

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 08 Mai 1945-Guelma

Faculty of Letters and Languages

Department of Letters and English Language

جامعة 08 ماي 1945-قالمة

كلية الآداب واللغات

قسم الآداب واللغة الانجليزية



Option: Linguistics

**Investigating the Attitudes of EFL Learners towards Integrating Critical
Thinking Skills into Teaching EFL:
The case of Master Students at the University of 8 Mai 1945- Guelma.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirement of the Degree of Master in Language and Culture**

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June 2022

Dedications

I dedicate this humble work,

To me, myself, and I,

To whom I consider everything in my life, my Parents,

Who were very enthusiastic, proud, and supported me through my study.

To the one and only one who hold my hands when I was in need, who shared me every single moment in my life, the happy & the sad ones, the light of my life my mother "LOUISA"

To the person who worked really hard to get to where I am today my wonderful

father "LAID"

Thank you very much for your prayers and help.

To my Big brother "Rami" my ideal and support, to my fabulous sisters Khouloud & Anfel

To my and only beloved husband "walid"

To my coming "baby boy"

To all my friend with whom I shared the university years

Special thanks to my partner Khouloud who I shared with the good and bad while conducting this work

To all those who believed in me and prayed for my success.

IMEN

I dedicate this modest work to the memory of my beloved mother “Nora” how I wish you were here.

This is your dream I'm full filing. This is the fruit of your patience and love. I'm here only because of you. I love and miss you so much.

To my sympathetic father “Moussa” and the candle of my life, thank you for your prayers, your help and Support.

To my lovely sisters: Riham and Douaa.

To my beloved husband “Housseem”

To all the members of my family.

To all my friends with whom I shared university life.

To all my teachers.

To my colleague “Men” with whom I shared the ups and downs while conducting this work.

To all those who supported me and encouraged me.

Thank you so much.

Khouloud

Acknowledgements

No work would be completed without encouragement, motivation, and sacrifice

First and foremost, most thanks and gratitude to ALLAH for giving us the strength and health to realize this work.

We are deeply grateful to our esteemed supervisor “Mrs. Fatima ABDAOUI”, who has never ceased to provide guidance, encouragement, insightful comments, and criticism until the completion of this dissertation.

Special thanks go to The members of the jury “Mrs. Katia MEBARKI” & “Mrs. Amina ELAGGOUNE” for accepting to examine our work.

Special thanks are offered to Master I & II students at the university of GUELMA for their participation in the study.

At last we offer our regards and blessings to all those who supported us with wise advice, insightful comments, and valuable information at various stages of this work.

Abstract

The current study aims at exploring the extent to which learners of English as a foreign language at the University of 8 Mai 1945- Guelma are aware of the concept of critical thinking. Further, it investigates the attitudes of those learners towards incorporating critical thinking skills in learning English as a foreign language. To answer the research questions, an exploratory method is followed. Data is collected through an online questionnaire distributed to 79 EFL Master I and Master II students at the department of English at the University of 08 Mai 1945 -Guelma. The findings show that learners are, to a good extent, aware of the concept critical thinking and its role in enhancing the learning process in the classroom, in addition to the importance of developing critical thinking skills. Moreover, it is revealed that the participants have positive attitudes towards the integration of critical thinking skills when learning English as a foreign language. The study provides some pedagogical implications for teachers and learners to promote critical thinking skills.

Key terms: Critical Thinking, English as a Foreign Language, Learners' Attitudes, Awareness. University of 8 Mai 1945.

List of Abbreviations

EFL: English as Foreign Language

CCTDI: California Critical Thinking Disposition Inventory

List of Figures

| | |
|--|----|
| Figure 1.1: Terminology Changes | 17 |
| Figure 3.1: Meaning of Critical Thinking | 48 |
| Figure 3.2: Critical Thinking helps in Understanding the Explanation of Teachers..... | 49 |
| Figure 3.3: Critical Thinking helps in Speaking and Writing Effectively | 50 |
| Figure 3.4: Critical Thinking helps questioning what I Read and Listen to | 51 |
| Figure 3.5: Solving Problems in Study and Work | 52 |
| Figure 3.6: Developing Critical Thinking through practice | 53 |
| Figure 3.7: The Relationship between Thinking and Language Learning | 54 |
| Figure 3.8: Importance of Learning Critical Thinking in Studies..... | 55 |
| Figure 3.9: The Importance of Critical Thinking in University and Workplace..... | 56 |
| Figure 3.10: Increasing the Role of Critical Thinking in the Curriculum..... | 57 |
| Figure 3.11: The Role of Teachers to Teach Critical Thinking in Classroom | 58 |
| Figure 3.12: Improving Critical Thinking Skills..... | 59 |
| Figure 3.13: Teachers' Reference to The Notion of Critical Thinking..... | 60 |
| Figure 3.14: Critical Thinking Techniques | 61 |
| Figure 3.15: Teaching Critical Thinking Implicitly | 62 |
| Figure 3.16: Teaching Critical Thinking Explicitly | 63 |
| Figure 3.17: Classroom Tasks Can Improve Critical Thinking | 64 |

| | |
|--|----|
| Figure 3.18: Questioning Develops Critical Thinking Skills | 65 |
| Figure 3.19: Instructions for Training the Critical Thinking Skills | 66 |
| Figure 3.20: Further Comments | 67 |

List of Tables

| | |
|---|-----------|
| Table 1.1: Bloom's Taxonomy..... | 19 |
|---|-----------|

Contents

| | |
|---|-------------|
| Dedications | I |
| Acknowledgements | III |
| Abstract | IV |
| List of Abbreviations | V |
| List of Figures | VI |
| List of Tables | VIII |
| Contents | IX |
| General Introduction | 1 |
| Statement of Problem..... | 3 |
| Research Aims..... | 3 |
| Research Questions | 4 |
| Research Method..... | 4 |
| Sample of the Study | 4 |
| Research Tools | 4 |
| Structure of the Dissertation..... | 5 |
| Chapter One: Critical Thinking | |
| Introduction | 8 |
| 1.1. Overview of Critical Thinking | 8 |

| | |
|---|----|
| 1.1.1. Thinking | 8 |
| 1.1.2. Critical Thinking | 9 |
| 1.2. Characteristics of Critical Thinkers..... | 10 |
| 1.3. How to Develop Critical Thinking..... | 12 |
| 1.3.1. Make Project-Based Learning a Priority | 12 |
| 1.3.2. Learning Freedom | 12 |
| 1.3.3 Start Analysing and Assessing Ideas..... | 13 |
| 1.3.4. Establish a Link between Stories and Concepts..... | 13 |
| 1.3.5. Make Active Learning Priority | 13 |
| 1.4. Barriers to Critical Thinking | 14 |
| 1.5. Bloom’s Taxonomy..... | 15 |
| 1.5.1. Overview of Bloom’s Taxonomy | 15 |
| 1.5.1.1. The Cognitive Component | 16 |
| 1.5.1.2. The Affective Component..... | 16 |
| 1.5.1.3. The Psychomotor Component | 16 |
| 1.5.2. Revised Bloom’s Taxonomy..... | 17 |
| 1.5.2.1. Terminology Changes | 17 |
| 1.5.2.1.1. Remembering | 18 |
| 1.5.2.1.2. Understanding | 18 |

1.5.2.1.3. Applying 18

1.5.2.1.4. Analysing 18

1.5.2.1.5. Evaluating..... 18

1.5.2.1.6. Creating 18

1.5.2.2. Structural Changes 19

1.5.2.3. Changes in Emphasis 20

1.5.3. The Use of Bloom’s Taxonomy 20

1.5.4. The Benefits of Using Bloom’s Taxonomy 21

Conclusion..... 22

Chapter Two: Attitudes

Introduction 25

2.1. Definitions of Attitudes 25

2.2. Types of Attitudes 27

2.2.1. Positive Attitude 27

2.2.1.1. Confidence 27

2.2.1.2. Happiness 28

2.2.1.3. Sincerity 28

2.2.1.4. Determination..... 28

2.2.2. Negative Attitude 28

| | |
|--|----|
| 2.2.2.1. Anger | 29 |
| 2.2.2.2. Doubt | 29 |
| 2.2.2.3. Disappointment | 29 |
| 2.2.3. Neutral Attitude | 29 |
| 2.3. Components of Attitudes..... | 30 |
| 2.3.1. Cognitive Component | 30 |
| 2.3.2. Affective Component | 31 |
| 2.3.3. Behavioural Component | 31 |
| 2.4. Attitude's Formation | 31 |
| 2.5. Attitude's Strength | 32 |
| 2.6. Functions of Attitudes | 33 |
| 2.6.1. Knowledge | 33 |
| 2.6.2. Adaptive | 33 |
| 2.6.3. Ego-Defensive | 33 |
| 2.6.4. Utilitarian | 34 |
| 2.7. Importance of Maintaining Positive Attitude | 34 |
| 2.8. Factors Influencing Attitudes Towards Learning..... | 35 |
| 2.8.1. Learner's Personality Context | 35 |
| 2.8.2. Self-Confidence | 36 |

| | |
|---|----|
| 2.8.3. Risk-Taking | 37 |
| 2.8.4. Anxiety | 37 |
| 2.8.5. Educational Context | 38 |
| 2.8.6. Learning Situation | 38 |
| 2.8.7. Social Context | 39 |
| 2.8.8. Learner's Parents | 39 |
| 2.8.9. Community | 40 |
| 2.9. Attitudes Towards Integrating Critical Thinking into Teaching: Literature Review ... | 40 |
| Conclusion | 43 |

Chapter Three: Field of Investigation

| | |
|---|----|
| Introduction | 45 |
| 3.1. Description of Research Method | 45 |
| 3.2. Description of Population and Sample | 45 |
| 3.3. Description of Students' Questionnaire | 46 |
| 3.4. Administration of The Questionnaire | 47 |
| 3.5. Data Analysis and Interpretation | 47 |
| 3.6. Summary of Results and Findings from the Students' Questionnaire | 67 |
| Contribution of the Study | 69 |

| | |
|--------------------------------|-----------|
| Pedagogical Implications | 70 |
| Limitations of the Study | 72 |
| Conclusion | 73 |
| General Conclusion | 74 |
| References | 75 |

APPENDICES

APPENDIX 1: Survey of EFL Students' Attitudes towards Integrating Critical Thinking into Teaching.

الملخص

General Introduction

In higher education, the goal of teaching English as a foreign language (EFL) is to train students for professional and social demands. Among the several requests, the importance of integrating critical thinking skills in students is widely understood. Critical thinking has been extensively explored in higher education studies. Learning to think critically is beneficial in a variety of situations. It assists EFL students in selecting useful content that is relevant to them. It enables them to monitor the information received and make decisions based on it. In addition to developing an effective tactic for accomplishing their chosen objectives as a result, critical thinking abilities are valued.

Facione (1998), in a similar vein, maintained the idea of critical thinking as collection of cognitive talents and affective attitudes. Facione (1990) outlined six key characteristics of critical thinking, including interpretation, analysis, and evaluation, with the help of forty-six experts. Evaluation, inference, explanation, and self-control are all skills that can be developed. Critical thinking is seen as such in this regard.

In the same context, according to some experts, a critical thinker typically has the ability to interpret, analyse, evaluate problems using evidence, concepts, methodology, and criteria that can be used as the basis for making a decision (Carriger, 2015). Also, to think critically means to be involved in the mental process of applying concepts, analysing, synthesizing, evaluating results, and reflecting (Alkharusi, Sulaimani, & Neisler, 2019). Research shows that a classroom environment that facilitates thinking activities can develop students' thinking skills (Vieira & Vieira, 2016). Students who learn through contextual problems can increase their critical thinking performance.

Before going into a deep discussion of teacher's and learner's attitudes towards integrating critical thinking skills, we need to recognize some meanings in relation to the term attitude, it is worth stating that attitudes are described as positive or negative feelings connected with accomplishing a particular behaviour (Ajzen & Fishbein, 1980). In addition, they further maintain that a person will have a positive attitude if he / she admits that the achievement of the behaviour will guide to mostly positive conclusions and vice-versa. An attitude improves based on individuals' beliefs towards a situation or an object (Godin, Belanger-Gravel, Eccles, & Grimshaw, 2008).

One of the current controversies in EFL education is whether students can learn to think critically on their own or if the abilities must be systematically taught as part of the curriculum. Sternberg and Williams (2002) noted that students may not need to be taught critical thinking as thinking is a natural process carried by everyone. Black (2005) found that students are able to improve their thinking skills if they were taught how to think. Therefore, although students have a natural ability to think critically, it is important for teachers to guide them in order to refine their skills. Furthermore, Nickerson (1994) noted that students need to be taught how to think more effectively, that is more critically, coherently, and creatively. For example, teachers could provide students with the criteria for judging information and teach the terms and strategies for critical thinking.

