinking. Making predictions, as it was stated previously, require that the learners consider problems, events, actions, decisions or beliefs and predict their consequences. Having learners guess the topic of the listening or reading passage may contribute little to the development of CT abilities.

the role of visual representations, pictures, diagrams, graphs ...etc.	N = 80
a. encourage reflection.	00
b. call for prediction	00
c. call for comparing and contrasting.	00
d. are used to clarify texts and facilitate understanding.	72
e. are used for decoration purposes.	80

**Table 4.14:** Analysis of Pictures and Visual Representations in Getting Through

The problem of how recent the pictures are appears as well with the coursebook "Getting Through". Most of the pictures describe events that took place years ago. For instance, the picture on page 63 illustrates a very old accident of a ship named "the Exxon Valdez". This event does not make part of teachers' memories let alone the learners. Teaching using pictures which do not come within the range of learners' life events may be demotivating. They can hardly capture their attention, interest and desire to make the best of their thinking. In this respect, it is important to note that the present coursebooks were designed and have been in use since 2005. So, it is very logical that some of their contents and pictures become out-dated. Teachers may go for lesson adaptation to present the learners with recent topics.

Concerning the analysis of the last two elements in Table 4.13, the results revealed that among the chief aims of using pictures in the second year coursebook is to help the learners understand the ideas and the concepts in the listening scripts/reading passages. They are also used to help them understand the themes of each unit. Including them is also not limited to the pedagogical purposes only but they have also the aim of giving the textbook a good look. Coursebook authors certainly included them to stimulate learners' interests and to avoid the possibility of falling into boredom and demotivation.

#### **4.2.5. Other Remarks**

One important remark can be noted by any person who reads through the textbook "Getting Through". The topics tackled in the majority of the lessons are not recent. This can render its contents less interesting and less motivating to both learners and teachers. By comparing it with first year coursebook "At the Crossroads", even though the latter is loaded with grammar lessons and phonological rules, its topics are still relevant to the present time.

### **4.3. Analysis of Third Year Coursebook "New Prospects"**

It appears that third year coursebook was given a special attention when designing it. So, it somehow differs from the other two textbooks in the general objectives, aims of the tasks and in the teaching contents.

#### **4.3.1. General Information**

**Name of textbook:** New Prospects

**Teaching level:** Secondary education, year three.

**Author(s):** S.A.ARAB – B. RICHE – M. BENSEMMANE

**Publisher:** ONPS: Office National des Publications Scolaires (The National Authority for School Publications).

**Date and place of publication:** 2017 – 2018/ Algeria.

**Number of pages:** 272

#### **4.3.2. Structure of the Coursebook**

##### **4.3.2.1. Units**

"New Prospects" is made up of six units. They are developed around diverse topics. Some of them are of scientific orientations to fit the scientific streams; others are designed around themes that suit more the literary streams. Importantly, all the learners majoring in the third level study only four out of the six units depending on the field that they pursue.

Unit Heading/Title	Theme
1-Exploring the Past	Ancient Civilization
2-III-Gotten Gains Never Prosper	Ethics in Business: Fighting Fraud and Corruption
3-Schools: Different and Alike	Education in the World: Comparing Educational Systems
4-Safety First	Advertising, Consumers and Safety
5-It's a Giant Leap for Mankind	Astronomy and the Solar System
6-We are a Family!	Feelings, Emotions, Humour and Related Topics

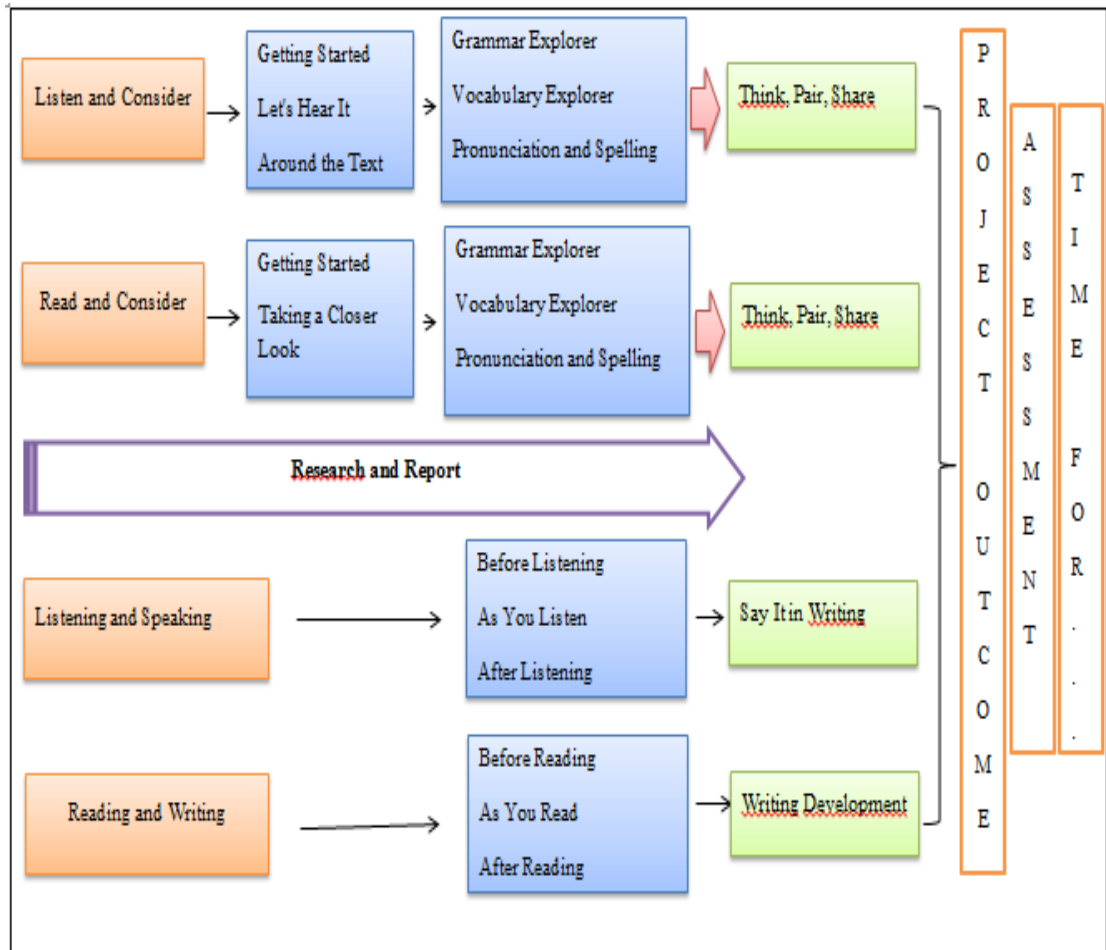
**Table 4.15:** Units and Themes of New Prospects

#### **4.3.2.2. Structure of the Units**

The organization of the units in the third year textbook is somehow different from those of the other two textbooks. In the coursebook "New Prospects" (p. 5), every unit constitutes of two parts "Language outcomes" and "Skills and strategies outcomes". The first part is about teaching grammar, lexis and pronunciation. The aim is "getting the students to internalize the thematic and linguistic 'tools' [that] they will make use of, more naturally, so to speak, in the second part of the unit" (New Prospects, p. 5). This aim is realized through lessons and tasks in the two sequences "Listen and Consider" and "Read and Consider". Interestingly, both of them end with a rubric called "Think, Pair, Share" (Figure 4.3). As the name suggests, the learners work to produce a written or oral product by following a set of instructions and tasks that, usually, start from individual thinking to selecting and organizing ideas in small groups and then, share the final work with the class. But before the learners move to the second part of the unit, they go through a rubric which is similar to but smaller than the "project workshop". The aim is to prepare them to the main project of the unit by having them apply their "technological skills" of web-searching, synthesizing and presentation.

The second part, "skills and strategies", is concerned with "the awareness and practice of primary skills (listening, speaking, reading and writing) and social skills (collaborative work, peer assessment, responding to problem-solving situations ...) inside or outside the classroom" (New Prospects, p. 6). Thus, the two sequences "Listening and Speaking" and "Reading and Writing" are designed to achieve these aims. The last rubrics, "Say it in Writing" and "Writing Development", belong to the two last sequences respectively (Figure

4.3). They are designed to make the learners "concretise" the skills targeted (New Prospects, p. 6). The units end with a project section and an assessment just like in the two previous coursebooks.



**Figure 4.3:** Unit Structure of the Coursebook New Prospects

### 4.3.3. Analysis of the Objectives of the Coursebook

As it is clarified in the third year programme (2006), the major aim of teaching English in the Algerian secondary school is to reach the three objectives targeted in the first and second year programmes. These are namely: "linguistic and communicative" objectives, "methodological and technological" objectives, "socio-cultural" and "socio-professional" objectives (Third Year Programme, 2006, p. 4). Within the second category of objectives (i.e., the methodological and technological), it is given that the learners are encouraged to reflect at all



levels of learning and to learn to use rational and CT (referred to as "un esprit critique") (Third Year Programme, 2006, p. 3). These thinking skills are highlighted particularly in the oral and writing lessons to prepare the pupils for higher education and for their professional lives later (Third year programme, 2006). In the teacher's book, it is mentioned that the "main principles [of third year textbook] rest on communicative language teaching, which engages the learners in real and meaningful communication", and which is fully grounded in the learners' real-life experiences (p. 9). Thus, one may understand that developing learners' CT skills is one among the objectives targeted in third year EFL teaching besides to developing the communicative, the social and the linguistic skills.

The general objective(s) of the coursebook is/are:	Yes	No
a. To develop learners' CT.	√	
b. To develop the literacy skills of listening, speaking, reading and writing.	√	
c. To develop life skills such as decision making and dealing with unexpected events.	√	
d. To enable learners to communicate effectively using reasons and arguments.	√	

**Table 4.16:** Analysis of Teaching Objectives of New Prospects

As it was illustrated through the analysis of the objectives above, the learners are taught to communicate appropriately and correctly by focusing on the enhancement of the linguistic knowledge and the functions that correspond to the social situations suggested in the textbook. According to what is stated in the

programme (2006) and in the teacher's guide, the learners are also taught to give points of view and arguments to defend their ideas.

#### **4.3.4. Analysis of the Contents of Third Year Coursebook**

The general design of "New Prospects" gives a view about coursebook designers' intention to teach a number of CT skills that are totally absent in the first and second year coursesbooks. "New prospects" is divided between teaching grammar, lexis and phonetics in the two first sequences "Listen and Consider" and "Read and Consider". The thinking skills are included in the two last sequences "Listening and Speaking" and "Reading and Writing". This brings insights about the philosophy of coursebook designers in that the learners are supposed to develop the linguistic resources that would enable them to communicate (in the first two sequences) without overlooking the teaching of CT skills (in the last two sequences).

##### **4.3.4.1. Texts**

The coursebook consists of 12 listening scripts, 12 reading texts and about 65 passages of different uses. Each unit is assigned two scripts and two main reading texts. As it was explained above, the passages in the first sequence are grammatically orientated while those in the last sequence are for teaching language and thinking skills.

##### **4.3.4.1.1. Listening Scripts**

Listening scripts in "New Prospects" are also written in the back of the coursebook. Compared to those of first and second year scripts, they are more extended in length and detailed in content. The language is more complex with longer utterances and lexical variety. Of course, this would be too demanding

for the teachers to read them aloud to the class due to the absence of audio-records. Even so, when an appropriate instruction is implemented, those scripts can present a rich input for teaching both the language and the CT skills.

Listening scripts	N = 12
a. are authentic.	08
b. are based on giving reasons, arguments/counter-arguments.	07
c. present different perspectives.	06
d. are given as a support for teaching language forms/ rules.	06

**Table 4.17:** Analysis of Listening Scripts of New Prospects

According to the analysis, the total number of listening scripts in the six units of "New Prospects" equals to 12 scripts. According to the philosophy of designing the coursebook, the scripts in the first sequence of every unit (i.e., Listen and Consider) are meant for teaching grammar, while the scripts in the unit "Listening and Speaking" are for teaching the oral and the thinking skills such as "[m]aking and checking hypotheses/predictions" (p. 32), "[r]esponding to opinions" (p. 61), "[p]redicting, [n]ote taking, [s]ummarizing" (p. 93) and so forth. Therefore, it appears that CT skills were given attention when designing the coursebook and that they are taught mainly in the third and fourth sequences. Interestingly, all the six scripts that come under the sequence "Listening and Speaking" were found to cater for different perspectives. Seven scripts present arguments and counter-arguments and other six scripts in the sequence "Listen and Consider" are for teaching language forms and rules.

#### 4.3.4.1.2. Reading Texts

Third year coursebook is rich in terms of reading texts. The number of passages in the main reading sequences is the same as in the listening scripts (i.e., 12 passages). Every unit in the textbook ends with a song or a poem. Accordingly, the coursebook includes seven extra reading texts. There are also 31 texts that belong to the parts of doing tasks and exercises, followed by 27 texts in the section "Resources Portfolio". All in all, there are about 77 reading passages in the whole coursebook. Importantly, most of these texts are cited, particularly those that the learners deal with in the sequences "Read and Consider" and "Reading and Writing". Some of the short passages in the sections of doing exercises are accredited a source in the end of the coursebook and all the passages in the part "Resource Portfolio" are also cited. The texts are lengthy and rich in vocabulary and ideas. The language is not that simple like those in the first and second year textbooks. They are native-like and sound authentic, especially the ones in the section "Resources Portfolio". So, by comparing the results of the reading texts of the three coursebooks, "New Prospects" presents more authentic input.

Reading Texts	N = 77
a. are authentic.	38
b. are based on presenting reasons, arguments/ counter-arguments.	39
c. present different perspectives.	28
d. are given as a support for teaching language forms/ rules.	37

**Table 4.18:** Analysis of Reading Texts of New Prospects

Third year coursebook texts are not only rich in language and lexis but also in ideas. There are about 39 texts which include reasons, arguments and counter-arguments. They are divided between those in the sequences "Read and Consider" and "Reading and Writing", and those in the "Resources Portfolio" section. Among these texts, there are about 28 passages which present different perspectives. The texts which are given as a support for teaching the language forms are the ones in the sequence "Read and Consider"(i.e., six texts) besides 31 texts in the different exercises.

Presenting the learners with texts of varying degrees of complexity, starting from simple language and ideas in the first year a more elaborate ones in the third year, can be explained in a number of ways. First, teaching could be planned from simple to complex. This means that simple language, ideas and skills are programmed in the first and second years while the complex ones are planned for teaching in the third year. Second, it could be because first and second year learners are still in the elementary levels and that what they need is to develop the linguistic resources, the functions and the social skills. In other words, the learners in the third year are supposed to have mastered a good level of language proficiency that could enable them deal with longer texts and to think critically. Third, compelling learners with thinking skills can create learning hardships and thus makes learning a complex task for them. One last possibility can be that first and second year learners are thought to be young to reason critically, especially in a FL; so, teaching such thinking skills is postponed until the last year when they are grown enough to be engaged in reasoning and thinking critically.

Even though these reasons sound logical, we still hold the belief that learners' thinking should be lifted to higher levels of reasoning at an early age. Communicating ideas and eliciting thinking skills can be realized through simple language. We still think that adhering to the reasons stated above may undermine the learners' thinking capacities and ceases its development.

#### 4.3.4.2. Tasks and Activities

The topics in "New Prospects" tackle specific domains rather than general ones. For examples, they deal with the domain of ethics in business and fighting corruption in, the effect of advertising on people's eating habits and lives, the importance of space exploration, education ...etc. Third year coursebook also has the highest number of tasks, instructional statements and questions compared to the other two textbooks.

	Tasks/ Activities	Instructions	Questions
At the Crossroads	396	409	115
Getting Through	236	286	144
New Prospects	426	470	319

**Table 4.19:** Number of Tasks, Instructions and Questions in the Coursebooks

##### 4.3.4.2.1. Instruction

Third year coursebook does not surpass the other two textbooks in number of tasks, instructions and questions only but also in the extent to which it targets the teaching of CT. Inviting the learners to compare and contrast takes a good part of the textbook with 41 instructions. It is followed by 29 statements which invite the learners to work in small groups, 28 instructions which ask the learners to justify ideas by reasons and arguments, 20 instructional statements

that require analysis of information and/or arguments, 14 statements for evaluating ideas and 13 for synthesizing. The learners are encouraged to analyze ideas in conversations or texts and to evaluate them in relation to what they already know and to what other people believe. An example about teaching the learners to analyze ideas can include the "coping box" on page 191 and the instructions in the tasks that follow in the "After You Read" stage (pp. 91-92). "Coping box" in the coursebook "New Prospects" is a short note that provides definitions, explanations and hints about skills, whether thinking skills or language skills. In the already referred coping box (p. 191), the importance of asking reference and inference questions while reading is emphasized. Not only that, but the learners are also taught to distinguish between a "fact" and "opinion". In the same coping box the learners are taught the distinctions between "fact" and "opinion". The tasks that follow encourage the learners to apply the information in the box, for instance, by giving them guidelines to write a book review.

Instruction	N = 470
a. invites learners to analyze information and/ or arguments.	20
b. invites learners to evaluate information and / or arguments.	14
c. invites learners to synthesize information and/ or arguments.	13
d. asks learners to give their points of view.	19
e. asks learners to justify their ideas by reasons/ arguments.	28
f. asks learners to compare and/ or contrast.	41
g. asks learners to form conclusions.	04
h. encourages learners to solve life problems.	02

i. encourages learners to solve learning problems.	00
j. encourages learners to suggest alternative solutions.	00
k. encourages whole class discussion.	08
l. encourages small group discussion.	29
m. invites learners to think about CT principles and values.	04
n. is based on Socratic questioning.	03
o. sets learners into debates.	04
p. encourages learners to take notes.	10
q. encourages learners to summarize.	09
r. encourage learners to analyze scenarios and real-life experiences.	03
s. invites learners to role-play.	06

**Table 4.20:** Analysis of Instructional statements in New Prospects

There are a number of other instructional statements which request evaluation and synthesis on the part of the learners. The coping box on page 62 invites the learners to evaluate opinions when listening to debates by expressing their agreement or disagreement. The rubrics "Research and Report" and "Project Outcome" all expect the learners to analyze, evaluate and synthesis information before presenting them to the class. There are other notes which draw the learners' attention to the importance of summarizing as a skill which requires both analysis and evaluation of ideas like the coping box on page 124. So, one can notice that there is an explicit teaching of different thinking skills through the "Coping Box" and that the learners are encouraged to apply them in the tasks suggested.



Importantly, the analysis revealed that there is an interest in making the learners develop points of view on the basis of analyzing arguments/and to take a position by taking into consideration the counter- arguments. The learners are frequently asked to express their opinions like in the rubric "Think, Pair, Share" (p. 58) and in the dialogue in the "After Listening" stage (p. 63). Extended writing and/or speaking is called on through reasoning and expanding notes. Such types of instructions and activities come in the production stages of the lessons namely, the rubrics under the headings: "Think, Pair, Share", "Say it in writing" and "Writing development". The instructional statements help the learners to proceed in their answers and to create fully elaborate essays, articles, dialogues or conversations. They are the same rubrics in which small group discussion appears. The learners exchange drafts to check the grammatical errors (Task 2, p. 161); to select and to organize ideas (Tasks on pages 34, 60; Task 2, p. 96; Task 2, p. 187). Third year coursebook give also a view about group-work instruction that offer opportunities for the learners to share points of view and/or to debate like Tasks 2 (p. 62) and 1(p. 63).

In the coursebook "New Prospects", the third unit which is titled "Schools: Different and Alike" is designed to compare educational systems and schools; both Algerian and English schools (UK and US systems). The project section of this unit (p. 103) is about comparing the British and the Algerian educational systems with an instruction that direct the learners to use diagrams and synthesize information into an oral presentation.

Even though third year coursebook is rich in terms of skills and teaching contents, there are elements which appeared only occasionally. These are: making conclusions, solving life problems, asking Socratic questions, thinking

about CT principles and values, debating and analyzing scenarios. Making conclusions does not differ from first and second year coursebooks. The learners are supposed to make conclusions about phonological aspects such as the place of stress or the grammatical rules such as the different uses of types of the conditional. Tasks with these aims are not extended to reasoning about situations to come up with conclusions and/or decisions. Solving life problems occurs only one time in the last project (p. 193). The latter treats how people can control their emotions, so the learners are asked to advise people on how to deal with strong emotions. Actually, the instructions in this project allow the learners to practise a number of other important CT skills such as making and justifying decisions; comparing how different cultures react to strong emotions like laughing, crying and showing love; synthesizing and summarizing. The remaining skills which are outlined in Table 4.20 above, and which also appeared one time, are those of taking notes and role-playing. The only two elements which did not occur are solving learning problems and suggesting alternative solutions.

Interestingly, other skills which can be classified under traits that characterize disciplined and fair-minded critical thinkers were discerned in the coursebook. For instance, in the "coping box" on page 125, learners' attention is directed to the possibility of being intolerant to other views when making one's own argument. It is not directly referred to as traits of strong-sense critical thinkers but they are integrated as part of learning the English language.

It should be noted that a number of other CT skills frequently appear in the textbook which the framework of the analysis does not include. They are explicitly taught in the coursebook like: making predictions in Task 2 (p. 112),

and Tasks 1, 2 and 3 (p. 156). Selecting and organizing ideas for writing occur in several writing stages like in Task 3 (p. 52), Task 1 (p. 96) and Task 2 (p. 187). Deducing and inferring meanings are also tackled in Tasks 1 and 2 (p. 153). In the coping box on page 189, the learners are taught to distinguish between "reference questions" and "inference questions" to analyze and interpret meanings, and to combine them with one's life experiences as a strategy to "read between the lines". In the coping box on page 191, the importance of distinguishing between "fact" and "opinion" is delineated and practiced through tasks. Teaching in first and second year coursebooks also relies on a similar technique of presenting important points in small notes called "reminder", "coping" or "Tip box"; however, they focus on grammatical points but not thinking skills and strategies.

#### **4.3.4.2.2. Questions**

There are 319 questions in the coursebook "New Prospects". They are usually posed in the "before" and "while" listening/reading stages of the lessons and in the rubrics which teach language forms ("grammar explorer", "vocabulary explorer" and "pronunciation and spelling"). The analysis revealed that, 60 questions in the third year coursebook can be classified as reflective questions. Surprisingly, these questions come under only 10 tasks like the questions in the stages "Before Listening" (p. 61) and "Before Reading" (p. 65). Questions in the "After Reading" stage on page 100 give an example about questions which allow the learners to reflect about his/her learning. Traits of a disciplined mind were catered for in six questions in the unit "Feelings and Emotions" (p. 173); by contrast, questions which relate to the elements and the standards of thinking are totally absent. Actually, they do not seem to be

targeted in any way whether explicitly or implicitly. To our view, such questions need not necessarily be written in the coursebook. They can be injected in the different parts and stages of the lesson. For example, the learners can be asked whether their answers in the pre-reading or in the while reading stages are clear, relevant, significant ...etc. Teacher's books can also provide details about these two CT aspects (Standards of perfect thinking and traits of a disciplined mind).

Questions	N = 319
a. are deep and probing.	60
b. relate to the elements of thinking.	00
c. relate to the standards of perfect thinking.	00
d. relate to the traits of a disciplined mind.	06

**Table 4.21:** Analysis of Questions in New Prospects

#### **4.3.4.3. Analysis of the Role of Visual Representations**

The total number of pictures in the third year coursebook is 78. According to the teacher's book accompanying "New Prospects", the pictures in the beginning of the units and the sequences are used to create an "entry" to the topics that they tackle. It is also stated that they are used to activate learners' background knowledge and to predict what the listening/reading passages will be about. As it was explained in the analysis of the other two textbooks, this aim does not reflect the concept of making predictions from a CT standpoint. Therefore, data in Table 4.21 show that the two elements making "predictions" and "comparing and contrasting" are not targeted through the visual representations of the coursebook "New Prospects". Contrary to these findings,

nine pictures were found to evoke reflection. They are cartoons that are added to the units of the textbook but which do not make part of the main tasks and/or instructions that are programmed for the learners to study. To our view, these pictures which depict everyday realities and which transmit strong messages for discussion and reflection can suit more the pre-listening/reading stages.

the role of visual representations, pictures, diagrams, graphs ...etc.	N = 78
a. encourage reflection.	09
b. call for prediction	00
c. call for comparing and contrasting.	00
d. are used to clarify texts and facilitate understanding.	64
e. are used for decoration purposes.	78

**Table 4.22:** Analysis of Pictures and Visual Representations in New Prospects

Lastly, it is evident that the use of pictures in any EFL coursebook has pedagogical and decorative purposes. This is what is reflected through the results of the analysis of "New Prospects" (Table 4.21). The majority of pictures (64) match the themes of the units. They aim to clarify the concepts/ideas that they carry and to be able to understand the topics that they discuss. The pictures are also added to avoid boredom. They are coloured photographs, pictures, cartoons and diagrams. Some of them reflect a sense of seriousness while others are funny and can be a good break for the learners to relieve from the tension that learning a FL may bring about.

#### **4.3.5. Other Remarks**

It is important to accentuate the frequent use of diagrams, particularly in the rubrics which require oral or written productions. They create opportunities

for the learners to take notes and expand them into more developed ideas and arguments. This is less common in the coursebooks "At the Crossroads" and "Getting Through". Diagram completion is essential for learning in general and for the enhancement of critical and creative thinking in particular.

## **Conclusion**

In the present chapter, the analysis of the three coursebooks, "At the Crossroads", "Getting Through" and "New Prospects", is reported to determine the extent to which CT is dealt with. Most CT skills are taught in the third year coursebook; first and second year coursebooks reflect little to no focus on the enhancement of the learners' reasoning abilities. The findings illustrated that the main objective of the three coursebooks is to develop the linguistic skills along with the four language skills and some social skills to communicate correctly and appropriately. So, it can be said that teaching for the development of CT was not totally overlooked when designing the coursebook; however, it is postponed to the last year of EFL learning and teaching in the secondary school level.

The teaching objectives stated in the programmes and in the teaching guides match to varying degrees the contents of the three coursebooks. For first and second year coursebooks, not all the objectives are reflected in the tasks, the instructions and the questions. While it is claimed in the programme and in the teacher's book that the learners study through "thought-provoking questions", reflection, making predictions and involving the learners in problem-solving situations; only the last skill (problem-solving) appears in very few times. The questions analyzed do not provoke reflection and prediction is not approached as a reasoning skill but as guessing activity. A similar case characterizes second

year teaching objectives. In the teacher's book and in the programme of second year EFL teaching, it is explained that the teaching objectives are both lower-order and higher-order. Contrary to that, second year coursebook is the least to be organized on skills other than understanding, remembering and applying rules and language functions. It is only in the third year coursebook that the objectives of teaching "un esprit critique" are translated into tasks and instructions of lower-order and higher-order thinking and learning levels.

The findings helped in testing and answering the first hypothesis and the first question of this research. It was hypothesized that because the teaching approach followed is the CBA, there would be more focus on teaching the language skills than on teaching the CT skills. This hypothesis was partially realized in that both first and second year coursebooks aim at developing the learners' linguistic resources while third year adds to this aim the enhancement of learners' CT. These findings demonstrate that CT is of secondary importance in the Algerian EFL class. This result reflects Curry's (1999) claim that thinking critically is often "appended" to FL lessons. In the case of the present analyzed coursebooks, teaching CT is delayed until the last year of the secondary education. We still believe that training the learners in enhancing their reasoning abilities should start at early stages so that the learners get enough practice before they join higher education.

**Chapter Five: EFL Teachers' Understanding of the Concept of Critical  
Thinking and their Views about the Coursebooks**

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## **Introduction**

Part of this research was a questionnaire investigating whether Algerian EFL teachers have an accurate conception of CT and whether they teach it in their classrooms; the second aim is to collect teachers' views about the secondary school EFL coursebooks in relation to CT. The findings helped in answering the second question of the study: How do Algerian secondary school EFL teachers conceive of CT and do they teach for its development? The hypothesis underlying this part of research is that, because CT is a “buzzword” today, we expected that teachers could have developed a solid understanding of its principles and, as a consequence, they could be targeting it in their teaching.

Besides answering the above question, the results are meant to verify and support the findings of Chapters Four and Six about the analysis of the three EFL coursebooks and the results of the classroom observation, respectively. Through having teachers respond to some statements, it could be possible to compare teachers' answers to their in-class teaching practices after conducting the classroom observation. Moreover, the third section of the questionnaire is developed in a way that would allow for comparing teachers' views about the extent to which the three Algerian EFL coursebooks cater for teaching CT to the findings of their analysis in Chapter Four.

### **5.1. Analysis of the Questionnaire Results**

In this sub-section, the findings of the questionnaire are reported and analyzed in two phases. The first phase is for the interpretation of the results and the second phase includes a discussion of the main points revealed through the analysis.

### 5.1.1. Teachers' Background Information

Teachers' answers to the questionnaire were analyzed using SPSS (version 20). The scale was coded as the following: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly Disagree = 1 (see Chapter Three, section 3.2.4, p. 122).

#### S1- Gender

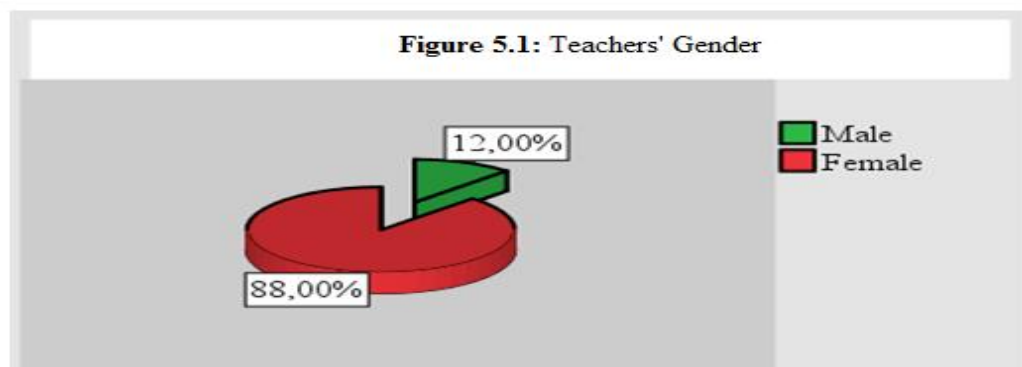
For the gender aspect, the two items "Male" and "Female" were coded as "1" and "2" respectively. Thus, from the statistical analysis shown in Tables 5.1 and 5.2, the female item is the most frequent one with mode "2" repeated 66 times. Table 5.2 shows the majority of respondents (86.8%) to be female teachers and only 11.8% to be male teachers. This result reflects the teaching reality in Algeria where females dominate the Algerian school. One teacher did not tick any answer so, it was recorded in Table 5.1 as one missing case. The pie chart (Figure 5.1) summarizes these results.

N	Valid	75
	Missing	1
Mode		2

**Table 5.1:** Gender Statistical Analysis

		f	%
Valid	Male	9	11.8
	Female	66	86.8
	Total	75	98.7
Missing	No Answer	1	1.3
Total		76	100.0

**Table 5.2:** Teachers' Gender



## S2- Educational Credentials

Educational qualifications were investigated by having teachers tick one of five boxes corresponding to five Algerian educational degrees. Following teachers' answers, there are six categories of teachers. They are coded from "1" to "6" as the following: "Licence" degree = 1, "Master" = 2, "Ecole Normale Supérieure" or "ENS" graduate = 3, "Licence and ENS" degree = 4, teachers with "Magister" = 5 and "Doctorate"/PhD degree = 6.

N	Valid	75
	Missing	1
Mean		2.12
Median		2.00
Mode		2
Std. Deviation		1.196

**Table 5.3:** Educational Credentials' Statistical Analysis

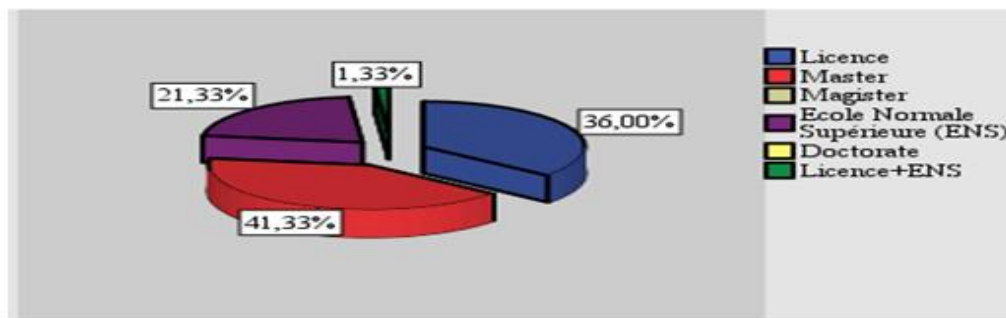
		f	%
Valid	Licence	27	35.5
	Master	31	40.8
	Ecole Normale Supérieure (ENS)	16	21.1
	Licence + ENS	1	1.3
	Total	75	98.7
Missing	No Answer	1	1.3
Total		76	100.0

**Table 5.4:** Teachers' Educational Credentials

The statistical analysis of Tables 5.3 and 5.4 indicates that three categories of EFL teachers exist in the Algerian secondary school. The first is teachers who have a "Master" degree. They make the highest percentage (40.8%), followed by those who have a "Licence" degree (35.5%). The last category is that of EFL teachers who hold a degree from the "ENS" (21.1%). When answering this question, 1.3% of teachers ticked both options "Licence" and "ENS" degrees.

Teachers' answers reveal that no secondary school EFL teacher has a "Magister" and/or "Doctorate". The reason can be that the teachers with these educational credentials are required for higher rather than secondary education. Only one missing answer was recorded. The pie chart (Figure 5.2) displays the results related to the educational credentials of secondary school EFL teachers of Oum El Bouaghi.

**Figure 5.2: Teachers' Educational Credentials**



### S3- Professional Status

N	Valid	72
	Missing	4
Mean	1.08	
Median	1.00	
Mode	1	
Std. Deviation	.278	

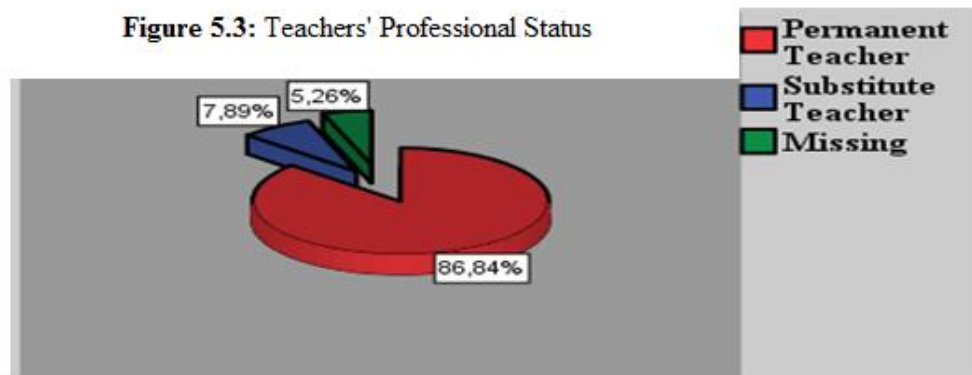
**Table 5.5:** Professional Status Statistical Analysis

		f	%
Valid	Permanent Teacher	66	86.8
	Substitute Teacher	6	7.9
	Total	72	94.7
Missing	No Answer	4	5.3
Total		76	100.0

**Table 5.6:** Teachers' Professional Status

Teachers in the Algerian secondary school can occupy either a "Permanent" status (coded 1) or work as "Substitute" teachers (coded 2). It appears from the two tables 5.5 and 5.6 that the majority of teachers occupy a permanent status (mode 1 repeated 66 times). 86.8% of teachers were reported

as permanent against only 8% (7.89%) substitute teachers. The low SD (0.28) indicates the little diversity in the answers. Four teachers did not specify the type of status that they occupy. The graphic representation (Figure 5.3) illustrates this difference in professional status.



#### **S4- Teaching experience (in years)**

Teaching experiences were found to vary significantly among EFL teachers of Oum El Bouaghi. Most respondents reported experiences ranging from one year to five years, followed by teachers who taught from six to 10 years. These two groups of teachers marked the highest percentages (30.27% and 27.63%, respectively). The more experienced teachers recorded lower percentages. This is to say, 14 teachers (18.42%) taught more than 15 years and seven teachers (9.21%) taught from 11 to 15 years. These results mirror the teaching situation in the Algerian school. In the recent years, a good number of teachers passed to retirement and others were recruited instead. This explains why most teachers are novice. By calculating the statistical mode in Table 5.7, the frequently repeated answer was found to equal "6". This indicates that the teachers who taught for six years are dominating. Seven teachers did not specify any teaching experiences. This can be due to lack of attention or because they

did not see that it was important to answer this question. Figure 5.4 illustrates these results through a bar chart.

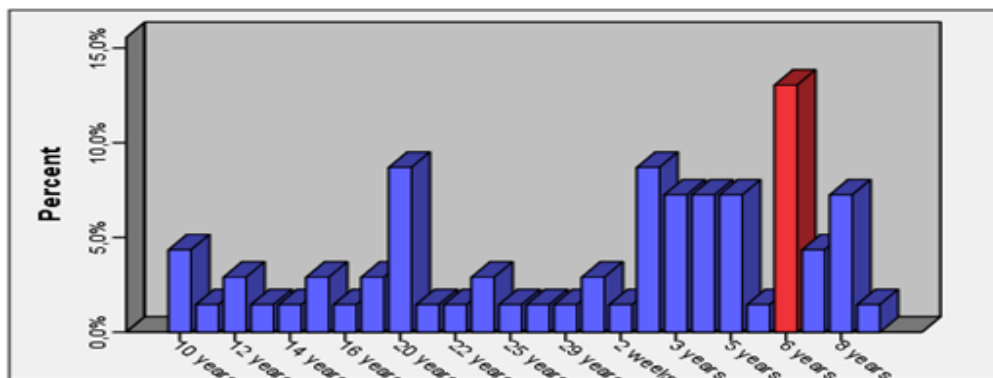
N	Valid	69
	Missing	7
	Mode	6

**Table 5.7:** Teaching Experience Statistical Analysis

Teaching experience	f	%
Less than a year	4	5.26
1 – 5 years	21	27.63
Valid 6 – 10 years	23	30.27
11 – 15 years	7	9.21
More than 15 years	14	18.42
Missing No Answer	7	9.21
Total	76	100.0

**Table 5.8:** Teaching Experience

**Figure 5.4:** Teaching Experience



### 5.1.2. Teachers' Conception of Critical Thinking and their Teaching

#### Practices

This part is developed under two sub-sections: analysis of teachers' conception of CT and analysis of teachers' practices. They trait each in part the teachers' understanding of the nature of CT and whether they tackle it in the

classroom. Each sub-section includes a number of statements (eg. S5) to which teachers react to by ticking one of the scale's items: strongly agree, agree, neutral, disagree and strongly disagree.

### 5.1.2.1. Teachers' Conception of Critical Thinking

#### S5- Critical thinking is reflective thinking.

The majority of teachers agreed that CT "is reflective thinking". 64.5% of them chose the option "agree" and 25% went for "strongly agree". Very few teachers (5.3%) disagreed with this statement and the same percentage was made by those who ticked neutral. The little percentage of the teachers who disagreed or were neutral is important since it shows that there are still some teachers who are not yet clear about an important and very common characteristic of CT which is reflection.

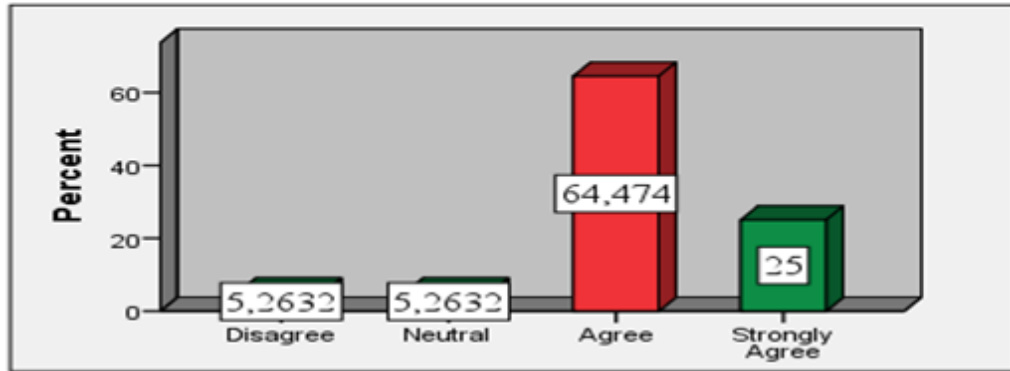
N	Valid	76
	Missing	0
Mean		4.09
Median		4.00
Mode		4
Std. Deviation		.715

**Table 5.9:** Statistical Analysis of S5

		f	%
Valid	Disagree	4	5.3
	Neutral	4	5.3
	Agree	49	64.5
	Strongly Agree	19	25.0
	Total	76	100.0

**Total 5.10:** Critical Thinking as Reflective Thinking

**Figure 5.5: Critical Thinking as Reflective Thinking**



**S6- Critical thinking requires remembering a good number of facts to build strong knowledge.**

Teachers' reaction to the second statement revealed a high percentage of teachers who think that building knowledge in CT depends on how much facts the person can remember (agree = 61.8% + strongly agree = 19.7%). By contrast, a very low number of teachers showed disagreement with the statement (10.5% = "disagree" + 2.6% = "strongly disagree"). Only four teachers chose the item "neutral". This huge difference between the two extremes of the scale is noticeable since remembering facts in CT does not count as much as it is for evaluating the truthfulness and correctness of ideas in building knowledge.

N	Valid	76
	Missing	0
Mean		3.86
Median		4.00
Mode		4
Std. Deviation		.948

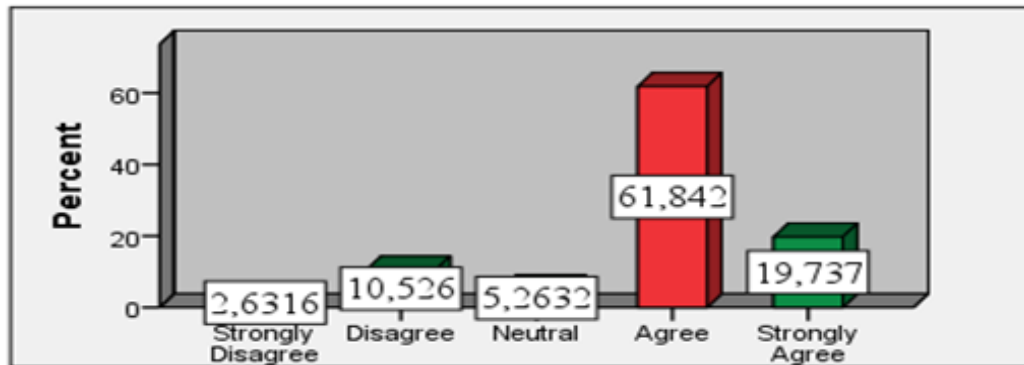
**Table 5.11:** Statistical Analysis of S6

		f	%
Valid	Strongly Disagree	2	2.6
	Disagree	8	10.5
	Neutral	4	5.3
	Agree	47	61.8
	Strongly Agree	15	19.7
	Total	76	100.0

**Table 5.12:** Building Knowledge in Critical Thinking



**Figure 5.6: Building Knowledge in Critical Thinking**



CT seeks quality knowledge and strong knowledge cannot result from the number of facts that one remembers only. It is rather their ability to analyze them and reconstruct them with the new beliefs and experiences. Paul, Binker, Martin and Adamson (1989), in explaining the theory of CT, they regard knowledge to be "generated, organized, and assessed by thinking" and that the educated person is characterized by using "critical thought" to analyze experiences "rather than facts picked up one-by-one" (p. 300). So, most teachers, it appears from the statistical data in Tables 5.11 and 5.12 did not pay attention to such an aspect. Figure 5.6 above illustrates the findings in the form of a bar chart.

**S7- Critical thinking helps people to deal with the modern world complexities.**

Most of the teachers showed a high agreement with the idea that CT helps in dealing with the world's current complexities. What is remarkable this time is that the number of teachers who answered with "strongly agree" approached that of the teachers who ticked the option "agree" (agree = 43.4%; strongly

agreed = 35.5%). The SD indicates that there is some diversity in the answers of the teachers (SD = 1.026).

N	Valid	76
	Missing	0
Mean		4.01
Median		4.00
Mode		4
Std. Deviation		1.026

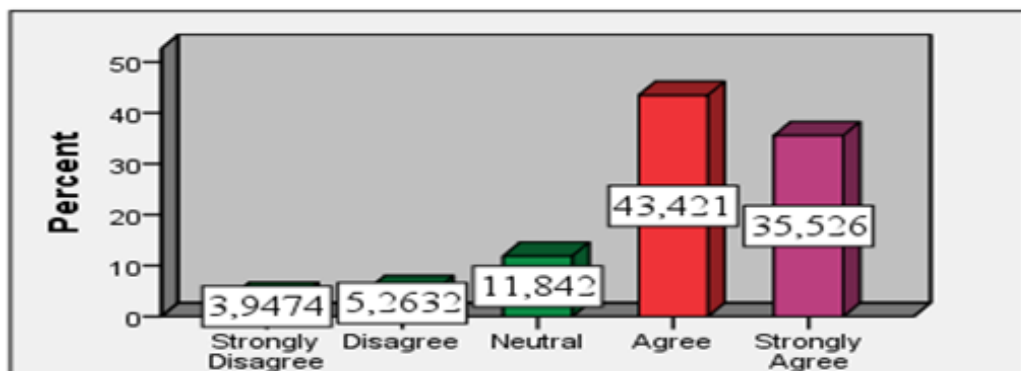
**Table 5.13:** Statistical Analysis of S7

		f	%
Valid	Strongly Disagree	3	3.9
	Disagree	4	5.3
	Neutral	9	11.8
	Agree	33	43.4
	Strongly Agree	27	35.5
	Total	76	100.0

**Table 5.14:** Critical Thinking and the Complexities of the modern World

Another important aspect is the slight number of teachers who said that they disagreed (nearly 5%) and strongly disagreed (nearly 4%) with the statement. Nine teachers ticked the option "neutral", making by that a percentage of 11.8%. This indicates that there are yet teachers who are either not clear about some rudimentary aspects of the concept; or, that they hold different beliefs about it. It could also be due to the high number of novice teachers in the Algerian secondary school in the present time; or, maybe teachers could have other reasons for not agreeing with this view.

**Figure 5.7:** Critical Thinking and the Complexities of the Modern World



**S8- To be a good critical thinker means to be able to defend a case at whatever cost.**

This statement intends to find out teachers' views about what it means to be a good critical thinker. The results of the statistical analysis indicate that the majority of teachers agreed with the idea that a good critical thinker is the one who is able to defend a case at whatever cost (agree = 47,4% + strongly agree = 25%). 11.8% of teachers disagreed with the statement while 15.8% remained neutral.

N	Valid	76
	Missing	0
Mean		3.86
Median		4.00
Mode		4
Std. Deviation		.934

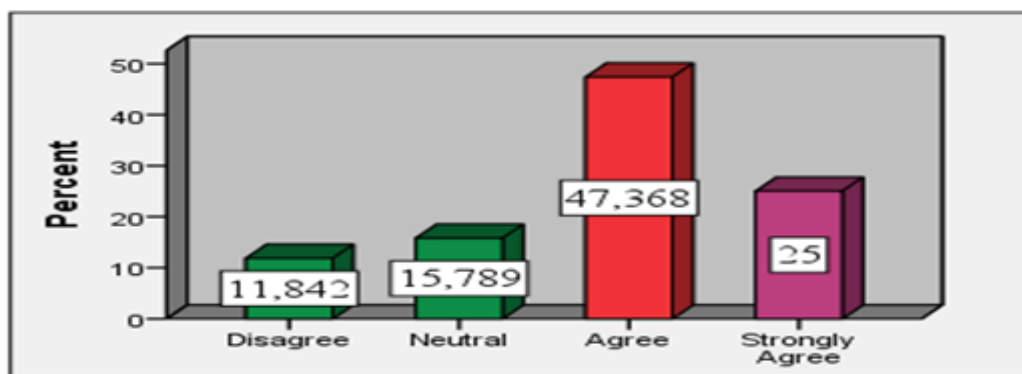
**Table 5.15:** Statistical Analysis of S8

		f	%
Valid	Disagree	9	11.8
	Neutral	12	15.8
	Agree	36	47.4
	Strongly Agree	19	25.0
	Total	76	100.0

**Table 5.16:** The Good Critical Thinker

By reading through Tables 5.15 and 5.16, one can understand that a good number of teachers do not really understand what is required from learners to be considered good critical thinkers. Strong-sense critical thinkers are characterized by their ability to use reason and argument as measures for either adhering or rejecting a case. Other abilities may include weighing arguments and their counter-arguments to know which to believe rather than defending a case at whatever cost.

**Figure 5.8: The Good Critical Thinker**



### 5.1.2.2. Teachers' Perceptions of their Teaching Practices

**S9- The main focus of my teaching is to develop the learners' basic skills of language such as listening and reading to find main ideas and specific details.**

Table 5.17 and Figure 5.9 represent teachers' answers to S9. Both of them show that teachers opted for the second choice "agree" (coded 4) with a percentage of 47.4%, followed by 31.6% of teachers who chose "strongly agree". A fairly moderate number of teachers (13.2%) disagreed with the statement, while very few strongly disagreed with it (2.6%). Few teachers opted for the "neutral" option (5.3%). These results are reflected in the findings of the analysis of the different parts of the coursebooks in Chapter Four. It was found that all the three textbooks are designed with the main objective of teaching the language skills, especially first and second year coursebooks. This is logical if one considers that it is a FL classroom. Teachers who disagreed with the statement can also be right since language teaching is not only limited to teaching literacy skills. Coursebooks analysis illustrated how a number of other skills are also targeted, such as teaching some social skills in first and second year coursebooks and some CT skills in third year coursebook.

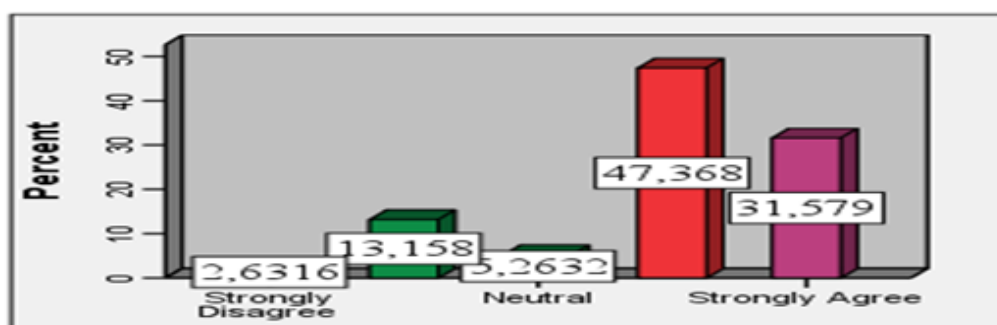
N	Valid	76
	Missing	0
Mean		3.92
Median		4.00
Mode		4
Std. Deviation		1.068

**Table 5.17:** Statistical Analysis of S9

		f	%
Valid	Strongly Disagree	2	2.6
	Disagree	10	13.2
	Neutral	4	5.3
	Agree	36	47.4
	Strongly Agree	24	31.6
	Total	76	100.0

**Table 5.18:** The Main Focus of Teaching

**Figure 5.9:** The Main Focus of Teaching



**S10- Learners' real life experiences constitute a major part in choosing the teaching contents of my lessons.**

Teachers strongly believe that their teaching centers on learners' real-life experiences (strongly agree = 42.1% + agree = 36.8%). The number of teachers who chose the "neutral" option went slightly higher (11.8%), and a very low percentage was recorded for the other two options: disagree = 7.9% and strongly disagree = 1.3%. In teaching CT, a direct link is created between the school and the learners' real lives. They are taught to develop life skills along with literacy skills, by examining the decisions that they make and their consequences on their lives. Therefore, learning is not just a process of accumulating pieces of

knowledge; it is an active process of reflecting on what is taking place outside the school walls in order to improve one's thinking abilities and life experiences.

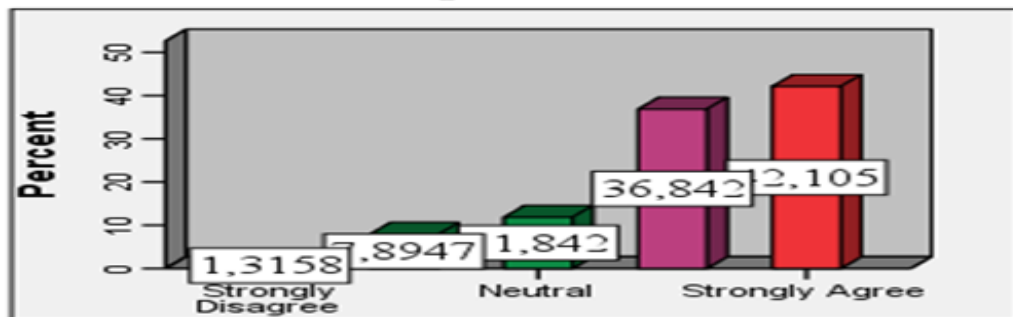
N	Valid	76
	Missing	0
Mean		4.11
Median		4.00
Mode		5
Std. Deviation		.988

**Table 5.19:** Statistical Analysis of S10

	f	%
Valid		
Strongly Disagree	1	1.3
Disagree	6	7.9
Neutral	9	11.8
Agree	28	36.8
Strongly Agree	32	42.1
Total	76	100.0

**Table 5.20:** Learners' Real Life Experiences

**Figure 5.10:** Learners' Real Life Experiences



**S11-I devise tasks and activities which help learners state and defend their views.**

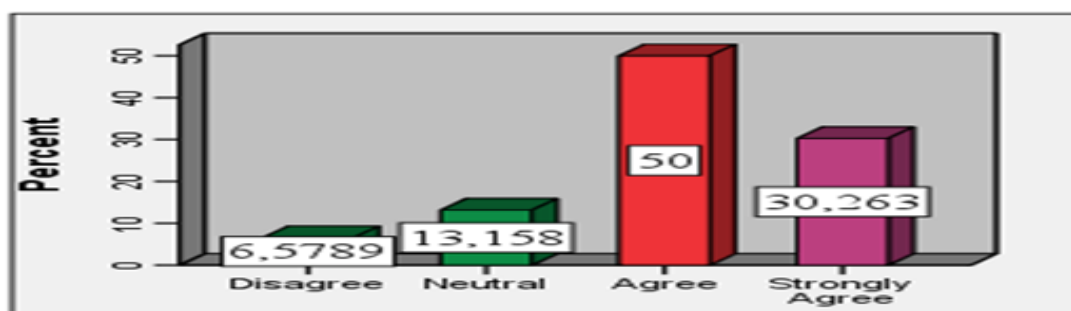
Nearly 80% of teachers said that they devised tasks and activities that allow the learners to give their points of view and defend them with reasons (50% "agree" + 30.3% "strongly agree"). This is a very high number compared to the few teachers who claimed the opposite (disagree = 6.6%); 10 teachers (13.2%) ticked the option "neutral". Similarly to the previous statement, the teachers have positive attitudes toward their teaching. As it was stated, such answers are to be compared with the results of the classroom observation in Chapter Six.

N	Valid	76	f	%		
	Missing	0				
Mean	4.04		Valid	Disagree	5	6.6
Median	4.00			Neutral	10	13.2
Mode	4			Agree	38	50.0
Std. Deviation	.840			Strongly Agree	23	30.3
				Total	76	100.0

**Table 5.21:** Statistical Analysis of S11

**Table 5.22:** Tasks and Activities

**Figure 5.11:** Tasks and Activities



**S12- The main objective of my teaching is to develop learners' critical thinking skills.**

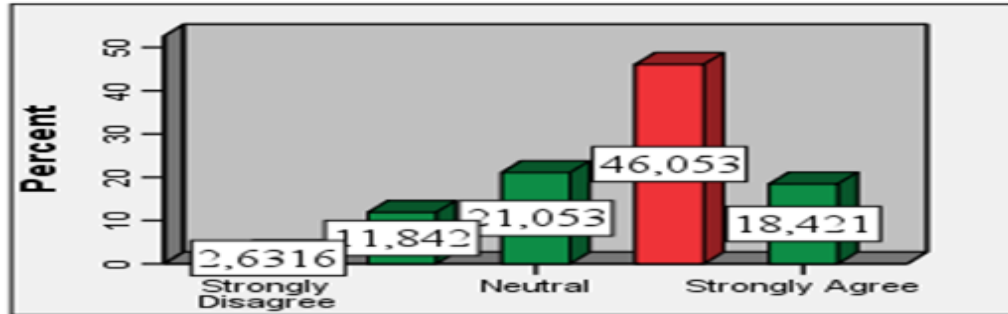
Teachers' main objective is to develop the learners' CT skills. This was the result found after the teachers responded to the above statement (agree = 46.1% + strongly agree = 18.4%). The number of teachers who opted for the "neutral" option went higher this time than before, with 16 teachers, making by that a percentage of 21.1%. By contrast, few teachers believe that their teaching objective is not focused mainly on developing learners' CT (disagree = 11.8% + strongly disagree = 2.6%).

N	Valid	76	f	%		
	Missing	0				
Mean	3.66		Valid	Strongly Disagree	2	2.6
Median	4.00			Disagree	9	11.8
Mode	4			Neutral	16	21.1
Std. Deviation	1.001			Agree	35	46.1
				Strongly Agree	14	18.4

**Table 5.23:** Statistical Analysis of S12

**Table 5.24:** The Main Objective of Teaching

**Figure 5.12:** The Main Objective of Teaching



These results are not consistent with teachers' answers to S9 in which the findings reflected a main focus on teaching language skills through listening and reading to find main ideas and specific details. Reading/listening for general and/or main details without an extended work on evaluating ideas, comparing, contrasting, taking a position, arguing for and/or against, and without taking account of fair-minded thinking and/or traits of a disciplined mind cannot be classified to be teaching for the development of CT. Even in the two coursebooks of first and second year levels, most comprehension questions target only lower-order skills. Thus, teachers' answers can be interpreted in Moon's (2008) terms after a study that she conducted on a similar topic. She found that teachers claim that they teach CT due to its importance since they may find it embarrassing if they say the opposite. She also explained the results in terms of the weak conception that the teachers have about CT and the skills to be learnt and applied.

**S13- At their age, it is better to teach learners to think about topics of high controversial views such as political, ethnic, religious and cultural topics.**



Teachers' answers varied significantly as a response to this statement (SD = 1.099). Even though 32.9% of teachers agreed with it and 18.4% strongly agreed with it, 25% disagreed and 22.4% of answers were neutral. Only one teacher was reported to strongly disagree with the statement. The high SD in Table 5.25 (SD = 1.099) and Figure 5.13 display clearly the diversity in teachers' attitudes toward this idea. These results translate teachers' sensitivity to deal with topics of high controversial views. The number of teachers who chose the item "neutral" went higher than in any other statement which reflects their reluctance to take a position about this issue.

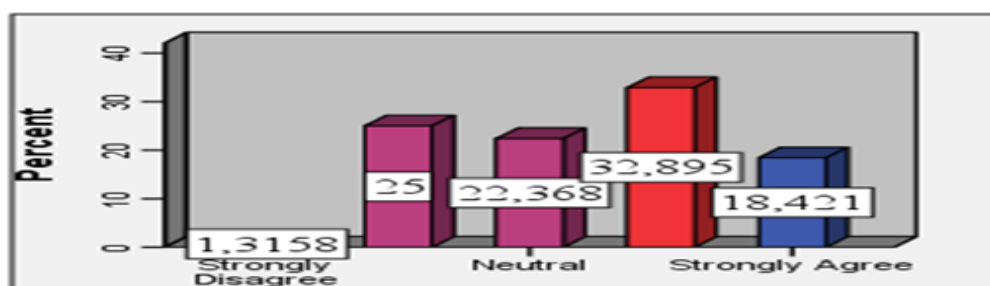
N	Valid	76
	Missing	0
Mean		3.42
Median		4.00
Mode		4
Std. Deviation		1.099

**Table 5.25:** Statistical Analysis of S13

		f	%
Valid	Strongly Disagree	1	1.3
	Disagree	19	25.0
	Neutral	17	22.4
	Agree	25	32.9
	Strongly Agree	14	18.4
	Total	76	100.0

**Table 5.26:** Teaching Topics

**Figure 5.13:** Teaching Topics



The results in Chapter Four demonstrated that the three coursebooks do not go for any deep discussion of topics that raise controversy. This can be due to the age of the learners and the category of people enrolled in the secondary school (teenagers). The social and religious norms could also be another reason

for refraining from treating such topics. In CT, education seeks true knowledge by questioning the taken-for-granted topics or those which are socially, religiously and politically reserved in that, usually, such they hide behind unjustified beliefs, blind imitation and none-reasoned acceptance.

**S14- The teacher is the main authority in the classroom because learners cannot be as knowledgeable as the teacher.**

N	Valid	76
	Missing	0
Mean		2.61
Median		2.00
Mode		2
Std. Deviation		1.297

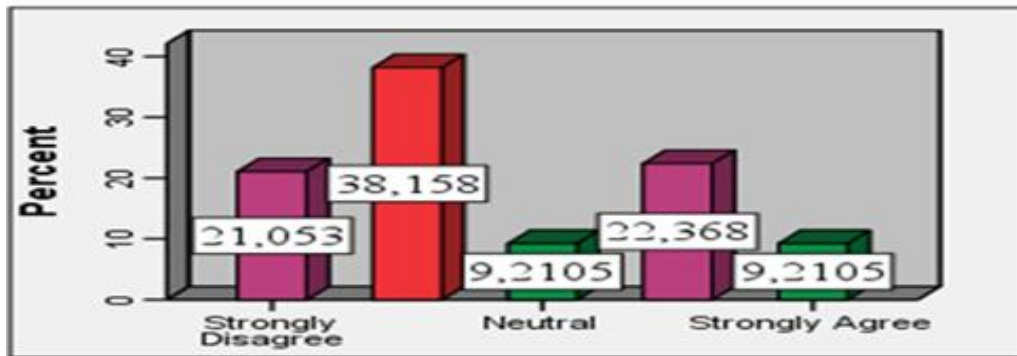
**Table 5.27:** Statistical Analysis of S14

		f	%
Valid	Strongly Disagree	16	21.1
	Disagree	29	38.2
	Neutral	7	9.2
	Agree	17	22.4
	Strongly Agree	7	9.2
	Total	76	100.0

**Table 5.28:** The Teacher as the Main Authority in the Classroom

Teachers' answers to this statement showed varied attitudes as well, but more teachers disagreed with it. 38.2% went against the statement and chose the item "disagree" besides 21.1% who ticked "strongly disagree". 22.4% was recorded by the teachers who agreed with the statement. This is a percentage that is lower than that of "disagree" and which slightly approximates that of "strongly disagree". Not too many teachers opted for the "neutral" item (9.2%). This statement recorded the highest SD so far (SD = 1.297). Despite the varied answers, Algerian secondary school EFL teachers showed an understanding of an important characteristic of modern time school; that authority does not determine learning and that who knows more and better is the one who is at the service of reasoned thinking.

**Figure 5.14: The Teacher as the Main Authority in the Classroom**



### 5.1.3. Teachers' Views about the Three EFL Coursebooks

#### S15- The coursebook aims at teaching critical thinking.

In Table 5.30, a percentage of 47.2% reflects the teachers who believe that first year coursebook does not aim to teach CT (strongly disagree = 5.4% + disagree = 41.8%). 25.7% of teachers answered with "neutral", while 17.6% opted for "agree". The item "strongly agree" recorded a low result (9.5%). Two missing answers were reported this time. The teachers who answered the questionnaire informed us that they would not tick the boxes which correspond to the coursebooks and the levels that they did not taught.

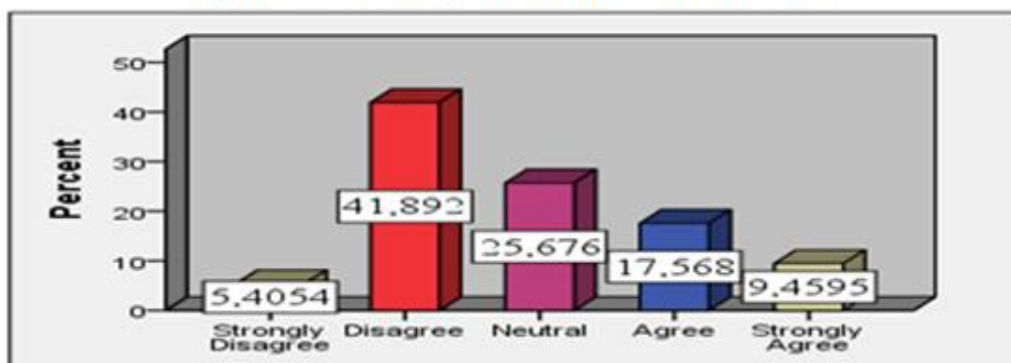
	1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N	Valid	74	74
	Missing	2	2
Mean	2.84	2.74	3.40
Median	3.00	2.00	4.00
Mode	2	2	4
Std. Deviation	1.086	.994	1.078

**Table 5.29: Statistical Analysis of S15**

		1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook	
		f	%	f	%	f	%
Valid	Strongly Disagree	4	5.4	3	4.1	1	1.3
	Disagree	31	41.8	36	48.6	20	26.27
	Neutral	19	25.7	15	20.3	13	17.3
	Agree	13	17.6	17	23.0	30	40.0
	Strongly Agree	7	9.5	3	4.1	11	14.7
	Total	74	100.0	74	100.0	75	100.0
Missing	No answer	2		2		1	
Total		76		76		76	

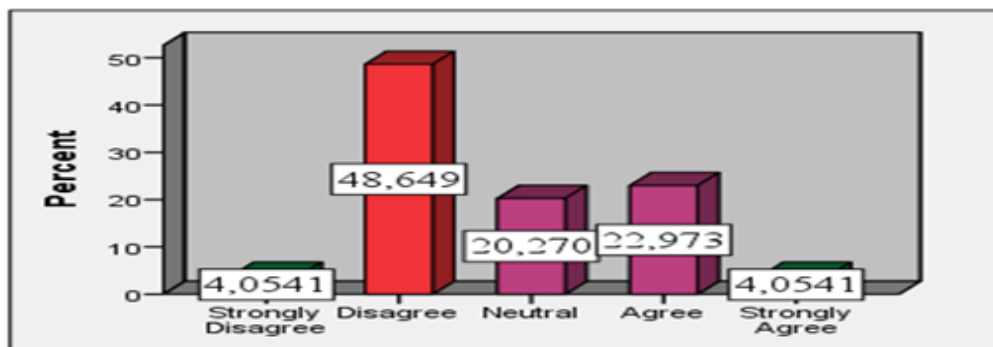
**Table 5.30:** Teaching Aims of the Coursebooks and Critical Thinking

**Figure 5.15:** Teaching Aim of First Year Coursebook



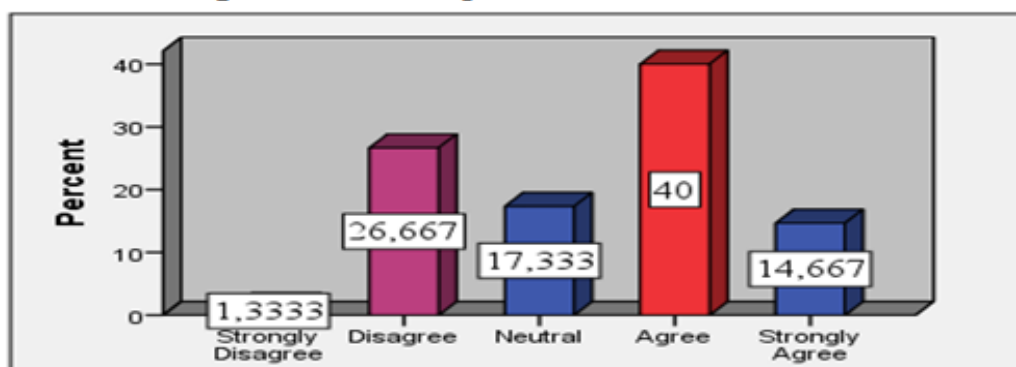
For second year coursebook, nearly half of the respondents (48.6%) disagreed with the statement that "Getting Through" has the aim of teaching CT. The remaining half is divided between those who agreed (23%) and those who were neutral (20.3%). Only three teachers (4.1%) strongly disagreed with the statement.

**Figure 5.16: Teaching Aim of Second Year Coursebook**



Contrary to the results related to first and second year coursebooks, the analysis of teachers' views and attitudes about the aim of third year coursebook indicates more agreement among the teachers than disagreement (agree = 40% vs. disagree = 26.7%). Nearly 15% strongly agreed but very few strongly disagreed (1.3%). A slightly higher number was reported for the item "neutral" (17.3%).

**Figure 5.17: Teaching Aim of Third Year Coursebook**



The results reported above are congruent with the findings of the analysis of the objectives of the three coursebooks in the previous chapter. Indeed, it was found that the two textbooks "At the Crossroads" and "Getting Through" were designed to focus more on developing the linguistic repertoire of the learners through teaching grammar, phonological rules and vocabulary. CT is left to the third year in which thinking skills are targeted on equal footing with the language skills. So, teaching CT was not totally abstained from the designed

EFL programmes and coursebooks, but it was delayed until the final year of the secondary education.

**S16- Most of the coursebook texts that you deal with in class are argumentative texts.**

The number of teachers who answered with the item "disagree" regarding first year coursebook ranked significantly higher. Statistical analysis in Table 5.31 indicates that the mean, median and mode were all counted to equal "2" which represents the code of the item "strongly disagree". Figure 5.18 below shows how this item outranked all the other five elements in the scale. So, the percentage 76.7% was made by the teachers who claimed that the texts of the coursebook that they deal with in class are not argumentative. 12.3% opted for "neutral" and 9.6% for the "agree" options. Only one teacher chose "strongly disagree" (1.4%) and three teachers did not specify any view.