Students' ability to think critically may be affected by how information is delivered and conveyed to them. Duron, Limbach, & Waugh. (2006) pointed out that the popular lecture structure of higher education may not inspire students to engage in active learning and critical thinking. Teachers must abandon the belief that students cannot learn unless the teacher covers it in order for them to think critically and actively. However, many teachers still

perceive that students need to be taught before they can learn (Choy,2006). Therefore, it is critical thinking to evaluate the impact of teachers' perspectives on how students are taught.

1. Statement of the Problem

Critical thinking has been recently introduced and has risen to prominence in the context of English as a Foreign Language (EFL) to the fact that enhancing students' critical thinking is now considered one of the primary tasks of foreign language teachers. Critical thinking aims at achieving the best possible outcomes in academia through the process of gathering and evaluating information from different sources. Also, it assesses the personal strengths, weaknesses and preferences and their possible impact on decisions that learners may make. However, integrating critical thinking skills in EFL learning is quite a challenge for EFL university learners due to their unfamiliar attitudes and perceptions. The case of Algerian EFL learners at the department of English, Guelma University, is not an exception. Learners usually lack sufficient knowledge about critical thinking, relating to the lack of motivation and teachers' encouragement in classrooms' activities which resulted in students' lack of interest in critical thinking. This investigation explores the attitudes of EFL learners at the University of 8 Mai 1945- Guelma towards integrating critical thinking skills in EFL learning.

2. Aim of the Study and research questions

Improving the ability to think critically is a vital component of real, meaningful teaching and learning. Therefore, the current study aims at exploring the extent to which master I and II students of English at the University of Guelma are aware of the concept of critical thinking. Further, the study investigates whether learners have positive or negative attitudes towards incorporating critical thinking in EFL learning.

The findings of this research would mostly contribute to answering the following questions:

- 1) To what extent are EFL learners at the University of Guelma aware of the concept of critical thinking?
- 2) What are the attitudes of EFL learners at the University of Guelma towards integrating critical thinking into teaching EFL?

3. Method

This research follows a quantitative exploratory method. Such method allows describing EFL learners' awareness of critical thinking as a crucial concept within the domain of learning. It, further, permits the exploration of the attitudes of learners of English at the University of Guelma towards incorporating critical thinking in EFL learning.

4. Sample of the Study

The sample of the present investigation consists of participants from both master I and II students from the Department of Letters and English Language at the University of 08 Mai 1945, Guelma. The sample consists of Seventy-nine (79) students, a combination of male and female students studying EFL. They normally have a general idea about the term Critical Thinking owing to the previously taken courses such as Reading and Writing strategies.

5. Data Collection Tools

For the sake of investigating the suggested study, one research instrument is used to gather data. An online questionnaire on Google Forms was sent via email and shared on Facebook groups of First and second year Master students who took part in the inquiry during

the second semester of the academic year 2021-2022. The questionnaire consists of a mixture of both closed-ended and open-ended questions with the vast majority close-ended questions. Using these types of pre-selected questions is to figure out learners' attitudes towards integrating critical thinking skills in classrooms.

6. Structure of the Dissertation

The dissertation is composed of two prominent parts. The initial part treats the theoretical background of the research, which comprises two chapters. Both chapters consist of the pre-knowledge about critical thinking and attitudes, in terms of definitions, characteristics, theories, and their significance to EFL learners.

The second part presents the practical side of the current investigation, and data are gathered and analysed. The last chapter deals with the analysis and evaluation of Master I and II learners' questionnaire answers. It also supplies conclusions and recommendations for further research works.

Chapter One: Critical Thinking

| | |
|---|----|
| Introduction | 8 |
| 1.1. Overview of Critical thinking | 8 |
| 1.1.1. Thinking | 8 |
| 1.1.2. Critical Thinking | 9 |
| 1.2. Characteristics of Critical Thinkers..... | 10 |
| 1.3. How to Develop Critical Thinking..... | 12 |
| 1.3.1. Make Project-Based Learning a priority | 12 |
| 1.3.2. Learning Freedom | 12 |
| 1.3.3 Start Analysing and Assessing Ideas..... | 13 |
| 1.3.4. Establish a Link between Stories and Concepts..... | 13 |
| 1.3.5. Make Active Learning a Priority..... | 13 |
| 1.4. Barriers to Critical Thinking | 14 |
| 1.5. Bloom’s Taxonomy..... | 15 |
| 1.5.1. Overview of Bloom’s Taxonomy | 15 |
| 1.5.1.1. The Cognitive Component | 16 |
| 1.5.1.2. The Affective Component..... | 16 |
| 1.5.1.3. The Psychomotor Component | 16 |
| 1.5.2. Revised Bloom’s Taxonomy..... | 17 |

| | |
|---|----|
| 1.5.2.1. Terminology Changes | 17 |
| 1.5.2.1.1. Remembering | 18 |
| 1.5.2.1.2. Understanding | 18 |
| 1.5.2.1.3. Applying | 18 |
| 1.5.2.1.4. Analysing | 18 |
| 1.5.2.1.5. Evaluating..... | 18 |
| 1.5.2.1.6. Creating | 18 |
| 1.5.2.2. Structural Changes | 19 |
| 1.5.2.3. Changes in Emphasis | 20 |
| 1.5.3. The Use of Bloom’s Taxonomy | 20 |
| 1.5.4. The Benefits of Using Bloom’s Taxonomy | 21 |
| Conclusion..... | 22 |

Introduction

Currently, many changes have occurred in the field of higher education, which requires learners to be equipped with various thinking skills, in addition to the basic ones (writing, speaking, reading, and listening). This is due to the fact that the process of thinking is a necessity in the educational curriculum. The core of a lesson is understood, made up, modified, applied, and assessed by thinking.

EFL learning and critical thinking (CT) go hand in hand, as Brown (2004) stated that “The purpose of an ideal language program should go beyond the linguistic factor and try to enhance critical thinking skills among language learners”, that is learners need to acquire certain abilities, such as reasoning and analysing, that help achieving their academic goals. Therefore, the process of teaching English as a foreign language targets preparing students for the requirements of their professional careers and social life. Critical thinking is the act of examining records to understand a hassle or subject thoroughly, its skills enable individuals to apprehend and address conditions based on available information. Practically speaking, “Critical thinking is broadly seen as the kind of logical thinking that helps us to analyse and make sense of, or interpret, all forms of situations or information so that the conclusions we draw from our interpretations are sound.” (Doddington, 2008, p.109).

1.1 Overview of Critical Thinking

1.1.1. Thinking

Thinking is a mental activity where information is used to conceptualize meanings, make decisions, and solve problems based on interests that suit daily life situations. It allows

individuals to model the world and deal with it in accordance to their goals, plans, and needs. The process of thinking includes cognition, consciousness, idea, and imagination.

According to Ruggiero (2012, P.4) thinking is “any mental activity that helps formulate or solve a problem, make a decision, or fulfil a desire to understand. It is searching for answers while reaching for meaning.” Moreover, Hendrick (1995) defined thinking as “a process that employs verbal images in a form of inner speech”

The mentioned definitions may differ in whether People think in words or express our thoughts in words, but they all emphasize that thinking is a process and place the concept of mind at the heart of people’s conceptualization.

1.1.2. Critical Thinking

The field of critical thinking has developed through generations. This new emerging topic has attracted many scholars and philosophers to study it, and this resulted in critical thinking being elaborated in various ways and many definitions if it has been born depending on different disciplines.

Scriven and Paul (1987) defined critical thinking as the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and /or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action. Paul also has stated that “critical thinking is learning how to ask and answer questions about analysis, synthesis, and evaluation” (Paul,1985, p.45).

Regarding Ivie’s definition “critical thinking is the ability to establish a clear link between starting assumptions, relevant facts, and reasonable conclusions” (2001, p.10).

Further, Ennis proposed that “critical thinking is a reflective and reasonable thinking that is focused on deciding what to believe or do” (1985, p.45). Sternberg claimed that “critical thinking is the mental process, strategies, and presentations people use to solve problems, make decisions, and learn new concepts” (1986, p.3).

For Siegle, he suggested that “critical thinking is the capability to assess reasons correctly, as well as the tendency, desire, and propensity to base one’s actions and views on reasons” (1988, p.23). Moreover, Halpam asserted that “critical thinking is the use of those cognitive skills that increase the probability of a desirable outcome” (1998, p. 450). Finally, Elder and Paul (1994) stated that “Individuals can use critical thinking to create appropriate criteria and standards for evaluating their own thinking”.

The significant and notable element in these definitions is that, despite the fact that they may contain some contradictory ideas, they all agree on the importance of critical thinking in practically every area and job due to its association with abilities such as problem solving and decision making.

1.2. Characteristics of Critical Thinkers

Critical thinking means going beyond common ways of thinking and using various exploring techniques to discover new ideas. Also, it involves looking at a problem from different perspectives before choosing a course of action. According to Ruggiero (2012) “Critical Thinkers are those persons who can go beyond “typical” thinking models to an advanced way of thinking. Critical thinkers produce both more ideas and improved ideas than poor thinkers”. They are characterized by:

- Critical thinkers have a tendency to see the hassle from many perspectives, to bear in mind many distinctive investigative approaches, and to supply many thoughts earlier than selecting a direction of action.
- They are inclined to take intellectual risks, to be adventurous, to consider unusual ideas, and to use their imaginations while analysing problems and issues.
- Critical thinkers test their first impression, make important distinctions among choices, and base their conclusions on evidence rather than their own feelings.
- They are sensitive to their own limitations and predispositions, they double-check their reasoning and the viability of their remedies for flaws, pointing out flaws and complications, anticipating negative responses, and generally refining their thoughts.
- Critical thinkers develop their ability to concentrate. They do not have fewer distractions than others; they just deal with them faster and more efficiently than inefficient thinkers.

However, Non-critical thinkers tend to be (Ruggiero, 2012):

- Observe a limited number of viewpoints (sometimes just one)
- Consider the first approach that comes to their minds
- Judge quickly (may be too quickly and too critically)
- Fail to listen actively
- Think that their ideas are the best (other's ideas are less)
- Resist change

- Think in stereotypes
- Deceive themselves often.

1.3. How to Develop Critical Thinking

According to Brown, C.& Cho, Y. (2013) critical thinking is a means of accurately and passionately comprehending, analysing, applying, and assessing knowledge gathered from or created through experience, reflection, communication, or observation as a precursor to measurements and reliance. Students need excellent critical thinking skills to read and write effectively in school and college. They must also think critically in order to examine data, choose the best of action, and execute on their decisions. The more critical thinking is promoted among earlier students, the better equipped they will be to conduct sophisticated and careful investigation on the problems they face. Here are some ways to develop critical thinking in students.

1.3.2. Make Project-Based Learning a priority

Project-Based learning (PBL) in education is defined as “an approach to teaching and learning that is designed to engage students in investigation of authentic problems” (Blumenfeld et al.,1991). Encouraging project-based learning in learners to help them build critical thinking skills. The learners are taken out of the classroom and into the actual world by figuring out and solving real life challenges. Critical Thinking is a skill that is essential for success in life after graduation.

1.3.3. Learning Freedom

This is one of the most effective strategies to help learners build critical thinking; allowing them to learn at their own pace. This method unquestionably aids students in the

development of critical thinking abilities. Students learn more effectively when they want to learn what they want to learn. They should be encouraged to use whichever learning methods they prefer or are most comfortable with. The ability to learn freely leads to a stronger sense of ownership over the problem and more creative access to solutions. This will help to improve critical thinking (Singh, 2020)

1.3.4. Start Analysing and Assessing Ideas

Another important aspect of critical thinking is analysing and evaluating the efficacy of facts and ideas. Students will be able to draw connections with other content, regulate fundamental concepts, and judge whether they are true and reasonable if they are actively engaged with course knowledge. The major goal is to encourage learner's primary to critically evaluate the content at hand in order to determine how beneficial and useful it is (Singh, 2020).

1.3.5. Establish a link between stories and concepts

Connecting tales to relatable concepts is another important aspect of critical thinking development. When learners have a basic understanding of the story, they can move on to the next step, asking them to make connections outside of it by having them analyse stories that have the same concept. Introduce any extra texts that provide additional information or concepts that students can use to examine the original work. This strategy allows students to assess the overall significance of the real-world (Singh, 2020).