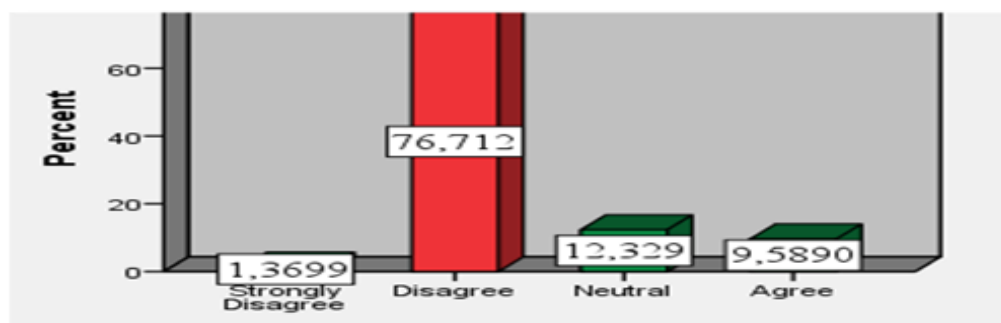
		1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N	Valid	73	75	75
	Missing	3	1	1
Mean		2.30	2.43	2.87
Median		2.00	2.00	3.00
Mode		2	2	2
Std. Deviation		.660	.774	1.031

**Table 5.31:** Statistical Analysis of S16

		1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook	
		f	%	f	%	f	%
Valid	Strongly Disagree	1	1.4	1	1.3	2	2.7
	Disagree	56	76.7	53	70.7	35	46.7
	Neutral	9	12.3	9	12.0	13	17.3
	Agree	7	9.6	12	16.0	21	28.0
	Strongly Agree	-	-	-	-	4	5.3
Total		73	100.0	75	100.0	75	100.0
Missing	No answer	3		1		1	
Total		76		76		76	

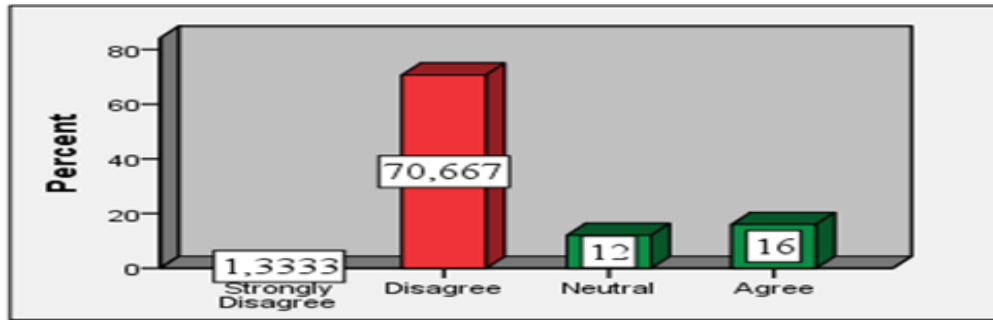
**Table 5.32:** Argumentative Texts in the Coursebooks

**Figure 5.18:** Argumentative Texts in First Year Coursebook



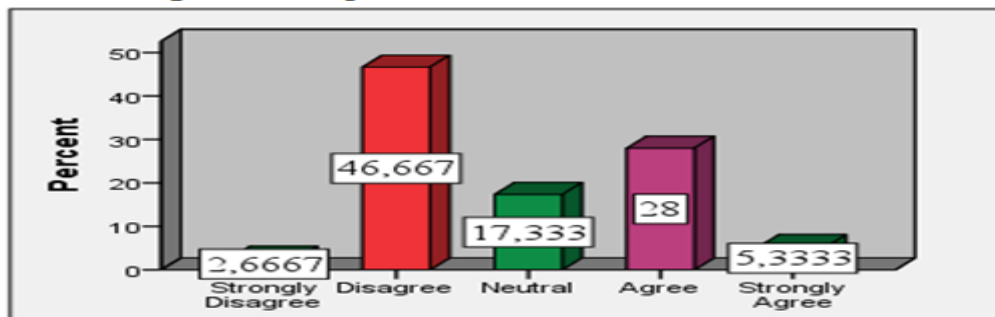
A similar result was also displayed for second year coursebook. A good number of teachers (70.7%) disagreed with the idea that the texts in "Getting Through" are argumentative. Some teachers (16%) agreed with it, and few of them (12%) chose neutral. Again, one teacher strongly disagreed with the statement (1.3%) and another missing answer was recorded.

**Figure 5.19: Argumentative Texts in Second Year Coursebook**



For third year textbook, three views dominated teachers' answers to S16. The answers can be ranked as the following: the highest number of teachers with a percentage of 46.7% disagreed with the statement, 28% agreed and 17.3% went for the option "neutral". Very few teachers (5.3%) reacted by ticking "strongly agree" and others (2.7%) by "strongly disagree". One missing answer was reported.

**Figure 5.20: Argumentative Texts in Third Year Coursebook**



Comparing the results of this statement to those of S15 about the aims of the coursebooks, one can see that there is a good match between teachers' answers to the statements for first and second year coursebooks. The teachers stated that the aims of the coursebooks do not target developing CT and that the texts included in them which are taught to the learners are not argumentative. These results are also supported by the findings of the analysis of the reading texts of the two textbooks in Chapter Four. There is no special focus on the argumentative type of texts in both of them.



The case with third year coursebook is somehow different. The results of teachers' answers to S15 and S16 are contradictory. On the one hand, teachers stated that the coursebook aims at teaching CT, but on the other hand, their answers revealed that the texts that they deal with in class are not argumentative. Indeed, this can be confirmed by the findings of the analysis of "New Prospects" in the sub-section 4.3.4.1.2 (p. 178) when analyzing the reading texts. It was explained that the texts which are elaborate in terms of presenting arguments are those in the "Resource Portfolio" in the textbook. Those texts are extra teaching materials that are not dealt with in the actual lessons presented to the learners. This is the reason why "New Prospects" gives the general view that its texts are not argumentative. Moreover, it was found that most CT skills tackled were in the writing stages of the lessons and that there is no special focus on any text type in all the three coursebooks. As FL learners, they are introduced to different discourse types, what explains why there is no focus on teaching the argumentative texts in the main lessons.

**S17- Most of the coursebook texts that you deal with in class present opposing views of the argument discussed (i.e., the for and against views of it).**

Another major percentage of 68.5% was made by the teachers who disagreed with the idea that first year coursebook texts present opposing views of the argument discussed. 17.8% of teachers chose "neutral" and 11% went for the "agree" choice in the scale. Table 5.34 shows that the teachers who strongly agreed with the statement were very few (2.7%). These results match to a good extent those of S15 and S16 in what concerns the textbook "At the Crossroads". Since the texts do not cater for arguments, it is not expected that they would

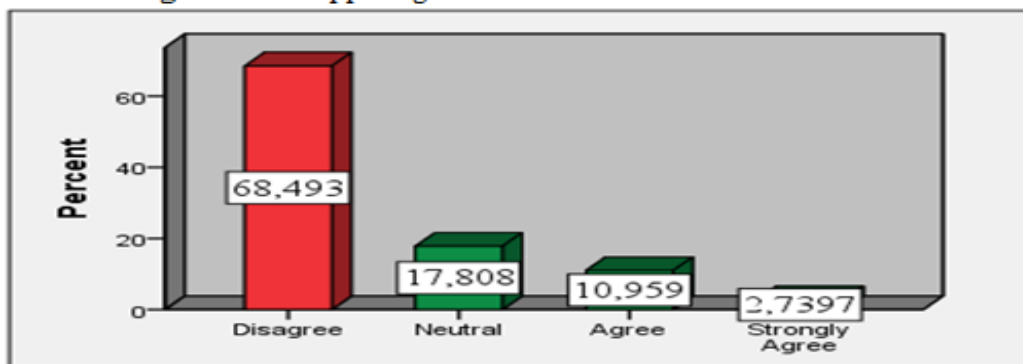
present counter-arguments and opposing views. By looking back at the results of the analysis of the texts of first year coursebook in Chapter Four (see subsection 4.1.4.1.2, p. 145), out of 55 texts, only 14 give insights about arguments, counter-arguments and/or opposing views, but the problem related to the tasks, the instructions and the questions which do not direct any attention to them. So, teachers' position can be justified by considering that most of the coursebook texts do not give account to different and opposing views.

Similar results were recorded for "Getting Through". A percentage of 70.3% was reported for teachers who disagreed with S17. By contrast, the number of teachers who agreed and who strongly agreed declined dramatically to 9.5% and to 2.7%, respectively. The number of teachers who chose "neutral" remained slightly high with a percentage of nearly 18%. No answer was made for "strongly disagree", and two missing cases were recorded. In fact, when analyzing the coursebook, the monological mode which dominates all the texts that the teachers deal with in class was noticeable. It was found that only the extra teaching texts in the section "Exploring Matters Further" cater for opposing views.

		1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N	Valid	73	74	74
	Missing	3	2	2
Mean		2.48	2.45	2.99
Median		2.00	2.00	3.00
Mode		2	2	2
Std. Deviation		.801	.779	1.000

**Table 5.33:** Statistical Analysis of S17

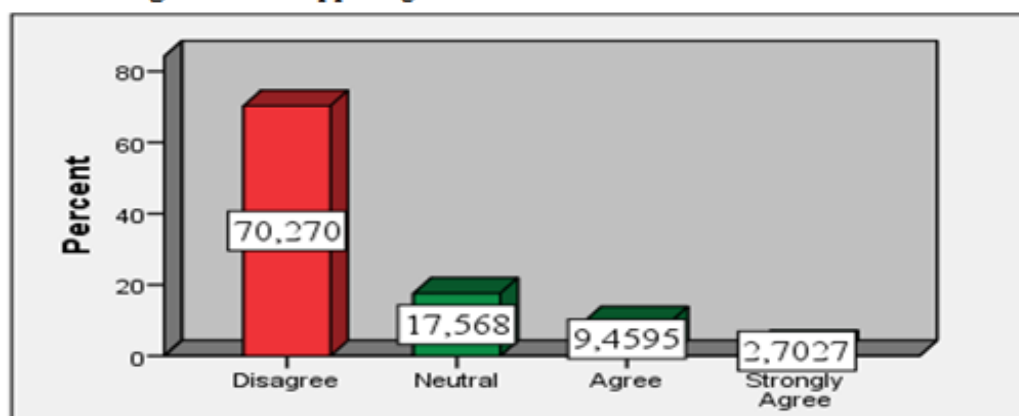
**Figure 5.21: Opposing Views in First Year Coursebook Texts**



	1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook	
	f	%	f	%	f	%
Strongly Disagree	-	-	-	-	-	-
Disagree	50	68.5	52	70.3	32	43.2
Neutral	13	17.8	13	17.6	16	21.6
Agree	8	11.0	7	9.5	21	28.4
Strongly Agree	2	2.7	2	2.7	5	6.8
Total	73	100.0	74	100.0	74	100.0
Missing No answer	3		2		2	
Total	76		76		76	

**Table 5.34: Opposing Views in the Texts of the Coursebooks**

**Figure 5.22: Opposing Views in Second Year Coursebook Texts**

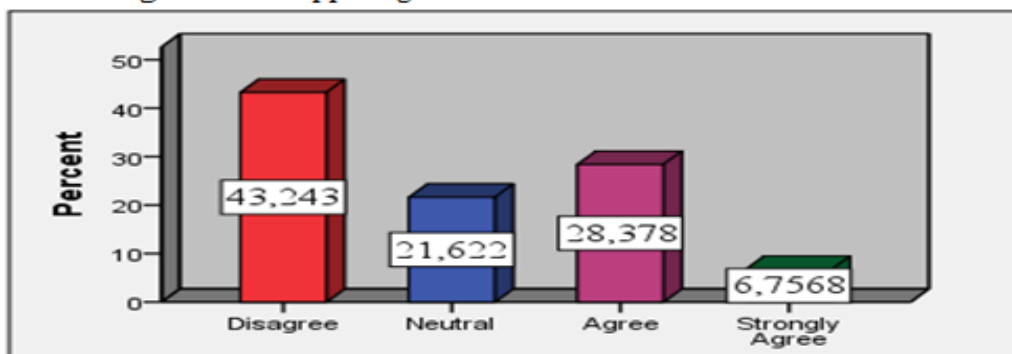


For third year coursebook, teachers' attitudes varied significantly from those of the other two levels. Their beliefs divided between "disagree", "neutral" and "agree". More teachers (43.2%) believed that third year coursebook texts

that they deal with in class do not take account of the opposing views of the argument discussed. The other teachers agreed with the statement, making by that a percentage of 28.4%. This result was followed by 21.6% of teachers who ticked "neutral" and only 6.8% for "strongly agree".

Again, these results match those of S16 (that third year coursebook texts are not argumentative), but they do not confirm those of S15 (that the coursebook aims to teach CT). Apparently, the reason is similar to the one mentioned in the analysis of teachers' answers to second year coursebook. The texts in which opposing views appear are those in the "Resources Portfolio" section but not in the main reading texts. In Chapter Four, Table 4.18 (p. 178) illustrated that among the 77 texts, there are 39 texts which present reasons/arguments and 28 which tackle topics from different opposing views; however, all the passages were extra teaching resources. It is true that teachers may adapt lessons and use texts from this section, but they usually resort to the already prepared lessons in the coursebooks. Even when adaptation is there, one cannot ensure that it is done appropriately, particularly, that most Algerian EFL teachers are novice with teaching experience ranging from one to six years as it was illustrated in the sub-section 5.1.1(p. 192).

**Figure 5.23: Opposing Views in Third Year Coursebook Texts**



**S18- To teach language skills, the coursebook implements tasks that encourage learners to take a clear position and defend it with reasons and arguments.**

Teachers' responses to this statement did not rest on one view. 45.1% considered that the tasks in "At the Crossroads" do not encourage the learners to take a clear position and to defend it with reasons and arguments, 38% believe that they do so. These are nearly two equal views. "Strongly agree" and "strongly disagree" recorded equal results (1.4%) and the "neutral" option kept a moderate percentage (14.1%).

	1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N Valid	71	72	75
N Missing	5	4	1
Mean	2.93	2.93	3.51
Median	3.00	3.00	4.00
Mode	2	2	4
Std. Deviation	.976	.924	.991

**Table 5.35:** Statistical Analysis of S18

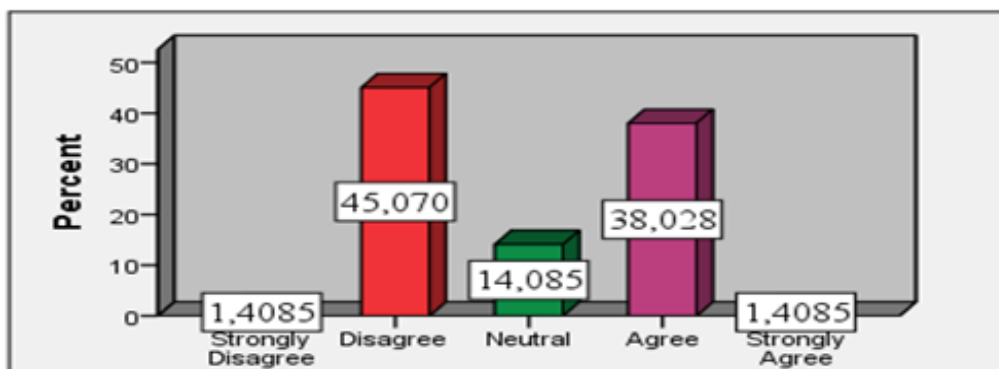
The findings of this statement are somewhat not consistent with those of S15 in which the teachers claimed that the coursebook does not aim at teaching CT. Following the analysis of the teaching instruction of "At the Crossroads" (in sub-section 4.1.4.2.1), Table 4.5 (p. 149) demonstrated that among 409 instructions, only 32 encourage the learners to defend their views with reasons/arguments while skills such as "debating" and "role playing" were totally absent. Therefore, it is possible to say that taking and defending a position is not targeted through first year coursebook tasks. Teachers who answered with "agree" could have based their answers on the questions which

are posed in the tasks but which do not invite the learners to elaborate their answers to an extent that could allow them to build a clear position.

	1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook		
	f	%	f	%	f	%	
Valid	Strongly Disagree	1	1.4	1	1.4	1	1.3
	Disagree	32	45.1	30	41.7	16	21.3
	Neutral	10	14.1	14	19.4	10	13.3
	Agree	27	38.0	27	37.5	40	53.3
	Strongly Agree	1	1.4	-	-	8	10.7
	Total	71	100.0	72	100.0	75	100.0
Missing	No answer	5		4		1	
Total		76		76		76	

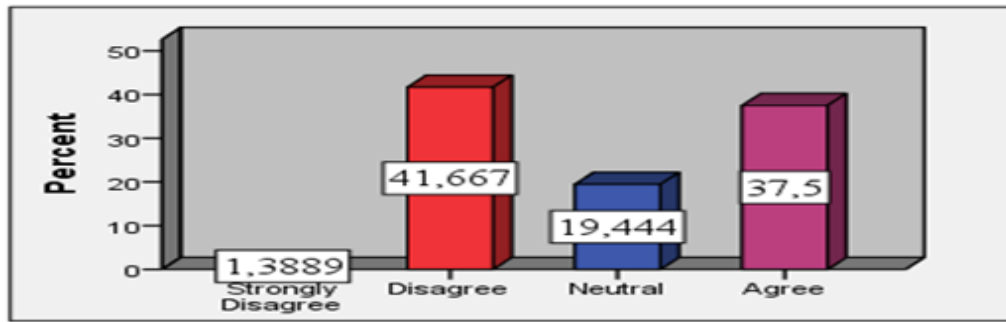
**Table 5.36:** Defending a Clear Position in the Tasks of the Coursebooks

**Figure 5.24:** Defending a Clear Position in First Year Coursebook Tasks



Another case of diverse answers appeared when analyzing teachers' responses to the coursebook "Getting Through". 41.7% was the percentage recorded for the item "disagree" as opposed to 37.5% for the option "agree". 19.4% was reported for the teachers who ticked "neutral" and only one teacher opted for "strongly disagree".

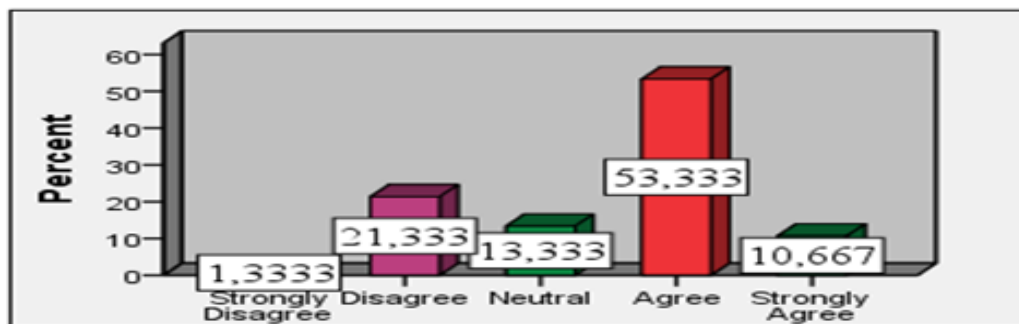
**Figure 5.25: Defending a Clear Position in Second Year Coursebook Tasks**



It is only for third year coursebook tasks that teachers' perceptions came to a general agreement. The majority of teachers believe that the tasks of "New Prospects" encourage the learners to take and defend a clear position (53.3% agree + 10.7% strongly agree vs. 1.3% strongly disagree + 21.3% disagree). The number of teachers with the attitude "neutral" did not show any significant change (13.3%) and only one missing case was reported.

It could be said that teachers' perceptions of the coursebook "New Prospects" were all complementary with regard to teaching CT. First, there was a general agreement that the teaching objectives and aims target some important CT skills. Second, even though the texts selected as teaching support are not argumentative, they are followed by tasks, instructions and notes that invite the learners to think using a number of CT skills. For instance, in the majority of the production stages of the lessons, the learners are requested to develop arguments against counter-arguments and/or to try to defend their views by writing opinion articles. Thus, teachers' views about the third year coursebooks support one another and support the findings of the analysis of the coursebook. Figure 5.26 presents the results pertinent to "New Prospects" graphically.

**Figure 5.26: Defending a Clear Position in Third Year Coursebook Tasks**



**S19- To teach language skills, the coursebook implements tasks that encourage learners to state facts and information in order to develop the topic discussed.**

By responding to this statement, one notices that a good number of teachers (59.5%) agreed that first year coursebook tasks encourage the learners to state facts and information when teaching language skills. Teachers who went for "neutral" and "disagree" options were nearly equal (16.2% and 17.6% respectively). Very few teachers strongly agreed with the statement (5.4%) while 1.4% opted for "strongly disagree". It is also noticed that the results of responding to this statement are not as diverse as those in S18 where the teachers split into two parties of "agree" and "disagree". The low SD indicates little diversity in teachers' answers.

It can be justified that at this elementary level of EFL teaching, coursebook authors design the textbook with tasks that direct the learners to focus on fact finding and collecting information do develop the topics discussed in the lessons/tasks. Nonetheless, it is better if learners are also encouraged to go for some thinking skills such as analyzing information, selecting, organizing, comparing, making conclusions and many others especially in the production stages and in the section of project workshop. These are the stages in which the



learners' reasoning skills should appear but not the mere statement of information.

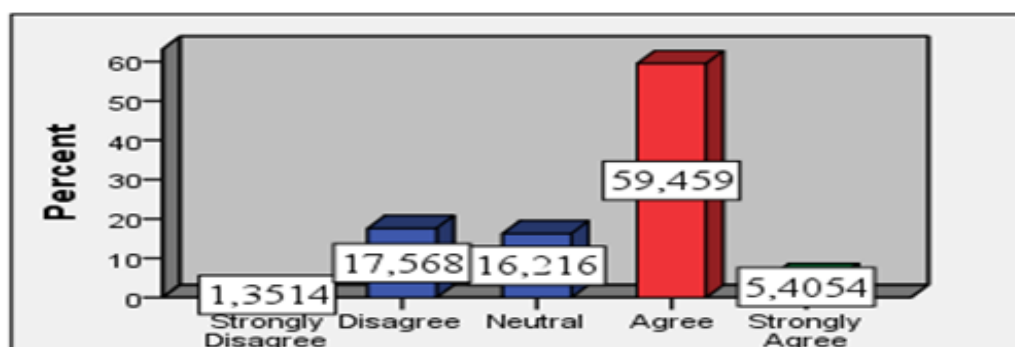
	1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N Valid	74	75	76
Missing	2	1	0
Mean	3.50	3.64	3.88
Median	4.00	4.00	4.00
Mode	4	4	4
Std. Deviation	.895	.849	.783

**Table 5.37:** Statistical Analysis of S19

	1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook	
	f	%	f	%	f	%
Valid Strongly Disagree	1	1.4	1	1.3	-	-
Disagree	13	17.6	9	12.0	6	7.9
Neutral	12	16.2	12	16.0	10	13.2
Agree	44	59.5	47	62.7	47	61.8
Strongly Agree	4	5.4	6	8.0	13	17.1
Total	74	100.0	75	100.0	76	100.0
Missing No answer	2		1		0	
Total	76		76		76	

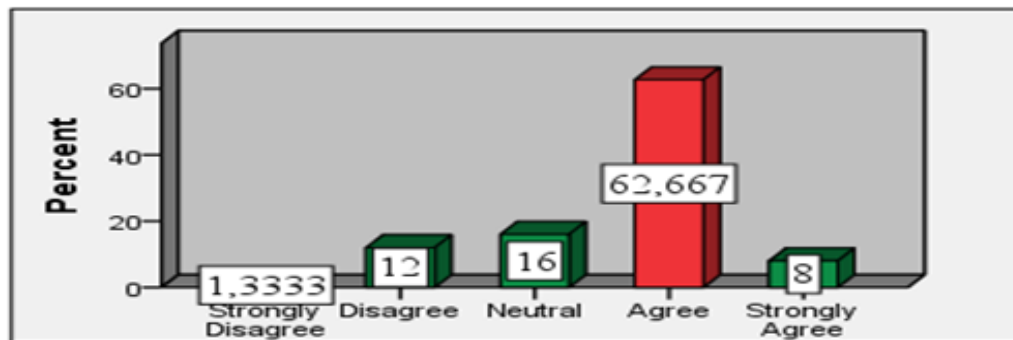
**Table 5.38:** Stating Facts and Information in the Tasks of the Coursebooks

**Figure 5.27:** Stating Facts and Information in First Year Coursebook Tasks



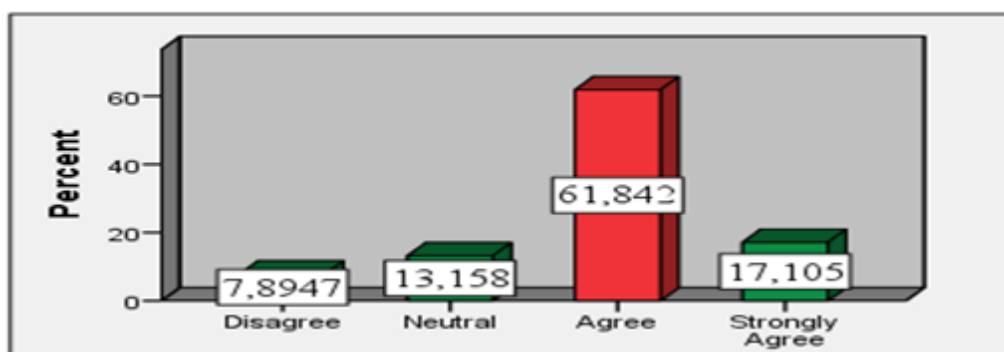
Teachers' answers to second year coursebook are similar to those of first year. The majority of teachers (62.7%) agreed that second year coursebook tasks encourage stating facts and information. The remaining teachers divided between "neutral" (16%), "disagree" (12%), "strongly agree" (8%) and "strongly disagree" (1.3%). Comparing these results to those of S18, one understands that the tasks in "Getting Through" are oriented toward stating facts more than reasoning. These results are reflected in the analysis of the coursebook in Chapter Four.

**Figure 5.28: Stating Facts and Information in Second Year Coursebook Tasks**



Responding to "New Prospects" in what concerns teaching tasks, the findings were also similar to those of first and second year textbooks. Most teachers (61.8%) stated that the tasks focus on stating facts and information while 17.1% strongly believed in that; 13.2% answered with "neutral" and few teachers (7.9%) chose "disagree". No missing answer was recorded. It is true that the results of both the teachers' perceptions and the analysis of third year coursebook indicate that it teaches CT skills but this does not mean that facts and information are excluded. They provide content knowledge and they are, indeed, an important part in the learning process. However, the learners need to be trained in how to use them to make their communication more truthful, effective and objective.

**Figure 5.29: Stating Facts and Information in Third Year Coursebook Tasks**



**S20- There are tasks which encourage learners to think at higher cognitive levels (such as tasks which ask them to analyze, evaluate and synthesize information).**

	1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N Valid	72	73	74
N Missing	4	3	2
Mean	2.93	3.12	3.47
Median	3.00	3.00	4.00
Mode	2	4	4
Std. Deviation	1.105	1.105	1.050

**Table 5.39: Statistical Analysis of S20**

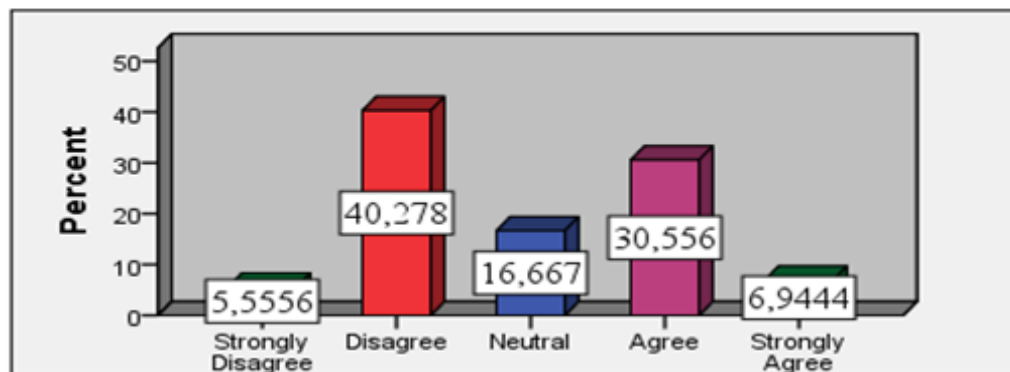
As was expected from reading the previous answers about first year coursebook, teachers argued that tasks do not encourage the learners to think at higher cognitive levels (Disagree = 40.3%). However, the results of teachers who thought that the coursebook does so are also remarkable as it approached the opposite view (agree = 30.6%). By looking at the SD in Table 5.59, it comes clear that teachers' attitudes diverged to some good extent (SD = 1.105). This diversity in answers is reflected in Figure 5.30. Having teachers divided into two parties raises more questions about the aspects that the teachers adhered to

when building their perceptions of the coursebook tasks. The analysis of these tasks and the teaching instructions of the coursebook in Chapter Four reflected rather a poor state of teaching thinking skills in general and critical and higher-order skills in particular.

	1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook		
	f	%	f	%	f	%	
	Valid						
	Strongly Disagree	4	5.6	3	4.1	3	4.1
	Disagree	29	40.3	24	32.9	13	17.6
	Neutral	12	16.7	14	19.2	13	17.6
	Agree	22	30.6	25	34.2	36	48.6
	Strongly Agree	5	6.9	7	9.6	9	12.2
	Total	72	100.0	73	100.0	74	100.0
Missing	No answer	4		3		2	
Total		76		76		76	

**Table 5.40:** Higher Cognitive Levels in the Tasks of the Coursebooks

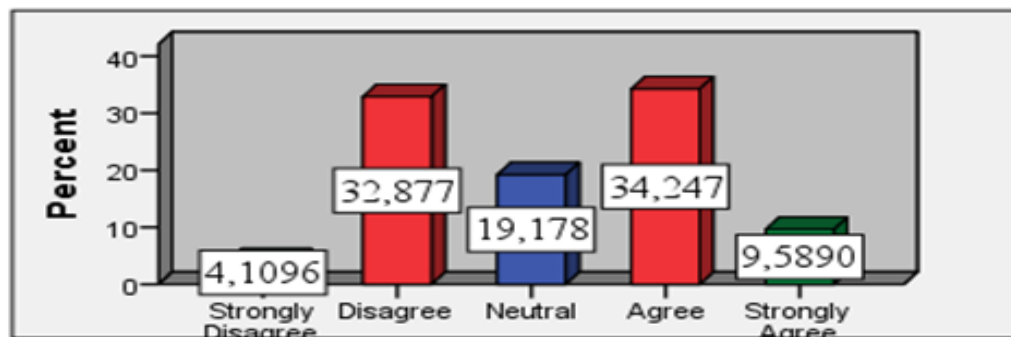
**Figure 5.30:** Higher Cognitive Levels in First Year Coursebook Tasks



In the case of second year coursebook, teachers were evenly divided. So, the number of those who agreed that second year coursebook includes tasks which make learners think at higher cognitive levels is very close to the number of the ones who disagreed with it (agree = 34.2% vs. disagree = 32.9%). The number of those who were "neutral" went a bit higher (17.8%) and the other two options of "strongly agree" and "strongly disagree" kept being the lowest.

Again, one may notice that teachers could not come into agreement when the question related to evaluating whether the tasks and/or instructions of first and second year coursebooks teach thinking skills. A similar case of different views occurred in S18. Several possible explanations come into mind with respect to the already stated issue. Maybe, teachers have never considered the tasks from a CT point of view, the reason why they found it difficult to decide whether the tasks target higher order skills or not. Another possible explanation can be that, perhaps, teachers found it difficult to answer such statements because they saw that they needed a deep analysis of the tasks to be able to draw a clear view that would enable them come into a general agreement.

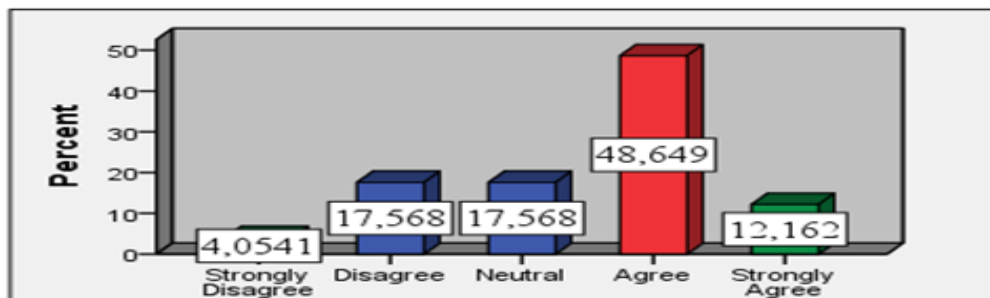
**Figure 5.31: Higher Cognitive Levels in Second Year Coursebook Tasks**



While teachers seemed uncertain about first and second year coursebooks tasks, they showed more agreement that third year coursebook aims at making the learners think at higher cognitive levels. Being the highest percentage, 48.6% was reported for the fourth item "agree" besides 12.2% for "strongly agree". A total number of 21.7% was made by the teachers who do not believe that the coursebook tasks function at such thinking levels. No too much difference was reported by the teachers who chose "neutral". The SD in Table 5.39 went slightly higher than with some previous statistical findings to reflect the heterogeneous views resulted from responding to this statement. Indeed, the

textbook, "New Prospect", was the only one to cater for teaching higher-thinking skills such as analyzing, evaluating, synthesizing information/ideas; making predictions; selecting and organizing ideas to take and defend a point of view; or, arguing for or against an idea by taking into account the counter-argument. "New Prospects" gives an image of an EFL coursebook which aims at developing learners' linguistic, phonological, communicative, social and CT skills.

**Figure 5.32: Higher Cognitive Levels in Third Year Coursebook Tasks**



**S21- The general content of the coursebook allows for enough time to learners to think about and solve the tasks presented to them.**

Nearly half of the respondents expressed their disagreement with this statement. A percentage of 50.8% was made by the teachers who disagreed (42.3%) and those who strongly disagreed (8.5%) with the idea that the contents of "At the crossroads" allow for enough thinking time. By contrast, 38% claimed the opposite in that 35.2% showed agreement to the statement and 2.8% strongly supported it. The remaining teachers (11.3%) chose neutral and five did not specify any view. All in all, nearly half of the respondents thought that the contents of first year coursebook do not allow for much thinking time. In teaching CT, the time aspect is crucial when designing coursebooks for that the learners need to take time and consider the task or the question at hand. CT

seeks quality more than quantity and advocating it came as a response to the old mindset that requires the teachers to finish the programme at the expense of the learners' thinking. Finishing a programme in many parts of the world is an indication of learning and understanding while it is not necessarily the case.