1.3.6. Make Active learning a priority

A key purpose of critical thinking instruction is to transform students into engaged learners. Students frequently engage with the material in a calm manner, or they study it

without properly considering it or connecting it to what they already know. It's critical to make these connections because they're creating a brain highway that boosts memory. Students will be able to assess material and not take it at face value if they learn to think critically (Singh, 2020).

1.4. Barriers to Critical Thinking

The incorporation of critical thinking in education is frequently hampered by four barriers: (1) a lack of training, (2) a lack of information, (3) preconceptions, (4), and time.

First, "many teachers are untrained in critical thinking techniques" (Broadbear, 2003, p. 8). Teachers in elementary and secondary schools are well-versed in their subject matter and receive training in teaching methods, but little, if any, of their training is focused on how to teach critical thinking abilities. During graduate school, post-secondary instructors pursue further content-based education, but they typically lack formal methodological training, let alone skill-based instruction.

Second, "Few instructional materials include resources for critical thinking" (Scriven and Paul, 2007, p. 1). Some textbooks include critical thinking discussion questions for each chapter but instructional materials frequently lack critical thinking resources.

Third, Kang and Howren (2004) defined critical thinking as:

Both teachers and students have preconceptions about the content that blocks their ability to think critically about the material preconceptions such as personal bias partiality prohibit critical thinking because they obviate analytical skills such as being fair, open-minded, and inquisitive about a topic (p. 28).

Finally, time limits prevent critical thinking skills from being integrated into the classroom. Instructors frequently have a lot of material to cover in a short amount of time, shortcuts like lectures and objectives assessments become the norm when the focus is on material rather than student learning. Integrating project-based learning possibilities is more difficult and time-consuming than lecturing. Subjective assessments are more time consuming to take (and grade) than objective tests. However, research shows that lecturing is not the most effective mode of instruction, and objective tests are more effective (Broadbear,2003; Brodie & Irving, 2007).

1.5. Bloom's Taxonomy

1.5.1. Overview of Bloom's Taxonomy

For (UK Teaching Academy, 2003) Bloom's Taxonomy is a well-known classification of learning. It was developed in the 1950s by the American educational psychologist Benjamin Bloom, which fostered a common vocabulary for thinking about learning goals. Bloom's Taxonomy engendered a way to align educational goals, curricula, and assessments that are used in schools, and it structured the breadth and depth of the instructional activities and curriculum that teachers provide for students.

Educators use Bloom's taxonomy when creating curriculum as a way of defining the level of cognitive thinking skills they want students to demonstrate when learning specific material. Higher order thinking skills such as application and analysis are typically associated with upper-division curriculum, whereas lower order thinking skills such as knowledge and comprehension are found in lower-division course objectives. Critical Thinking skills are an essential part of Bloom's thinking classification levels.

A pyramid was developed to present the learning prototype advancement. “The idea of its composition was to aid the learning objectives and course outcomes that are progressively moving into the complexity of learning” (Rupani,2011,p. 119). The intent was to ensure that learning outcomes were designed in such a manner that enabled the teachers to gradually bring learners from acquiring subject information to its practical application in the real context and ultimately, create meaning of their own from the same (Riazi,2010).

Bloom (1948) proposed three domains of learning, the Cognitive domain(knowledge), the affective domain(attitudes), and the psychomotor domain (skills).

1.5.1.1. The Cognitive

Knowledge based domain, consisting of six levels, is a hierarchical scaffold where each level involves a deeper cognitive understanding.

1.5.2.1. The Affective Attitudinal based domain consisting of five levels, is focused on the emotional aspect of learning. It takes into accounts attitudes, values, and interest.

1.5.3.1. The Psychomotor

Skills based domain, consists of six levels, refers to human movement from a psychological perspective, it involves those objectives that are specific to reflex actions, interpretive movements and discrete physical functions.

Bloom’s Taxonomy is a multi-tiered approach of classifying thinking according to six cognitive levels of complexity. Knowledge, comprehension, and application make up the bottom three tiers. Analysis, synthesis, and evaluation are the three greatest levels.

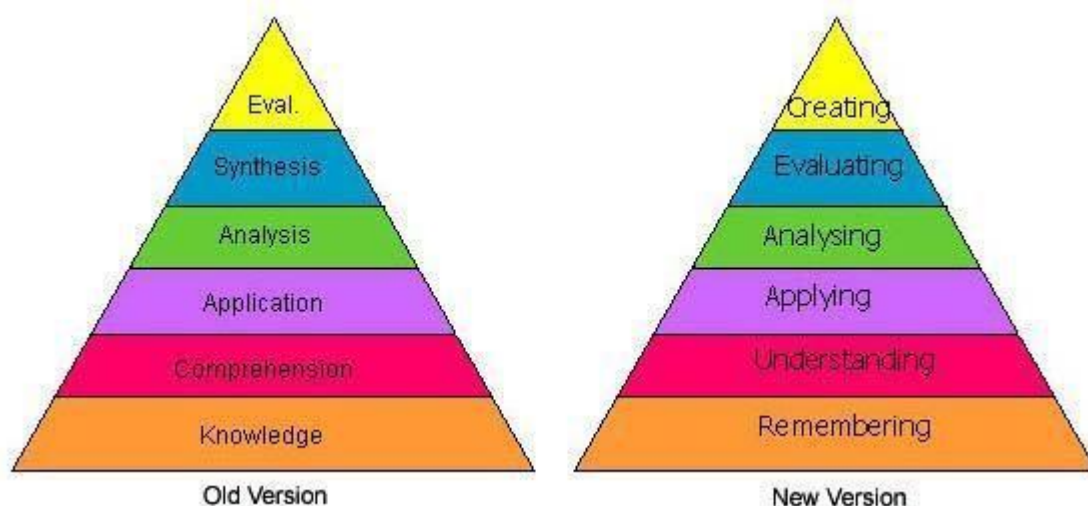
1.5.2. Revised Bloom's Taxonomy

According to Anderson & Krathwhol (2001, p. 28), during 1990's, a former student of Bloom, Lorin Anderson, led a new assembly that was attended by cognitive psychologists, curriculum theorists, instructional researchers. For the purpose of updating the taxonomy, hoping to add relevance for 21st century students and teachers. This revision includes several minor yet actually quite significant changes. Various excellent sources are available which detail the revisions and reasons for changes. Terminology, Structure, and Emphasis are the three primary categories in which these changes occur.

1.5.2.1. Terminology Changes

The most noticeable variations between the two versions are changes in terminology, which can also cause the most misunderstanding. Bloom's six key categories were essentially switched from noun to verb forms.

Figure 1.1: Terminology Changes (Schultz, 2005).



According to (Anderson and Krathwohl, 2001, pp.67-68). The new terms are defined as:

- 1.5.2.1.1. Remembering:** Remembering, recognizing, and recalling relevant knowledge from long-term memory.
- 1.5.2.1.2. Understanding:** Constructing meaning from oral, written and graphic messages through interpreting, explaining, classifying, summarizing, inferring, and comparing.
- 1.5.2.1.3. Applying:** Carrying out or using a procedure through executing and implementing.
- 1.5.2.1.4. Analysing:** Breaking materials into constituent parts, determining how the parts relate to another and overall structure or purpose relating to differentiating, organizing, and attributing.
- 1.5.2.1.5. Evaluating:** Making judgements based on criteria and standards through checking and criticizing.
- 1.5.2.1.6. Creating:** Putting elements together to form a coherent or functional whole; recognizing elements into a new pattern or structure through generating, planning, and producing.

1.5.2.2. Structural Change

Table 1.1

Bloom's Taxonomy

| | | The Cognitive Process Dimension | | | | | |
|-------------------------------|--|---------------------------------|-------------------|-------------------|----------------------|-----------------|------------------|
| The Knowledge Dimension | | <u>Remember</u> | <u>Understand</u> | <u>Apply</u> | <u>Analyze</u> | <u>Evaluate</u> | <u>Create</u> |
| | <u>Factual Knowledge</u> | <u>List</u> | <u>Summarize</u> | <u>Classify</u> | <u>Order</u> | <u>Rank</u> | <u>Combine</u> |
| | <u>Conceptual Knowledge</u> | <u>Describe</u> | <u>Interpret</u> | <u>Experiment</u> | <u>Explain</u> | <u>Assess</u> | <u>Plan</u> |
| | <u>Procedural Knowledge</u> | <u>Tabulate</u> | <u>Predict</u> | <u>Calculate</u> | <u>Differentiate</u> | <u>Conclude</u> | <u>Compose</u> |
| | <u>Meta- Cognitive Knowledge</u> | <u>Appropriate Use</u> | <u>Execute</u> | <u>Construct</u> | <u>Achieve</u> | <u>Action</u> | <u>Actualize</u> |

Note: Adapted from *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Lorin W. Anderson, David R. Krathwohl; et al. 2001 Addison Wesley Longman.

Bloom's cognitive taxonomy was one-dimensional. With the addition of product, the Revised Bloom's Taxonomy takes the form of a two-dimensional table. The Table 1.1 shows, the intersection of the six Cognitive Process defined dimensions (Remember, Understand, Apply, Analyse, evaluate and Create) with the four Knowledge Dimensions defined as (Factual, Conceptual, Procedural, and Meta-Cognitive) forms a table with twenty-four separate cells as represented.

1.5.2.3. Changes in Emphases

The Third and final category of changes is emphasis. As previously stated, Bloom recognized that the taxonomy was being "unexpectedly" used by countless groups who were never intended as an audience for the taxonomy's revised version is intended for a much larger audience. Emphasis is placed upon its use as a "more authentic tool for curriculum planning, instructional delivery and assessment" (Oz-TeacherNet, 2001).

1.5.3. The use of Bloom's Taxonomy

Thanks to Bloom's Taxonomy, teachers have a tool to guide the development of assignments, assessments, and overall curricula. This model allows teachers to identify the basic learning goals that the students want to achieve for each unit, because it briefly describes the learning process. 1) Before you understand the concept, the classification explains that you need to remember it. 2) To use the concept, you must first understand it. 3) To evaluate the process, you must first analyse it. 4) To create something new, you need to complete a full rank. (Shabatura, 2013).

This hierarchy guides students through a process of synthesizing information that enables them to think critically. Students begin with information and are motivated to ask questions and seek answers. The Revised version of Bloom's Taxonomy reminds teachers that learning is an active process, stressing the importance of including measurable verbs in the objectives. And the clear structure of the taxonomy itself emphasizes the importance of keeping learning objectives clear and concise as opposed to vague and abstract (Shabatura, 2013). This approach applies even at the broader price level. This means that Bloom's taxonomy can be applied not only to specific lessons, but also to an entire course. In particular, lower-level introductory courses, usually aimed at first-year students, target Bloom's minor skills as students acquire foundational knowledge. That's not to say it's the only built-in level, but you might only be able to climb a few rungs in the application and analysis phases. On the other hand, high school classes don't place as much emphasis on recall and comprehension because students in those classes have already mastered these skills.

Consequently, these courses focus instead on higher order learning objectives such as evaluating and creating (Shabatura, 2013). Having these clear and organized objectives allows teachers to plan and deliver appropriate instruction, design valid tasks and assessment actually aligns with the outlined objectives (Armstrong, 2010). Overall, Bloom's Taxonomy helps teachers teach and helps students learn.

1.5.4. The Benefits of Using Bloom's Taxonomy

According to (Krathwohl, 2002) much Taxonomy is used in developing courses and organizing material for students. Bloom's Taxonomy is arguably the most famous and widely-used of these structures. The researchers proposed a multi-layered solution to the question "why utilize Bloom's Taxonomy?" in their reworking of Bloom's original

framework. When creating course outlines, instructors should keep the following points in mind.

- It is critical to define learning objectives so that both students and instructors understand the aim of class discussion.
- Both students and instructors can readily clarify and understand learning objectives. The goals are well-organized.
- There are many benefits to organized learning goals for the instructor:
 - They are able to develop relevant instructional strategies.
 - They are able to create appropriate activities.
 - They are able to review whether both the instructions and the evaluations are consistent with the learning objectives.

Conclusion

One of the most challenging skills to be taught at any educational level is critical thinking skills. In educational settings, the real educational goal is achieving students' recognition, acceptance and implementation of these criteria and standards. Such adoption and implementation, in turn, consists in acquiring the knowledge, skills and dispositions of a critical thinker.

Critical thinking incorporates how learners develop and apply thought to understand how thinking can be improved. Typically, a critical thinker is the one who can regularly improve his thinking in a conscious manner. The basic idea undertaking the study of critical

thinking is simply to determine strengths and weaknesses in one's thinking in order to maintain the strengths and make improvements by targeting the weaknesses.