		1 <sup>st</sup> year coursebook	2 <sup>nd</sup> year coursebook	3 <sup>rd</sup> year coursebook
N	Valid	71	72	73
	Missing	5	4	3
Mean		2.82	3.19	2.86
Median		2.00	4.00	2.00
Mode		2	4	2
Std. Deviation		1.099	1.030	1.097

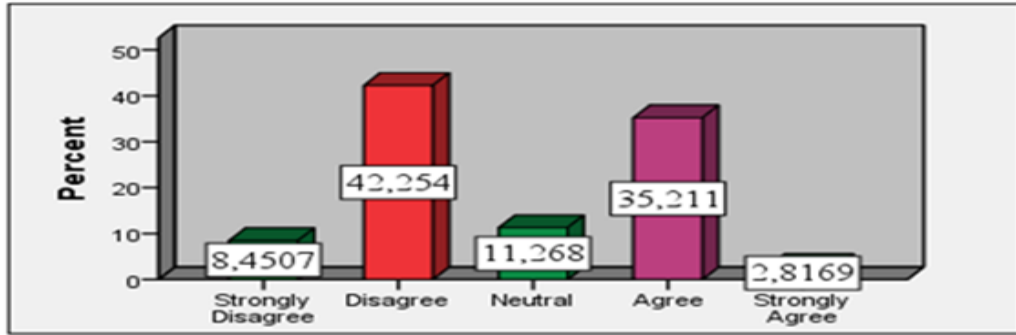
**Table 5.41:** Statistical Analysis of S21

		1 <sup>st</sup> year coursebook		2 <sup>nd</sup> year coursebook		3 <sup>rd</sup> year coursebook	
		f	%	f	%	f	%
Valid	Strongly Disagree	6	8.5	3	4.2	4	5.5
	Disagree	30	42.3	20	27.8	33	45.2
	Neutral	8	11.3	12	16.7	9	12.3
	Agree	25	35.2	34	47.2	23	31.5
	Strongly Agree	2	2.8	3	4.2	4	5.5
	Total	71	100.0	72	100.0	73	100.0
Missing	No answer	5		4		3	
Total		76		76		76	

**Table 5.42:** Teaching Contents of the Coursebooks and Learners' Thinking

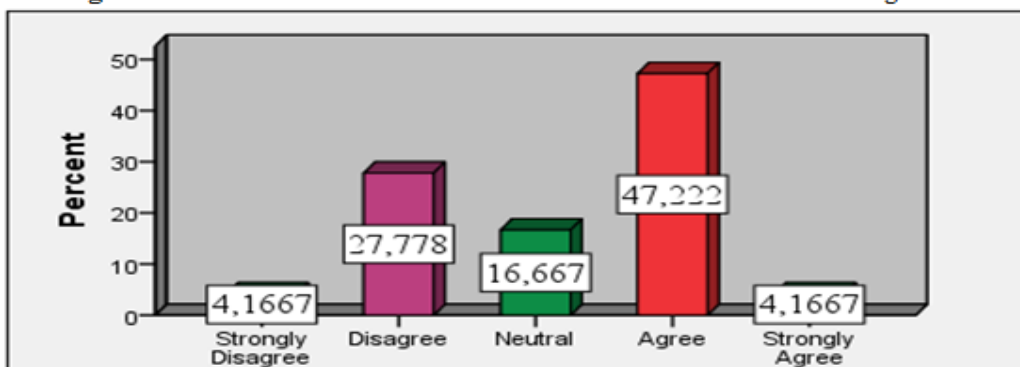
Time

**Figure 5.33: First Year Coursebook Contents and Learners' Thinking Time**



Comparing the statistical data in Table 5.41, only second year coursebook is thought to allow for enough thinking time. Mode "4" was calculated and it indicates that most of the teachers "agreed" with the statement. Thus, 47.2% of teachers think that second year coursebook contents allow for enough time to the learners to think through the tasks programmed. On the other hand, 27.8% do not believe that it does so; therefore, they disagreed. The number of teachers who went for the option "neutral" kept a similar moderate percentage (16.7%) and an equal number of teachers (4.2%) answered with "strongly agree" and "strongly disagree". Four teachers did not give any answer. These results can be explained with reference to the results of analyzing the coursebook in Chapter Four (Table 4.19, p. 174). Compared to the other two textbooks, "Getting Through" was the least in number of tasks and instructions; so, it is the smallest in terms of teaching contents and the most comfortable in terms of learners' thinking time.

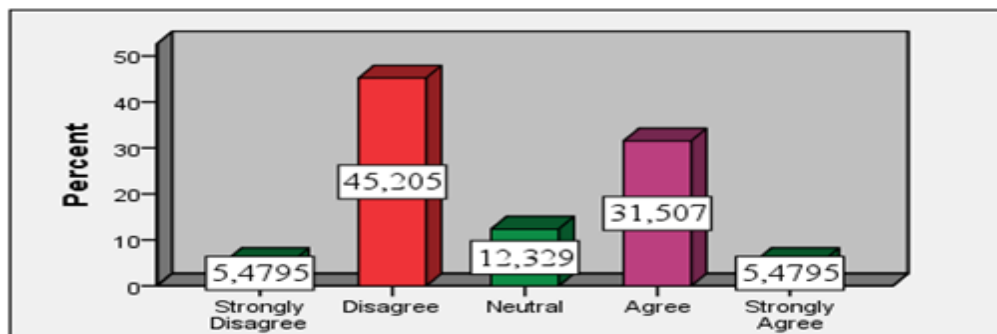
**Figure 5.34: Second Year Coursebook Contents and Learners' Thinking Time**





Third year textbook was also reported to allow for little and insufficient thinking time. Nearly half of the respondents saw that the coursebook contents do not allow for enough time for the learners to think while answering questions and/or doing tasks. They make the majority of responses with a total percentage of 50.7% (strongly disagree = 5.5% + disagree = 45.2). 37% of teachers, including those who answered with "agree" and "strongly agree", believe that the textbook allows for enough thinking time. The remaining respondents opted for "neutral" (12.3%). It is important to note that even though the coursebook aims at teaching reasoning skills, the learning outcome can be affected when aspects such as thinking time and teachers' waiting time are not well-considered.

**Figure 5.35: Third Year Coursebook Contents and Learners' Thinking Time**



#### 5.1.4. Teachers' Suggestions for Teaching Critical Thinking

**S22- Please, write down any comments or suggestions that you think will contribute to the teaching of critical thinking in the secondary schools.**

Out of 76 informants who answered the questionnaire, 50 gave suggestions about teaching CT in the Algerian EFL class. The suggestions divided between those who supported its teaching and those who did not support it. Many teachers' comments reflected their interest to teach CT due to its importance as it contributes to building good citizens. First, some respondents urged the need to train teachers in CT so that they would be able to

teach it to the learners. They suggested that learners should be provided with tasks and activities that encourage them to think critically or to adapt the already existing ones in the coursebooks. According to them, coursebooks should be "revised" and "renewed" to include activities that let the learners "analyze, discuss and find solutions". In addition to that, they suggested tasks like summarizing, dealing with diagrams, solving real-life problems and including new situations with a special focus on problems faced in the society. Teachers referred to the rubric of project presentation as the best part of the coursebook in which teaching and learning to think reasonably can take place.

In a related vein, some teachers specified a number of tasks that could contribute in implementing CT to the EFL class. For instance, they mentioned small group work, cooperative learning, giving learners more freedom to express themselves, talking freely about their opinions and to exchange ideas logically. They also put a special focus on the role of the teacher to set and handle the discussion critically between the learners. Teachers also emphasized the importance of asking "vital" and "open-ended questions" in addition to giving time to the learners to think through the tasks and solve problems by themselves. They condemned the length of the programme and the huge contents of the coursebooks which, as they said, should be revised. Other points included motivating both teachers and learners to learn and to teach CT, bringing "authentic situations" and "challenging topics" that "relate to their lifestyles and habits".

Contrary to the above comments, there were teachers who did not support the teaching of CT in the Algerian secondary school EFL classroom. Some of them claimed that it is not an easy task by looking at the type of society and

culture that the learners belong to. Maybe, they meant that the society is preservative and less tolerant to such a liberal type of education. Indeed, it is not very common in the Algerian society and culture that the learners are given such freedom and autonomy in learning that they may oppose their teachers in ideas. There are still topics which are not tackled for religious, political or socio-cultural reasons. However, an important point should be clarified in this respect. Teaching which targets developing CT has the purpose of discussing the truthfulness and rightfulness of beliefs, actions, decisions and taken-for-granted routines, social and personal appeals but with respect to the learners' age and mental growth. Another problem was posed by the teachers and which directly related to the learners. They saw that they (the learners) do not possess enough linguistic resources that would allow them to execute CT skills such as arguing a case. There is even a teacher who claimed that CT should be dealt with "at a higher level" meaning by that higher education but not the secondary school level. In summary, these were most prominent comments tackled in general terms; other comments are presented in Appendix III.

The above comments denoted teachers' awareness and understanding of a number of points that relate to teaching CT in the Algerian EFL class. So, the suggestions that they made could fit well, especially in the coursebooks that were found to lack focus on CT skills. One can also perceive teachers' awareness of what is lacking in the Algerian secondary school that may hinder the effective teaching of thinking skills. As a matter of opinion, we believe that teachers should go for adapting the existing lessons and coursebooks according to the suggestions that they gave and start teaching their learners to enhance their reasoning abilities.

## **5.2. Discussion of the Questionnaire Results**

A lot of details were given in the section above when analyzing teachers' responses to the questionnaire statements. So, not too much will be said in the following two sections.

### **5.2.1. Teachers' Conception of Critical thinking and their Teaching**

#### **Practices**

The results of the second part of the questionnaire brought up some important insights about teachers' conception and understanding of CT. First, teachers' responses to S5 and S7 demonstrate that most teachers are aware of one basic characteristic of CT which is reflection. Their answers revealed as well their awareness of its importance to deal with life issues and the complexities that characterize the modern world. However, their responses to S6 and S8 indicate that the more details about its conception go deeper, the more the teachers' answers become inconsistent. Second, a number of teachers are trapped by some misconceptions about CT. For example, some of them are not very clear about how knowledge is built from a CT standpoint and about what is expected from a good critical thinker. So, they believe that a good critical thinker is the one who can defend an argument whatever it is while this is not the case. A good critical thinker adheres to an argument as far as it is justified by reasoned judgment and objective thinking.

Moreover, many teachers claim that they teach CT and that they cater for the learners' life experiences. The important question to be posed in relation to this point is: for which aims do teachers include learners' real-life experiences? If it were for the sake of narrating, describing, or practicing some linguistic forms; would it be truly targeting teaching for the development of CT?

Confirming these results requires further research on teachers' classroom practices since one cannot make firm conclusions starting from some personal responses to statements in a questionnaire. This issue is investigated in detail in Chapter Six. In a similar research conducted by Moon (2008), she came to the conclusion that many teachers think that they know what CT is while, in reality, they do not. Teachers, even so, do not deny that their in-class practices focus more on developing the language skills.

Lastly, it is noticed through the results of the last statement (S13) of the second part that the teachers have some reservations about teaching controversial topics at the secondary school level. They set mainly, even though not exclusively, the age factor as a reasons for not doing so. Other respondents referred to the cultural, social and/or religious reasons which do not encourage tackling high controversial topics.

In a study conducted by Paul et al. (1997), a number of teachers were interviewed about the meaning of CT and how they applied it in their classrooms. The researchers stated that few teachers were able to give an accurate understanding of the principles underlying CT, and that most of them failed to give examples about how they applied it into sound classroom instructions. This is despite that they were enrolled under preparation programmes designed specifically for the purpose of developing primary and secondary school teachers' professional skills in teaching CT. So, it can be said that the present research gives results that are more or less similar to those in studies about this topic.

### **5.2.2. Teachers' Views about the Three EFL Coursebooks**

Importantly, the results of the teachers' responses to the questionnaire clearly support the findings of the analysis of the three Algerian EFL textbooks in Chapter Four. The focus of teaching in first and second year coursebooks is on teaching language skills and rules rather than on developing CT skills. The teaching objectives explained in first and second year programmes (2005) do not consider the enhancement of CT skills of primary importance. Reference to them is made in general terms and one cannot see how the thinking skills mentioned in the programmes (such as to analyse, evaluate and synthesise) are taught in the lessons. By responding to S 18, S19 and S20, the majority of teachers agreed that the tasks in the two coursebooks "At the Crossroads" and "Getting Through" do not encourage such higher cognitive skills; they rather encourage stating facts and information. So, both teachers' views about the two coursebooks and the findings of their analysis denote that the learners' reasoning abilities are not targeted, whether through the instructional statements, the activities, the tasks or the questions.

While the two coursebooks, "At the Crossroads" and "Getting Through," demonstrate a poor image of teaching CT, "New Prospects" was judged to be teaching for the development of CT. This is explicitly stated in the objectives of the third year English programme (2006) and it was translated by coursebook designers in the tasks, the activities, some instructions and some questions, particularly in the sequences that teach the language skills. Examples about these skills include analyzing and evaluating arguments/counter-arguments, justifying points of view by reasons and arguments, selecting, organizing and synthesizing ideas, asking inference questions, distinguishing between a fact

and opinion, comparing, summarizing and many others. Thus, what can be said at the end of this chapter is that the findings of both the analysis of the coursebooks and those of teachers' questionnaire support one another and they both confirm the conclusions attained to.

### **Conclusion**

This chapter had the purpose of answering the second question and testing the second hypothesis of this research paper. In the second hypothesis, it was expected that because CT is a buzzword today, secondary school EFL teachers could have developed an accurate understanding of it. The question that guided this chapter covers three points. First, it investigates whether the teachers have an accurate conception of CT. Second, it inspects their perceptions of their in-class practices; i.e., whether they think that they teach for it in their classrooms. Third, the question inquires about their views about whether the three coursebooks teach for the development of CT or not.

The answers related to the three points in the research question partially confirm the hypothesis. Concerning the first point, it was found that not all teachers have an accurate conception of CT. They demonstrate an understanding of some general aspects that are usually associated with it like reflection, metacognition and judgment; however, the more the details about it go deeper, the more they exhibit a disparate conception of it. For instance, traits which should characterize a good critical thinker are not common to them. Concerning the second point, teachers claim that they teach CT in their classrooms along with teaching the language skills. This point is further investigated in the next chapter, through a classroom observation to find out whether teachers really cater for the development of CT in their classrooms or not. The last point relate

to teachers' views about the three EFL coursebooks. The third part of the questionnaire was designed specifically to compare teachers' views with the findings of the analysis of the coursebooks. The results show that both, "At the Crossroads" and "Getting Through", focus on developing learners' language skills and linguistic resources rather than on developing the thinking skills. Third year coursebook is different in that, besides to developing the same skills in the two other coursebooks, it also caters for a number of CT skills through the different teaching contents provided, especially in the production stages of the lessons. So, the results in the present chapter confirm those in the previous chapter of the analysis of the coursebooks and open another horizon to examine the type of instruction, the activities and the questions that take place in the Algerian EFL class.



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## **Introduction**

The present chapter is concerned with investigating whether teachers' EFL instruction targets developing learners' CT or not. This aim is born out of the third question: To what extent do classroom instructions of the Algerian secondary school EFL teachers focus on developing learners' CT? It was hypothesized that because CT is a buzzword and due to the fact that it is now spreading all over as one of the characteristics of the 21<sup>st</sup> century education, Algerian secondary school EFL teachers could be affected by it; thus, they would be targeting it in their instruction.

Although the results of the analysis of the three EFL textbooks showed that only the third year coursebook tackles some CT skills, one cannot confirm whether teachers cater for its teaching in their classrooms. According to what is constantly heard from attending seminars with different EFL inspectors, particularly those in charge of the Wilaya (district) of Oum El Bouaghi, teachers are urged to adapt coursebook contents to what is current in the field of EFL teaching. Besides, the questionnaire results in Chapter Five indicated that the teachers believe that they teach CT in their classrooms. The analysis of the findings of the observation will check the last hypothesis in this research and the extent to which teachers' perceptions of their teaching match their real in-class practices.

### **1.1. Qualitative Analysis of the Results**

As it was explained in the Methodology Chapter, the classroom observation was conducted in five secondary schools of the city of Oum El Bouaghi. For one month during the second term of the year 2018, 11 teachers were observed in 61 sessions. These sessions are reported and analyzed one by

one in the sub-sections below. It was clarified that the identity of the participant teachers was concealed, so the names of the schools and those of the teachers were coded in letters and numbers. For example, the first school is referred to as school A. Three teachers were observed in school A; they are referred to as: Teacher A1, Teacher A2 and Teacher A3. To analyze the instructional statements presented to the learners, we developed a grid on the basis of readings in the literature review. A number of items that characterize an instruction which targets developing CT were outlined (see Appendix IV). The frequency of occurrence of the items in the sessions was analyzed as shown in the sub-sections below.

### **1.1.1. Teachers' Classroom Instruction in School A**

Four teachers in school A accepted to take part in this study. The number of sessions observed with each teacher is as the following: eight sessions with teacher A1, seven sessions with teacher A2, other seven sessions with teacher A3 and five sessions with teacher A4.

#### **1.1.1.1. Teacher A1 Classroom Instruction**

Teacher A1 took charge of first year learners enrolled in the literary stream and second year learners of foreign languages class.

#### **Session 1: Feb., 7<sup>th</sup>, 2018**

The session started at 8 a.m. with a first year class literary stream. Teacher A1 at school A presented an overview of the third unit in the coursebook "Back to Nature". It was the first lesson in the unit. The teacher proceeded by discussing some environmental problems like pollution. Throughout the session, it was noticed that the teacher's questions encouraged the learners to think objectively and fair-mindedly and to pay attention to their selfish appeals. Other

skills that rarely appeared included encouraging them to state their points of view and to clarify their ideas. The teacher's questions targeted important thinking skills, especially thinking objectively and fair-mindedly. They suited the topic of the lesson since it discusses a phenomenon which is widely spread in the learners' surroundings. The lesson could have included other questions to trigger more CT skills such as asking probing questions and asking the learners to justify their points view with reasons.

### **Session 2: Feb., 8<sup>th</sup>, 2018**

The second observed session was held at 10 a.m. with a different second year foreign languages class. The lesson was part of the first sequence of the fourth unit "Science and Experiments". The focus was on teaching the listening skill. The topic was about "university open days". The learners listened to a short dialogue between two students conversing about the faculties that they want to visit. It was the teacher who read aloud the dialogue due to the absence of a recorded version of the listening scripts.

During the session, the main questions that were repeatedly heard reflected the teacher's constant interest in making the learners clarify their ideas and state their points of view. Thus, these two thinking skills were always observed. Unfortunately, there was a total absence of questions, activities or instructions that can help the learners to think critically. In fact, the lesson was the same one in the coursebook. In Chapter Four, it was stated that this lesson encourages only low-thinking-levels, particularly the questions which do not go beyond learners' understanding of the dialogue. In the last stages of the lesson, the teacher assigned a summarizing task in which the learners were supposed to summarize the dialogue. So, what they did was to restate its main ideas. The

aim was clearly to make the learn distinguish between details and main ideas, to use key terms in the lesson such as "suggest", "refuse", "accept" and to paraphrase.

### **Session 3: Feb., 12<sup>th</sup>, 2018**

At 9 a.m., teacher A1 had a session with a first year literary class. It was a reading session within the same unit "Back to Nature", sequence two. The title of the text was: "Chemicals at War Against Man" (At the Crossroads, p. 145). The text treats the topic of pollution and its impact on the environment. The teacher started by asking the learners to read the first paragraph of the text and to pick the key words. That was a type of skimming through the text. After reading the introductory paragraph, learners started giving some words and expressions and the teacher wrote them down on the board. After that, she asked them to read again the words and deduce the topic of the text. The teacher also asked them to try to compose a general idea using these key words. The lesson proceeded by reading and answering comprehension questions that were already given in the coursebook. Teacher A1 ended the session by asking the learners to summarize what was discussed in the lesson relying on the key words and the general idea that they constructed in the first task.

Three elements in the grid were always observed through the teacher's questions. These are: clarifying ideas, stating points of view and justifying opinions by reasons and arguments. No explicit teaching of critical reading was included and modeling CT on the part of the teacher was not observed. Classroom discussion centered on giving correct answers and on correcting the wrong ones. It did not seem to move toward solving any kind of learning or life problems. Among the tasks outlined in the grid, summarizing was the one used



in this class. In this lesson, teacher A1 applied a number of reading techniques that can help to train the learners in reading critically. The idea of having them pick key words and use them to write a general idea can be an effective reading strategy that contributes in enhancing not only their reading strategies but also their thinking and writing skills.

#### **Session 4: Feb., 15<sup>th</sup>, 2018**

The fourth observed session began at 9 a.m. It was the same reading lesson attended with the first year literary class previously. There was not much difference between the two classes. The same teaching pattern was observed with the same teaching techniques and tasks. So, similar thinking elements appeared such as encouraging the learners to give clear ideas and to state their views. However, the learners were not asked to justify their answers by reasons or arguments. In other words, teacher A1 resorted to the same thinking skills but she neglected others observed with the previous class. The text which the learners read could well fit the skills of identifying the author's point of view/argument and identifying reasons.

#### **Session 5: Feb., 15<sup>th</sup>, 2018**

The second session was attended in the same day with second year learners of foreign languages. The session lasted for two hours: from 10 to 12 a.m. The lesson was part of the unit "Science and Experiments" and it focused on teaching the speaking skill. The learners were supposed to work in pairs and make a dialogue suggesting to a friend how to make up his/her mind about a dilemma. The instruction was the same in the textbook: "Imagine that your friend was in a dilemma. Suggest to him/her a solution to get out of it. Help yourself with the tip box above" (Getting Through, p. 87). The tip box in the

same page presents and explains the different expressions that can be used to make suggestions, to accept and/or to reject them. The teacher explained the task and gave the learners some time to write and to train themselves to act out the dialogue.

Even though the task was meant to be acted in pairs, and as such can be a good role-play activity, most of the learners prepared it individually. After listening to the learners, teacher A1 picked one of the dialogues written by the learners for correction. The feedback took the following pattern: it was re-written on the board and the teacher moved through it sentence by sentence asking the learners to find mistakes and suggest ways to correct or reformulate them. When the correction was over, the learners wrote down the corrected version of the dialogue in their copybooks. Having the learners consider the correction and reformulate ideas to make the sentences more meaningful and grammatically correct engages the learners in reflecting about their own learning and language use. Therefore, the elements, solving language learning problems, and, suggesting alternative solutions to these learning problems, were ticked in the grid. The questions that the teacher sometimes asked were those of clarifying ideas.

Other CT skills could have possibly been catered for in this lesson. For example, the teacher's questions could have directed the learners' attention to think objectively and fair-mindedly, to pay attention to their selfish appeals, to pay attention to their socio-ethnic appeals or to identify reasons and arguments. Moreover, the teacher could have decided to make the discussion move towards solving a real-life problem since the problem situation is akin to what the learners could face in their lives. The actual lesson that was observed focused

mostly on the correct use of the different expressions of making suggestions. It was noticed that learners' attention went more for the correct use of the language forms studied than on ideas. The tasks also could have been adapted to include role-play activities, analyzing scenarios or analyzing real-life experiences. These could engage the learners in thinking seriously about the situation at hand and in the writing of the dialogue. Questions that the teacher sometimes asked were those of clarifying ideas.

### **Session 6: Feb., 22<sup>nd</sup>, 2018**

With the same level and class and in a similar time schedule, another session was observed. It was a writing session within the same unit "Science and Experiments". The topic was about writing a contingency plan letter to a friend telling him/her what they will do if they fail or pass their Baccalauréate exam (Getting Through, p. 91). The instruction was the same one in the coursebook; so, the learners were asked to complete writing the letter following the layout given to them in the task.

The teacher explained what the learners were supposed to do. From time to time, she asked some recall questions to remind them of how a letter should be written in terms of degree of formality and layout. In a while, the learners started working together but the teacher did not specify whether they should work in pairs or in small groups. Thus, the learners were free to work the way they preferred (individually, in pairs and in groups of four). During the time they were writing, the teacher passed from one group to another to provide help and guidance. They read their letters after they finished writing them and the teacher kept praising them for what they did. The session ended by correcting one of the letters in the same way described previously.

It is true that some learners worked in small groups, but the work was more of helping one another with the writing task than of discussing points of view and/or exchanging ideas. For example, the learners were constantly heard to ask how to say a word (stated in the learners mother tongue) in English. Even when the teacher passed between the groups, the questions posed by the learners focused more on whether their writing products included few mistakes. The point that can be made with respect to the writing lessons in FL classrooms is that they should be extended to more than one session so that the teacher can work on both the language points to be mastered and some thinking skills.

#### **Session 7: Feb., 25<sup>th</sup>, 2018**

The classroom observation for this session was held with first year literary stream class. It started at 8 a.m. and it was a writing session. The lesson was still about the environment and pollution. The topic was writing about the causes and effects of the four types of pollution: air, land, water and noise pollution. It was the same lesson and tasks in the textbook. According to the instruction, the learners were required to complete sentences about causes and effects of pollution using notes in a box and then they were supposed to use those sentences to complete writing two short paragraphs. Unfortunately, the teacher was noticed doing most of the job. She was explaining, suggesting answers and correcting the few sentences made by some learners. After writing and reading some paragraphs, the teacher chose the best one and wrote it on the board as a model answer.

While attending the session, it was noticed that the teacher's talking time was greater than that of the learners'. She asked many questions all of which were recall questions about the different types of pollution and about

information that they encountered in the previous lessons. The only skill which sometimes appeared was that of asking the learners to "clarify their ideas". All the other skills were totally absent.

### **Session 8: Feb., 25<sup>th</sup>, 2018**

This was the last session attended with teacher A1. It started at 9 a.m. with first year level. The lesson was part of the same unit "Back to Nature", sequence three. It focused on developing the learners' communicative skills of holding a meeting. The learners were supposed to learn how to initiate a conversation using starting words like "Right", "Well", "So" and to deal with "abrupt" interruptions that may rise during meetings.

The teacher started the lesson by the first task on page 148 in the coursebook "At the Crossroads". She read the part of the conversation written on the same page as a listening task while the learners filled in a table with the three columns: "starting words", a word expressing "an abrupt interruption" and "an expression for dealing with interruptions". The task was corrected in the usual way: a learner gave an answer which was accepted, in case it was right, or, corrected, in case it was wrong. The task ended by writing the final answers on the copybooks. The second task in the coursebook instructed the learners to read a box called "the tactics summary" (p. 149) and to choose from it expressions that can help in dealing with abrupt interruptions when being engaged in a conversation. The learners started suggesting different expressions and the teacher accepted all the right answers and guided them to correct the mistaken ones. She finished with asking the learners to write a conversation similar to the one they listened to. Feedback to this task was left to another session which was not attended due to the sessions programmed with the teachers of other schools

because other observation sessions were scheduled with teachers from other schools.

The instruction resorted to in this lesson did not target the teaching of CT skills. The lesson could have been planned around a number of critical listening and speaking skills such as encouraging the learners to identify similarities and differences or to identify especially reasons and arguments. It was also an opportunity for the teacher to model critical listening. Moreover, the tasks could have also been varied to include role-playing, summarizing, note-making and small group debates and discussions. To our view, even though the first task included a type of note-making and table completion, it did not involve any instances of critical listening.

The instruction used by teacher A1 was almost the one in the coursebooks of the levels that she taught (first and second year levels); so little adaptation occurred. It is true that in some of the lessons, some techniques that can engage the learners in a kind of thinking critically were applied; nevertheless, they were not consistently applied in the lessons. They appeared in one session then they were neglected in the remaining ones. The only elements in the grid which were repeated in her lessons were those of asking the learners to clarify their ideas and to state their views. Teacher A1 could have successfully given lessons that enhance learners' CT if she kept with adapting the coursebook tasks and lessons.

#### **1.1.1.2. Teacher A2 Classroom Instruction**

Teacher A2 taught in the same school as teacher A1. She was also teaching first and second year levels but she took charge of the scientific streams.

### **Session 1: Feb., 7<sup>th</sup>, 2018**

The first session began at 9 a.m. with a first year class of the scientific stream. It was a speaking lesson in the unit "Back to Nature". The learners were taught to make future predictions about the consequences of human actions on the environment. The task involved working in pairs and writing short dialogues to ask and answer questions like: "what will happen if we ... [do not stop cutting down the trees/do not stop polluting the sea, ...etc.]" (At the Crossroads, p. 143).

From the beginning of the lesson, there was a clear focus on the grammatical structure that the learners should use in their dialogue. So, the teacher started by recalling the rule of conditional type 1 which is used to make predictions. However, this grammatical focus disappeared quickly due to the good mastery of the English language that the learners of that class displayed. Thus, they had more opportunities to give different ideas and make different predictions. The teacher raised many questions especially those related to clarifying ideas and stating different points of view; the two thinking elements which appeared throughout the whole session. The teacher also showed complete attention to learners' selfish appeals, so she almost always kept encouraging them to carry an objective and fair-minded thinking. The questions which the teacher asked also encouraged them to identify similarities and differences between the effects that they suggested.

### **Session 2: Feb., 12<sup>th</sup>, 2018**

The class started at 8 a.m. with second year level learners enrolled in the letters and philosophy stream. The lesson was part of the unit "Science or Fiction" and its focus was on teaching phrasal and prepositional verbs. The

teacher explained the task in a session before. The learners were asked to use the dictionary to find phrasal and prepositional verbs. They were also asked to find their meanings and use them in sentences of their own. The level of the learners was good, so the task did not seem to cause learning difficulties.

Similarly to the previous session, the teacher's questions and instruction encouraged some elements in the observation grid. The questions she asked almost always invited the learners to clarify their ideas, and to justify their opinions by reasons and arguments. She insisted that they justify from a source that they believe was sufficient to support their answers. So, some learners relied on stating the grammatical rules to justify that their answers were correct; others used the dictionary as a reference while there were learners who relied on what they used to hear in the different English programmes on TV.

### **Session 3: Feb., 22<sup>nd</sup>, 2018**

Teacher A2 started a class with first year learners of scientific stream at 11 a.m. The lesson was about expressing cause-effect relationships using connectors such as "as a result, "as a consequence", "thus" and "consequently". The task was the same in the coursebook and the instruction was as the following: "Match each cause of pollution with its corresponding effect in the table below. Use the link words and make the necessary changes in punctuation" (At the Crossroads, p. 146).

The teacher made sure all the learners understood what they were required to do. She gave them time to answer the task individually. It was a matching activity; so, it allowed just for a limited number of correct answers and the discussion centered mostly on correcting the wrong answers. Nonetheless, the



teacher was almost always insisting on the learners to answer by making clear ideas and clear cause-effect relationships. This was the only element in the grid that was observed.

#### **Session 4: Feb., 25<sup>th</sup>, 2018**

This session was devoted for correcting a test. It took one hour: from 10 to 11 a.m. The topic of the test related to the unit "Our Findings Show", so the reading passage was a report of the results of a survey about children's reading habits.

The test was in the form of a text and two parts of questions. This was the usual way of testing in the schools of the Wilaya of Oum El Bouaghi. The first part of the test included answering "true"/"false" statement, answering comprehension questions and other questions such as identifying the paragraph in which an idea was mentioned and choosing a general idea for the text. The second part of the test centered on language issues such as finding synonyms and antonyms, working on derivatives, reporting questions and statements in addition to some phonological tasks and a dialogue completion.

The questions asked were of clear-cut answers; so, little discussion was involved about why an answer was right or wrong. True/false questions did not require that the learners justify their choice. The whole correction session proceeded in the same way and it ended by giving the learners their scores on the test. The only element which frequently occurred in that session was that of asking the learners to clarify their ideas and to make their answers precise.

### **Session 5: Feb., 26<sup>th</sup>, 2018**

Another lesson was attended with the same first year class. The session was a feedback to a writing task to which the instruction was as the following: "Use the information in the box to write a 'green' advert about the use of [a] cloth bag" (At the Crossroads, p. 151). The teacher started by reminding the learners of the purpose of the task and some of the ideas that the learners made in the pre-writing session. She offered opportunities to almost every pupil who wrote on the topic. All the learners in that class had an excellent mastery of English so they were able to write good adverts and they received few remarks. The teacher then asked them to choose the one that they liked to write it on the board as a model "Green advert".

It is true that the lesson proceeded smoothly and that the learners managed to make it a lively session due to their ability to write and communicate fluently; nevertheless, the thinking elements analyzed did not occur. The only element that the teacher almost always insisted on was that of making the learners clarify more the meanings communicated in the adverts. We did not notice any kinds of debating, stating ideas, or discussing the different points of view that they expressed in their adverts. Learners with such a linguistic package could have given a true example of a CT class if the objectives of the lesson and the aim of the task were set from the beginning toward developing thinking skills.

### **Session 6: Mar., 1<sup>st</sup>, 2018**

Another lesson with another first year class displayed a clear absence of CT skills. It was a grammar lesson within the same unit "Back to Nature", sequence 3. The session started at 10 a.m. and it was devoted to teach the conditional, type 0. In that lesson, the teacher discussed some examples of the

uses of this type of condition with a direct focus on the structure of the sentences. Therefore, the teacher was explaining and the learners were listening and writing. Language learning problems were directly solved by the teacher. For instance, the difference between the two types of condition, 0 and 1, was directly stated and explained.

The learners worked on the same task in the coursebook. It aimed at making the learners practice the rule so that they internalize it and have more control of it. That was a kind of "mechanical drill" since they had to match the condition with its appropriate result clause and to conjugate the verbs correctly. Therefore, skills, techniques or strategies that can be counted under CT did not appear.

### **Session 7: Mar., 1<sup>st</sup>, 2018**

During the same day, another session was observed with another first year scientific stream class. It started at 11 a.m. and it was the pre-reading stage of a "green advert". The aim was to set the scene for the reading stage and to let the learners anticipate the topic of the text. Hence, before teacher A2 assigned some reading tasks to the learners, she carried a fairly long discussion with them about advertising, its purposes and its effects.

Teacher A2 managed to tackle some of the common effects that adverts have on people's spending habits. Most of her questions always encouraged them to clarify their ideas, state their views, state opposing views and to think objectively and fair-mindedly. Moreover, the teacher sometimes directed learners' attention to some selfish ideas that appeared in their answers. However, she rarely made them justify their opinions by reasons and arguments. Probing

questions also occurred from time to time in addition to making the learners think about how to deal with the negative effects of advertising.

The instructional statements presented in the lessons observed with Teacher A2 were the same ones in first and second year textbooks. Teacher A2 did not resort to adapting the teaching contents; however, she devoted more time to discuss with the learners their views and ideas. Her teaching was based on posing a number of questions (probing questions) to reveal their thoughts. This was observed mainly in the lessons that targeted developing the four language skills. All in all, teacher A2 was a competent teacher who seemed to be able to carry lessons that would efficiently implement CT skills but only if she had set that as an objective from the beginning.

#### **1.1.1.3. Teacher A3 Classroom Instruction**

In the same school, seven sessions were attended with the third teacher. She taught both first year and third year learners.

##### **Session 1: Feb., 7<sup>th</sup>, 2018**

The first session with teacher A3 lasted for two hours. It was conducted at 10 a.m. with third year learners of a letters and philosophy class. The instruction was the same in the rubric "Saying it in Writing" in the coursebook on page 95. The learners were supposed to write a presentation describing the ideal school that they want to study in if they could plan it. The session was the pre-writing stage, so the teacher began by brainstorming the topic to generate ideas and to complete the general points in a "spidermap".

In the coursebook "New Prospects", the aim of the rubric is to apply the two skills "note-taking" and "note-making". In fact, these two skills did not

appear throughout the teaching procedure; the learners suggested some ideas and the teacher wrote them in the spidermap on the board. Teacher A3 was an active teacher and a number of other elements analyzed through the grid appeared in the session instead. Even though the learners had a low linguistic level that did not help them to communicate their ideas effectively, teacher A3 was patient and she managed to create a scaffolding environment in which she and the learners helped one another to construct ideas and thoughts. Some of her questions were probing; they always encouraged the learners to clarify their ideas, to state their points of view and to justify their opinions by reasons and arguments. Drawing learners' attention to thinking objectively was also noticed, especially when the learners' suggested non-realistic ideas. The teacher's questions almost always invited them to take a clear position and to state opposing views. Maybe teacher A3 did not go for the two skills targeted in the rubric due to the low linguistic level of the learners. Still, it could be better that such category of learners are also engaged in such thinking skills by using techniques that can help them cope with the low linguistic level that they have. An example may include treating the tasks of note-taking/note-making as a learning problem which the learners need to solve by working in small groups; consequently, they would take the notes and expand them by themselves while the teacher just helps by providing guidance.

### **Session 2: Feb., 12<sup>th</sup>, 2018**

The second session was attended with a first year scientific stream class. It was held at 11 a.m., and it was a feedback to a previous writing assignment in the third sequence of the unit "Back to Nature". The learners were asked to write a "Green advert" following a plan and the reading text in the coursebook.

It was the same lesson attended with the other observed scientific classes of first year level.

The teacher started by reminding the learners of the home assignment; after that, she directly asked them to read the green adverts that they wrote. She moved from one volunteer to another listening to them. What the learners wrote was acceptable; so, she did not intervene a lot. She was rarely observed to ask the learners to clarify their ideas and to justify their opinions by reasons and arguments.

### **Session 3: Feb., 19<sup>th</sup>, 2018**

This session started at 8 a.m. with a third year letters and philosophy class and it lasted for two hours. It was a reading and writing lesson that belonged to the unit "Feelings and Emotions". The entire lesson was based on an exam subject that the teacher chose instead of the lesson in the textbook. She explained that she did so because the passage was more suitable for the unit and because the tasks and the questions in it are frequently encountered in the final Baccalaureate exam. She believed that would prepare them better for it.

The tasks that accompanied the reading text included almost all question types that the exam may contain. They ranged from identifying the type of the text, to answering comprehension questions, identifying reference word, matching ideas to the paragraphs in which they were mentioned and finding opposites and words corresponding to some definitions. The other questions had more emphasis on the application of some grammar rules such as dividing words into roots and affixes; building words from verbs, nouns and adjectives; asking questions about underlined words in the text; reporting questions and

statements; combining sentences using connectors; filling in gaps and underlying silent letters in some words. The exam paper ended by a writing assignment in which the learners had to choose to write about one of the two topics: writing to a friend to give him/her advice because s/he is stressed about passing the driving license test; or, writing a message apologizing to a friend about not being able to attend a birthday party. The teacher assigned to the learners to read the text and the tasks orally. She made sure they all grasped what they should do in each activity and she gave them time to answer. She did not specify how they should work but most of them chose to do the tasks in pairs. The session followed one pattern: reading the question, answering it, writing the correct answers and correcting the wrong ones.

Even though the topic of the text was very interesting (similarities and differences in expressing feelings between British and American people), and despite that it was an argumentative text; no instances of teaching CT skills or strategies occurred. The focus was not on comparing and contrasting or on encouraging the learners to state their views; it was rather teaching to the test. On the one hand, the purpose of the teacher was to give the learners hints to deal with the different types of questions. So, the lesson reflected more lecturing than training. On the other hand, the learners' themselves were mainly interested in knowing how to get more marks. They were silent most of the time taking notes of the hints that the teacher wrote on the board. In very few occasions, the learners were only asked to clarify their ideas and to state their points of view. The topic of the text and the lesson as a whole could have really give the learners opportunities to apply a number of important CT skills and learning strategies such as identifying similarities and differences, solving language

learning problems and suggesting alternative solutions to deal with the learning difficulties.

#### **Session 4: Feb., 25<sup>th</sup>, 2018**

The fourth observed session with teacher A3 was conducted with another third year class enrolled in a scientific stream. It was scheduled from 2.30 to 3.30 p.m. The lesson was part of the unit "Feelings and Emotions" and it targeted the writing skill. The instruction was the same in the coursebook: "Suppose you were an 'agony aunt' keeping an advice column in a magazine for teenagers. Use the plan below to reply to this letter" (New Prospects, p. 172). The letter was about a secondary school student who was anxious about passing his/her final examination to the point that it affected his/her daily routine and social connections. To write the reply letter, the learners were supposed to follow "a plan" that clarified the parts of the letter and the steps of writing it.

Brainstorming was done in a session before; so, the teacher started by asking questions to remind the learners of the topic, the purpose from writing the letter and some of the ideas discussed. The class was a mixed abilities class with the majority of learners having low to average levels; therefore, most of them preferred to work in pairs and in groups of four to help each other with the task of writing. The teacher was moving from time to time between the groups to check their work and to guide them. The teacher set the time of 30 minutes to finish writing.

Similarly to what was observed in some sessions above, teacher A3 was always patient with the learners of low abilities to construct ideas and sentences. She was always observed asking questions to help them make their ideas clearer



and understood. The questions encouraged them to state their points of view and to suggest alternative solutions to the issue being discussed. She sometimes encouraged them to justify their opinions by reasons and arguments. Learners, however, were rarely observed to express their agreement or disagreement with what was suggested the reason why the discussion did not include debates to find better solutions.

#### **Session 5: Feb., 25<sup>th</sup>, 2018**

This session was scheduled in the afternoon (from 2.30 p.m. to 3.30 p.m.) with second year learners of a scientific stream. It was a feedback to the writing lesson: writing a letter to a friend telling him/her about their contingency plan in case s/he passes or fails his/her Baccalaureate exam. After a short warming up that centered on reminding the learners of the task, the teacher pointed to one of the pupils to write her letter on the board for correction. The learners then were asked to find the mistakes and to suggest ways to correct them or to reformulate the ideas in it to make it better and coherent. The teacher was observed to frequently ask the learners to give clear ideas, to state their views, to decide and to take a clear position about what to accept or reject. During the session, she almost always encouraged them to suggest alternative solutions in the case of failing in the exam, so she managed to direct the discussion toward solving a real-life problem. Furthermore, the learners were sometimes encouraged to state opposing views and to think objectively and fair-mindedly. The session ended by having the learners write the corrected letter in their copybooks.

#### **Session 6: Feb., 26<sup>th</sup>, 2018**

The lesson started at 8 a.m. and lasted for one hour. It was a brainstorming session to the same lesson attended before with the other third year scientific

class. So, the task was to write a reply to an anxious student who is going to pass his/her final exam and the focus was on using modal verbs such as "should, have to, ought to ...etc." to give advice. The learners read the instruction in the book and the teacher explained what they had to do. They were asked to suggest ways to deal with this type of test-anxiety. Teacher A3 kept a steady truck throughout the session to make the learners clarify their ideas. There were also some instances of asking them to state their points of view and to think objectively and fair-mindedly. Other CT skills and elements were not observed.

### **Session 7: Feb., 26<sup>th</sup>, 2018**

This lesson was a feedback to the session held on February, 25<sup>th</sup> with a third year scientific stream. It started at 2.30 p.m. and lasted for one hour. The aim was the same as in the session observed above: using modal verbs to give advice. The same correction procedure was followed. It started by choosing one of the learners' letters to be written and corrected on the board. Teacher A3 moved from considering the layout of the letter to correcting the grammatical mistakes and reformulating the ideas and the sentences. The interaction was a direct question and answer with one or two learners only. Accordingly, the elements in the observation grid that appeared were asking clarification questions, asking questions to take a clear position and to decide about which ideas to keep and/or to accept as being suitable for the topic of the letter. Contrary to what was expected on the basis of observing the other class, the discussion rarely appeared to move toward solving a real-life problem, sharing strategies of solving problems and suggesting alternative solutions.

The instruction applied by teacher A3 was the same in the two coursebooks "Getting Through" and "New Prospects". Even when the tasks in

first year coursebook did not demand CT skills, she could elicit some of them through asking questions namely, asking the learners to clarify their ideas, to state different points of view, to take a position, to think fair-mindedly and to justify ideas by reasons and arguments. Teacher A3 had a distinguishing energy and motivation for teaching what enabled her to keep a lively environment for learning even with learners of a low mastery of English.

#### **1.1.1.4. Teacher A4 Classroom Instruction**

All the five sessions observed with teacher A4 were attended with second year scientific classes of science and experiment and economy and management. The same teaching contents are programmed for both of them in the syllabus.

#### **Session 1: Feb., 8<sup>th</sup>, 2018**

The first session observed with teacher A4 started at 9 a.m. The lesson targeted the teaching of the reading skill. The teacher did not rely on the same lesson in the second year textbook. She decided to work on a test subject that related to the unit that they were studying (Science and Experiments). As the teacher explained, she opted for this choice to prepare the learners to the second term exam which was at doors. The text was about the contribution of ancient Arab scientists to science and to the development of the world. The questions were in the usual way of tests found in most schools in the Wilaya of OEB. It included answering comprehension questions, true/false statements, word reference, finding opposites /synonyms and some other questions of grammatical and phonological focus.

The teaching pattern did not show variety of teaching techniques and strategies. It was in the following way: reading the task, answering it, correcting it. True/false statements did not require that the learners justify their answers and even though the teacher resorted to it when the learners could not agree on one correct answer, the justification was limited to what is given in the text and not beyond it. The aim of these questions was to check the learners' ability to understand ideas as they read. Teacher talking time exceeded that of the learners'; so, the only CT skill from the grid that rarely occurred was that of stating points of view.

### **Session 2: Feb., 19<sup>th</sup>, 2018**

With the same scientific class, another lesson in the same unit "Science and Experiments" was observed. The session started at 10 a.m. and the lesson was a feedback to a home assignment. It was another test subject that the learners were asked to answer at home. The learners of that class had a good mastery of English; despite that, they did not have opportunities to exhibit significant CT skills. Very little discussion occurred throughout the lesson and debatable issues were shut down immediately in order to keep the class quiet. Only two thinking aspects from the grid emerged as a result of the questions posed by the teacher.

### **Session 3: Feb., 22<sup>nd</sup>, 2018**

The session began at 9 a.m. The lesson was feedback to the contingency plan letter, so the teacher started by making the learners read the letters that they prepared at home. Even though what was written was fairly elaborate and most of the learners did not show serious communication or comprehension problems, no discussion emerged during that session. Teacher A4 did not show

tolerance to grammatical mistakes. She constantly and immediately corrected them as they occurred when the learners were reading their written works. After each learner finish reading, the learners were asked to state their opinions about whether they liked their colleague's work or not. Actually, insisting on a quite classroom prevented a number of possible Skills or elements relevant to thinking critically from emerging.

#### **Session 4: Feb., 26<sup>th</sup>, 2018**

Another reading and writing lesson was observed with a second year scientific class. The session started at 10 a.m. and lasted for two hours, this allowed for dealing with all the tasks planned. The lesson, again, took the form of a test, with a text and similar types of comprehension questions and grammar activities. The same teaching pattern was followed. The learners were asked to clarify more their answers and to state what they thought about their colleagues' answers. They were rarely heard justifying why they believed an answer was correct or wrong. The learners this time were sometimes invited to state opposite views and to suggest alternative ways to deal with grammar tasks.

#### **Session 5: Mar., 1<sup>st</sup>, 2018**

The last session observed in school A was conducted with the same second year scientific class. The lesson was similar to the previous ones: a test that was given to the learners to be answered at home. The session started at 9 a.m. and lasted for one hour. The same teaching pattern was followed and the same elements were observed namely, asking the learners to state their opinion about their classmates' answers and only in few occasions, to justify their answers.

The sessions attended by teacher A1 were highly structured. Even though this helped in creating an environment which is quite and less distractive, it limited the classroom discussion to the minimal transactions between only the teacher and the learners. Even the tasks were all exploited individually, contrary to what was observed with the other three teachers from the same school. A number of teaching strategies that could appear were all overlooked such as sharing strategies of language learning and suggesting alternative solutions. Even when the teaching pattern was a teacher-learner, it could create opportunities to probe on the learners' thinking especially by looking at the topic of the unit "Science and Experiments" and the learners' mastery of the English language.

### **1.1.2. Teachers' Classroom Instruction in School B**

In the second school (referred to as school B), only one teacher out of three accepted to take part in this study.

#### **1.1.2.1. Teacher B1 Classroom Instruction**

Teacher B1 taught both first year literary stream and third year scientific streams. Six sessions were attended with her.

#### **Session 1: Feb., 7<sup>th</sup>, 2018**

The first session observed started at 2.30 p.m. with third year learners. The lesson was part of the second unit "Safety First" and it focused on teaching the writing skill. The task was taken from the textbook. It instructed the learners to write a speech about how our life styles can possibly change due to the effect of advertising. The learners were given an introductory paragraph and some notes to elaborate them into a speech. The teacher brainstormed the topic with

the learners and she remarkably organized the ideas on the board into a simple and clear diagram. That facilitated understanding the ideas and helped in organizing them. During the session, the teacher had a special interest in making the learners give clear ideas, state their views, justify their opinions by reasons and arguments, and to think objectively and fair-mindedly. Before the end of the session, teacher B1 assigned to the learners that they prepare the speech at home for the coming session.

### **Session 2: Feb., 8<sup>th</sup>, 2018**

With the same third year class, another session was arranged at a similar time. The learners received a feedback to the speech that they were asked to write. The feedback procedure did not differ from the one described in the lessons with the other teachers; the learners were asked to read what they wrote and the teacher chose one for correction. Teacher B1 was consistently observed asking the learners to make their ideas and suggestions clearer, to state their views about what is written and to keep an objective and fair-minded thinking. These were the observed aspects delineated in the grid.

### **Session 3: Feb., 8<sup>th</sup>, 2018**

In the same day at 3.30 p.m., the second session was attended with a first year literary class. The lesson was part of the second unit "Our Findings Show". It was an explicit grammar lesson of adverbs of manner. The teacher started by writing the rule directly on the board including the exemplary sentences. She then proceeded in the following way: reading the reminder and the sentences that included the adverbs of manner, asking the learners to identify the different word categories in the sentences (verb, noun, adjective, adverb ...etc.), then she explained the different meanings of the adverbs. The learners followed by

answering the teachers' questions and by writing on their copybooks. After explaining the rule, the learners were asked to apply what they learned in a Task on page 94 of the coursebook "At the Crossroads". Throughout the session, the learners were asked to justify their answers according to the grammatical rule presented to them; so, it was all a direct and explicit teaching of language rules which did not reflect any elements analyzed in this study.

#### **Session 4: Feb., 15<sup>th</sup>, 2018**

The third observed session was conducted with a different third year scientific class at 2.30 p.m. The lesson had the purpose of developing the learners' ability to write "a letter of complaint ". The instruction was the same one in the coursebook: "The advertisement leaflet on the next page belongs to a holiday maker who has come back home from a disappointing adventure holiday abroad. Read it carefully, then **complete the letter of complaint** below using the annotations in italics on the leaflet" (New Prospects, p. 130; emphasis in original text). The brainstorming stage was done in a previous session; so, the teacher asked the learners to recall the points discussed. Teacher B1 always encouraged them to state their views in relation to those ideas; then, she gave them 30 minutes to write the letter.

This class was a low-ability class that most of the learners did not write even though the teacher was passing from time to time to encourage them to do so. After the time allotted for writing was over, only two pupils read what they wrote and surprisingly, they were able to construct error-free letters. The teacher chose one of the two letters and wrote it on the board. Not too much correction was required except that some ideas needed more clarification, so the teacher



asked them to reformulate them. Very little discussion dominated the class and no other elements pertinent to CT were observed.

#### **Session 5: Feb, 15<sup>th</sup>, 2018**

The fifth session with teacher B1 started at 3.30 p.m. with the first year literary class. It was a correction of a test. The topic related to the unit "Our Findings Show"; so, it was a report of the results of a survey about computer use by teenagers. The test was in the form described earlier (a text and two parts of questions that included comprehension questions and questions about language forms and rules). The correction proceeded in a similar way done with the other teachers: reading and correcting each question and answer. The same thinking elements of giving clear answers, expressing their views about their colleagues' answers and thinking objectively and fair-mindedly were always observed. In very few occasions, the teacher demanded that the learners justify why they opted for a certain answer than another one. This was mainly in the tasks that require applying grammatical rules.

#### **Session 6: Feb., 22<sup>nd</sup>, 2018**

By this session, teacher B1 had already finished the unit "Safety First" and the learners were already left with few sessions before they pass the exams of the second term. The teacher did not want to tackle a new unit until after exams; so, she decided to prepare tasks for revision purposes. All the tasks dealt with the reported speech since it was the main language point taught in that unit. Their instructions invited reporting statements and questions paying attention to the necessary changes that may occur. Because it was a low-ability class, the teacher suggested that they work in pairs before correcting the tasks. Little discussion was observed since the tasks were of clear right or wrong answers.

Most of the questions that the teacher asked were recall questions of the rules only.

Little discussion characterized the lessons attended by teacher B1. The instruction focused very often on the direct and explicit teaching and application of the language rules, particularly in the lessons that teach grammar. Most of the elements that were observed appeared in the writing lessons such as asking the learners to clarify their ideas, to state different views and to think objectively and fair-mindedly. Justifying answers was most often done by referring to the rules of the language. The topic of the unit dealt with in the third year class could allow for exploiting a number of activities and/or techniques that encourage the learners to discuss, debate, identify and defend arguments. The learners could be made to work on diagram completion by themselves to improve both their English learning strategies and their thinking abilities.

### **1.1.3. Teachers' Classroom Instruction in School C**

In the third school, two teachers C1 and C2 took part in this study. Six sessions were observed with the first teacher and four sessions with the second teacher.

#### **1.1.3.1. Teacher C1 Classroom Instruction**

All the sessions attended with teacher C1 were observed in a second year class of foreign languages. Each session lasted for two hours starting from 1.30 p.m. to 3.30 p.m. and they were part of the unit: "Science or Fiction".

#### **Session 1: Feb., 11<sup>th</sup>, 2018**

The first session was a feedback to a test. It took the same form as those described above. Even though the tasks and the questions in the test did not

allow for much space to express different views, teacher C1 always exhibited an interest in listening to the different views that the learners stated. Actually, they exhibited a good mastery of English which enabled them to carry an extended discussion with their teacher. The same elements from the grid were observed from time to time; namely, taking a clear position, justify opinions by reasons and arguments and thinking objectively and fair-mindedly.

**Session 2: Feb., 12<sup>th</sup>, 2018**

The session was devoted for teaching conditional type 3. The teacher started by writing some sentences that included the target language form. They were taken from a passage that the learners read in a previous lesson. She proceeded by explaining the different functions of each conditional type in each sentence (expressing blame, regret or advice) and ended by forming the rule. The teacher then assigned to the learners to work individually on Task 3 (p. 141) in the coursebook. The latter required that they complete if-conditional sentences in order to convey one of the three functions studied. Throughout the lesson, the teacher constantly asked her learners to make their ideas and sentences of clear meaning and to state their points of view about their classmates' answers. She was rarely observed to ask the learners what is similar and/or different between the sentences since she explained that directly. No other thinking elements in the grid emerged.

**Session 3: Feb., 19<sup>th</sup>, 2018**

The lesson was about teaching phrasal and prepositional verbs. It lasted for one hour. The teacher asked the learners to work in groups of four to generate as many phrasal and prepositional verbs as they can out of some verbs. She assigned to them to use the dictionary to make entries and to use them in

sentences of their own. A pupil from every group passed to the board and explained the phrasal verbs that they found and the sentences that they constructed using them. The level of the learners was remarkably good that the task was at hand; even so, little discussion and correction occurred. The first hour ended by having the learners write the answers on their copybooks.

It was noticed that the group work helped the learners to deal with some learning difficulties that related to understanding the different meaning of the phrasal and prepositional verbs. Contrary to what was observed in small group works in the other schools, the learners of this class centered their discussion on the subject matter. They were heard discussing the meanings and the use of the adverbial verbs as they were constructing the sentences. It was true that the group work created a kind of competitiveness between the learners, but the teachers' classroom management helped the learners to stay focused on the task and minimized distractions.

#### **Session 4: Feb., 19<sup>th</sup>, 2018**

The second hour was a listening lesson about epidemics that infect animals and human beings. The lesson started by discussing a picture that related to the topic. The aim was to have the learners interpret it for the purpose of making them predict the point discussed in the listening script and to activate their background knowledge. That created an opportunity for the learners to state their opinions about the subject matter and prepared them to the listening stage. Unfortunately, the tasks and the questions that the learners were exposed to treated the topic superficially. For instance, comprehension questions did not go beyond asking them who the speakers were, what the topic was and to report some of what the speakers said. The other task demanded answering true/false

statements. During the listening stage, the teacher reminded the learners to take notes as they were listening; then she ended the lesson by asking them to summarize the script.

The pre and the post-listening stages could be very conducive to a CT lesson if the while listening stage was designed with tasks and questions that stimulate some CT skills. It is true that asking learners to take notes while listening was not observed in the listening lessons described previously; however, it could have been better if the learners were asked to take notes in order to determine the speakers' arguments and the reasons resorted by each one of them. The listening script was a kind of debate that could allow for extending tasks and questions to compare the two speakers' views in the dialogue, and to express agreement or disagreement with them. The topic could raise controversial views, especially by considering it from scientific, cultural, social and religious standpoints. Teacher C1 managed to create an active discussion with the learners in the pre-listening stage but that did not last for the while listening stage.

#### **Session 5: Feb., 21<sup>st</sup>, 2018**

In this session, the learners were required to complete writing a short poem entitled: "LAMENT OVER LOST OPPORTUNITIES" (Getting Through, p. 148; emphasis in original text). The task was accompanied by a "tip box" that explains some key words such as "lament", "poem" and "stanza". The teacher clarified to the class what was expected from them and which grammatical forms they needed to use. One hour was devoted for the pre-writing stage to brainstorm the ideas that they could use to complete the poem. The second hour was the writing stage. The teacher set the learners to work in groups of four and

informed them that the best work will get good marks. This created a competition between the groups and motivated them to work harder. The learners were allowed to use whatever was at hand to help them in writing, so they used bilingual English-Arabic dictionaries and their mobiles to translate words and expressions. Most of the groups composed long and meaningful poems that communicated different impressions of hope, sadness, happiness and the like. Assigning some freedom for the learners to decide about the strategies to apply in learning and writing had a positive impact on their motivation, productivity and thinking skills. Accordingly, the elements that emerged through the group work were marked as making decisions, solving language learning problems, sharing strategies of solving problems, suggesting alternative solutions.

#### **Session 6: Feb., 22<sup>nd</sup>, 2018**

This session was a feedback to the previous lesson of writing a poem. Teacher C1 started the session by reminding the learners of the aim of the task. She posed some recall questions to recapitulate key information about the poem. She then asked the learners to choose a pupil from each group to present it. The learners' level of English and their willingness to learn contributed in producing distinctive works by considering that they were secondary school learners. After the learners finished presenting their poems, the teacher picked one for correction. The procedure went in the following pattern: reading the poem verse by verse, finding errors and correcting them by applying language rules. Unfortunately, teacher talking time remarkably exceeded that of the learners. The teacher moved quickly in the correction stage in that she was pointing directly to the mistake and asking the learners to apply the rule of conditional

type 3 to correct it. There was a major focus on correcting the grammatical points even though the written products were good and loaded with different expressions and emotions. This limited the CT skills, strategies and techniques could occur. Thus, in the whole session, the learners were heard clarifying some ideas in very few occasions.

Classroom instruction observed in the six lessons above incorporated a considerable number of elements analyzed through the observation grid. Some of these elements usually appeared in the other teachers' classrooms such as stating points of view, clarifying ideas, supporting ideas and answers by reasons and arguments, thinking objectively and fair-mindedly and summarizing. Other elements which were rarely seen in the lessons analyzed in the other schools appeared during the small group work namely, solving language learning problems, sharing strategies of solving learning problems and suggesting alternative solutions to deal with problematic learning situations. Actually, it was not the teacher who asked the learners to go through such skills; however, both, teacher's classroom management and learners' mastery of the English language, contributed in their emergence.

#### **1.1.3.2. Teacher C2 Classroom Instruction**

Teacher C2 taught both first year scientific stream and third year foreign languages classes. Four sessions were observed and analyzed.

##### **Session 1: Feb., 14<sup>th</sup>, 2018**

The first session was held with first year class. It was a presentation of the project of the second unit "Our Findings Show". The learners were asked to "conduct a survey" about one of the phenomena that are common in the society.

Three groups of learners passed in that session and they presented their works on the following topics: "women use of makeup" and "eating junk food vs. eating healthy food". The learners were free to choose the topics on which they conducted the survey and on how they presented them to the class.

Throughout the session, the teacher focused on certain elements more than others. For instance, she constantly asked group members to give clear ideas about what they were presenting. She always asked the listeners to evaluate the work of the groups by making objective and fair-minded judgments. She sometimes drew their attention to the unfair evaluation that they unintentionally made. Moreover, she almost always encouraged them to justify the results and the conclusions that they came to by giving statistical evidence from their own surveys. Lastly, teacher C2 kept reminding the learners to take notes while observing their colleagues' presentations in order to use them in the discussion stage. She even counted the sound remarks with the final assessment of the pupils as a motivating factor.

The project as an idea relied mostly on learners' learning and life experiences. The positive aspect about this project work was that the teacher assigned more responsibility to the learners to decide about the topics, the data collection procedures and how to present their works. The elements from the grid were marked as: asking the learners to give clear ideas, to justify ideas by reasons, to think objectively and fair-mindedly, pay attention to their selfish appeals, to take notes and to make decisions.



### **Session 2: Feb., 21<sup>st</sup>, 2018**

The second session observed with teacher C2 was held at 11 a.m. with a third year scientific class. It was a correction of a test. The topic related to the unit "Safety First", so the text treated the benefits and harmful effects of processed meat. The type of test and feedback procedure did not differ from those in the other classes. Teacher's questions did not exceed the ones in the test subject and the teacher directly gave the learners strategies and clues on how to deal with the different tasks and questions. Examples about these clues included giving a "yes" or "no" answer to auxiliary questions, giving an extended answer when the question starts with a WH-word, plural synonyms which are nouns require the same word category (i.e., a plural noun) and the like. Most of the feedback focused on the correct application of the grammatical rules than on thinking skills. In very few instances, teacher C2 insisted that the learners state their points of view about some ideas mentioned in the text and about their classmates' answers. Justifying was always limited to the ideas in the text, so little personal involvement was made on the part of the learners. The learners could be asked to express their agreement and disagreement with what was discussed in the text since the ideas presented in it could allow for that.

### **Session 3: Feb., 21<sup>st</sup>, 2018**

The session was a correction of a test as well but with the third year class of foreign languages. The session began at 1.30 p.m. and lasted for one hour. The same test type was given to the learners and the procedure went in the usual way observed in the previous sessions. The only elements that sometimes occurred through teacher's questions were those of inviting the learners to give clear answers and to state their points of view in relation to the answers.

#### **Session 4: Feb., 21<sup>st</sup>, 2018**

The last session with teacher C2 was held in the same day with first year scientific class. The session started at 2.30 p.m. and it was another correction of a test. This class, however, was the largest class among attended so far with more than 44 pupils. The test belonged to the unit: "Our Findings Show"; so, the test texts were all reports of the results of surveys.

It was clear that the teacher struggled with giving a test to such a large class due to the physical space of the classroom and the number of the learners who were sitting close to each other. The teacher felt that she had to find a way to prevent or reduce the chances of cheating; so, she decided to make four test subjects. She gave each close-seating pupils different test subjects. They were all identical in number and type of tasks and they followed the same typology of test development in all the schools of the Wilaya of OEB. The teacher asked the learners to directly copy the correction from the board as she was writing it. No discussion took place during that session; consequently, none of the elements in the grid appeared.

Very few elements relevant to CT were exhibited through the classroom instruction analyzed above; most of them prevailed in the project presentation session. In addition to the usually observed elements, the questions and instruction of teacher C3 directed the learners to think fair-mindedly, to make decisions relevant to their EFL learning and presentation skills, to take notes and evaluate their colleagues' works objectively and to pay attention to their selfish appeals. The feedback sessions to the test were the least to provide opportunities for CT elements to appear. According to what was observed, the type of tests; including the tasks, the questions and the instructions; did not

encourage any skills, strategies or elements that could be classified under thinking critically. In fact, this was common between most of the test correction sessions attended.

#### **1.1.4. Teachers' Classroom Instruction in School D**

In the fourth school (referred to as school D), three teachers accepted to conduct this research in their classrooms. Three sessions were observed with two teachers, teacher D1 and teacher D2, and four sessions were observed with teacher D3.

##### **1.1.4.1. Teacher D1 Classroom Instruction**

Teacher D1 taught both levels of second and third year scientific streams. The lessons in which classroom instruction was analyzed were part of the units "Science and Experiments", for second year level and "Astronomy and the Solar System", for third year level.

##### **Session 1: Feb., 11<sup>th</sup>, 2018**

The first session was a reading session with the second year class. The aim, however, was not to teach the reading skill but to provide a context for teaching grammar. The language point targeted was expressing condition using types 0 and 1.

The teacher started the first stage of the lesson "Anticipate" with a crossword puzzle. The learners had to put words that were thematically related to the reading text down and across. They worked for some time; then the teacher started the correction. In the "while reading" stage, the learners read a text about the science of geometry. The session followed a pattern of reading and answering comprehension questions such as "What is geometry?", "What is

the main difference between a ray and a line?", "How do you know if two lines are parallel to each other?" ...etc. Throughout the lesson, the teacher sometimes asked the learners to make their answers of clear meaning and she rarely encouraged them to state their points of view about their classmates' answers (whether they were correct or not depending on the ideas in the text). They were rarely invited to justify their opinions grammatically, and to identify similarities and differences between the sentences containing the language forms. So, the aim for comparing and contrasting was to find the rule of using each type of condition. Discussion was not observed to move toward solving any language learning problem.

### **Session 2: Feb., 18<sup>th</sup>, 2018**

With the same class, another session was scheduled for the observation. It was the post reading stage of the previous session. The lesson involved explicit teaching of conditional types 0 and 1 and the learners were given worksheets to do tasks. The instructions that were given did not encourage any kind of CT since they all demanded direct application of the rules. For instance, in the first task, the learners were instructed to conjugate the verbs of the result clause so that the sentences would express conditional type 1. In the second task the instruction was the following: "Complete conditional sentences with a present tense verb followed by a verb in the present or the future tense depending on the meaning". As the lesson proceeded, the teacher was sometimes heard asking the learners to state their views about their colleagues' answers. The questions were posed to guide the learners to the correct application of the rule, so no probing questions were heard.

### **Session 3: Feb., 18<sup>th</sup>, 2018**

The third session was held with the third year level at 2.30 p.m. It was a writing lesson in the unit: "Astronomy and the Solar System". The teacher wrote the instruction on the board and it was similar to the one in the coursebook "New Prospects": "Write an essay saying what would happen if a comet collided with our planet Earth" (p. 149). The brainstorming stage was done in a previous session, so the teacher started by reminding the learners of the ideas that they discussed. She wrote notes on the board and she explained what they had to do including the layout of the essay (introduction, body and conclusion) and the language forms (the rule of conditional type 3 to express imagination). When recapitulating the ideas, teacher D1 kept a constant interest in making the learners clarify their ideas, state their points of view and pay attention to their selfish and socio-ethnic appeals when they discussed ideas.

In most of the lessons observed with teacher D1, there was a direct focus on the correct use of language points. As it was the case with the grammar lessons observed with most of the teachers above, little discussion characterized the interaction between the teacher and the learners. It was noticed that even when discussion emerges, it does not go beyond direct questions and answers about sentence structure and the use of rules. Not much difference distinguished the first two sessions from the last one which tackled the writing skill. The learners were observed to restate what they knew about the layout of an essay and the language forms targeted the reason why only very few elements appeared (clarifying ideas, stating points of view, paying attention to selfish and socio-ethnic appeals).

#### **1.1.4.2. Teacher D2 Classroom Instruction**

In the same school D, some sessions were observed with the second teacher. She was teaching first year literary and scientific streams and second year letters and philosophy streams.

#### **Session 1: Feb., 11<sup>th</sup>, 2018**

The first observed session lasted for one hour and it was conducted with the second year class of letters and philosophy. It was a vocabulary lesson, so the focus was on word formation and on teaching some scientific words that related to the unit: "Science and Experiments".

Teacher D2 followed a similar teaching technique as teacher D1. She used the crossword puzzle for the warming-up stage. After solving the puzzle and correcting it, the teacher suggested that the learners work on the first task in the coursebook on page 85. It was a table of three columns: "suffixes", "meaning" that each suffix carries and adjectives. The instruction was as the following: "Complete the blanks in the table below with adjectives of your own"; so, the learners were supposed to complete the third column with as many adjectives as they can by adding suffixes to verbs and nouns of their own. The aim of the task was to know how suffixes affect the meaning of words and how adjectives can be built by adding suffixes. The learners worked individually using the dictionary and the teacher went directly for the correction when they finished. No discussion dominated the lesson; therefore, CT elements were absent except that the teacher sometimes asked the learners to justify grammatically the choice of the suffix that they gave for a certain word. This activity could be applied to encourage the learners to suggest and discuss the different strategies that they

may apply to solve the challenges that they experienced to learn English vocabulary.

### **Session 2: Feb., 11<sup>th</sup>, 2018**

The second session was conducted in the same day from 3.30 p.m. to 4.30 p.m. with a first year class of the scientific stream. The lesson was also a grammar lesson about expressing condition, types 0 and 1. The procedure went in the same way observed in the other grammar lessons. The teacher wrote some sentences that included the target language form on the board. They were thematically related to the unit "Back to Nature". As the teacher was explaining the rules and the functions, she sometimes asked the learners to clarify their ideas and to state their views about the functions of the types of condition expressed in the sentences. She almost always asked them to justify their answers grammatically. These were the prominent elements from the grid which appeared.

### **Session 3: Feb., 18<sup>th</sup>, 2018**

The third session observed began at 3.30 p.m. with a first year literary class. The lesson was part of the fourth sequence of the unit "Back to Nature". The reading passage was chosen by the teacher and it tackled briefly problems of non-renewable energy and the benefits of the renewable type. The questions and tasks did not differ from those observed before. They were also similar to the questions posed in tests. The learners started with answering true/false statements, answering comprehension questions, identifying the paragraph in which an idea was mentioned and identifying word reference. All the questions required that the learners answer according to the ideas and information presented in the text. The topic of the text was interesting but little chances were

created for the learners to reflect on issues related to the dangers of non-renewable energy and the benefits of the renewable type. The whole lesson centered on some definitions and characteristics, even though it could be directed toward solving problems or suggesting solutions.

Classroom instruction used by teacher D2 was characterized by less variety in teaching techniques and strategies which encourage CT. The skills are mostly limited to being able to understand, remember and apply the linguistic knowledge studied. Little room was created to elicit learners' abilities in analyzing, evaluating and synthesizing. Discussion was very limited and small group work was totally neglected. Teacher D2 taught the two levels to which the analysis of their coursebooks indicated a massive absence of CT skills. This lack of attention to include CT can be attributed to the instruction given in the coursebooks; however, even when adaptation of lessons took place, such skills were not targeted.

#### **1.1.4.3. Teacher D3 Classroom Instruction**

The last teacher from school D took charge of the literary streams, first and third year levels. The lessons observed were part of the units, "Back to Nature", and, "Schools: Different and alike", respectively.

#### **Session 1: Feb., 18<sup>th</sup>, 2018**

The first session with teacher D3 was devoted for the reading skill. The level taught was third year learners enrolled in the stream of "letters and philosophy". It started at 8 a.m. and lasted for two hours. The reading topic treated in brief public education in the US.



The lesson started with the pre-reading phase to help the learners "anticipate" the topic of the reading passage. It was another crossword puzzle. Teacher D3 allocated all the first hour for answering and correcting the puzzle while the second hour was for reading the text. Even though the topic could allow for an extended discussion about learners' views in relation to public education, or comparing US public education to the Algerian one; the tasks and the questions did not exceed being comprehension questions. The procedure was similar to what was observed with the other two teachers from the same school, so very few thinking elements took place. The learners were asked to give clear answers and to state whether they think that their colleagues' answers were correct or not.