Chapter Two: Attitudes

| | |
|------------------------------------|----|
| Introduction | 25 |
| 2.1. Definitions of Attitudes..... | 25 |
| 2.2. Types of Attitudes | 27 |
| 2.2.1. Positive Attitude..... | 27 |
| 2.2.1.1. Confidence..... | 27 |
| 2.2.1.2. Happiness..... | 28 |
| 2.2.1.3. Sincerity..... | 28 |
| 2.2.1.4. Determination..... | 28 |
| 2.2.2. Negative Attitude..... | 28 |
| 2.2.2.1. Anger | 29 |
| 2.2.2.2. Doubt | 29 |
| 2.2.2.3. Disappointment | 29 |
| 2.2.3. Neutral Attitude | 29 |
| 2.3. Components of Attitudes | 30 |
| 2.3.1. Cognitive Component | 30 |
| 2.3.2. Affective Component | 31 |
| 2.3.3. Behavioural Component..... | 31 |
| 2.4. Attitude's Formation..... | 31 |

| | |
|--|----|
| 2.5. Attitude's Strength | 32 |
| 2.6. Functions of Attitudes | 33 |
| 2.6.1. Knowledge | 33 |
| 2.6.2. Adaptive | 33 |
| 2.6.3. Ego-Defensive..... | 33 |
| 2.6.4. Utilitarian function..... | 34 |
| 2.7. Importance of Maintaining Positive Attitude..... | 34 |
| 2.8. Factors Influencing Attitudes Towards Learning..... | 35 |
| 2.8.1. Learner's Personality Context..... | 35 |
| 2.8.2. Self-Confidence..... | 36 |
| 2.8.3. Risk-Taking..... | 37 |
| 2.8.4. Anxiety..... | 37 |
| 2.8.5. Educational Context..... | 38 |
| 2.8.6. Learning Situation..... | 38 |
| 2.8.7. Social Context..... | 39 |
| 2.8.8. Learner's Parents..... | 39 |
| 2.8.9. Community..... | 40 |
| 2.9. Attitudes Towards Integrating Critical Thinking into Teaching: Literature Review..... | 40 |
| Conclusion..... | 43 |

Introduction

Attitudes represent one of the major complex psychological phenomena that has great influence on an individual's behaviour. For most of life, human beings are not fully conscious of the extensive significance attitudes have on social behaviour. Still, on close self-analysis, it is found that they function within the self and people become sensitive to the attitudes of the surroundings. In fact, attitudes of others are usually inferred accordingly in order to regulate one's behaviour. They reflect a propensity to classify objects and occasions, and to respond to them with few consistencies. They are not directly perceptible but or maybe are deduced from the objective, assessment reaction an individual makes.

Attitude has recently garnered considerable attention from researchers in both first and second languages. The majority of academics on the subject have come to the conclusion that a student's attitude is an important part of learning and, as a result, it should be incorporated into a second or foreign language learning methodology. For Hogg, & Vaughan, an attitude is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (2005, p. 1).

2.1. Definitions of Attitude

People's attitudes are a combination of their views and feelings towards events, specific concepts, and other people. According to (American Heritage Dictionary of the English Language, 2000) an attitude is: "1. A position of the body or manner of carrying oneself ...2. a. state of mind or a feeling; disposition ...; b. An arrogant or hostile state of mind or disposition. 3. The orientation of an aircraft's axes relative to a reference line or plane, such as the horizon. 4. The orientation of a spacecraft relative to its direction of motion.

5. A position similar to an arabesque in which a ballet dancer stands on one leg with the other raised either in front or in back and bent at the knee”.

Further, (Merriam-Webster’s Medical Dictionary) defined attitude as: “2. B. a feeling or emotion toward a fact or state. 3. An organismic state of readiness to respond in a characteristic way to a stimulus (as an object, concept, or situation)”. Besides, (Dark,2005) stated that, an attitude is “an enduring, learned predisposition to behave in a consisted way toward a given class of objects, or a persistent mental and/or neural state of readiness to react to a certain class of objects, not as they are but as they are conceived to be). Also, in social psychology, an attitude “refers to a disposition towards or against a specific phenomenon, a person or thing” (Dawson,1992).

Moreover, others claim that attitudes are evaluation statements either favourable or unfavourable concerning objects, people or events, they reflect how one feels about something” (Robbins, 2010). Similarly, (Allport, 1935, p. 798) stated that “It is an effective mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon an individual’s response to all objects and situations with it is related”

Furthermore, (Krech and Crutchfield,1948) pointed out that an attitude is an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world. Clearly, attitude is a tendency or predisposition to evaluate an object or symbol of that object in a certain way (Katz ,1960). Attitudes represent the individual evaluations, preferences, and rejections based on the information we receive. Attitudes are defined as a more or less stable set of predispositions of opinion, interest, or purpose that involves anticipating a specific kind of experience and being prepared to respond appropriately. They serve as a backdrop against which facts and events can be evaluated. A

person's long-term favourable or unfavourable cognitive assessments, sentiments, and action patterns toward a particular object or idea are described by their attitude.

In the same context, people have opinions on practically everything, including religion, politics, clothing, music, and food. A person's attitudes form a consistent pattern, and changing one may necessitate making numerous other adjustments. As a result, a cooperation would be better off fitting its product into current attitudes than attempting to change people's opinions. Learned attitude is a term that can be used to describe a person's attitude. In simple terms, an attitude is a person's manner of looking at something or their point of view on it (Rodgers, 2000).

2.2. Types of Attitudes

According to (Yashasvi, 2022), there are three types of attitudes:

2.2.1. Positive Attitude

A positive attitude is based on a positive attitude and idea of the common good, regardless of the environment. It can assist the person accepting his talents and faults while also allowing him to remain resilient. Academic and professional success requires a good mindset. Attitudes frequently exhibit self-assurance, optimism, joy, dependability, and flexibility in terms of attitude. Here are few positive attitudes:

2.2.1.1. Confidence

Is a positive attitude and one of its major pillars. People who have a positive attitude are usually neutrally rewarded, when it comes to dealing with life, trust is crucial. It's enough to express the general attitude toward life, especially the attitude by looking boldly and stating, "I am ready." Trust in other people, things, and things in the world starts with trusting the self.

2.2.1.2. Happiness

The next type of positive behaviour is happiness. Everything in the world is good for a cheerful heart. Confident people are content because they are unconcerned with exam results, interviews, and other aspects of life that are designed to put them to the test. If a person looks within him/herself, he/she will find happiness.

2.2.1.3. Sincerity

People who have an optimistic outlook are frequently sincere. He or she knows what to do and understands that the only way out of a jam is to get out of it. Sincerity is a quality that should not be overlooked or undervalued.

2.2.1.4. Determination

One of the key benefits of having a positive attitude is the ability to persevere. One may achieve in life and obtain everything they desire through hard work, effort, and determination. A person with determination and drive can achieve anything in life.

2.2.2. Negative Attitude

People with a pessimistic attitude are unable to see things with optimism or delight. Positive thinking is the polar opposite of this. People are frequently exposed to unfavourable circumstances that cause them to develop a pessimistic outlook on life. Some emotions that persist can have feelings to identify unfavourable attitudes. Some of the most typical symptoms include rage, frustration, and doubt. If a person has trouble dealing with bad feelings on his/her own, reach out to a friend or seek professional help. Negative attitudes can be classified into the following majority:

2.2.2.1. Anger

The majority of the time, people with negative attitudes are angry, their rage may be fuelled by a variety of factors. Anger is one of the most common causes of self-destruction, although a certain amount of rage is healthy, excessive rage only leads to destruction.

2.2.2.2. Doubt

A person can have doubts about himself, but he should never have them. When people are pessimistic, they are more likely to doubt themselves, which can lead to a lack of confidence.

2.2.2.3. Disappointment

The attitude of dissatisfied people is defined, if a person is dissatisfied, it will be shown on his/her face, and he/she will have major problems. Frustration is not conducive to a successful career start. It has the potential to enrage others and keep the individual from taking a constructive step toward happiness.

2.2.3. Neutral Attitudes

People who have a neutral viewpoint tend to be self-satisfied. They can detect a neutral attitude by observing its multiple indicators, which include the lack of emotion or reaction to situations materialistic, possession, and indifference to obstacles. Neutrality, one of the most distinctive types of attitudes, has both advantages and disadvantages, but it can help you retain steadiness in the face of losses. It might also make you feel disconnected from people and your ambitions. If a person believes he/ she has a neutral attitude at work, make an effort to change it and embrace optimism.

2.3. Components of Attitude

The attitude is a generalized tendency to think or act in a certain way in respect of some object or, often accompanied by feelings. It is a taught propensity to respond in a predictable manner to a specific thing. This can involve assessments that are often positive or negative, but they can also be uncertain at times. These are the ways of thinking, and they shape how we relate to the world both in work and outside of work. Researchers also believe that attitudes are made up of various components. This may be shown by looking at the three elements that make up an attitude which are: Cognition, affection, and behaviour.

Therefore, attitude is composed of three components, which include a cognitive component, affective or emotional component, and a behavioural component. Basically, the cognitive component is primarily reliant on the information or knowledge; whereas the affective component is based on the feelings. The behavioural component reflects how attitude affects the way people act or behave. It is helpful in understanding their complexity and the potential relationship between attitude and behaviour. But for clarity's sake, keep in mind that the term attitude essentially refers to the affected part of the three components. In an organization, attitudes are important for their goals or objectives to succeed. Each of these aspects is distinct from the other and they can interact to shape our attitudes and, as a result, how we interact with the world (Baldwin, & Wengrzyn, 2022).

According to Baldwin, & Wengrzyn, (2022) there are three components of attitudes:

2.3.1. Cognitive Component

The beliefs, thoughts, and traits we identify with an item are referred to as the cognitive component of attitudes. It's the part of an attitude that expresses one's thoughts or beliefs. It refers to the aspect of an individual's attitude that is linked to his or her broad

knowledge. These are usually expressed in broad generalizations or cliches, such as: all children are cute or smoking is harmful to one's health.

2.3.2. Affective component

An Affective component is the emotional or feeling segment of attitude. It has to do with a statement that has an impact on another person, and it deals with thoughts or emotions that are pushed to the surface concerning something, such as dread or hatred. Using the example above, someone may believe that all new-borns are adorable or that smoking is damaging to one's health.

2.3.3. Behavioural Component

Behaviour component of an attitude consists of a person's tendencies to behave a particular way toward an object. It is a reflection of a person's intention in the short-run or long-run. Using the above example, the behavioural attitude may be I can't wait to kiss the infant; or we should keep smoking out of the library, and so on.

2.4. Attitude Formation

When learning-based models were popular, early research on the attitude development looked into whether attitudes could be formed by classical or operant conditioning processes.

Staats and Staats (1958) discovered that consistently combining positively valenced words (e.g., gift, sacred, happy) with a national name (e.g., Dutch, Swedish) resulted in significantly higher positive ratings of the national name than when the same name was associated with the negatively valenced words (e.g., bitter, ugly, failure).

Although the procedure's utility has been questioned, this finding persisted after subjects who claimed awareness of the study's purpose were omitted from the analysis

(Kattner et al., 2012; Stahl et al., 2009). Additionally, Insko (1965) verbally reinforced good university students for agreeing with positive or negative statements about a campus issue. This operant procedure clearly influenced responses. Furthermore, the effects persisted when students' attitudes were assessed one week later in a different context, by different researchers with the critical attitude items buried in a longer 'Local issues questionnaire.' Awareness of reinforcement contingencies is not a strong rival explanation of the persistent effects Insko reported.

A lot of research has looked into whether pre-existing attitudes influence the memory of new information (Hymes, 1986; Read & Rosson, 1982). The basic conclusion is that it is compatible with their views better than material that appears to contradict their beliefs. The link among opinions, people tend to develop counterarguments when confronted with evidence that contradicts their beliefs, resulting in a strengthening of the original attitude and, in some cases, an attitude is more extreme in the initial directions.

2.5. Attitude Strength

The degree to which an attitude persists over time, is resistant to change, and influences cognition and behaviour is referred to as Attitude Strength. (Fazio, 1995; Kirshnik & Smith, 1994). As a result, the strength with which an attitude is held informs people of when and which types of behaviour. At first, attitude strength was thought to be a single construct (Miller & Paterson, 2004). Although, current thinking holds that attitude strength is not a single concept, but rather a collection of dimensions such as extremity, importance, certainty, and accessibility (Miller & Paterson, 2004; Visser, Krosnik & Simmons, 2003).

Generally, attitude strength appears to depend on the accessibility of personality traits that themselves influence attitude strength, including self-esteem (DeMarree, Petty, & Brinol,

2007). The more accessible self-esteem is, the stronger the attitudes across a variety of objects. Finally, attitudes are weaker in people with chronic beliefs that personality is fixed (Kown & Nayakankuppam, 2015).

2.6. Functions of Attitude

The basic idea behind the functional approach is that attitudes can treat different motives and functions, in which they are seen as constructs designed to serve an individual's social and emotional needs. According to Katz (1960), there are four (4) functional areas:

2.6.1. Knowledge

The knowledge function relates to individuals' desire for a world that is predictable and stable. This offers a sense of control by allowing them to foresee what is going to happen. Attitudes can aid in the organization and structure of experiences. One can forecast a person's behaviour by knowing their attitude.

2.6.2. Adaptive

Other people will reward a person with praise and social acceptance if they have and/or express socially acceptable attitudes. The adaptive functions assist people fit in with social groups, and attitudes have to do with being a part of a particular group of people, seek out those who share their viewpoints, and adapt the views of those they like.

2.6.3. Ego-Defensive

Holding attitudes that safeguard individuals' self-esteem or excuse activities that make them feel guilty is referred to as an ego-defensive function. This function embodies attitudes that protect the self.

2.6.4. Utilitarian Function It reflects attitudes that summarize the rewards and punishments associated with an attitude object.

2.7. Importance of Maintaining Positive Attitude

GeekTonight (2021) stated that, in order to learn anything, one must have a good mindset. Maintaining a cheerful attitude will make the individual more open to fresh ideas and thinking, and it will make it easier to pick up new skills. Allowing negative ideas to disrupt attitudes and hence the learning process should be avoided. This can help them stay motivated to achieve desired objectives, whether they are academic or professional. If a person finds that his/ her negative ideas are becoming too overwhelming, he/she needs to try exercising or mediating that helps them shift into positive ones.

Also, participating in activities that appeal to a person's passion, such as painting and cooking. Things are easier to learn when people have a good attitude toward them. Academic achievement and personal growth both improve greatly when individuals have a good attitude about learning, this is due to the fact that negative ideas can interrupt regular thinking patterns which results in distractions, that can be either academic or psychological in origin. In general, following a few easy measures can help people keep a positive attitude toward learning. To begin with, one should take the effort to seek out chances that will enable him/her to learn new things, if he or she is up for it, they need to try new challenges. This will provide him/her with the necessary exposure to help them improve their talents. Second, staying away from any distractions, both academic and psychological, will make it easier to focus on the learning objectives or aim.

2.8. Factors Influencing Attitudes towards Learning

Various scholars have established taxonomies of elements that influence the attitudes of second language learners, which in turn affects their language proficiency, such as personality factors, educational factors, social factors, age and gender among others. (Ehrman, 1996; McDonough & Shaw, 1993; Spolsky, 1989; Van Ells, 1984). Furthermore, Conteh (2002, pp. 192-193) supports the notion of certain applied linguists that social context, learner personality (self-confidence, risk-taking, and anxiety), learning conditions, learning process, and learning outcomes influence students' attitudes and the way they learn language.

2.8.1. Learner's Personality Context

The learner is probably the most important variable in any learning circumstance. The significance of effective elements in second and foreign language learning has piqued the curiosity of researchers and teachers alike throughout the years. Learner traits include a wide spectrum of personal and attitudinal variables.

According to the study of (Conteh, 2002, p. 193). Attitudes related to language acquisition are among the factors that contribute to a low affective filter, because the classroom atmosphere created and maintained by the teacher, rather than the attitudes of the students, are equally important in lowering the affective filter (Richards & Rodgers, 1986, p. 133; Krashen, 1987, pp.30-31). Krashen (1988) defines a good language learner as one who gains appropriate intake in the second-foreign language and has low affective filter to allow input to language acquisition. The lousy language learner, on the other hand, has neither acquisition nor learning coming to him, which could be due to psychological issues (lack of interest in the target language and its speakers, low self-confidence, high anxiety, and low aptitude or interest in grammar).

Affective principles according to Brown (1994, p. 22), are “foundation stones... on which strategies and learning material can be found.” Aside from the learner’s attitude and motivation, personality traits such as self-confidence, anxiety, and risk taking play a vital function in the language learning process. People have a wide range of characters, and personal characteristics which are linked to attitudinal and motivational elements. Personality is defined by Keuning (1988, pp.366-367) as a” combination of psychological qualities used to classify individual`

2.8.2. Self-Confidence

Brown (1994, p.23) defines self-confidence as the” I can do it” principle, which refers to a learner's belief in his/her capacity to do the task. According to Krashen (1988, p. 23), self-confidence stimulates the learner’s intake and results in a low filter. The employment of simpler procedures in the beginning of classroom activities will boost students’ self-confidence, as a sense of accomplishment will help them succeed in the next, more difficult task (Brown, 1994, p.23). Self-efficacy, self-esteem, risk taking and lack of worry are all self-confidence attributes that are also linked to learning a second or foreign language.

Ehrman (1996, p.137) identifies self-efficacy as a component of learning since it represents the learner’s belief in his/her own abilities. Language learning difficulties may particularly influence self-esteem negatively which in turn affects students’ attitudes and their language success too (Ehrman, 1996, p. 146). Learners may believe that the target language to learn, or even that there is a right way to learn the target language. Thus, such beliefs, negative assumptions as well as the expectations of him/herself, affects the learner’s sense and attitude of his/her ability to learn language (Ehrman, 1996, p. 149).

2.8.3. Risk-Taking

Several scholars (Dulay, 1982; Brown, 1994; Larsen & Long, 1991; Skehan, 1989) have found a link between the willingness to take risks and language acquisition performance. According to these studies, if learners have a favourable belief and attitude about a particular language assignment, they may be eager to play the language game as gamblers, producing and interpreting the language. Larsen and Long (1991, p.188) point out that the immediate opposite of risk taking behaviour is sensitivity to rejection. Learners who are sensitive to rejection may avoid participating in class because they are afraid of being judged by their peers or the teacher. All of these factors may cause pupils to have a bad attitude about the English language.

2.8.4. Anxiety

Personality, anxiety, learning circumstance, and language proficiency appear to have a consistent relationship. Ehrman (1996) claims that learning is accompanied with a range of emotions, ranging from positive to negative moods or attitudes. Frustration, anger, worry, and lack of self-confidence are examples of negative sentiments or attitudes, and these affective elements can influence the learning experience as well as how much language a learner can acquire and attain in a given amount of time. Anxiety in foreign language studies is frequently associated with difficulties in listening and speaking in class. At this time, English language instructors are trying to create favourable conditions in the classroom. The language educator should eventually be able to create acceptable teaching and learning materials in order to advance as a professional.

2.8.5. Educational Context

Apart from informal context in which the learner may have the opportunity to learn and speak the target language in the community, school provides the learner with formal instructions in the target language. According to Conteh (2002, p.193), “the general atmosphere of learning, the classroom dynamics, opportunities for student-student and student-teacher interaction and students’ perception of the teacher’s commitment to their learning.” are all factors that influence learners’ attitudes and learning situations. The learning scenario, which is how language is acquired, the English language teacher, who takes into account elements such as physical, social, cultural variations that influence the learning-teaching process, and the teaching-learning materials are all examples of educational context.

2.8.6. Learning Situation

Researchers suggest that the learning situation has an effect on the attitudes of learners and their success. According to Ehrman (1996, p.142), anxiety and anger may influence students’ attitudes and motivation, especially in the situation where the English language subject is compulsory. In addition, Littlewood (2001, p. 21), indicates that in a country where English language is a compulsory subject, there is a link between attitudes of the learners’ and teachers’ authority, and learners’ ability to participate in the classroom. In such conditions, it is the teacher who controls the class and students are not free from such domination which results in demotivation and unwillingness among the learners, and failure comes then. Furthermore, there is another important feature that needs to be given emphasis in the teaching-learning situation: time.

2.8.7. Social context

Spolsky (1989, p. 131) views that languages are primarily social mechanisms since languages are learned in social contexts. He further indicates that while language learning is individual, it takes place in society, and though social factors may not have direct influences, they have strong and traceable effects on the attitudes and motivation of the learners. Similarly, Van Lier (1996, pp. 35-36) argues that language use and language learning are the parts of the world in which learners live, therefore, any activity undertaken in the classroom must be understood in context, and has its own effect on the learners' beliefs, attitudes as well as their shaped behaviour. The social context comprises the family or home, the learners' peer groups, the community or the target language speakers and their cultures (Spolsky, 1989, pp. 2526).

2.8.8. Learner's Parents

The social contexts to be taken into consideration are the various parent factors such as their education, religion, culture, socioeconomic status, place of birth, and knowledge of the target language (Spolsky, 1989, p.26). These factors determine the parents' rationales, goals and priorities. Larsen and Long (1991, p. 178) state that in several studies investigating the parental role and the development of attitudes towards the speakers of the target language, it was found out that the learners' attitudes reflected their parents' attitude towards the target language. According to them, it becomes evident that learners adopt their parents' attitude towards the target language and this in turn affects the learners' attitude towards the target language and this in turn affects the learners' achievements in learning the language.

2.8.9. Community

According to Spolsky (1989, p. 26), the social context has two indirect but significant effects on second language learning. To begin with, it is important in the development of learners' attitudes toward the target language, its speakers, and the language learning context, which includes learners' expectations and perceptions of learning and its likely outcomes. The development of the learner's attitude and motivation is influenced by these expectations and perceptions. In this regard, Wilkins (1974) claims that social and cultural attitudes have a significant impact on individual learners' attitudes and motivation in societies where their target language is met with indifference or even hostility.

Second, the context established the social condition (formal and informal) of the language learning setting, as well as the many opportunities for language learning. Informal context describes the potential opportunities in society for exposure to the target language, whereas formal situations reflect the existence of diverse educational institutions in society. For language learning (interaction with speakers and writers of the target language).

According to studies, there is a strong link between the type of exposure to the target language and the level of proficiency achieved. The learning outcome is better when learners have more opportunities to communicate with native speakers of the target language (Spolsky, 1989, p. 166). As various studies have shown, the community in which the learners live, even from their own culture, can influence the learners' attitudes and motivations toward the language as well as their attainment (Spolsky, 1989).

2.9. Attitudes towards Integrating CT into Teaching: Literature Review

The Attitudes towards Critical thinking is not highly explored. Yet, recently many experts are interested more in investigating it. Therefore, after exploring the theoretical

frameworks of this study, it became possible to review some studies in relation to the investigated topic.

Alazzi (2008) conducted research in Jordan, where he interviewed secondary school social studies teachers about their perspectives on teaching critical thinking skills in their classrooms. All interviews were audiotaped or videotaped in Arabic and later translated into English. The researcher qualitatively analysed data, including the translation of the interviews. The study's results indicate that Jordanian secondary school social studies teachers have little familiarity with the definition and teaching strategies of critical thinking (pp. 243-248). Stapleton (2011) interviewed seventy-two (72) high school teachers in Hong Kong about their beliefs about the concept of critical thinking. The results reviewed that while the teachers expressed strong support for the inclusion of critical thinking in the curriculum, while showing a tendency for training in terms of how to instruct critical thinking.

Additionally, the study held by Aizikovitsh-Udi & Amit (2011) aimed at exploring whether teaching our specially designed learning unit would enhance the students' critical thinking and or creativity thinking. The unit "Probability in Daily Life" was taught to a group of seventy-two (72) students of tenth-grade, with the purpose of encouraging critical thinking dispositions such as open-mindedness, truth-seeking, self-assurance and maturity are all qualities that can be found in a mature person. The teacher promoted class debate and devised investigative lessons. A CCTDI test was given to the students before and after class. The current study's findings are anticipated to aid in the development of new study programs and methodologies based on the relationship between critical thinking and creative thinking.

Moreover, Mahmoudi-Shahrehabki & Yaghoubi-Notash (2015) carried out a qualitative case study that aimed at exploring the teachers' and learners' towards critical thinking within the EFL context of Iran. To this end, the attitudes of eighty (80) Iranian EFL

learners and their teachers towards inclusion of critical thinking activities into their normal curriculum was suggested. The findings of 18 unstructured interviews revealed that teacher's and learner's responses were diametrically opposed; why learner's performance improved and they became more motivated, the teacher reported distress and dissatisfaction with a new approach to the syllabus.

Further, Asgharheidary & Tahiri (2015) explored EFL teachers' attitude towards critical thinking instruction. The participants were thirty (30) EFL teachers who taught English at different language institutes in Tonekabon, Iran. They survived on their beliefs about the concept of critical thinking and its place in their career. Results indicate that most of them have a clear idea toward critical thinking and believe that it is an important part of their job as teachers to increase learners' critical thought. On the other hand, most of them conveyed a strong desire for more training in how to teach these skills.