### **Session 2: Feb., 18<sup>th</sup>, 2018**

The second session was conducted with a first year class of the literary stream at 11 a.m. It was a correction of a test that related to the third unit "Back to Nature". The type of test, including the tasks and the questions, were the same as those observed with the other teachers. Questions that encourage the learners to clarify their ideas and to state their views about what was discussed in the text were rarely heard. None of the other elements listed in the grid emerged. The correction was mainly done to have the learners know the correct answers from the incorrect ones and to check their scores.

### **Session 3: Feb., 21<sup>st</sup>, 2018**

With the same class, another session was observed from 9 to 10 a.m. It was a writing lesson in the unit "Back to Nature". The teacher opted for the same lesson in the textbook "At the Crossroads" (p. 156). For the brainstorming stage, the learners read a short passage about types of renewable energy as

opposed to fossil fuels. The aim was to introduce the learners to the two types of energy and to check their reading comprehension abilities. Therefore, the teaching procedure did not differ from the reading sessions attended previously. The learners read and answered the comprehension questions. The instruction for true/false task did not demand justifying answers and views; thus, very little interaction dominated the lesson and no CT elements from the grid were manifested in this session.

#### **Session 4: Feb., 28<sup>th</sup>, 2018**

This was the last session attended in school D. It was held with the same first year literary stream class at 9 a.m. The lesson was the same one in the coursebook on page 159. Two reading tasks were dealt with. The aim was to prepare the learners for the writing stage. The first task involved the learners to classify waste materials in a picture according to the three categories "recycle", "reuse" and "reduce" (At the Crossroads, p. 159). The teacher did not spend much time on the task; so, she explained the names of the objects; then, she quickly gave feedback to it. Little discussion characterized the teaching pattern due to the absence of questions on the part of the teacher.

The second task was adapted from the coursebook. In Task 9 (p. 159), the learners are asked to suggest solutions "to solve the problem of household and industrial wastes". The teacher instead asked them to suggest solutions to solve the problem of pollution in general. The topic related to one of the well-spread problems that the learners face every day what inspired them to give a number of ideas. Teacher D3 accepted almost all the ideas and wrote them on the board in a form of notes. The writing task and the ideas centered mainly on solving a real-life problem. During the lesson, the teacher posed few clarification

questions and questions that encouraged the learners to state their views about their classmates' ideas. There were some instances in which the teacher drew the learners' attention to be objective and to show fair-mindedness. The session ended without writing as it was given as a home-assignment. No other CT elements were observed.

Classroom instruction observed with teacher D3 showed again that CT elements, skills and strategies are not systematically dealt with in the Algerian EFL class. They appeared in one lesson (like in the last lesson above) and disappear in a number of others even when tasks or texts are adapted. Most of the instructional statements targeted low thinking levels and revolved mostly on the two elements of clarifying ideas and stating points of view without further development on one's opinion. Hence, little attention was given to CT development in the sessions observed with teacher D3.

#### **1.1.5. Teachers' Classroom Instruction in School E**

Only one teacher in school E participated in this classroom observation. Teachers of this school underwent fewer protest days what allowed us to attend sessions to be attended.

##### **1.1.5.1. Teacher E1 Classroom Instruction**

Teacher E1 taught both second year letters and philosophy and third year foreign languages learners. The lessons observed belonged to the units: "Science or Fiction", for second year level, and "Education: Different and Alikes", for third year level.

### **Session 1: Feb., 13<sup>th</sup>, 2018**

The first session observed started at 10 a.m. with second year class. It was devoted for practicing the use of the two types of condition, 2 and 3, which express "regret", "blame" and "advice". Teacher E1 started by recapitulating the grammatical rules, structures and functions studied in a previous sessions. Then, she suggested to practice those rules by doing tasks on page 141 in the textbook "Getting Through". The first task (Task 1, p. 141) demanded that the learners give the correct form of the verbs regarding the meaning of each sentence. The second task (Task 2, p. 141) involved matching if-sentences with their corresponding functions. The last task (Task 3, p. 141) was the production stage of the lesson. The learners worked in groups to complete sentences speculating about what would have happened if some events had not taken place in the history of mankind. There was a clear focus on the correct application of the rules; therefore, the learners were not interested in generating ideas as much as in writing correct sentences. Still, the teacher always encouraged giving answers and sentences with clear ideas, stating their views about whether the answers were correct or not and she almost always demanded that the learners justify their thoughts by giving a grammatical explanation.

### **Session 2: Feb., 20<sup>th</sup>, 2018**

The second observed session was conducted with the same class at 10 a.m. The lesson had the purpose of integrating the language forms studied in extended writing products. The task was the same one in the coursebook: "Write a short newspaper article speculating about how things would have been different if [some of the events which marked humanity] had not happened" (Getting Through, p. 142). The instruction was followed by a box of some

important events in the human history such as the discovery of the new world by Christopher Columbus and the industrial revolution. An opening statement was given as an introduction to the essay, and the learners were asked to complete it by adding ideas and examples.

This task was set as a pre-writing stage to brainstorm the topic. The learners stated many ideas and the teacher wrote some of them on the board. The learners then worked in small groups for extended brainstorming while the teacher was moving between the groups to check their work. Group work helped in creating a cooperative atmosphere for the members of each group and competition between the other groups. The learners were heard working on lexis and sentence structure to include the targeted language forms. This task was followed by a whole class correction in which each member of a group read aloud their ideas to share them with the other groups. It was true that the task triggered learners' imagination but most of the discussion focused on the correct application of the rule. Hence, the questions posed always encouraged them to state their points of view about the ideas stated and to clarify their ideas.

### **Session 3: Feb., 20<sup>th</sup>, 2018**

The third session was conducted with the third year class of foreign languages. The lesson started at 11 a.m. and it was about comparing the Algerian primary and middle schools with the secondary school using the comparatives, superlatives and the comparative of equality. The teacher encouraged the learners to write their own notes while she wrote some ideas on the board. She then asked them to work in groups of four to write the paragraph. The lesson was basically a comparing and contrasting lesson the reason why teacher's questions always guided the learners to identify similarities and

differences between the three schools and levels. The teacher almost always invited them to state their views about what they believed to be common or different between them and she sometimes asked them to make their ideas clearer. The session ended by having the learners work together to develop the notes into ideas and paragraphs. Note-taking, note-making and identifying similarities and differences were the elements that prevailed in this lesson.

#### **Session 4: Feb., 27<sup>th</sup>, 2018**

At 9 a.m., a session was observed with another second year letters and philosophy class. It was a feedback to the writing lesson. The teacher wrote the following instruction on the board: "Imagining if the events which marked humanity had not happened". The learners of that class showed a good level and they were motivated to do the task. During the correction, the teacher posed from time to time questions that probed on the learners' thinking and ideas. For example, when one of the learners said that Hitler was good, she asked him questions such as "Why do you believe he was good? ... What did he do? ... Can we consider that to be good?" ...etc. Similar questions were posed with some other ideas. This lesson could have integrated many CT skills such as justifying ideas by reasons and arguments and stating opposing views. Nonetheless, these two elements rarely appeared. Moreover, the learners' attention could have been directed to their selfish and ethno-centric appeals; or to model critical listening, critical speaking and critical writing. It also suited small and/or whole class debates.

#### **Session 5: Feb., 27<sup>th</sup>, 2018**

The fifth session was held with the third year level at 11 a.m. It was a feedback to a writing lesson. The task was the same in the textbook: "Follow the

guidelines below to write a letter to a friend of yours describing your school/classroom" (New Prospects, p. 89). The instruction demanded that they rely on "the five senses" to express how they feel toward their school or classroom by giving as many details as they can. The teacher listened to the learners as they were reading their letters. As a feedback, she kept insisting on making ideas clearer and on stating their views about their colleagues' ideas. Also, she encouraged them to express their agreement and disagreement to what was stated. During the correction, the teacher underlined the mistakes and she asked the learners to correct them. She also showed a constant interest in making the learners justify why an idea was more suitable than the other and to grammatically explain why a form was more suitable than another one. As it was illustrated in the analysis of the third year coursebook in Chapter Four, this task does not only elicit the thinking elements and skills mentioned but it also triggers learners' creativity and imagination.

#### **Session 6: Feb., 28<sup>th</sup>, 2018**

For two hours, the second year class had a listening lesson that started at 10 a.m. The topic of the listening tackled the issue of "genetic engineering". As it was mentioned earlier, the main idea was about the role of science in combating hereditary diseases. Even though the topic allowed for a rich discussion of controversial views; i.e., to consider the topic from a scientific, economic, ethical, cultural and religious views; the type of tasks and questions limited the answers to only recalling what was stated in the listening script. It could also allow for identifying the argument and its counter-argument since the speakers supported different positions about "genetic engineering". The teaching pattern and procedure went the same as those observed with the other

teachers when dealing with reading and listening lessons. The learners started by answering true/false statements and some comprehension questions. The teacher was the one who explained almost all the key ideas and the new words. Contrary to the previous sessions, very few clarification questions were posed and CT skills and elements hardly appeared.

#### **Session 7: Feb., 28<sup>th</sup>, 2018**

This session started at 1.30 p.m. with the third year class. It was a revision to prepare the learners for the exam; thus, the teacher gave them a test subject to work on in small groups. The subject followed the same typology described earlier. The learners worked together and the teacher passed from time to time to check whether they were working on the test subject. The learners' mastery of English was good, so they were able to work quickly on most of the tasks. The learners were heard asking their colleagues about the meanings of some words. During the feedback time, most of the answers were correct; therefore, little discussion took place and no significant CT elements were observed.

#### **Session 8: Feb., 28<sup>th</sup>, 2018**

The last session was conducted with another second year class at 2.30 p.m. It was the production stage of a grammar lesson. In other words, the learners were supposed to write using the conditional, types 2 and 3. They were asked to speculate about how their childhood could/may or might have been different. The teacher explained what the learners were supposed to do and the language forms that they had to use. She discussed with them some ideas before they started working in pairs to write sentences or paragraphs. As the learners were writing, the teacher was sometimes passing and checking their work. She



was sometimes observed asking them to clarify their ideas. This was the only thinking element that was noticed throughout the lesson.

The number of sessions observed with teacher E was the highest because school E underwent less strikes. This helped to track better how CT skills, elements and strategies were dealt with. Nearly in every lesson, some skills and elements occurred; sometimes, they were the product of the instruction of the coursebook, particularly, third year coursebook; in other times, it was the teachers' questions which provoked them. Notwithstanding, there were topics and tasks that could allow for better exploitation of more CT thinking skills which were overlooked.

What was dealt with in this section reflects the real teaching situation of CT in the Algerian secondary school EFL class. One can notice that there was not much difference between the lessons observed in the different schools of OEB. There is a common teaching pattern which is characterized by little attention to CT skills. Similarly to what the analysis of the three EFL coursebooks in Chapter Four demonstrated, teaching grammar dominates the Algerian EFL class even when the focus of the lessons is on the language skills. There is a general tendency to value correct communication more than producing sound ideas. It is true that the incorrect structure may affect meaning; still, when teachers offer appropriate scaffolding, learners would be able to generate ideas even if the structure is not all correct. This is very common to us as EFL teachers. Learners often exhibit their willingness to respond to teachers' questions by stating ideas, relating them to their everyday experiences, explaining events and experiences from their own points of view and from the point of view of the society; however, they quickly withdraw from participating

in the discussion when they sense teachers' interest in the correct use of the language. This tendency which generally characterizes language classrooms make the learners think that what is important to speak/write correctly but not to consider ideas and information. A number of sessions described above prove the existence of this reality in our EFL classrooms.

Observing teachers' instruction also revealed that teachers ask similar types of questions which were mostly comprehension questions. As it was demonstrated in the description of the lessons, they all function at lower-levels of thinking since they are limited to only one logic (that of the writer/speaker or that of the learner). The questions from the grid which were posed were limited to asking for clarification of ideas and asking the learners to state their views. These sorts of questions are very common even to people's everyday interactions and they need to be extended to other deep and probing questions. To sum up, we believe that teaching CT is certainly not an objective when designing EFL lessons in the Algerian secondary school. It is not an aim targeted in most of the tasks the reason why teaching does not move toward its development.

## **1.2. Quantitative Analysis of the Results**

In this sub-section, the results of the classroom observation above are translated into numerical data. This would help in summarizing and interpreting the results precisely and more efficiently. Therefore, one might need to go back to Chapter Three to read the coding system that was used in order to count the frequency of occurrence of CT skills in teachers' instructional statements.

### **1.2.1. Analysis of Teachers' Questions**

One can see through Table 6.1 that mode "1" is the most frequently repeated result among most of the elements of part I in the observational grid (see Appendix IV). This means that the item "never observed" which is coded "1" is the most frequent element that occurred in all the 61 sessions attended (see Table 3.3, p. 132, for the coding system). This confirms the findings stated in the previous section, which indicate that most CT skills did not appear throughout the sessions. The statistical results illustrate two major elements that were always encouraged through teachers' questions. These are: asking the learners to clarify their ideas (68.9%) and to state their points of view (63.9%). The means 3.918 and 3.229, as being the highest among all the others, and mode "6" which is calculated for each of them give evidence that they were "always observed" in most of the sessions. By contrast, a moderate percentage was obtained when reckoning the frequency of item occurrence for the element "justifying ideas by reasons and arguments" (37.7%). Both the statistical mean and the mode were counted to be 2, which refers to the item "almost never observed" in the observation grid. The two elements, thinking objectively and stating opposing views, did not appear frequently. The means 1.721 and 1.393 which are counted for these two elements respectively give a clear statistical indication that they were "almost never observe". These results are similarly reported with the two elements "taking a clear position" and "making decisions". The remaining elements have the least percentages. Similar modes that equal to 1 and statistical means which do not go beyond 1 demonstrate that the elements were "never" and "almost never observed". Table 6.1 displays low

SDs for most elements which convey little variety in item occurrence that exist in the lessons observed.

Elements and Criteria	Item Analysis	%	Mode	Total Mean	Total SD
<b>I/- Teacher's questions encourage learners to:</b>					
1. clarify their ideas.		<b>68.9</b>	<b>6.00</b>	3.918	1.994
2. take a clear position.		11.5	1.00	1.278	0.933
3. state their points of view.		<b>63.9</b>	<b>6.00</b>	3.229	2.003
4. make decisions.		11.5	1.00	1.180	0.619
5. justify their opinions by reasons and arguments.		37.7	2.00	2.000	1.581
6. state opposing views.		13.1	1.00	1.393	1.187
7. think objectively and fair-mindedly.		19.7	1.00	1.721	1.582
8. pay attention to their selfish appeals.		8.2	1.00	1.180	0.695
9. pay attention to their socio-ethnic appeals.		3.3	1.00	1.032	0.179
10. identify similarities and differences.		9.8	1.00	1.229	0.863
11. identify reasons and arguments.		3.3	1.00	1.032	0.179

**Table 6.1:** Teacher's Questions

### 1.2.2. Analysis of Teachers' Role

While the first area of teaching instruction exhibited few CT elements, the second area which focuses on the role of the teacher as a CT model was "never

observed". Mode "1" which represents the sixth element "never observed" was the most common feature in all the sessions. A percentage of 0.0% is reported for almost all the elements interpreting by that their absence in all the lessons attended. Both the mode and the mean equal to 1 which means that the item "never observed" dominated the lessons. Indeed, no instances of explicit teaching of CT concepts, skills or principles were tackled in any way and no signs of modeling CT were displayed.

Item Analysis	%	Mode	Total Mean	Total SD
<b>Elements and Criteria</b>				
<b>II/- Teacher's role in the classroom:</b>				
1. Teacher models critical listening.	0.0	1.00	1.016	0.128
2. Teacher models critical speaking.	0.0	1.00	1.000	0.000
3. Teacher models critical reading.	0.0	1.00	1.000	0.000
4. Teacher asks learners probing questions.	1.1	1.00	1.554	0.957
5. Teacher encourages learners to practise critical listening.	0.0	1.00	1.000	0.000
6. Teacher encourages learners to practise critical speaking.	0.0	1.00	1.000	0.000
7. Teacher encourages learners to practise critical reading.	0.0	1.00	1.000	0.000
8. Teacher encourages learners to practise critical writing.	0.0	1.00	1.000	0.000
9. Teacher poses questions about CT terms and concepts.	0.0	1.00	1.000	0.000

**Table 6.2:** Teacher's Role in the Classroom

### 1.2.3. Analysis of Classroom Discussion

The third area is concerned with investigating crucial criteria that should appear in a CT EFL classroom. They all relate to problem-solving, hypothesis-testing and decision-making. The statistical results indicate a clear absence of these thinking elements with the mode "1" (never observed) repeated for all the four elements in Table 6.3. To make a precise statistical description of the data, the mean and the SD are counted for each element. One can notice the low SDs for each element and the little deviation between the mean values of each item and its corresponding SD. In other words, there is little diversion in item occurrence in the sessions observed which clarifies the low heterogeneity in item occurrence in the 61 sessions. Therefore, one may conclude that few instructional statements were designed to target the four elements outlined in the table below.

Item Analysis Elements and Criteria	%	Mode	Total Mean	Total SD
<b>III/- Classroom discussion moves toward:</b>				
1. solving a real-life problem.	13.1	1.00	1.245	0.745
2. solving a language learning problem.	19.7	1.00	1.262	0.602
3. sharing strategies of solving problems.	3.3	1.00	1.065	0.402
4. suggesting alternative solutions.	11.5	1.00	1.213	0.755

**Table 6.3:** Classroom Discussion

### 1.2.4. Analysis of Tasks, Activities and Exercises

The last instructional area demonstrates that the tasks and the activities which the learners embarked on do not support active and reflective thinking. The same mode "1" is reported for all the tasks in Table 6.4. The three elements,

whole class Socratic discussion, whole class debates and analyzing scenarios are the lowest among all the others with SDs that equal to zero. This is to say, these three elements were totally absent in the lessons. The statistical means counted for each element do not go beyond one to signify that all the nine tasks in the table were "never" and "almost never observed". Notwithstanding, The SDs for summarizing and note-making mounted to above one (SD = 1.085 for summarizing and SD = 1.259 for note-making) to signify that they were catered for more than the other task, still with a very little percentage (8.2% and 16.4% respectively).

Item Analysis	%	Mode	Total Mean	Total SD
<b>IV/- Tasks, activities and exercises:</b>				
1. Role-playing.	1.6	1.00	1.082	0.640
2. Analyzing scenarios.	0.0	1.00	1.032	0.000
3. Analyzing real-life experiences.	6.6	1.00	1.082	0.331
4. Summarizing.	8.2	1.00	1.295	1.085
5. Note-making.	<b>16.4</b>	1.00	1.491	1.259
6. Small group Socratic discussion.	0.0	1.00	1.000	0.000
7. Whole class Socratic discussion.	1.6	1.00	1.016	0.128
8. Small group debate.	1.6	1.00	1.016	0.128
9. Whole class debate.	0.0	1.00	1.000	0.000

**Table 6.4:** Tasks, Activities and Exercises

To sum up, the statistical analysis in this section validates the findings described in the qualitative part of this chapter. Two elements frequently appear in most of the sessions namely, "clarifying ideas" and "stating points of view".

The least observed elements are: justify ideas, solving language learning problems, solving life problems, thinking objectively and note-making.

### **1.3. Discussion**

The analysis of the results of the classroom observation has revealed that CT is not the focus of teaching instruction in the secondary school EFL classrooms of Oum El Bouaghi. Only two out of 33 aspects included in the grid were constantly observed in all the sessions and among all the teachers. These are "asking learners to clarify their ideas" and "asking learners to state their opinions". Other elements rarely appeared, especially those of "using reasons and arguments to justify opinions" and "asking probing questions". There are elements which were not observed at all.

These results can be said to be logical if one considers the type of questions, the classroom discussion and the tasks that characterized the lessons. The questions posed by the teachers are mostly superficial and they are all limited to one viewpoint such as the one of the writer or that of the speaker. They do not put the learners into actual discussion and debates of their views against those that they read about or those of their classmates. The teaching pattern is most often teacher-learner and even when group work is assigned, the aim behind it is not to discuss but to help one another construct sentences or write short dialogues. It cannot be denied that teaching through mixed ability groups is better for less-abled learners, but there need to be a focus not only on the correct grammatical use but also on the quality of ideas discussed.

When analyzing the three Algerian secondary school EFL coursebooks, it was found that their corresponding English programmes exhibit different



degrees of focus on teaching the thinking skills in general and CT skills in particular. This is translated through the teaching contents suggested. The first and second year textbooks do not tackle these types of thinking skills; only the third year textbook caters for them. By considering these results and the results of the classroom observation which demonstrated that most CT elements in the grid did not appear through teachers' instructions, one can conclude that Algerian secondary school EFL learners are not taught to develop their CT abilities.

In a related vein, from the questionnaire results, teachers perceive of their teaching to be targeting CT. Unfortunately, the analysis of both the qualitative and the quantitative results of teachers' instruction and their in-class practices demonstrated just the opposite. Teachers' real in-class practices do not mirror their perceptions. There is a major tendency to focus on teaching correct language use and grammar rules; and even when teachers adapt the coursebook lessons, they stick to the same type of questions and activities.

The results of this study go in a good support of the findings of a number of researchers' findings in the field of education. For instance, in Moon's (2008) study, she found that teachers think that they know what CT is and that they teach for its development, but in reality they do not do that. Her study reported as well that learners lack CT skills and that most of them are not able to define what thinking critically means or the skills underlying it. It can be fair to assume that if teachers did not model CT in its strongest and appropriate sense, learners would not be able to perform it appropriately and efficiently. Paul et al. (1997) came to similar results after interviewing a number of teachers about what CT is and how they would teach it in their classrooms. Algerian EFL teachers of the

secondary school level in OEB show a similar case and therefore, they need to be made aware of the necessity of going for self-development and for training programmes to compensate for the lack in teaching CT in their EFL classrooms.

### **Conclusion**

Observing teachers' classroom instruction benefited the research by giving a picture about teaching CT in the Algerian secondary school EFL class. First, the teaching procedure gives evidence that the lessons are not planned toward enhancing the learners' CT. They are rather dominated by the explicit teaching of grammar. Correct language use is valued even in the lessons that teach the language skills. Second, teachers have some theoretical foundations about CT as a concept, but they fail to translate what they know into sound activities and techniques that can implement the CT skills and strategies efficiently. Classroom instruction is mostly the same one in the coursebooks; however, a good number of teachers fail to establish the thinking skills targeted in some tasks of the third year coursebook. All these results indicate that it is not the approach, but it is mainly the problem of training and preparing teachers for the task of enhancing learners' thinking abilities. Therefore, it is plausible to think about possibilities which may compensate for these deficiencies; hence, suggesting model lessons to help integrate the teaching of CT systematically in the EFL coursebooks. The following chapter will provide examples about integrating some CT skills into newly designed and also adapted lessons from the two coursebooks "At the Crossroads" and "Getting Through". The chapter ends by highlighting some research limitations encountered in this study.

## **Chapter Seven: Pedagogical Suggestions and Research Limitations**

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## **Introduction**

In the previous chapters, the teaching situation of CT in the Algerian secondary school EFL classroom was examined. The main aim was to find out whether the Algerian secondary school EFL coursebooks teach for the development of CT or not. For this reason, analyzing the coursebooks took the major part of the study. The analysis was supported by a survey of EFL teachers' attitudes about the same coursebooks and a classroom observation. The overall results were complimentary and discussions revealed that only third year coursebook caters for teaching CT skills. Teachers' views supported these findings to a good extent; however, the classroom observation revealed that even third year learners did not receive any teaching techniques, strategies or instructions that could help them to think critically. By taking into considerations these points, some lessons are suggested as a model to infuse CT into the two coursebooks, "At the Crossroads" and "Getting Through", since both of them do not teach CT. One sequence is redesigned for each textbook. This chapter closes with a section about the research limitations encountered.

### **7.1. Critical Thinking in the Algerian EFL Coursebooks**

Paul (2012) suggests that all the educational body, namely curriculum designers, syllabus/coursebook designers, inspectors and teachers may all go for a process of "redesigning instruction". He explains that "[t]he redesign of instruction is based upon a judgment as to what students are presently not learning that they should be learning" (p. 333). We advocate this idea but with an extended work on redesigning the contents of the coursebooks including the topics discussed, the texts, the tasks, the questioning method and home assignments by keeping the same themes of the coursebooks units. As a matter of

fact, this process demands revising the teaching objectives and aims to emphasize the targeted skills of CT along with the targeted language skills, the functions and the communicative purposes. It may also require adapting other teaching methods to cope with the changes that could occur.

Going for the idea of redesigning coursebooks does not put in doubt the ability of the Ministry of Education to design complete new ones. Actually, a programme has been launched in the recent years in order to make new coursebooks. This can be the time for the people in charge to make a real step to include CT in the standard EFL coursebooks. Following this end of thread, and on the basis of the results of chapters Four, Five and Six, some lessons are suggested in order to help EFL teachers systematically deal with CT in their classrooms.

#### **7.1.1. Critical Thinking in First Year Coursebook**

In the present suggested lessons, the emphasis is not only on teaching the English language but also on making the learners use some CT Skills. In the first sequence, the learners are encouraged to start implementing some basic skills such as identifying points of view and reasons, justifying ideas, reflecting on real-life experiences and making decisions.

By looking at the age of first year learners, the lessons are designed to focus on the morals side of the pupils' lives. Therefore, both the topics and the questions guide them to reflect on some of their life experiences and to think fair-mindedly and objectively. It is very common that teenagers experience a turbulent stage of their mental and psychological growth which leads them to act carelessly. They are less thoughtful about what is going on around them

thus, designing lessons which elicit their reflective thinking about their actions, beliefs, ideas, emotions and decisions. The learners start by analyzing simple sets of ideas in the first year and then move to more complex skills in second and third years. There is no exact order to teach the thinking skills and strategies. They re-occur in the lessons and add in complexity through time.

The lessons suggested in this sub-section make part of the first sequence of the first unit "Intercultural Exchange". It is suggested that every language skill is taught in an independent lesson. This differs from the design of the three coursebooks in which receptive skills are combined with their productive skills in one lesson. For example, "listening", as a receptive skill, is combined with its productive skill "speaking" in one lesson. The rationale behind this is that learners listen in order to speak and read in order to write. The same rationale underlies the design of the suggested lessons, but each is tackled in one lesson to give the learners more time to think and do tasks.

The first sequence "Listening and Speaking" is adapted so that CT can be infused while teaching the two language skills "listening" and "speaking". The overall objective is to make the learners consider their use of the different means of communication, particularly social networking as it is widely spread among teenagers. Four lessons make up the sequence: listening, speaking, grammar and pronunciation. Two rubrics come after as production stages. These are "It's Your Turn" and "a home assignment". The general presentation of the lessons, including the teaching objectives, the aims and the functions are similar to the ones found in Anderson's (2006) and Lin's (2018) lessons.

### **7.1.1.1. Lesson One: Listening**

In the first lesson, the listening skill is taught along line with the CT skills: listening to identify a point of view and reasons, stating one's own point of view and reasons, reflecting on a life experience and suggesting solutions. The topic discussed is how learners spend time in an era which is characterized by the wide spread of social media. Time is an important factor which governs people's lives; however, learners give it little attention, especially because they are occupied by the different devices connecting and surfing the Internet. Therefore, the tasks are designed not to make the learners state their own points of view and reasons only but to identify other points of view and reasons and to discuss them in relation to their life routines. So, they listen and reflect on their daily habits of spending time and Internet use.

The lesson is based on Paul (2012) recommended elements of CT instruction (see Chapter Two, sub-section 2.2.2., p. 76). These elements require making decision about six aspects as shown below:

1. The field of teaching: EFL teaching
  - The topic discussed: How learners spend time in an era governed by the Internet and social media.
2. Deciding about how to start: Learners interpret a picture by answering questions.
3. Deciding about large and small group work: Whole class Socratic discussion - individual thinking and writing - small group discussion - individual writing.

4. Deciding about how to assess learners' progress: Learners use appropriate words and expressions related to the topic of the discussion – learners applying the thinking skills targeted in the tasks.
5. Deciding about how to use modes of reasoning (i.e., listening, speaking, reading, writing): Learners speak to discuss their views - learners listening to identify points of view and reasons - learners write to prepare a short oral presentation.
6. Deciding about when and how the learners gather, analyze and interpret data and information: Task 4, questions "b" and "c".

What is written between brackets in the suggested lesson below is just a guide on how the teacher and the learners proceed through the tasks. These details should not appear in the actual lesson but in the teacher's book.

**Unit I: Intercultural Exchange**

- **Sequence 1:** Listening and Speaking
- **Overall teaching objective:** To self-evaluate and self-regulate one's own use of social-media including one's own beliefs about it, decisions and activities on it, and ending by making conclusions that reflect conscience about the use of such platforms.
- **Lesson:** Listening
- **Time:** 60 minutes
- **Skills:** State and identify points of view, justify using reasons, reflect on life-experiences, make suggestions.
- **Linguistic support:** A video titled: "Screen Time: How Much Is too Much?"



- **Language functions:**
  - To state and justify points of view.
  - To identify a speaker's point of view and reasons.
  - To suggest solutions.
- **Language forms**
  - Expressions for stating opinions such as: In my opinion, I think, I believe, According to me ...etc.
  - Words and expressions for giving reasons such as: because, since, due to ...etc.
- **Lexis and Vocabulary:** communicate - blog – chatting – correspond – friendship – famous – entertain – create – study ...etc.
- **Objective:** By the end of the lesson, learners will demonstrate their ability to identify and state points of view and reasons by reflecting on one's own life-experiences and make suggestions that exhibit their awareness of the subject matter.

▣ **The teacher shows the learners the picture in Task 1 and proceeds by asking the questions that follow.**

**Task 1:** Look at the following picture then answer the questions below: (Whole class discussion)



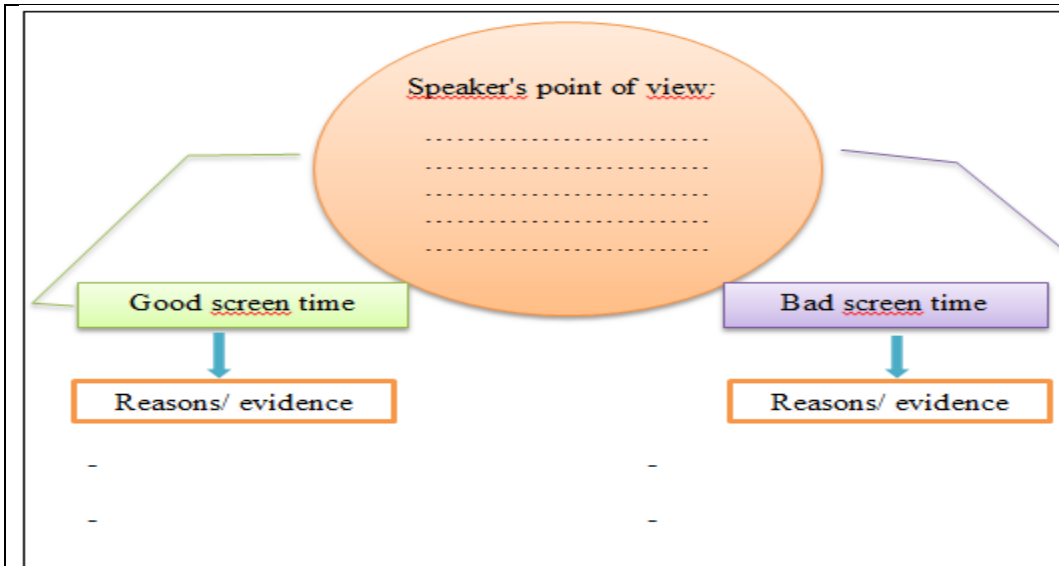
- a. Does it reflect the way you usually spend your time? Explain.
- b. Do you think that you are making the best use of your time? Explain.
- c. According to you, is it good or bad to stay for long time in front of the screen? Explain your point of view by giving examples, reasons or evidence. The vocabulary list below may help you.

create – chat – friendship - learn - waste time - blog – connect – friends –  
channel – entertain – balance – correspond – study – distract

**Task 2:** Watch a video entitled "How Much Is too Muck?", then answer the following questions: (Whole class discussion)

- What is the topic discussed in the video?
- What is the point of view of the speaker?

**Task 3:** Watch the video again then complete the following chart: (Individual work)



**Task 4: Group-work**

- a- In groups of three, compare your answers to Task 3 above then discuss your ideas with the class.
- b- What do you think of the speaker's point of view? Is he right or wrong? Justify your answer.

.....

.....

.....

- c- Discuss your answer to question "b" with your group members then with the class. (To be done orally)

**Task 5:** On the basis of the discussion of the ideas in the previous tasks, how do you think you should use time from now on?

**After discussing the time aspect and our use of the Internet, I suggest the following points to make good use of our time:**



1/..... .....	"Turn off technology and turn on your life."
2/- ..... .....	
3/- ..... .....	

The topic discussed in this lesson is: How learners spend time in an era governed by the internet and social media. The teacher starts by showing the learners the picture. She elicits ideas by posing the questions in the first task. The picture is about very common online activities related to social networking: chatting, surfing the internet, creating blogs, playing video games ...etc. The learners start by a whole class discussion; the, individual listening and thinking, small group discussion and individual writing. They finish by individual writing which encourages them to apply what they have learned in the previous tasks to new situations. The lesson ends up by a task (Task 5) that encourages the learners to reflect on their daily use of time in relation to what they have discussed in the lesson for the purpose of making future change.

Decisions about the design of the lesson at this stage are adapted from the model suggested by Paul (2012) "Thinking to Conceptual Understandings Pattern" (see Chapter Two, sub-section 2.2.2, p. 76). The pupils start by

interpreting a picture and share ideas with the other members of the class in a form of "whole class Socratic discussion" (Task 1). Then, they go for individual thinking and writing (Tasks 2 and 3); and they share their answers again (Task 4). The learners, in the end, invest what they have learned in terms of vocabulary and ideas in a short oral presentation.

To assess learners' progress, the teacher, in each task, listens to the answers of the pupils and make sure that they are using appropriate words and expressions for the language functions targeted and for the thinking skills to be demonstrated. For instance, the teacher should be attentive to the use of the expressions "I think/I believe/ in my opinion" and the like (eg., Task 1) to state their views. S/He should pay attention to whether the pupils are giving reasons or just stating opinions without justification. The teacher models or proceeds by asking questions to guide them in the reasoning process when necessary.

The present lesson teaches the listening skill; however, this does not exclude the other modes of reasoning. So, the learners start by discussing their views (speaking); then, they watch a video (listening) and discuss the ideas in it in relation to their own (speaking). By the end of the lesson, they react to the video in writing to be able to read it aloud to the class and end up by making suggestions about how to make good use of their time in the presence of the Internet. Questions "b" and "c" in Task 4 are suggested to make the learners gather, analyze and interpret data and information. The learners are asked to pose and evaluate the different points of view to come out with a synthesis that reflects their final position about the topic discussed.

It is a good point if teachers introduce the learners to some standards of perfect thinking through the different stages of the lesson whenever the occasion allows for. For example, s/he may ask whether someone's answers are relevant, clear enough to be understood, objective and fair-minded. Teachers, of course, should consider how often they intervene with such questions. Too much intervention with secondary school learners may affect their motivation to carry out the discussion. It can also be a good idea if the teacher explains the importance of such elements to enhance people's thinking and communicative abilities.