Furthermore, Akatsuka (2019) examined twenty-two (22) Japanese students' awareness regarding critical thinking attitudes and their attention to build speaking skills in an EFL context to determine effective critical thinking approaches. The study began with a literature review of Cinii articles and studies from the web of science database regarding critical thinking theories and educational approaches. Additionally, students were required to prepare and present academic presentations and answer discussion questions after. The results indicate that the improvement of critical thinking attitudes and speaking skills is significant regardless of the English proficiency level.

Finally, Zhang's study (2020) investigated Chinese university EFL teachers' perceptions of critical thinking and its teaching through a questionnaire and follow-up interviews. The findings reveal that EFL teachers in China strongly agreed that critical

thinking should be an integral part in the EFL curriculum and classroom teaching; however, they appeared to lack professional knowledge and how to implement it in their classes.

Conclusion

Attitudes refer to general evaluations individuals have regarding people, places, objects, and issues. They perform a variety of vital roles, including influencing decisions and actions and providing a sense of identity and belonging to people. The extent to which attitudes are influenced by: affection, cognition, and behaviour.

Also, they differ in their strength, with some attitudes being more impactful and predictive of behaviour than others. Some markers of attitude strength have been considered as more objective in nature (e.g., stability, spreading) whereas others have been viewed as more subjective (e.g., attitude certainty, subjective ambivalence, perceived moral basis of attitudes). In addition, attitudes can be influenced by several factors which may impact their development and change (e.g., environment, personality, learning contexts, community ... etc.).

Chapter Three: Field Investigation

| | |
|---|----|
| Introduction | 45 |
| 3.1. Description of Research Method | 45 |
| 3.2. Description of Population and Sample..... | 45 |
| 3.3. Description of the Questionnaire | 46 |
| 3.4. Administration of the Questionnaire..... | 47 |
| 3.5. Data Analysis and Interpretation..... | 47 |
| 3.6. Summary of Results and Findings from the Students' Questionnaire | 67 |
| Contribution of the Study..... | 69 |
| Pedagogical Implications..... | 70 |
| Limitations of the Study..... | 72 |
| Conclusion | 73 |

Introduction

This chapter is devoted to presenting the practical part of the research. It represents and analyses the data collected, and interprets the findings in accordance with the theoretical framework. It deals with the issue of learner's attitudes towards integrating the critical thinking skills in EFL learning. For this, the analysis and interpretations of the findings provide answers for the questions raised earlier in this study. This chapter introduces the method followed in conducting the study, describes the sample that participated in answering the questionnaire, then, provides analysis and interpretation of the obtained results from the questionnaire. Ending with a conclusion that sums up the chapter, and some pedagogical recommendations for EFL learners are suggested.

3.1. Method

In order to accomplish the aim of this study and answer the questions that have been previously raised, a quantitative exploratory method is followed. This method allows the exploration of EFL learners' awareness of critical thinking and their attitudes towards incorporating such significant skills in teaching EFL. The Exploratory methods "has traditionally been seen as an effective way of exploring new, uncharted areas" (Dornyei, 2007, p. 39). This method is generally used with qualitative data gathered from small samples. However, in case of large samples –as it is the case in this study- quantitative data is possible to be used (Tegan, 2021).

3.2. Population and sampling

The current study targets the population from the department of English at the University of 08 Mai 1945-Guelma, during the Academic year 2021-2022. The population consists of Master I and Master II students from the Department of English language. The

sample was composed of a total of randomly selected seventy-nine (79) students only from the department of English to respond to the questionnaire questions. The overall number of the participants is divided between the two levels of Master I (34 students) and Master II (45 students). (78,2 %) of the participants were females and (21,8%) were males. Moreover, (87,2 %) of them are aged between 20-25. Additionally, the rest of the participants aged 25 and more. The sample is selected because the respondents have a good experience (nine (9) semesters at the university) which makes them able to know about critical thinking and form attitudes regarding it. For these factors, they are expected to share and provide their personal attitudes and views about the suggested topic without any bias or uncertainty.

3.3. Description of the Questionnaire

The data collection tool used in this study is the questionnaire. It is composed of twenty-three (23) questions arranged from general to specific, adapted from (Zhang, H., Yuan, R., & He, X. (2020). The questions are close-ended questions, mainly multiple-choice questions in which participants are asked to choose the appropriate answer according to their perspectives. Finally, they are asked to add any comments or recommendations related to the topic.

The questionnaire contains two sections. The first section entitled «General Information» and it includes three (3) factual questions about the gender, age of the participants, as well as how many years they have been studying English at the university. The second section is entitled «Attitudes Towards Integrating the Critical Thinking into Teaching EFL» it includes nineteen (19) statements in which participants were asked to choose among five-likert scale (strongly agree, agree, neutral, disagree, and strongly disagree). The statements from one (1) to six (6) address student's awareness of critical thinking. Statements from seven (7) to eleven (11) address the importance or positions of

critical thinking, and statements from twelve (12) to eighteen (18) are related to teaching and improving critical thinking. In addition to a final question which was an open-ended question for participants to provide further comments related to the topic, as shown in Appendix 1.

3.4. Administration of the questionnaire

The administration of the questionnaire took place on May 11th, 2022. An online version on Google Forms (https://docs.google.com/forms/d/e/1FAIpQLScveH4LNSCeXqfEs7paqHAGbL-AYeB-QYxQSMHecJ9iu5ZYaw/viewform?usp=sf_link), was sent via email to the participants. Administering an online questionnaire was faster, for its accessibility and anonymity for participants, in addition to the ease analysing of the results.

3.5. Data Analysis and Interpretation

The first section is concerned with the description of the sample demographic (Age, Gender, and Years of studying English at the university), In which the questions of this section are not presented in the following section that deals with the analysis and the evaluation of the obtained results from the second part of the questionnaire only.

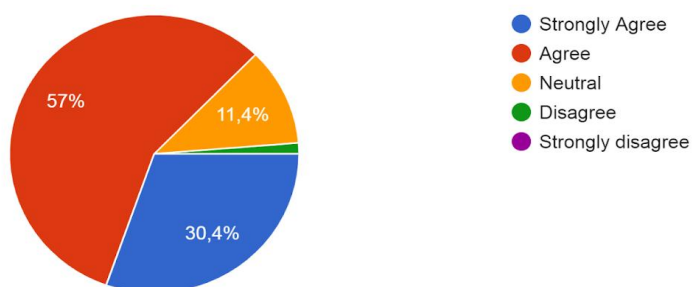
Section Two: Attitudes towards integrating critical thinking into teaching EFL.

Statement one: I have a clear idea of what the term critical thinking means.

Figure 3.1 Meaning of Critical Thinking

1. I have a clear idea of what the term critical thinking means.

79 réponses



As it is shown in Figure 3.1, the participants are asked to indicate if they have a clear idea of what the term critical thinking means. According to the figure, (57%) of the participants agree and (30,4%) strongly agree on having a clear idea of critical thinking. This shows that the majority of students are aware of critical thinking and clearly understand what it means. On the other hand, (11,4%) are neutral, which implies that they may have an idea of the term critical thinking. However, a very small percentage (1,2%) disagree about having a clear idea of critical thinking's meaning, this may be related to their lack of interest in thinking critically or their lack of knowledge about it.

Statement two: Critical thinking helps me to understand the explanation of my teachers.

Figure 3.2 Critical Thinking Helps in Understanding the Explanation of Teachers.

2. Critical thinking helps me to understand the explanation of my teachers.

79 réponses

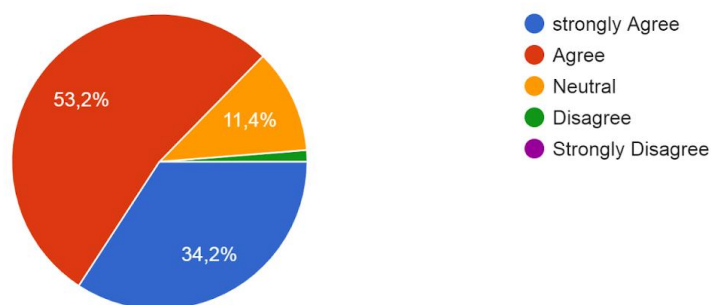


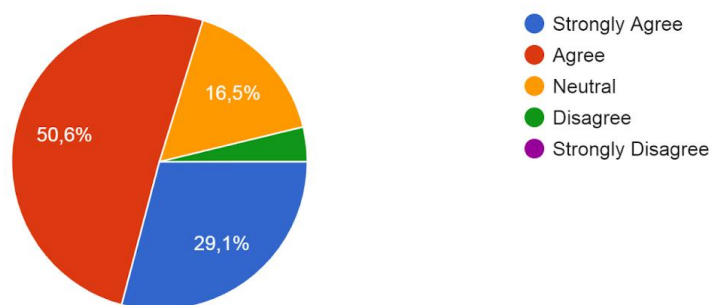
Figure 3.2 indicates if critical thinking helps participants to understand the explanation of the teachers. It clearly demonstrates that (53,2%) agree that critical thinking helps them to understand what is discussed in classrooms. (34,2%) strongly agree that critical thinking helps them understand their teachers better. These students show that they can deeply analyse the information and go beyond the problem to discover solutions which help them get more understanding and better outcomes. On the other hand, (11,4%) are neutral. This may be due to their uncertainty of the information analysis process or their lack of understanding the problems in hand. A very small percentage of the respondents disagree and state that they disagree and critical thinking cannot help them understand the teacher. It can be a reflection to their passiveness, lack of motivation or interest in thinking critically, or limited ability to understand and analyse information.

Statement three: Critical thinking helps me to speak and write effectively.

Figure 3.3 Critical Thinking helps in speaking and writing effectively.

3. Critical thinking helps me to speak and write effectively.

79 réponses



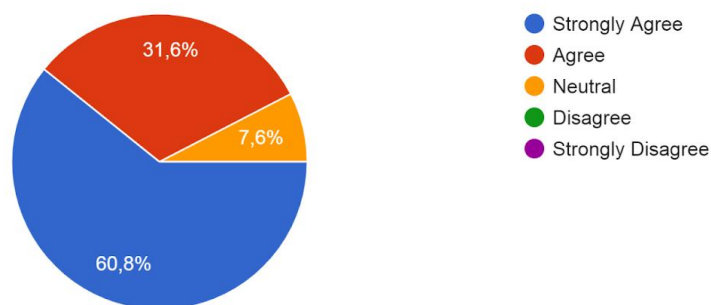
The results in Figure 3.3, proposed that (29,1%) of the informants strongly agree, in addition to (50,6%) of them who agree that critical thinking helps students to write and speak effectively. Critical thinking allows them to think and evaluate different materials without bias, as well as expressing their ideas freely and having the ability to persuade the reader. They also tend to communicate confidently since they are prepared with arguments and points of view which provide them with potential solutions to problems. Moreover, (16,5%) of the participants are neutral, this may be due to they are not aware and encouraged enough to know about the concept critical thinking and its role in achieving better performance in writing and speaking skills.

Statement four: Critical thinking helps me to question what I read and listen to.

Figure 3.4 Critical Thinking helps in Questioning What I Read and Listen

4. Critical thinking helps me to question what I read or listen to .

79 réponses



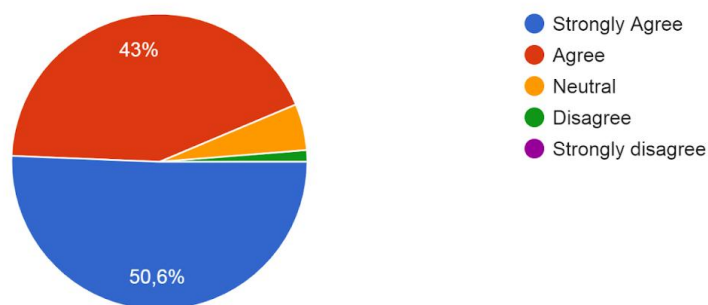
Throughout the results revealed in Figure 3.4, most participants (60,8%) in addition to (31,6%) find themselves attracted to the idea that critical thinking helps them in questioning what they have read and listened to. Thus, they believe that critical thinking promotes comprehension and absorption of materials. Critical thinking is intellectually disciplined process of actively and skillfully conceptualizing, applying, analysing, synthesizing, and/ or evaluating information gathered, through the listening and reading processes based on the learners' needs, or generated by observation and reasoning as a guide to belief and action (Scriven, M. & Paul, R. 1987). While a small percentage of the respondents are neutral (7,6%), perhaps they read or listen to the different materials only for the sake of getting knowledge or entertainment.