Finally, as one might notice, the grammatical points relevant to the lesson are already there but they are implicit. This is to say, the learners do not study the rules and structures explicitly because the focus is not on teaching grammar. They are rather dealt with in other lessons. Even so, the learners are always encouraged to use lexical terms related to the topic such as: chat, connect, communicate, surf the net, blog, sites, because, since ...etc. The lesson can be managed in a session of 60 minutes, but the teachers may extend it to another session depending on the teaching circumstances and learners' abilities in their classrooms.

#### **7.1.1.2. Lesson Two: Speaking**

In the second lesson, the focus is on the speaking skill. The topic is still related to social media and the CT skills targeted have a direct relation to the learners' life experiences. The same skills of identifying points of view, giving reasons and analyzing life experiences reoccur. In the meantime, two other CT skills are introduced, making predictions and making decisions. Planning the skills that the learners encountered before is done deliberately. The aim is to

consolidate their use and to create the habit of such reasoning in the learners. It is also very recommended that the teachers explicitly model or talk about the importance of such skills to the learners. Similarly to the previous lesson, these skills are infused within the tasks that teach the language skill targeted. The learners are encouraged to use some lexical items and to pay attention to verb tenses while thinking critically. By referring to Paul's (2012) instructional elements, and by applying "Thinking to Conceptual Understandings Pattern" model, the lesson proceeds in the following way:

1. The field of teaching: EFL teaching.
  - The topic discussed: Who Are You on Social Media?
2. Deciding about how to start: Interpreting a picture by answering questions.
3. Deciding about large and small group work: Whole class Socratic discussion - individual thinking and writing - small group discussion - individual thinking – writing to act out a short dialogue.
4. Deciding about how to assess learners' progress: Learners write sentences about their views and uses them for small group discussion – learners reconsider the use of important expressions, link words and transitional markers –learners write short dialogues using key words and expressions studied in the lesson.
5. Deciding about how to use modes of reasoning: Learners write to discuss orally a life experience – learners listen to speak and check predictions – learners listen to write – learners write to act out a short dialogue.

6. Deciding about when and how the learners gather, analyze and interpret data and information: Tasks 2 and 5.

**Unit I: Intercultural Exchange**

- **Sequence 1:** Listening and Speaking
- **Overall teaching objective:** To self-evaluate and self-regulate one's own use of social-media including one's own beliefs about it, decisions and activities on it, and ending by making conclusions that reflect conscience about the use of such platforms.
- **Lesson:** Speaking (Who Are You on Social Media?)
- **Time:** 60 minutes
- **Skills:** Analyze life experiences, identify a point of view, give reasons, make predictions, make decisions.
- **Linguistic support:** A video titled "Teen Voices: Who Are You on Social Media?"
- **Language functions:**
  - To talk about present habit.
  - To justify ideas by giving reasons
  - To make predictions
  - To Make decisions
- **Language forms:**
  - Frequency adverbs: Usually, frequently, always, never, sometimes ...etc.
  - Words for giving reasons such as: because, since, due to ...etc.
- **Teaching objectives:** By the end of the lesson, learners will be able to consider one side of their experiences on social media by explaining the



reasons behind presenting themselves in a way that may or may not reflect who they are in real-life and make decisions that reflect their conscience about the use of social networking.

**Task 1:** Consider the following picture and answer the following questions:(Questions are discussed orally. Learners write notes or sentences to question "c" to share ideas in Task 2)



- What does the picture represent?
- Which logo(s) represent(s) your frequently used social platform(s)?
- Do you think that you are presenting a perfect picture of yourself on social-media or a real one? Explain why you do that in either case. The words in the box below may help you:

Filter – show off – social acceptance – anxiety – validation –  
depression – stress – likes – reality – fake – peer pressure – always –  
sometimes - never

**Task 2:** Group work

In groups of three, share and compare your answers to question "c" in Task 1. Find the similar and different answers and then try to explain to your friends the reasons that let you present yourself in either way. When you finish, write a short statement (of two to three sentences) about how the majority of pupils present themselves on social platforms.

**Task 3:** Read again your answers to Task 2 and answer the following questions:

- a. Did you use any words or expressions to introduce your reasons?
- b. If yes, what are they?
- c. If no, discuss them with your group members and re-write your answer in Task 2 using them.

.....

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**Task 4:** You will watch a video about a group of teenagers who are talking about how they present themselves on social media and why they do so.

- What do you expect them to say? (Do they present their real-lives on social media?)
- What do you expect their reasons to be?
- Compare the teenagers' reasons in the video with your answers in Task 2. In what ways they are similar or different? What do you conclude? (to be answered orally)

**Task 5:** Ask your friend about whether s/he thinks that you are presenting a real

picture of yourself on social media or not, then write a short commentary replying to him/her about your view. An example is given to you.

**In my opinion,** you present a perfect picture of yourself. You never use your real photo on facebook. You like to put athletes' photos with well body fit. This does not let you present really who you are.




My friend ... believes that I don't present a real picture of myself on facebook. **I think that he is wrong** because the photos reflect my interest in sports and healthy life. Besides, I always practise sports; so, **I don't think that** I am presenting a fake picture of myself.

◆ I think that .../ believes that ....

◆ I agree/ disagree with him/ her .....

◆ S/ He is right/ wrong ....



**I think that .....**

- ♦I think that .../ believes that ....
- ♦I agree/ disagree with him/ her .....
- ♦S/ He is right/ wrong ....

**My friend ...**  
 .....  
 .....  
 .....  
 .....  
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 .....  
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 .....  
 .....  
 .....

**Home assignment:** In a short presentation, explain your decision about how you would present yourself on social-media. Give reasons to justify your decision. Refer to the ideas discussed in the tasks above.

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

The topic discussed in the second lesson deals with how the learners present themselves on social-media; whether they present a real or a perfect picture of themselves and lives. The learners start by interpreting the picture by answering questions. These questions gradually narrow the learners' attention to the subject matter.

For large and small group work, the learners start by individual thinking and writing. They discuss ideas with the members of their class and then move to small group work in which they share, compare and discuss their answers.

Task 3 draws the learner's attention to the importance of words and expressions in conveying meanings. The teacher decides on how his/her learners work on the task (either individually or in small groups) depending on their ability to work on it. The lesson ends up by engaging them to work in pairs in order to create short dialogue. The aim is not only to help one another but, more importantly, to exchange their views about whether they see that their friends show a real or fake picture of themselves. This allows the learners to reflect deeply on their beliefs by establishing a firm point of view and supporting it by reasons.

To assess the learners' progress during the lesson, the teacher listens to the pupils as they answer each task and make sure that they are doing what is expected from them. S/He pays attention to whether they are using appropriate words and expressions such as using adverbs of frequency, using words that express reasons, or applies correct tense (the simple present in this lesson). The teacher should not go into detailed explanation of the rules since it is not a grammar lesson. It is also possible for him/her to model or proceed by asking questions to guide them in the reasoning and learning processes when necessary.

Even though the lesson is speaking, other modes of thinking are integrated to help the learners organize their ideas when discussing them, and to create a motive for speaking. Therefore, in Task4, the learners react to a video by comparing the speakers' views to their own ideas. As such, listening is used to trigger points of discussion but it is not targeted in its own. The lesson is followed by a home assignment in which the teacher decides about the aspects to be tested. In the present assignment, the focus is on the extent to which the learners are able to express their decisions about how they will present

themselves on social platforms. Teachers are free to decide about when and how they give home assignments, so; they need not necessarily include it in this stage of the sequence. Teachers are the masters in their classrooms because they know more about the failures and points of success of their learners. They take the responsibility of deciding about when and how they assess them.

### **7.1.1.3. Lesson Three: Grammar**

Teaching grammar in the lessons suggested in this chapter does not explicitly state the rules. The learners work either individually or together to discover them; hence, the rubric in the coursebook is entitled "Discover the Language". For the type of lessons which deal with language forms, the activities, "Odd-One-Out", is implemented. It was applied by Lin (2018) in a study to infuse CT into high school EFL lessons in China. Lin notes that this activity was first suggested by Schwab and Dellwo (2016) to study German learners' perceptions of stress in Spanish lexical items. She claims its effectiveness as "a cognitively demanding activity" (Lin, 2016, p. 15). In EFL teaching, it is used to encourage the learners to notice similar patterns in different word categories, phrases or sentences and pick out the "Odd One", which means, the ones that do not share the same patterns. One of the points of strength of such an activity is that the learners are compelled to explain why a word, for instance, is the odd one on the basis of what is similar and/or different. In this lesson, the activity is adapted to teach expressing reasons.

Before designing the lesson, decisions should be made with respect to the teaching procedure to take place. The teaching pattern followed still builds on Paul's (2012) model, and decisions are made as the following:

1. The field of teaching: EFL teaching.
  - The topic discussed: The effect of modern gadgets on pupils' lives.
2. Deciding about how to start: The teacher can either start with a question, a picture or a video through which s/he elicits three sentences; two containing the targeted forms and one which does not. It is also possible that the teacher directly prepares the three sentences on the basis of the previous lessons. What is important is that the learners compare the sentences in order to narrow their attention on the language points to be studied.
3. Deciding about large and small group work: Individual thinking – small group work and discussion - individual thinking and writing - small group discussion – whole class Socratic discussion – individual and/or pair work.
4. Deciding about how to assess learners' progress: Learners' pick out similarities and difference – learners write sentences using words and expressions for reasons.
5. Deciding about how to use modes of reasoning: Learners read to notice similarities and differences – learners speak to discuss and share answers either in groups or with the whole class – learners can correct their previous written products paying attention to the language points studied – learners can use the language points in extended writing.
6. Deciding about when and how the learners gather, analyze and interpret data and information: Tasks 2, 3 and 6.

## **Unit I:** Intercultural Exchange

- **Sequence 1:** Listening and Speaking
- **Overall teaching objective:** To self-evaluate and self-regulate one's own use of social-media including one's own beliefs about it, decisions and activities on it, and ending by making conclusions that reflect conscience about the use of such platforms.
- **Lesson:** Discover the Language ("the effect of modern gadgets on pupils' lives").
- **Time:** Three sessions, 60 minutes for each of them.
- **Skills:** Expressing reasons, sharing, discussing and solving learning problems.
- **Linguistic support:** Learners' prior knowledge from the previous two lessons to discuss the topic "the effect of modern gadgets on pupils' lives"
- **Language functions:**
  - Expressing reasons in complete sentences.
- **Language forms:**
  - Words that express reasons: since, because, the reason is ...etc.
- **Teaching objectives:** By the end of the lesson, learners will demonstrate their ability to express reasons in complete and meaningful sentences, and to apply correct expressions in an extended written product.

**Task 1:** Consider carefully the following sentences then pick out the odd one.

1- My scores are getting lower because I am always distracted by the messages I get on my phone.

2- I like to spend time doing some physical activities than to stay in



front of a screen the whole day.

3- It is easy to make friends nowadays because of social networking.

**Task 2:** In groups of two to three, explain why the sentence that you picked is the odd one out. Explain how the sentences are similar and/or different in meaning and in form.

**Task 3:** Try to write sentences like the two similar sentences. Turn to your group members to share your answer and discuss what you think is correct and/or incorrect in them. Talk together about what you find easy or difficult in writing the sentences.

**Task 4:** Share the sentences that you have written with the rest of the class. Together, try to explain what is correct and what is incorrect in them. The teacher will help you by asking some questions when necessary such as:

- a- What is a sentence?
- b- Which type of sentence is it?
- c- What's the difference between these and the other types of sentences?
- d- So, why is this sentence correct but not the other one?
- e- Can you draw the rule for each of them?

**Task 5:** Go back to Task 3 in the previous lesson. Re-read your answer and try to correct the use of the words for expressing reasons. If your answer does not include any of these words/expressions, try to insert them by making the necessary changes.

**Task 6: Pair work**

Exchange drafts with your partner. Together, discuss how you used such expressions in your answers.

**Write it Right**

One of your friends has created a YouTube channel in the last few years. His/Her channel succeeded to some extent what made him/her think about leaving school to spend more time and efforts on it. He emailed you to have your opinion about this decision. Write back to him/her explaining your position about how dangerous is the decision. Try to convince him/her by giving sound reasons.

✚ Start first by making notes to organize your ideas:

School dropout is dangerous:

**Educational reasons:**

Certificate/educated/uneducated person .....

**Parents' views/feelings:**

.....  
.....

**Future career reasons:** Respected job/financial well-being/informative contents for the channel .....

**Other reasons:**

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

✚ Use these notes to state your point of view and support it with reasons by completing the following sentences.

- I think that leaving school is a bad idea ....
- Your decision cannot be good .....



self-correct their answers on the light of what they have learned in the lesson. Of course, it is not expected that the learners will be able to write completely free-mistake answers. It is very common that they mistake even when the rules are explicitly explained and even when the rules are practised several times.

The production stage, "Write it Right", comes at the end of the lesson. It usually takes two to three hours in the syllabus suggested by the Ministry of Education. The same 'teaching load' is kept for the redesigned grammar lessons. In the case of assigning this rubric as a home-assignment, it may take only two hours. The learners write the first draft at home, they receive feedback on it and rewrite the final version in another hour. In case there is more time, the learners write the first draft in class in one hour. They revise it in another hour after they received the feedback and write the final version in the third hour. Teachers would certainly follow the syllabus, but they are still the decision-makers in their classrooms and with their learners.

#### **7.1.1.4. Lesson Four: Pronunciation**

The third lesson tackles an important aspect related to the two skills "listening" and "speaking" which is pronunciation. This lesson is already part of the first year coursebook but it is adapted to include some CT skills. The task "Odd-One-Out" is still the one applied.

In this lesson, the learners study mainly how they differentiate between a noun and a verb on the basis of the place of stress in two syllable words. The learners are given groups of words to compare and to explain how they are similar or different in category, then in pronunciation. They are given freedom to try different strategies that help them deal with the learning problem like

using the dictionary to draw the conclusion for the place of stress. In the beginning, this type of teaching may cause learning difficulties for the learners, especially if they are used to the explicit teaching of the language rules. In this case, the teacher tries to facilitate the task by asking questions such as: can you divide the words into two syllables? On which part of the word do you put emphasis? Is it the first or the second? What do you conclude? The teacher can also use scenes from movies or English programmes in which the words are pronounced by native speakers and have them check how they pronounced them compared to native speakers. The following decisions are made to proceed in the lesson:

1. The field of teaching: EFL teaching.
  - The topic discussed: Stress in two-syllable words.
2. Deciding about how to start: The teacher start by the activity "Odd-One-Out" to compare groups of words.
3. Deciding about large and small group work: Individual thinking - small group discussion and conversation.
4. Deciding about how to assess learners' progress: The learners make sound comparisons - they can differentiate between a verb and a noun – they can use the dictionary to help them pronounce new vocabulary – they can apply the rule when speaking.
5. Deciding about how to use modes of reasoning: Learners read to find similarities and differences - learners read to discuss answers - leaners write to make a conclusion – learners speak to converse and apply the rule.

6. Deciding about when and how the learners gather, analyze and interpret data and information: Task 4.

**Unit I: Intercultural Exchange**

- **Sequence 1:** Listening and Speaking
- **Overall teaching objective:** To self-evaluate and self-regulate one's own use of social-media including one's own beliefs about it, their decisions and activities on it, and ending by making conclusions that reflect conscience about the use of such platforms.
- **Lesson:** Pronunciation
- **Time:** 60 minutes
- **Skills:** Comparing sound patterns, drawing conclusions
- **Linguistic support:**
  - Learners' prior knowledge from the previous two lessons
  - Short scripts containing two-syllable words (optional)
- **Language forms:** Stress in two-syllable words
- **Teaching objective:** By the end of the lesson, learners will be able to recognize stress pattern in two-syllable words on the basis of determining word category.

**Task 1:** For each group of words (1 to 4) pick one odd word out. Explain how it is similar and different from the other words in the same group. Answer using the following structure:

- "Remove" is the odd one out. Both "Browser" and "Cursor" are .....

<p>1</p> <p>Browser</p> <p>Cursor      Remove</p>	<p>2</p> <p>Icon</p> <p>Protect      Pointer</p>
.....	
<p>3</p> <p>Windows</p> <p>Connect      Keyboard</p>	<p>4</p> <p>Display</p> <p>Flashdisk      Modem</p>
.....	

**Task 2:** After you picked the odd words out, consider the remaining words in the groups (1 to 4); then

- a- Explain how the remaining words in each group are similar and/or different.
- b- On which part of the word do you put emphasis when pronouncing them?
- c- Use the dictionary to find out their transcription then try to draw a conclusion.

.....

.....

**Task 3:** Consider the words that you picked out from each group then,

- a- Explain whether they are similar or different.
- b- On which part of the word do you put emphasis when pronouncing them?
- c- Use the dictionary and write the transcription for each of them then

try to draw a conclusion.

.....  
.....

**Task 4:** Turn to your partner and tell him/her how you pronounced the words in the first time and how do you pronounce them now. Think about other two-syllable words and practice pronouncing them according to the rule that you have learnt in this lesson.

.....  
.....

**Your Turn**

**Pair-work:** You and your friend(s) are conversing about your preferred social-media platform and why you use it. Complete writing the conversation by exchanging your arguments, showing your agreement/ disagreement with the ideas. Your conversation should include the four points below. Pay attention to your pronunciation of the words in *italics* and the two-syllable words in your conversation.

◆ The social-media *platform* that I *prefer* is:

.....  
.....

◆ Why do I *prefer* it?

1/- .....




2/- .....

3/- .....

◆ How often do I use it?  
.....

◆ What do I use it for (*purpose*)?  
.....  
.....

 **The conversation:**

**You:** I prefer (e.g. Instagram) to other social-media platforms because  
..... (Why do you prefer it?)

**Your friend:** I quite agree/ disagree with you.....

**You:** I ..... (How often do you use it?)

**Your friend:** .....

**You:** .....

In this lesson, the activity "Odd-One-Out" is adapted to teach pronunciation. The learners notice closely the words to figure out the subject matter. They are not only asked to pick which ones are the odd but also to explain and justify why they are so. Therefore, the teacher encourages the learners to answer with sentences like:

- "Remove" is the odd one out. Both "cursor" and "browser" are nouns. "Remove" is a verb.
- "Remove" is the odd one out. In both "cursor" and "browser" the emphasis is on the second part/syllable of the word.

The answers may differ according to the learners' abilities and mastery of English. There may be excellent learners who can directly get to the point; average or less-abled learners may need more clues and guidance. So, the teacher should be alert to such individual differences and acts accordingly. For example, with less abled learners, the teacher may ask questions such as: How are the words similar and different? Is there a difference/similarity in meaning? Is there a difference in pronunciation? Which category of words are they? Are they nouns, verbs, adjectives...etc. Fisher (2005) and Paul (2012) note that there is no one exact way to design activities and lessons that target developing learners' CT. It is all about teachers' expertise, their experience, their training and their willingness and motivation to prepare lessons that enhance learners' thinking abilities.

### **7.1.2. Critical Thinking in Second Year Coursebook**

The suggested lessons for first year coursebook are examples about completely new designed lessons that can come under the first unit of "At the Crossroads". In the present sub-section, the suggested second year lessons are the same ones in the first unit "Lifestyles", but they are redesigned to include some CT skills. The sequence is "Reading and Writing" and it comprises three lessons: reading, lexis and vocabulary, and writing.

### 7.1.2.1. Lesson One: Reading

The first lesson aims at developing the reading skill along with the thinking skills: identifying argument, expressing agreement and disagreement. The topic discussed is the extent to which manners have changed from the past to the present. Deciding about the procedure and the teaching instruction follows the same model adapted from Paul (2012), "Thinking to Conceptual Understandings Pattern". The field of teaching: EFL teaching.

- The topic discussed: "Traditional Manners and Changing Manners."
- 1. Deciding about how to start: The learners start by discussing some questions to lay the ground for the reading stage and for further discussion.
- 2. Deciding about large and small group work: Individual thinking and whole class discussion - small group discussion - reflecting one one's use of the language – individual writing.
- 3. Deciding about how to assess learners' progress: The learners state their ideas – they read the text and answer questions – they share and discuss ideas in small groups – they can insert words to express their agreement/disagreement with the ideas in the text – they can use reasons and ideas to complete writing a paragraph – learners' answers are objective and fair-minded.
- 4. Deciding about how to use modes of reasoning: Learners speak to discuss their views - learners read to identify an argument and its reasons - learners reflect on the reading passage by expressing their agreement/disagreement with the ideas in it.

5. Deciding about when and how the learners gather, analyze and interpret data and information: Task 4.

**Unit I: Lifestyles**

- **Sequence 2:** Reading and Writing
- **Overall teaching objective:** To reflect on manners and life-styles in the traditional and modern times to encourage objective and fair-minded thinking.
- **Lesson:** Reading
- **Time:** Two sessions, each in 60 minutes
- **Skills:** Identifying argument, expressing agreement and disagreement
- **Linguistic support:** A reading passage titled: "Traditional Manners and Changing Manners" (Getting Through, p. 32).
- **Language functions:**
  - To talk about past and present habits
  - To identify an argument
  - To consider it from different points of view
  - To express agreement/disagreement with an argument
- **Language forms:**
  - Expressing agreement and disagreement
- **Lexis and vocabulary:**
  - I agree/disagree, I believe, I think, I doubt ...etc.
- **Teaching objective:** By the end of the lesson, learners will be able to identify an argument, discuss it and express their agreement and disagreement with it using appropriate words and expressions.

**Task 1:** Before you read, discuss these questions with your partner then with the class:

- a- Do you think that life has changed to a great extent since your childhood?
- b- In which aspects do you think change has occurred the most?
- c- Do you think that these changes contributed to people's lives in a good or a bad way? Justify your opinion.
- d- Read the title of the passage below. Does it help you to imagine the main details discussed? Write them in a form of short notes.

**Task 2:** Read the text and check your answers to the questions above then discuss them with your partner.

### **Traditional Manners and Changing Manners**

*Sandra Fellici, from Italy, reflects on traditional good manners for varied situations and discusses how fast manners are changing. She says:*

"I 'm filled with childhood memories. When I was five years old, my grandmother, who was the best grandmother in the world, lived with my family. At the time, my father had a business, and my mother used to help him. That's why I had to stay all day long with my grandmother. She was very kind and loyal to me.

Unfortunately, in our society today, what we call good manners, or good etiquette are changing. New generations are becoming more and more impolite. When I was a child, I used to go out with my parents. I used to stay close to them and behave in an educated way; but some kids nowadays make a lot of noise, go everywhere, and are less respectful towards adults.

In my language, we have two different ways of addressing people. One is the intimate form that is generally used with family members, friends and people of the same age. The second is more formal in which the third person

is used to address people. I would use the formal way when I addressed elderly people or people I didn't know, but young generations are now using the intimate second form everywhere and with everybody.

I think that this behavior is due to globalization... but I don't consider it polite and I cannot get used to these manners."

**From:** Second year secondary school coursebook (p. 32).

**Task 3:** Read for the second time and write notes on the margin about your reactions to the ideas then, complete answering the following questions:

- a- What is Sandra's point of view? Underline it in the text.
- b- What reasons does she give to support her argument?
- c- Do you agree or disagree with her argument?

**Task 4:** In groups of three, share your ideas in Task 2 and explain to your friends the extent to which you agree or disagree with Sandra's argument.

**Task 4:** Consider your answers in Tasks 2 and 3 and try to answer the following questions:

- a- Which expressions did you use to talk about your ideas when you discussed them with the group members? Think of as many words and expressions as you can and jot them down in your notebook.

An argument means presenting reasons to support your position or point of view. It includes:

- A position or point of view.
- An attempt to persuade others to accept that point of view by using reasons.

Adapted from:  
Cottrel, 2005, p.  
40.

b- Which expressions did you use to indicate your agreement or disagreement in the statement?

c- Did you use any of them when answering the questions? If no, go back to your answer and add them.

**After You Read**

Complete the following passage to express your agreement or disagreement with Sandra's argument. Defend your view with reasons and try to keep a fair-minded and objective thinking.

In the above passage, Sandra argues that .....I quite agree with her point especially when she said ..... (Or, I completely/somehow disagree with her when she said .....)/I agree/disagree with her for a number of reasons. First, .....

Before the learners start the reading task, they are invited to discuss some of their personal views about how life changed from the past to the present. The learners are also encouraged to predict the ideas in the paragraph that they will read starting from reading the title. In the second task, the learners read the text to check their predictions and to narrow down their thinking to the main topic discussed in the text. The learners also compare their points of view with that of the author.

In the third task, the learners are introduced to a technique to read critically. They are asked to write their reactions to the ideas on the margins of the text. If the learners are doing this task for the first time, the teacher is recommended to model this reading technique. For instance, s/he may show them how he/she worked on the text by underlining sentences and writing whether they agree or disagree with them by giving examples and/or reasons that reflect what they usually encounter in the real life. Another task that suits reflective reading is to underline the main ideas (like underlining the idea: "New generations are becoming more and more impolite"); circling key words which indicate whether the author is positive or negative about children's manners (like the word "unfortunately" in the text); writing synonyms, opposites or definitions of new/key words (such as "etiquette = polite behaviours", 'traditional  $\neq$  modern", "polite  $\neq$  impolite"); writing notes on the margin when they agree and/or disagree with a conclusion or an important information like: " but young generations are now using the intimate second form everywhere and with everybody [learners' reaction: little children in my family are still calling old people with non-intimate and polite words such as "uncle", so it is not fair to generalize to all the children"].

When the learners are good enough to depict the meanings and ideas discussed in a text, the teacher may pose questions about the elements of thinking such as:

- What is the main point of view of the author?
- What is the main question/idea discussed?
- What is the most important information presented in this text?
- What is/are the main conclusion(s) made by the author in this text?



- What are the consequences if we believe or not believing in this/these conclusion(s)? (Adapted from: Paul and Elder, 2007)

The more the learners are trained in such techniques the more they become skilled in their application. Learners with good mastery of English such as FL learners can also perform better in such tasks.

In task 3, the learners are left to their own skills of using the language. In every class, there must be good learners who would use certain targeted expressions like: I agree/disagree; others will use degree adverbs such as: "I completely agree with her view" and there could be learners who would not use them at all. So, in Task 5, they reconsider their answers and their use of such expressions. The teacher does not introduce them directly, but the learners are first encouraged to find some of them and work together to extend the list of such expressions when each group share their answers. The learners self-correct their previous answers and then, they come to the end of the lesson by getting engaged in a short writing task to synthesize their final views about the topic of the reading text.

#### **7.1.2.2. Lesson Two: Lexis and Vocabulary**

The second lesson suggested in the sequence "Reading and Writing" is designed to teach lexis and vocabulary. The aim, however, is not to teach vocabulary only but to encourage the learners to reflect on their reading habits and to apply and share strategies for learning new vocabulary. In this lesson, the tasks and vocabulary learning strategies are adapted from Mikulecky and Jeffries (2007). Decisions about the teaching instruction in the lesson are as the following:

1. The field of teaching: EFL teaching
  - The topic discussed: vocabulary learning strategies.
2. Deciding about how to start: The teacher introduces the topic of reading and the vocabulary learning strategies.
3. Deciding about large and small group work: Whole class Socratic discussion - - small group discussion – individual practice of the strategies.
4. Deciding about how to assess learners' progress: Learners try different vocabulary learning strategies and decide about the most suitable ones for them.
5. Deciding about how to use modes of reasoning: Learners speak to discuss and reflect on their learning strategies - learners speak to share learning strategies - learners read to apply different learning strategies.
6. Deciding about when and how the learners gather, analyze and interpret data and information: Task 2

### **Unit I: Lifestyles**

- **Sequence 2:** Reading and Writing
- **Overall teaching objective:** To reflect on manners and life-styles in the traditional and modern times to encourage objective and fair-minded thinking.
- **Lesson:** Vocabulary
- **Time:** 60 minutes
- **Skills:** Reflecting about reading habits, talking about and applying vocabulary learning strategies
- **Linguistic support:** The reading passage: "Traditional Manners and

Changing Manners" (Getting Through, p. 32)

▪ **Language functions:**

- To talk about and share strategies for learning English vocabulary.
- Learners reflect on their learning.

▪ **Language forms:**

- Vocabulary that relate to the topic of the unit.

- **Lexis and vocabulary:** Lexical items related to the topic of lifestyles in the past and the present.

- **Teaching objective:** By the end of the lesson, learners will be able to exhibit independent learning of different vocabulary relevant to the unit by applying different learning strategies that could help them understand the reading passages.

**Task 1:** Reading is important when learning languages. But one problem that learners encounter is that sometimes they do not understand the text that they read because they do not understand the words in it or because the words are new to them. What do you usually do when you encounter new words when you read English passages?

- Tick the strategies (a –f):

a- I ask another pupil about the meaning of the word.

b- I try to guess the meaning of the word from the context.

c- I look up the definition of the word in a dictionary.

d- I skip over the word and continue reading.

e- I analyze the word for clues to its meaning.

f- I explain all the words that I do not understand

**Task 2:** In groups of three, compare your answers then discuss why you use a certain strategy.

**Task 3:** Read the following passages then say which of the strategies (a-f) you have used and why:

For more than 99 percent of the time that we humans lived on Earth, our ancestors travelled in search of food. They hunted, fished, and gathered edible plants, but they never found enough food in more than one place to sustain them for very long. They had to move on, traveling in small groups from one place to another. Then, about 10,000 years ago, technological advances allowed people to stop their wandering. They now have the simple tools and know how to cultivate plants and domestic animals. They can produce their food supplies in one local, and they settled down and built villages.

(Adapted from: Mikulecky & Jeffries, 2007)

The father of Joseph Mallord William Turner, the nineteenth-century famous English landscape painter, was a hairdresser. People used to go to his barber's shop for a variety of different services. Firstly, they used to go there for a shaver or a haircut. Turner's father had a peculiar way of shaving his customers. Before starting to shave them, he used to cover their faces with soap and water. He then used to put two small glass balls into their mouths, one in each of their cheeks in order to have a firmer surface to shave with his sharp razor. When he had finished shaving his customers, he used to take a

container of water and throw it over their faces to rinse the soap.

(Adapted from: Graham Reynolds; in *Getting Through*, p. 33)

The teacher starts by introducing the learners to the topic of the lesson which is about applying vocabulary learning strategies when reading. S/He explains the importance of such strategies in the EFL class and how they facilitate acquiring new words and understanding the reading passages. The teacher asks the learners to state the strategies that they usually apply when they encounter words that they do not understand. They share them with the class; then, the teacher asks the learners to read the list of strategies provided and tick the ones that they resort to when they fall into this learning problem. After the learners finish answering the task, they join small groups (of three to four) and discuss the different strategies that they chose. The teacher invites them to explain why they believe one strategy is better than the other. In Task 3, the learners practise the strategies by reading two passages. The teacher may add other tasks or passages for further practice depending on the circumstances of his/her class. For example, FL classes may need to practice more such strategies than scientific classes because of the importance of the subject to the stream and because FL classes have more sessions programmed than do the scientific streams.

### **7.1.2.3. Lesson Three: Writing**

The last lesson is designed to develop the writing skill. The learners are supposed to write about how human lifestyle has changed from the past to the present. In other words, they are supposed to compare different aspects that changed in people's lives by using link words that express similarities and

difference. The writing task takes three to four sessions. In the first session, the teacher brainstorms the topic with the learners to generate ideas. In the second session, the learners use the notes to write a first draft of the essay. In the third session, the learners get feedback, either peer feedback or teacher's feedback, to rewrite a final version of their essays. Following Paul's (2012) model, instructional decisions are made as the following:

1. The field of teaching: EFL teaching
  - The topic discussed: How human lifestyle has changed from the past to the present.
2. Deciding about how to start: The teacher creates a lead-in to the writing topic by asking the question: "If you were an anthropologist, what are the three aspects that changed in human lives that you would study?"
3. Deciding about large and small group work: Individual thinking and writing – small group discussion and writing – individual thinking and writing.
4. Deciding about how to assess learners' progress: Learners write notes – learners expand notes in small group work – learners use notes to write different parts of the essay.
5. Deciding about how to use modes of reasoning: Learners speak to write.
6. Deciding about when and how the learners gather, analyze and interpret data and information: Tasks 2 and 3.

### **Unit I: Lifestyles**

- **Sequence 2: Reading and Writing**
- **Overall teaching objective:** To reflect on manners and life-styles in the

traditional and modern times to encourage objective and fair-minded thinking.

- **Lesson:** Writing
- **Time:** Three session; 60 minutes for each session.
- **Skills:** Comparing and contrasting people's lifestyles from the past to the present.
- **Language functions:**
  - Talking about how life changed from past to present using expressions for comparison and contrast.
- **Language forms:**
  - **Expressing contrast:** By contrast, contrary to, in contrast to, unlike, while, whereas...etc.
  - **Expressing similarity:** Similarly to, like ...etc.
  - **Verb tense:** simple past and simple present tenses.
- **Teaching objective:** By the end of the lesson, learners will be able to write an essay comparing and contrasting past and present lifestyles in different aspects.

**Task 1:** If you were an anthropologist, what are the three aspects that changed in human lives that you would study?

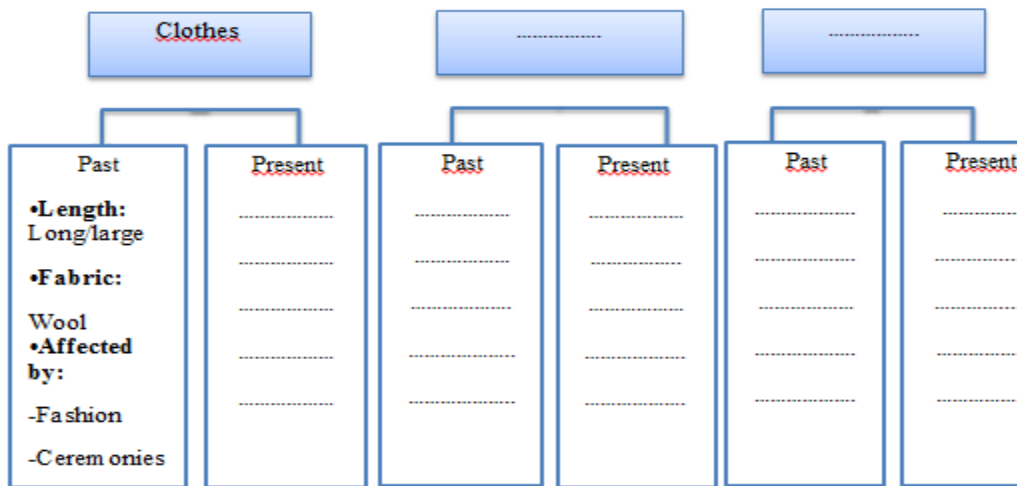
1/- ..... 2/- ..... 3/- .....

**Task 2:** Share your answer to Task 1 with the class, then group with the members who chose similar points. The number of pupils should not go beyond four members in one group.

**Task 3:**

With your group members, try to write as many ideas as you can under each aspect about what you would compare in each of them. For example, if you will compare how "clothes" changed from the past to the present, state the features that you will talk about (clothes were long and large/ made of wool ...etc.).

Human lifestyle has changed dramatically from past to present in three aspects:



**Task 4:** Complete writing the article below by expanding on the notes in the diagram. Think about the link words that you will use.

Human lifestyle has changed dramatically from past to present in three main aspects: clothes, ..... and .....