Statement five: Critical thinking helps me to solve problems in study and work.

Figure 3.5 Solving Problems in Study and Work.

5. Critical thinking helps me to solve problems in study and work.

79 réponses



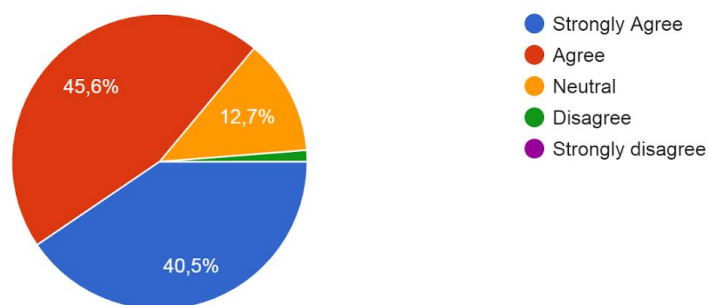
The Results in Figure 3.5 show that the majority of the participants with a percentage of (50,6%) who strongly agree and (43%) who agree with the fact that critical thinking helps them to solve problems in the various study and work situations. Therefore, critical thinking skills allow individuals to understand and address situations based on all available facts and information. Typically, using critical thinking at the workplace involves processing and organizing facts and data that make the person a successful problem-solver who is able to develop effective solutions. By contrast, small number (5) of the participants were between neutral and disagree (6,3%) with the statement that critical thinking helps them to solve problems in different situations, due to the fact that they may think that critical thinking is not an important skill in making a person a good problem-solver, but other skills such as: defining the problem, generating new ideas, implementing, evaluating, and selecting solutions.

Statement six: Critical thinking is a skill that can be developed through practice.

Figure 3.6 Developing Critical Thinking through practice

6. Critical thinking is a skill that can be developed through practice.

79 réponses



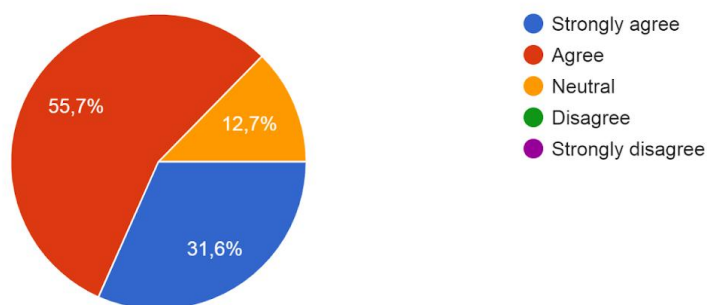
As it is shown in Figure 3.6, The majority of the participants accept the idea that critical thinking is a skill that can be developed through practice and are divided into two groups, one of them (45,6%) who agree on it and the second of (40,5%) who strongly agree. They realize that the adoption and the practice of critical thinking skills help individuals to grasp new knowledge and evolved techniques and information that promote their capacity in solving problems and for better performance. (12,7%) are neutral, and one student disagrees.

Statement seven: There is a strong relationship between thinking and language learning.

Figure 3.7 The Relationship between thinking and language learning.

7. There is a strong relationship between thinking and language learning.

79 réponses



According to the findings in Figure 3.7, the majority of the participants (31,6%) strongly agree and (55,7%) who agree that there is a strong relationship between thinking and language learning. The existence of language as a cognitive process influences the system of thought. Different languages embody different ways of thinking, and immersion in bilingual education can enhance thinking (Whorf, B.L, 1956). In addition, languages do not limit our ability to perceive the world or to think about the world. While, (12,7%) of the respondents remain neutral.

Statement eight: As a university student, learning critical thinking is an important part of my study.

Figure 3.8 Importance of Learning Critical Thinking in Studies.

8. As a university student, learning critical thinking is an important part of my study.

79 réponses

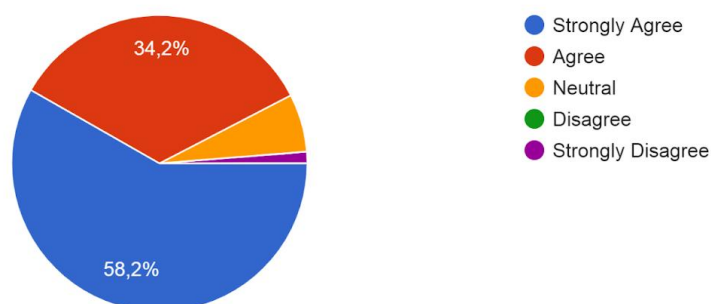


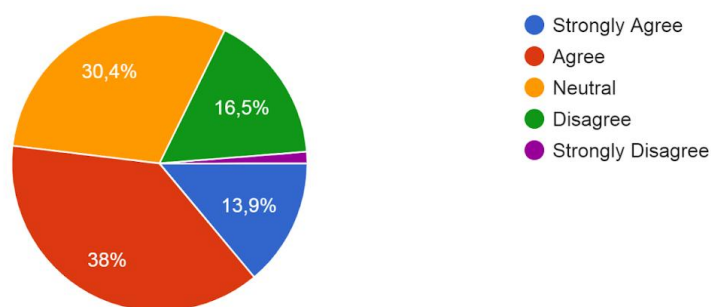
Figure 3.8 represents how students perceive critical thinking as an important skill in university, in which (58,2%) of the respondents strongly agree on it, in addition to (34,2%) also agreed on the idea. Students think that critical thinking is a core academic skill that teachers instruct students to question or reflect on their own knowledge and information presented to them. This is essential for students working on assignments and performing research. Yet, few participants preferred to be neutral.

Statement nine: Teachers focus on the importance of critical thinking in university and workplace.

Figure3. 9. The importance of Critical Thinking in University and Workplace.

9. Teachers focus on the importance of critical thinking in university and workplace.

79 réponses



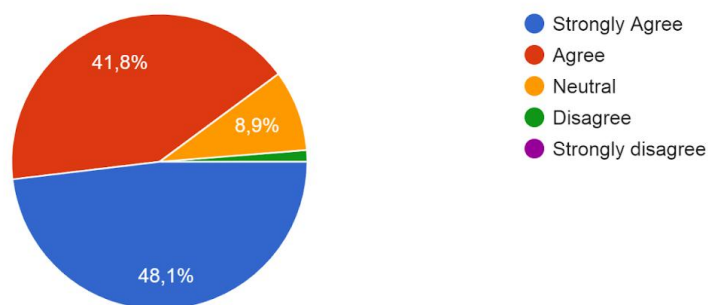
Regarding figure 3.9, results show how important it is for teachers to focus on critical thinking in university and the workplace. Thus, half of the informants (38,4%) agree and (13,9%) strongly agree that critical thinking empowers students to be independent, innovative, and helps them succeed in school and in life. Moreover, critical thinking helps students define and analyse problems, while avoiding fallacies and cognitive biases. Students develop the ability to make very strong and persuasive arguments based on logic and evidence. They are also good at finding gaps and unwarranted assumptions in others' arguments. In contrast, (16,5%) of the participants disagree with the point regarding importance of critical thinking, due to the fact that they are not critical thinkers and maybe they are less motivated to critical thinking. While (30,4%) of them remain neutral, perhaps their teachers do not give good focus on the concept of critical thinking.

Statement ten: It is necessary to increase the role of critical thinking into the curriculum.

Figure 3.10 Increasing the Role of Critical Thinking in the Curriculum

10. It is necessary to increase the role of critical thinking into the curriculum.

79 réponses



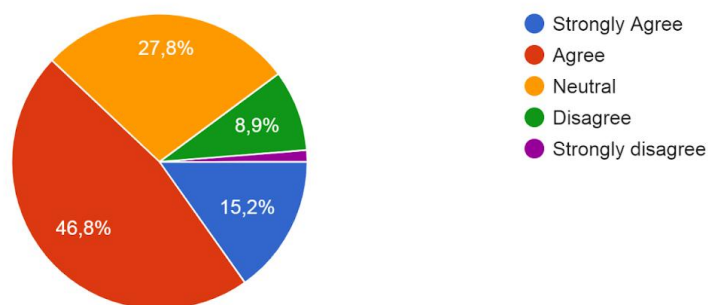
Findings in Figure 3.10 treats the idea of increasing the role of critical thinking in the curriculum. Most of the informants (48,1%) strongly agree and (41,8%) agree on it, they view that critical thinking is at the forefront of learning, as it aids a student to reflect and understand their points of views. This skill helps a student figure out how to make sense of the world based on personal observation and understanding.

Statement eleven: Is it the role of teachers to teach critical thinking in classrooms.

Figure 3.11 The Role of Teachers to Teach Critical Thinking in Classrooms

11. It is the job of teachers to teach critical thinking in the classroom.

79 réponses



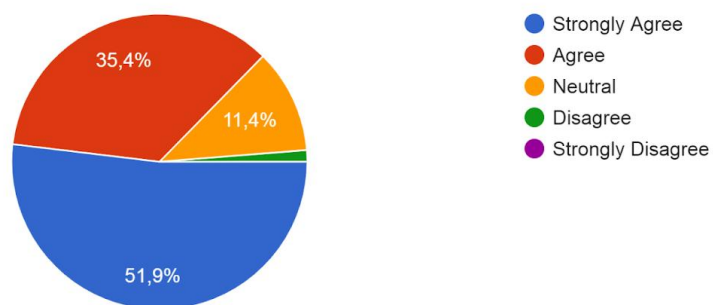
Results in Figure 3.11 represent if it is the job of teachers to teach critical thinking in the classrooms. Thus, (48,8%) of participants agreed on the statement, also (27,8%) of them strongly agreed. They prefer to get the information directly without making an effort, relying on the teacher's background. While, (8,9%) who disagree with the statement, they understand the real meaning of critical thinking, and they know about the teacher's role as a guide. Thus, critical thinking is a skill that can be improved via practice and hard work not by the information given by the teachers only. (27,8%) of them remain neutral.

Statement twelve: It is my task to work on improving my critical thinking skills

Figure 3.12 Improving Critical Thinking skills

12. It is my task to work on improving my critical thinking skills.

79 réponses



In Figure 3.12 results represent if it is the student's task to improve critical thinking skills. Therefore, (51,9%) of the respondents strongly agree and (35,4%) agree with the idea of improving critical thinking by themselves, in which they believe that it is the student's task to improve their critical thinking skills as the teacher plays the role of a guide only. Many strategies can help as asking open questions, relating these strategies to real life problems, practice thinking and analysing. Few of them remain neutral (11,4%).

Statement thirteen: Teachers refer to the notion of critical thinking in their courses.

Figure 3.13 Teachers' Reference to the Notion of Critical Thinking

13. Teachers refer to the notion of critical thinking in their courses.

79 réponses

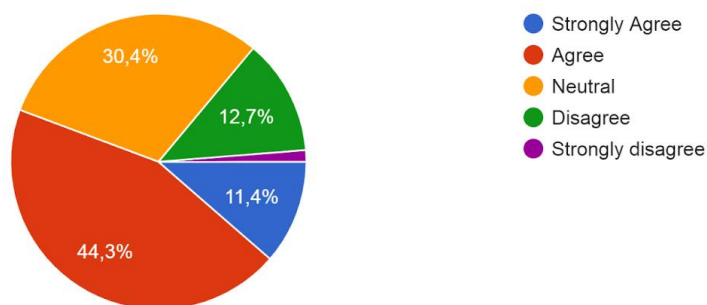


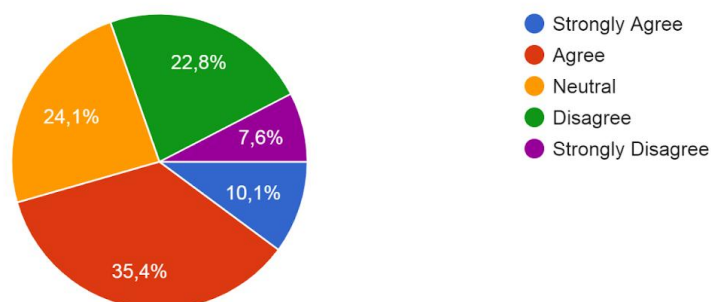
Figure 3.13 shows that how teachers refer to the notion of critical thinking in their courses, in which the majority of the participants (44,3%) who agree and (11,4%) who strongly agree on that, because they believe that their teachers are critical thinkers in which they have a rich background knowledge and a good experience, in which they use in their courses. (30,4%) were neutral, while a small percentage of participants (12,7%) disagreed, perhaps they do not have teachers that are characterized with critical thinking skills.

Statement fourteen: Teachers give us techniques to think critically in many courses.