The clothes that people used to wear in the past were very different. For example, ..... By contrast, ..... Moreover, .....



<p>The second aspect which changed dramatically is that of .....</p> <p>.....</p> <p>(The last aspect ) .....</p> <p>...To sum up, .....</p>
--

In this lesson, the learners are assigned more freedom to write their own notes and to develop them into an essay. For instance, some of them may focus on clothes in general, while others tackle how clothes changed for both men and women. They can tackle either two points for each aspect or more depending on their ability to write. Before the learners start the actual writing stage in Task 4, the teacher brainstorms the topic. S/He should carry a discussion about the layout of the essay (introduction, body and conclusion), the type of essay (that it is a compare and contrast essay) and the link words suitable for the topic. In case the teacher believes that his/her learners are capable of paying attention to such details, s/he could delay these points to the feedback stage, in which s/he asks them to revise their drafts.

## 7.2. Research Limitations

Research obstacles and limitations are part of every research work. The first research limitation concerns the generalizability of the findings, namely the findings of the teachers' questionnaire and the classroom observation. The study included the analysis of perspectives and teaching practices from the Wilaya of OEB only. Of course, one cannot generalize the findings to all the Algerian EFL teachers from the different districts and parts of Algeria; therefore, more studies

need to be executed to come up with findings that truly depict the teaching situation of CT in the Algerian EFL class.

Second, more informed research means could be better opted for to investigate teachers' conception of CT and how they perceive of their teaching practices. Truth is to be said, a questionnaire may not yield enough details to determine how solid or weak is teachers' conception of CT and the causes behind its absence in their classroom instruction. It is also advisable that this research be replicated by future researchers to see the extent to which they come to similar or different results.

The third research limitation concerns the absence of audio or audio-visual recording when conducting the classroom observation. This was due to the pressure that they could pose on both teachers and learners and thus, minimize the 'Hawthorne effect'. It should be noted that a good number of teachers refused to be observed and to take part in the study let alone being recorded.

It should be noted that, the lessons suggested still need to be put into actual application in class to be tested for effectiveness and for any failures or pitfalls. Paul (2012) encouraged that teachers design CT lessons, try them in class and then, make and discuss their remarks about them with other teachers in workshops and study days. Therefore, the suggested lessons are subject to any critics or remarks to be ameliorated.

The last research obstacle resulted from the administrative constrains that were faced when trying to get the permission to attend with OEB secondary school EFL teachers. There need to be clear rules organizing research in all its

stages, particularly outside the realm of the university. Until the Ministry of Education sets rules to facilitate conducting research at different spheres; a lot of topics, questions and hypotheses would still be buried without practical results that would benefit education in Algeria.

### **Conclusion**

It is true that the main aim of teaching in the EFL class is not to teach CT but to teach the English language. However, one of the chief aims of education is to enhance learners' thinking abilities. Teaching CT skills helps to cope with the rapid changes that the modern world imposes on its individuals. Thus, in this chapter, an attempt was made to give insights for teachers about the possibility of integrating CT skills into EFL teaching.

## GENERAL CONCLUSION

By stepping to the end of this paper, it can be useful to recapitulate its main points. As an EFL teacher who has been teaching using the three English coursebooks "At the Crossroads", "Getting Through" and "New Prospects", there was an interest to find out the extent to which relying on these three textbooks would help in building learners' CT. Thus, the beginning was analyzing the teaching contents of the three EFL coursebooks to find out whether they exhibit any aspects relevant to teaching CT. In Chapter Four, the results of their analysis showed that two of them, mainly "At the Crossroads" and "Getting Through", all of them cater for the development of language skills and forms. The exception was made by the third year EFL coursebook, "New Prospects", as it was found to target a number of CT skills. Even so, the instructional statements do not make it explicit enough for both teachers and, particularly, learners that they are required to think critically. In fact, there were no explicit instructions requiring them to think critically. Besides, even teachers themselves may take the teaching of such skills for granted (i.e., as a by-product of the task itself) not realizing that they need to explain the targeted CT skills explicitly and that they have to model their use in front of the learners. Teachers cannot be blamed for this lapse since CT skills are already assigned a subordinate position when formulating the objectives in the Algerian EFL programme. This would certainly render its teaching fragmented to the learners. Perhaps, this may explain why most third year EFL learners do not realize that they are required to listen, speak read and/or write critically. It is hopeful that EFL learners are soon made aware of the principles and the skills that turn their answers deep and reflective. Algerian EFL learners often think that they are

required to only communicate in the four language skills and to master the English language rules.

Because the concept of CT is very influential nowadays, we hypothesized that teachers could have possibly developed a coherent understanding of it which would encourage them to teach it. A questionnaire was designed for the purpose of testing this hypothesis. The results, however, indicated inconsistency in teachers' answers which casted doubt on their foundations about the notion and its principles.

The results of the questionnaire were also checked through a classroom observation to find out whether teachers' in-class practices target the teaching of CT or not, and whether they adapt the coursebook contents to teach for it. There was a main focus on the instruction that the learners received. The results demonstrated that teachers' instructional statements do not encourage any CT skills and that they do not reflect their answers in the questionnaire. These results went against the second part of the second hypothesis in this research in which we expected that EFL teachers would be teaching to develop the learners' CT.

There is already a huge amount of literature about teaching for the enhancement of CT in almost every school discipline. However, few researches have addressed the issue in the EFL class, specifically in Algeria. This study brought an array of details about the most basic pillars of the EFL class in relation to CT. These are: EFL coursebooks, teachers' perceptions of CT as a concept and of their own teaching practices and classroom instruction. We hope this study would find an echo in real grounds and that it would encourage starting practical workshops and study days to exchange different teaching

concerns, experiences and ideas in order to design programmes for an effective teaching of CT in the Algerian EFL class.

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## **APPENDICES**

**Appendix I: Analysis of the Algerian Secondary School EFL Coursebooks**

**Appendix II: Teachers' Questionnaire**

**Appendix III: Teachers' Suggestions about the Teaching of Critical Thinking**

**Appendix IV: Classroom Observation Grid**

**Appendix V: Listening Scripts**

**Appendix I: Checklists for the Analysis of Algerian Secondary School EFL  
Coursebooks**

**I/- Checklist for the Analysis of First Year Coursebook "At the Crossroads"**

I/- General Information		
<b>Name of coursebook:</b> At the Crossroads		
<b>Teaching level:</b> Secondary education, year one.		
<b>Author(s):</b> B. RICHE- S. A. ARAB - H. AMEZIANE - K. LOUADJ - H. HAMI		
<b>Publisher:</b> ONPS: Office National des Publications Scolaires (The National Authority for School Publications).		
<b>Date and place of publication:</b> 2014 – 2015 / Algeria.		
<b>Number of pages:</b> 176		
II/- Structure of the coursebook		
1/- Units: 5		
2/- Structure of the units:		
4 sequences + project workshop + check your progress		
III/- Analysis of the objectives of the coursebook		
The general objective(s) of the coursebook is/ are:	Yes	No
a. To develop learners' critical thinking.		√

b. To develop literacy skills of listening, speaking, reading and writing.	√	
c. To develop life skills such as decision making and dealing with unexpected events.	√	
d. To enable learners to communicate effectively using reasons and arguments.		√
IV/- Analysis of the content of the coursebook		
1/- Texts		
i/- Listening scripts:		
a. are authentic.		√
b. are based on giving reasons, arguments and counter-arguments.		√
c. discuss different perspectives.		√
d. treat controversial topics and ideas.		√
e. are given as a support for the teaching of language forms and rules.	√	
ii/- Reading texts		
a. are authentic.	√	
b. are based on presenting reasons, arguments and counter-		√

arguments.		
c. present different perspectives.		√
d. are given as a support for the teaching of language forms and rules.	√	
2/- Tasks and Activities		
i/- Instruction		
a. invites learners to analyze information and/ or arguments.		√
b. invites learners to evaluate information and / or arguments.		√
c. invites learners to synthesize information and/ or arguments.		√
d. asks learners to give their points of view.	√	
e. asks learners to justify their ideas by reasons/ arguments.	√	
f. asks learners to compare and/ or contrast.		√
g. asks learners to form conclusions.		√
h. encourages learners to solve life problems.		√
i. encourages learners to solve learning problems.		√
j. encourages learners to suggest alternative solutions.		√
k. encourages whole class discussion.		√
l. encourages small group discussion.		√

m. invites learners to think about critical thinking principles and values.		√
n. is based on Socratic questioning.		√
o. sets learners into debates.		√
p. encourages learners to take notes.		√
q. encourages learners to summarize.		√
r. encourage learners to analyze scenarios and real-life experiences.		√
s. invites learners to role-play.		√
ii/- Questions		
a. are deep and probing.		√
b. relate to the elements of thinking.		√
c. relate to the standards of perfect thinking.		√
d. relate to the traits of a disciplined mind.		√
3/- Analysis of the role of visual representations, pictures, diagrams, graphs ...etc.		
a. encourage reflection.		√
b. call for prediction		√
c. call for comparing and contrasting.		√
d. are used to clarify texts and facilitate understanding.	√	

e. are used for decoration purposes.	√	
V/- Other remarks		
The coursebook is loaded with grammar rules and activities.		

## II/- Checklist for the Analysis of Second Year Coursebook "Getting Through"

I/- General Information
<p><b>Name of coursebook:</b> Getting Through</p> <p><b>Teaching level:</b> Secondary education, year two.</p> <p><b>Author(s):</b> B. RICHE - S. A. ARAB - H. AMEZIANE - H. HAMI - M. BENSEMMANE</p> <p><b>Publisher:</b> ONPS: Office National des Publications Scolaires (The National Authority for School Publications).</p> <p><b>Date and place of publication:</b> 2013 – 2014 / Algeria.</p> <p><b>Number of pages:</b> 208</p>
II/- Structure of the coursebook
<p>1/- Units: 7</p> <p>2/- Structure of the units:</p> <p>2 sequences + Putting things together (project) + Where do we go from here? + Exploring matters further.</p>

III/- Analysis of the objectives of the coursebook		
The general objective(s) of the coursebook is/ are:	Yes	No
a. To develop learners' critical thinking.		√
b. To develop literacy skills of listening, speaking, reading and writing.	√	
c. To develop life skills such as decision making and dealing with unexpected events.		√
d. To enable learners to communicate effectively using reasons and arguments.		√
IV/- Analysis of the content of the coursebook		
1/- Texts		
i/- Listening scripts:		
a. are authentic.		√
b. are based on giving reasons, arguments/ counter-arguments.		√
c. present different perspectives.		√
d. are given as a support for the teaching of language forms and rules.	√	
ii/- Reading texts		

a. are authentic.		√
b. are based on presenting reasons, arguments/ counter-arguments.		√
c. present different perspectives.		√
d. are given as a support for the teaching of language forms and rules.	√	
2/- Tasks and Activities		
i/- Instruction		
a. invites learners to analyze information and/ or arguments.		√
b. invites learners to evaluate information and / or arguments.		√
c. invites learners to synthesize information and/ or arguments.		√
d. asks learners to give their points of view.		√
e. asks learners to justify their ideas by reasons/ arguments.		√
f. asks learners to compare and/ or contrast.		√
g. asks learners to form conclusions.		√
h. encourages learners to solve life problems.		√
i. encourages learners to solve learning problems.		√
j. encourages learners to suggest alternative solutions.		√
k. encourages whole class discussion.		√



l. encourages small group discussion.		√
m. invites learners to think about critical thinking principles and values.		√
n. is based on Socratic questioning.		√
o. sets learners into debates.		√
p. encourages learners to take notes.		√
q. encourages learners to summarize.		√
r. encourage learners to analyze scenarios and real-life experiences.		√
s. invites learners to role-play.		√
ii/- Questions		
a. are deep and probing.		√
b. relate to the elements of thinking.		√
c. relate to the standards of perfect thinking.		√
d. relate to the traits of a disciplined mind.		√
3/- Analysis of the role of visual representations, pictures, diagrams, graphs ...etc.		
a. encourage reflection.		√
b. call for prediction		√
c. call for comparing and contrasting.		√

d. are used to clarify texts and facilitate understanding.	√	
e. are used for decoration purposes.	√	
V/- Other remarks		
Topics are not recent.		

### III/- Checklist for the Analysis of Third Year Coursebook "New Prospects"

I/- General Information
<p><b>Name of coursebook:</b> New Prospects</p> <p><b>Teaching level:</b> Secondary education, year three.</p> <p><b>Author(s):</b> S.A.ARAB – B. RICHE – M. BENSEMMANE</p> <p><b>Publisher:</b> ONPS: Office National des Publications Scolaires (The National Authority for School Publications).</p> <p><b>Date and place of publication:</b> 2017 – 2018/ Algeria.</p> <p><b>Number of pages:</b> 272</p>
II/- Structure of the coursebook
<p>1/- Units: 6</p> <p>2/- Structure of the units:</p> <p>Listen and consider + Read and consider + Research and report + Listening and</p>

speaking + Reading and writing + Project outcome + Assessment		
III/- Analysis of the objectives of the coursebook		
The general objective(s) of the coursebook is/ are:	Yes	No
a. To develop learners' critical thinking.	√	
b. To develop literacy skills of listening, speaking, reading and writing.	√	
c. To develop life skills such as decision making and dealing with unexpected events.	√	
d. To enable learners to communicate effectively using reasons and arguments.	√	
IV/- Analysis of the content of the coursebook		
1/- Texts		
i/- Listening scripts:		
a. are authentic.	√	
b. are based on giving reasons, arguments/ counter-arguments.	√	
c. present different perspectives.		√
d. are given as a support for the teaching of language forms and rules.	√	

ii/- Reading texts		
a. are authentic.	√	
b. are based on giving reasons, arguments/ counter-arguments.	√	
c. present different perspectives.	√	
d. are given as a support for the teaching of language forms and rules.	√	
2/- Tasks and Activities		
i/- Instruction		
a. invites learners to analyze information and/ or arguments.	√	
b. invites learners to evaluate information and / or arguments.	√	
c. invites learners to synthesize information and/ or arguments.	√	
d. asks learners to give their points of view.	√	
e. asks learners to justify their ideas by reasons/ arguments.	√	
f. asks learners to compare and/ or contrast.	√	
g. asks learners to form conclusions.		√
h. encourages learners to solve life problems.		√
i. encourages learners to solve learning problems.		√
j. encourages learners to suggest alternative solutions.		√

k. encourages whole class discussion.		√
l. encourages small group discussion.	√	
m. invites learners to think about critical thinking principles and values.		√
n. is based on Socratic questioning.		√
o. sets learners into debates.		√
p. encourages learners to take notes.	√	
q. encourages learners to summarize.	√	
r. encourage learners to analyze scenarios and real-life experiences.		√
s. invites learners to role-play.		√
ii/- Questions		
a. are deep and probing.	√	
b. relate to the elements of thinking.		√
c. relate to the standards of perfect thinking.		√
d. relate to the traits of a disciplined mind.	√	
3/- Analysis of the role of visual representations, pictures, diagrams, graphs ...etc.		
a. encourage reflection.		√
b. call for prediction		√

c. call for comparing and contrasting.		√
d. are used to clarify texts and facilitate understanding.	√	
e. are used for decoration purposes.	√	
V/- Other remarks		
Most units rely on diagram completion especially in the production stages.		

## **Appendix II: Teachers' Questionnaire**

Dear teacher,

Thank you for agreeing to take part in our research work. Our study intends to investigate your conception of critical thinking and your teaching practices. It also intends to examine your views about the currently used secondary school EFL coursebooks in relation to critical thinking. We are interested in your personal opinion which will certainly contribute to the success of this research. Your sincere answers will help us make appropriate recommendations for future teaching.

There is no 'right' or 'wrong' answer to the statements given. All that you need to do is to tick (✓) the answer which best describes your view.

Miss ACHOURA Meriem.

Department of English.

Faculty of Letters and Foreign Languages.

University of Frères Mentouri Constantine.

**Part One: Background Information**

1. Gender: a. Male  b. Female

2. Educational Credentials:

a. BA (Licence)  b. MA (Master)  c. Magister

d. Ecole Normale Supérieure Graduate (ENS)  e. Doctorate/PhD

3. Professional Status:

a. Permanent Teacher (Titulaire)  c. Substitute Teacher

4. Teaching experiences (in years):

.....

**Part Two: The Nature of Critical Thinking and Teachers' Practices**

- Please, tick one box for each statement below to show how much you agree or disagree with it.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Critical thinking is reflective thinking.					
6. Critical thinking requires remembering a good number of facts to build strong knowledge.					



7. Critical Thinking helps people to deal with the modern world complexities.					
8. To be a good critical thinker means to be able to defend a case at whatever cost.					

- Please, tick one box for each statement below to show how much you agree or disagree with it.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. The main focus of my teaching is to develop the learners' basic skills of language such as listening and reading to find main ideas and specific details.					
10. Learners' real life experiences constitute a major part in choosing the teaching contents of my lessons.					
11. I devise tasks and activities which help learners state and					

defend their views.					
12. The main objective of my teaching is to develop learners' critical thinking skills.					
13. At their age, it is better to teach learners to think about topics of high controversial views such as political, ethnic, religious and cultural topics.					
14. The teacher is the main authority in the classroom because learners cannot be as knowledgeable as the teacher.					

**Part Three:** Teachers' Views about the English Secondary School Coursebooks

15. The coursebook aims at teaching critical thinking.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					
2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

16. Most of the coursebook texts that you deal with in class are argumentative texts.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					
2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

17. Most of the coursebook texts that you deal with in class present opposing views of the argument discussed (i.e., the for and against views of it).

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					
2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

18. To teach language skills, the coursebook implements tasks that encourage learners to take a clear position and defend it with reasons and arguments.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					

2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

19. To teach language skills, the coursebook implements tasks that encourage learners to state facts and information in order to develop the topic discussed.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					
2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

20. There are tasks which encourage learners to think at higher cognitive levels (such as tasks which ask them to analyze, evaluate and synthesize information).

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					
2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

21. The general content of the coursebook allows for enough time to learners to think about and solve the tasks presented to them.

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 <sup>st</sup> year coursebook					
2 <sup>nd</sup> year coursebook					
3 <sup>rd</sup> year coursebook					

**Part Four:** Further Suggestions

22. Please, write down any comments or suggestions that you think will contribute to the teaching of critical thinking in the secondary schools.

.....

.....

.....

.....

.....

## **Appendix III: Teachers' Suggestions about the Teaching of Critical Thinking**

### **Part Four: Further Suggestions**

**14. Please, write down any comments or suggestions that you think will contribute to the teaching of critical thinking in the secondary schools.**

#### **❖ Teaching experiences: 24 years**

There are many techniques for teaching critical thinking skills. In every lesson, to begin with a question is a way into critical thinking; a question that inspires a quest for knowledge and problem solving. Provide or create a foundation by reviewing related information. This ensures that they can relate facts pertinent to the topic.

#### **❖ Teaching experiences: 3 years**

I believe that the teacher should if not must raise the pupils' critical thinking each time the opportunity presents itself in class. This could be the only way to put an end to the old practices, i.e., the remnants of the old system that enslaved pupils and mind-cornered them. As CBA states, pupils should be responsible for their own learning, hence responsibility is to be taught alongside other language skills.

#### **❖ Teaching experiences: 16 years**

Some tasks of the coursebooks may contribute to critical thinking but with modifications of instruction and tasks such as reading the introduction to pick out the key words and discover the logical relationships between these key words to get the general idea of the text, dealing with diagrams, summarizing texts, giving the point of view about someone's writing or about an idea, solving a problem of a new situation.

We can keep what is in the textbook (not all of it but choosing) and add other tasks of ours.

❖ **Teaching experiences: 12 years**

- Learning/teaching process should focus more on collaborative learning which claims that the exchange of ideas in small groups increases interest and participation among learners as well as promotes their critical thinking.
- The development of critical thinking in secondary schools should be supported with some thinking skills: pupils should be motivated and encouraged to express themselves and criticize by giving their opinions. This enables them to think critically and here comes the role of the teacher.

❖ **Teaching experiences: 25 years**

For me, critical thinking should be applied with first and second year levels not only until the third year that pupils start thinking critically.

❖ **Teaching experiences: 11 years**

Second year book should be changed because it doesn't meet with pupils' future challenges, however 1<sup>st</sup> and 3<sup>rd</sup> year textbooks should be revised.

❖ **Teaching experiences: 5 years**

Yes, the problem is a problem of time. Students must be given the chance to think and discuss ideas critically. This is through having smaller groups in the class and teaching speaking more seriously and more effectively and devoting more time for doing this.

### ❖ **Teaching experiences: 20 years**

Most of the secondary school students aren't coped with real life situations/ issues to analyze and evaluate ... in order to form a judgment. Discussions in small groups can be very successful to develop critical thinking. Students love arguing with each other and this can be enjoyable and instructive.

### ❖ **Teaching experiences: 5 years**

1. Revising the content of the coursebook (very long) so that teachers can allocate enough time for activities that encourage critical thinking (especially 1<sup>st</sup> and 3<sup>rd</sup> years).
2. The number of students also is an important factor in foreign language teaching/teaching critical thinking.
3. Encouraging teachers to design or at least adapt the book's activities to meet their learners' needs.

### ❖ **Teaching experiences: 21 years**

- Avoid overloaded programs
- Topics or themes must be at learners' needs and interests.
- Inspectors must focus on practice more than theories in their seminars.

### ❖ **Teaching experiences: 10 years**

I see that teaching critical thinking is important at this stage. Teaching critical thinking for 3<sup>rd</sup> year students can help them in their studies at university.

### ❖ **Teaching experiences: not mentioned**

Change themes in 1<sup>st</sup> year books.



### ❖ **Teaching experiences: 22 years**

In fact the majority of people cannot demonstrate critical reasoning skills i.e. they are often unable to justify their beliefs and opinions with evidence. And teaching critical thinking skills doesn't require hours of lesson planning. All you need are curious and open-minds, along with few strategies. But the problem in Algeria is deeper. How can you teach your students to analyse, compare and think independently if they don't understand English and therefore are unable to construct one correct sentence (the majority of them).

This is why we must have the courage to think of qualitative approach that answers to the needs of our learners and ours (we, teachers). Unfortunately our programs do not really help in this direction. (The teacher underlined the words in her answer).

### ❖ **Teaching experiences: 6 years**

The teaching of critical thinking in secondary schools cannot be successful except if many factors are taken into consideration; among these are ideological, cultural, sociocultural and even economical factors. Without such basics learners will face dilemmas in learning a foreign language whatever it is!

### ❖ **Teaching experiences: 20 years**

- At this level, teach learners how to speak and how to write first.
- Critical thinking should be dealt with at a higher level.

### ❖ **Teaching experiences: 15 years**

The teaching of critical thinking in the secondary school is "a dream". Students are unable to do this in Arabic what about English?

❖ **Teaching experiences: 20 years**

It seems to me, teaching critical thinking in the secondary schools is not an easy task because you need a strong knowledge about all topics and pupils with high levels of thinking. So, all of us must do their best (teachers, pupils, parents) to reach this aim.

### Appendix IV: Classroom Observation Grid

School: \_\_\_\_\_ Date: \_\_\_\_\_ Hour: \_\_\_\_\_

Stream: \_\_\_\_\_ Level: \_\_\_\_\_

School code: \_\_\_\_\_ Teacher code: \_\_\_\_\_

LessonType/Focus: \_\_\_\_\_

(1) Always observed  $\longrightarrow$  (6) (Never observed)

Criteria	Observed $\rightarrow$ observed	Never observed	Comments				
<b>I/- Teacher's questions encourage learners to:</b>							
1. clarify their ideas.	1	2	3	4	5	6	
2. take a clear position.	1	2	3	4	5	6	
3. state their points of view.	1	2	3	4	5	6	
4. make decisions.	1	2	3	4	5	6	
5. justify their opinions by reasons and arguments.	1	2	3	4	5	6	
6. state opposing views.	1	2	3	4	5	6	
7. think objectively and fair-mindedly.	1	2	3	4	5	6	
8. pay attention to their selfish appeals.	1	2	3	4	5	6	
9. pay attention to their socio-ethnic appeals.	1	2	3	4	5	6	
10. identify similarities and differences.	1	2	3	4	5	6	
11. identify reasons and arguments.	1	2	3	4	5	6	

<p><b>II/- Teacher's role in the classroom:</b></p> <ol style="list-style-type: none"> <li>1. Teacher models critical listening.</li> <li>2. Teacher models critical speaking.</li> <li>3. Teacher models critical reading.</li> <li>4. Teacher asks learners probing questions.</li> <li>5. Teacher encourages learners to practice: <ul style="list-style-type: none"> <li>- Critical listening.</li> <li>- Critical speaking.</li> <li>- Critical reading.</li> <li>- Critical writing.</li> </ul> </li> <li>6. Teacher poses questions about CT terms and concepts.</li> </ol>	<p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p>	
<p><b>III/- Classroom discussion moves toward:</b></p> <ol style="list-style-type: none"> <li>1. solving a real-life problem.</li> <li>2. solving a language learning problem.</li> <li>3. sharing strategies of solving problems.</li> <li>4. suggesting alternative solutions.</li> </ol>	<p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p>	
<p><b>IV/- Tasks, activities and exercises:</b></p> <ol style="list-style-type: none"> <li>1. Role-playing.</li> <li>2. Analyzing scenarios.</li> <li>3. Analyzing real-life experiences.</li> <li>4. Summarizing.</li> <li>5. Note-making.</li> </ol>	<p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p> <p>1 2 3 4 5 6</p>	

6. Small group Socratic discussion.	1	2	3	4	5	6	
7. Whole class Socratic discussion.	1	2	3	4	5	6	
8. Small group debate.	1	2	3	4	5	6	
9. Whole class debate.	1	2	3	4	5	6	

## **Appendix V: Listening Scripts**

### **Script 1: "Screen Time: How Much Is too Much?"**

What do we mean by the term "screen time", exactly? "screen time" as a term isn't that useful, because it doesn't really tell you what you're doing on screen. It's kind of like if someone asks you what you had for lunch and you say "food"- that doesn't provide any real info. And not all screen time is created equal. Context matters. Spending four hours creating a video for YouTube is WAY different than spending four hours watching cat videos. How you feel about and how you process each of those situations won't be the same. So, lumping them all under "screen time" doesn't make much sense. So, is screen time good or bad for us? Our digital lives can take a physical toll on us. Multiple studies have shown that excess screen time can lead to bad sleep. And some researchers even use the term "addiction" when talking about how we interact with our devices. And there is some research that found that the more time people spent in front of screens, the more it affected their well-being, their chances of developing depression went up. On the flip side, screens allow us to stay connected with people. Sure, some people have to deal with feeling overwhelmed because of drama or feeling pressure to only post a highlight reel of themselves to make them look good to others. But, in many studies, a majority of teens say that social media "mainly helps" the relationships they already have with their friends. If you don't quite fit in where you live, or you live in small or isolated community, QUALITY screen time might be essential to keeping you sane.

<https://www.youtube.com/watch?v=fVAl eerZpd4>

**Script 2:**

**"Teen Voices: Who Are You on Social Media?"**

**Girl1:** I think that social media does make people more fake.

**Boy1:** Who's happier, who's richer, who ... Who appears to be the best?

**Boy 2:** I would say that it's okay to post a version of themselves that's not 100% real

**Boy 3:** Yeah, I post things that I want other people to see.

**Girl 2:** I do think that social media has an effect on how people act in real life.

**Boy 1:** Carries a lot of weight.

**Girl 3:** I don't believe in filters, Photoshopping, Facetuning, none of that.

**Girl 4:** Yes, I think some people tend to obsess over their social media.

**Girl 5:** It kind of loses the meaning of what the intension of social media was... to,  
like, connect with other people.

**Girl 6:** I spend a lot of time being really careful about what I post on my main  
account. Mostly because there's people that I don't know that well who are  
going to see it. My spam account, however, is just a bunch of really terrible  
pictures of me.

**Boy 2:** It's okay to play a little game of pretend, to, you know, show off, impress your  
friends.

**Girl 7:** I'm always thinking, in my mind, like, for validation from other people. But at  
the same time, I know that none of that is really worth it in the end.

**Girl 4:** I started counting my likes on my posts, and I realized soon enough that that was giving me anxiety. So, I stopped doing that.

**Girl 1:** But now I've learned to just post them just for memories.

**Girl 3:** I would say that curating your social media can be positive.

**Boy 1:** People can see the very best life that you're living. And people can see you being happy all the time.

**Girl 3:** It kind of gives you the power to be who you want to be, and only let people see what you want them to see. It can turn negative really fast.

**Boy 1:** If you are constantly displaying yourself as always happy, it can create a lot of anxiety and depression, just a lot of stress.

**Girl 5:** We only see the greatest moments of people, and we don't know what happens beyond those moments, or what they've done to get to those moments.

**Boy 4:** I think if someone's posting, like, fake, like, Photoshopped photos or, like, something that's not actually them, I don't think that's okay.

**Girl 6:** There are definitely photos where I've, like, put filters on it, or, like edited it in some way where I look skinnier or prettier, or have less freckles, or whatever it is.

**Girl 8:** My friends are obsessed "Oh, how do I look in that picture? Oh, how my body looks weird in that picture, i shouldn't post it." I'm like, "why does it matter?"

**Girl 5:** Not only does it affect how we should hold ourselves, and our self-importance in real life.



**Girl 3:** That person who you see living that perfect life is kind of curating what they do, so they're not showing you all of them, so don't try to live up to that very small part of their life.

**From the official channel: "Common Sense Education"**

<https://www.youtube.com/watch?v=cLFMBT1Ayls>

## Résumé

La présente étude aborde l'enseignement de la langue anglaise au cycle secondaire en Algérie sous l'angle de la pensée critique. Une méthode qualitative est suivie pour analyser les contenus d'enseignement de trois manuels: "At the Crossroads" (niveau 1<sup>ère</sup> année), "Getting Through" (niveau 2<sup>ème</sup> année), et "New Prospects" (niveau 3<sup>ème</sup> année) pour savoir s'ils sont destinés ou non à développer la pensée critique des apprenants. L'étude s'appuie également sur un questionnaire destiné aux enseignants d'anglais comme langue étrangère en Algérie, et une analyse de 61 sessions d'enseignement suivies avec 11 enseignants du niveau secondaire dans la Wilaya d'Oum El Bouaghi. Les résultats des trois méthodes de collecte de données étaient complémentaires et ils ont tous démontré que les deux manuels "At the Crossroads" et "Getting Through" ont été conçus dans le but de développer les ressources linguistiques et les capacités de communication des apprenants plutôt que d'améliorer leurs compétences en pensée critique. Les contenus d'enseignement présentés à travers les scripts d'écoute, les textes de lecture, les énoncés pédagogiques, les tâches, les questions et les images ne reflètent même pas les très rares compétences d'ordre supérieur mentionnées dans les énoncés d'objectif tels que décrits dans les programmes. Seule l'analyse du manuel de troisième année, "New Prospects", présentait l'enseignement d'un certain nombre de compétences en pensée critique, à savoir développer des arguments et des contre-arguments; justifier les opinions à l'aide de raison, d'arguments et d'analogies; analyser et évaluer les arguments; comparant et contrastant; tolérer des points de vue différents; déduire et inférer; prendre des notes, prendre des notes et bien d'autres pour n'en nommer que quelques-uns. Les pratiques en classe des enseignants reposaient principalement sur les instructions des trois manuels, mais elles ne montraient pas un enseignement

systematique des compétences de pensée critique. Il y avait une tendance générale à se concentrer sur l'utilisation correcte de la langue même dans les leçons qui enseignent les compétences linguistiques. Peu d'adaptation des manuels a été observée. Même dans les rares cas où cela s'est produit, l'accent a été mis sur l'enseignement direct des formes linguistiques, mais pas sur les capacités de réflexion. Ces résultats ont nécessité de reconcevoir les leçons des deux manuels "At the Crossroads" et "Getting Through" comme modèle pour aider à intégrer un enseignement systématique de la pensée critique dans la classe d'anglais.

## المخلص

صحيح أن الهدف الرئيسي لتدريس اللغة الإنجليزية كلغة أجنبية ثانية هو تمكين المتعلمين من تطوير كفاءاتهم التواصلية في اللغة الإنجليزية، و ذلك من خلال التركيز على تدريس القواعد النحوية والمهارات والوظائف اللغوية الأربعة وبعض المهارات الاجتماعية مثل التعامل مع الأعطال التواصلية أو الكتابة بشكل رسمي وغير رسمي. بالرغم من ذلك، هناك اتجاه عام لأخذ دور التفكير كأمر مسلم به في تدريس اللغة الأجنبية، لاسيما دور التفكير النقدي في قسم اللغة الإنجليزية. تم اتباع منهج نوعي لتحليل محتويات التدريس لثلاثة كتب دراسية للمدرسة الثانوية وهي : ("At the Crossroads" مستوى السنة الأولى ) ، "Getting Through" (مستوى السنة الثانية ) و "New Prospects" ( مستوى السنة الثالثة ) لمعرفة ما إذا كانت مصممة حتى تسمح بتطوير التفكير النقدي لدى المتعلمين أم لا. تستند الدراسة أيضا إلى استبيان أجاب عليه 76 معلما، وتحليل 61 جلسة تدريس لـ 11 معلما من مدرسي اللغة الإنجليزية في المدارس الثانوية في ولاية أم البواقي. وأظهرت جميع النتائج أن الكتابين المدرسيين "At the Crossroads" و "Getting Through" تم تصميمهما بهدف تطوير القدرات اللغوية و التواصلية للمتعلمين دون تعزيز مهاراتهم في التفكير النقدي. محتويات التدريس المقدمة من خلال نصوص الاستماع، ونصوص القراءة، والتعليمات المقدمة في القسم، والمهام، والأسئلة والصور لا تعكس حتى مهارات التفكير العليا القليلة جدا المشار إليها في الأهداف المذكورة في المناهج الدراسية التابعة للكتابين. عكس هذه النتائج، عرض الكتاب المدرسي: "New Prospects" ،تدريس عدد من مهارات التفكير النقدي المتعلقة بتكنولوجيا المعلومات، حث المتعلمين على استخدام الحجج والحجج المضادة؛ تبرير الرأي بالأسباب والحجج والقياس؛ تحليل وتقييم الحجج؛ مقارنة الأفكار والآراء؛ تقبل وجهات النظر المختلفة؛ الإنتاج والإستدلال، تدوين الملاحظات وتطويرها والعديد من المهارات الذهنية الأخرى. من جانب آخر، اعتمد تقديم الدروس داخل اقسام تدريس اللغة الانجليزية في الغالب على التعليمات الموجودة في الكتب المدرسية الثلاثة، لكنهم لم يظهروا تعليما ممنهجا لمهارات التفكير النقدي، وكان هناك اتجاه عام للتركيز على الاستخدام الصحيح للغة حتى في الدروس التي تعلم المهارات اللغوية. لوحظ القليل من عدم التقيد بالدروس المبرمجة في الكتب؛ لكن حتى في الحالات القليلة التي قام فيها المعلمون ببعض التغيير في الدروس، كان هناك تركيز كبير على التدريس المباشر لقواعد اللغة ولكن ليس مهارات التفكير. في ظل هذه النتائج، اقترحنا إعادة تصميم بعض من دروس الكتابين الدراسيين "At the Crossroads" و "Getting Through" كنموذج للمساعدة في دمج التدريس الممنهج للتفكير النقدي في صف اللغة الإنجليزية كلغة أجنبية في المدرسة الثانوية الجزائرية .