Figure 3.14 Critical Thinking Techniques.

14. Teachers give us techniques to think critically in many courses.

79 réponses

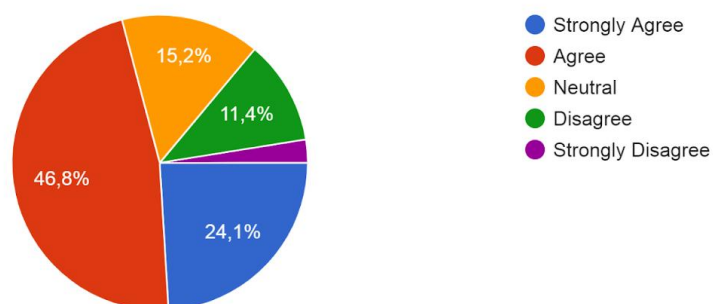


As for the participants' opinions regarding teachers give us techniques to think critically in many courses, Figure 3.14 proposed that (10,01%) of the respondents strongly agree and (35,4%) who agree with the suggested point, they think that the teacher is the responsible of helping his students to think critically via providing them with different techniques and methods to understand their courses. While (24,1%) remain neutral. On the other hand, (22,8%) disagree and (7,6%) of the participants strongly reject the statement, they think that the student is the one who can improve his critical thinking skills, but the teacher.

Statement fifteen: Teaching critical thinking is better to be implicit (indirectly within other courses).

Figure 3.15 Teaching Critical Thinking Implicitly.

15. Teaching critical thinking is better to be implicit (indirectly within other courses).
79 réponses



Results in figure 3.15 demonstrated that the majority of participants (70,9%) stated that implicit information cannot be seen or heard, but it is implied and inferred, what drive student to a better understanding and developing a sense of awareness and being responsive via the various teaching techniques such as classrooms tasks and activities. While, (15,2%) of them remain neutral. Also a few percentage of the sample disagree with this opinion, because they prefer explicit teaching techniques in which they can generally see or hear and it considered to be accurate.

Statement sixteen: Teaching critical thinking is better to be explicit (as an independent course)

Figure 3.16 Teaching Critical Thinking Explicitly

16. Teaching critical thinking is better to be explicit (as an independent course).

79 réponses

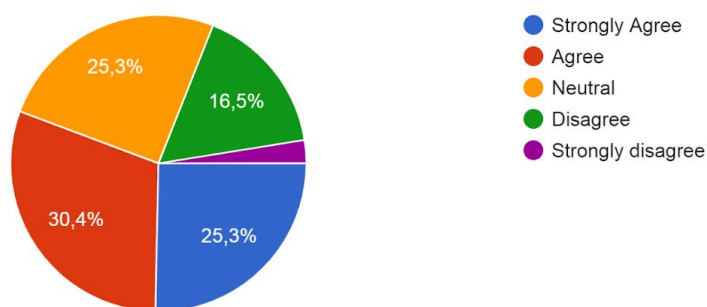


Figure 3.16 results show how it is better to teach critical thinking explicitly, in which the majority of the participants were highly in agreement with the explicit teaching (25,3%) and (30,4%). They believe that establishing the explicit teaching of critical thinking is effective in enhancing the critical thinking skills of learning different background knowledge in a higher education. Also, (25,3%) were neutral, in addition to a small number who disagreed with the discussed idea, maybe due to a lack of motivation and having no idea about the term critical thinking.

Statement seventeen: Classrooms tasks (individual pairs, and group work/discussions, debates and readings) can improve critical thinking

Figure 3.17 Classrooms Tasks Can Improve Critical Thinking

17. Classroom tasks (individual, pair, and group works/ discussions, debates and readings) can improve critical thinking.

79 réponses

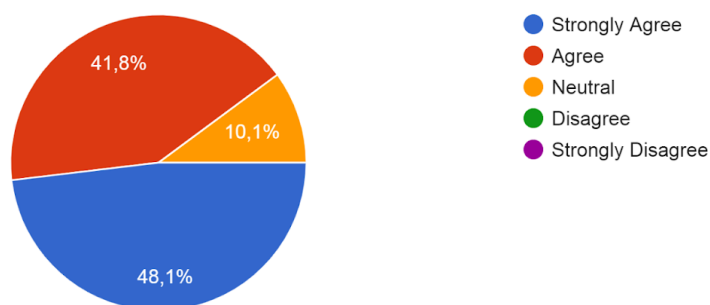


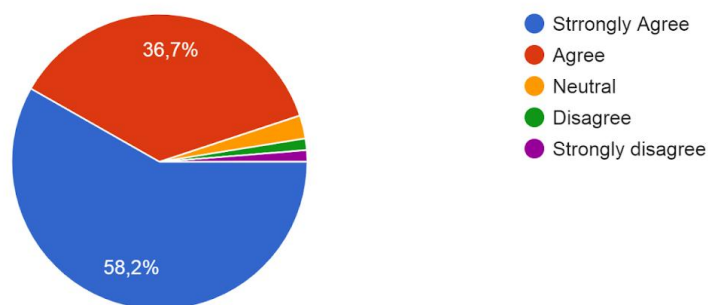
Figure 3.17 clearly demonstrates the participants' opinions about if classroom tasks can improve critical thinking, in which the majority of the participants were open to improving critical thinking via the various classroom tasks, they are considered as some of the most useful techniques in improving critical thinking skills. Others (10,1%) were neutral, they may have some additional techniques that help them more in addition to the mentioned one.

Statement eighteen: Questioning is a strategy that can develop my critical thinking skills.

Figure 3.18 Questioning Develops Critical Thinking skills

18. Questioning is a strategy that can develop my critical thinking skills.

79 réponses



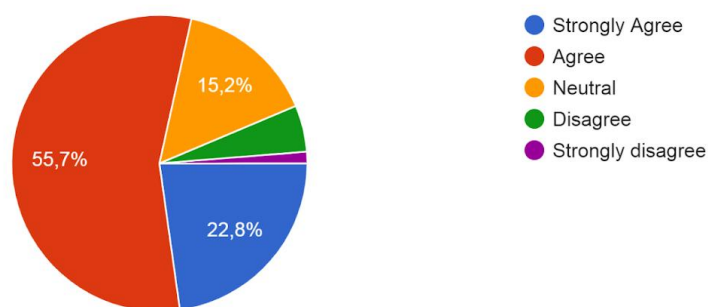
As it is noticed in Figure 3.18, The most majority of the sample strongly agreed and highly attracted to the fact of questioning is a strategy that develop critical thinking skills, they see that questioning pays huge role in critical thinking as it allows them to analyse matters and think beyond the lines as well as to articulate their current understanding of a t certain topic, to make connections with other ideas, of what they do or do not know about. Further, a minority group of them were neutral, disagree, and strongly disagree, they do not understand the notion of critical thinking and its process as it majorly demands the skill of asking the right questions and the ability to evaluate facts.

Statement nineteen: I need more instructions from teachers about how to train my critical thinking skills

Figure 3.19 Instructions for Training the Critical Thinking skills

19. I need more instructions from teachers about how to train my critical thinking skills

79 réponses



Regarding Figure 3.19 that focuses on the participants' opinions about how teachers' instructions can train critical thinking skills, more than a half of the sample agree on it, they see that the teacher is the first guide to his students and his instructions present the guidelines to follow. Still, they should not rely on the teacher only to provide them with details, but to work hard on improving their skills. (15,2%) were neutral. Further, for the small number of the participants who disagree with the statement they believe that the teacher's role is to provide the first instructions only, but it's students' task to develop it and try to come up with other tasks that fit their needs.

Statement twenty: If you have any further comments about the topic, please share them

Figure 3.20 Further Comments

20. If you have any further comments about the topic , please share them .

30 réponses



In the last Figure 3.20, most of the participants highlighted the importance of Critical thinking skills in learning and indicated their interest in the topic.

3.6. Summary of the Results of the Questionnaire

The first section of the questionnaire is entitled “General Information” and it is to enquire about the participants’ demographic information. It is shown that most of the participants were females (78,5%), and (21,5%) were males. This section indicates the age rate of most 20-25 years old, in addition to very small proportions of participants aged between 25-30 and above 30.

Concerning section two “Attitudes towards integrating Critical Thinking Skills” in statements from (1-6), most participants show that they are aware of the meaning of the term Critical thinking. This has been proved by their answers of the statements 1-6. Good percentages of participants strongly agree and agree on the statements that provide details of what critical thinking is. Participants admitted that critical thinking allows them to further

understand the information received, to speak and write effectively, to solve problems, among other skills. Such skills are considered at the heart of critical thinking, and being aware of them means that the participant is actually aware of what critical thinking exactly means. Being aware of critical thinking helps participants to form attitudes. Statements from (7-11) most of the participants highly agree with the importance of the role of critical thinking, which enables them to better understand and express their thoughts, ideas, and beliefs.

Therefore, Critical thinking fosters creativity and out-of-the box thinking and language learning that can be applied to any area of life. Thus, participants are aware of the importance of critical thinking skills, which means they possess positive attitudes towards integrating critical thinking skills in learning to its huge importance.

In statements from (12-19) most of the participants agree that it is their job to improve critical thinking skills via classroom tasks. There are some controversial views on whether the teacher should be giving the whole instructions, teaching techniques to improve critical thinking explicitly or implicitly in his curriculum. There is also an agreement that questioning is the best classroom strategy to develop critical thinking skills. Findings of this section shows that students are aware of the importance of improving critical thinking skills, so they tend to have a positive attitude towards the integration of critical thinking concepts in EFL learning.

Contributions of the Study

The current study investigates the attitudes of EFL learners towards integrating critical thinking in learning.

The findings of the present research go in line with the findings found in the study of Mahmoudi-Shaherbabaki & Yaghoubi-Notash (2015). Both studies revealed the positive attitudes of EFL learners towards the implementation of critical thinking skills in curriculum. Participants in both Iranian and Algerian contexts demonstrated optimistic views regarding the inclusion of critical thinking skills in learning, that help them to be highly motivated in classroom tasks.

In another study by Yuya Akatsuka (2019), results are similar to the ones explored in the current study. Both studies indicated that learners are aware of the role critical thinking plays in the improvement of various learning skills (listening, reading, speaking,). Japanese and Algerian learners have positive attitudes towards the integration of critical thinking in the learning process.

Further, the findings of the present study are the same as the results appeared in Zhang's (2022) investigation. Both studies revealed a positive attitude of EFL learners towards the incorporation of critical thinking into teaching. Respondents in both researchers tended to have a sufficient awareness of critical thinking. Algerian and Chinese EFL learners believed in the significance of critical thinking skills in both school and workplace.

Pedagogical Implications

The current study aims at investigating the attitudes of learners towards integrating the critical thinking skills in EFL learning which proved that students possess a positive Attitude. From this perspective, some Pedagogical recommendations and implications would be suggested to both teachers and learners to take into account the significant importance critical thinking plays in EFL classrooms. Furthermore, these pedagogical recommendations would especially help students to develop and improve their critical thinking skills.

- In the process of teaching critical thinking, it is important to understand students' interests, needs, and desires.
- Teachers may use appropriate learning materials and alternative techniques to teach critical thinking skills because they play such an important part in critical thinking training.
- Teachers would ideally educate themselves so that they have a thorough understanding of critical thinking and how to incorporate it into their lessons.
- Furthermore, in order to strengthen teachers' competence to teach critical thinking, schools and organizations could provide them with the appropriate time and resources for professional development.
- To incorporate critical thinking into the educational process, teachers could use certain ways offered by language experts. Ennis (1987, pp. 9-26), for example, recommended three strategies for fostering critical thinking attitudes in schools: a general strategy, an infusion strategy, and an immersion strategy.
- Learners could be more interested in learning about critical thinking using different sources, not only what the teacher gave and suggested to them.

- Learners may understand the different critical thinking skills to realize effective communication, to solve problems, and to avoid misconceptions, and interpretations.
- Learners may develop their awareness of the real meaning of the term critical thinking and adopt its skills via practice, for better outcome.

Limitation of the study

Despite the fact that this study was carefully planned, it was hampered by numerous external impediments that the researchers were unable to control or overcome. The coming points are among the main barriers that the researchers faced while conducting this study.

Regarding the practical part of the study (Data collection tools), this study was concerned with the attitudes of both teachers and learners. The researchers worked on preparing an interview for teachers to collect data, but due to the lack of cooperation and time constraints, it was necessary to eliminate the process. That was the most influential factor that affected the workflow of the research.

Yet, this did not make things easier, the questionnaire faced some obstacles too. Starting with the lack of seriousness from the part of students, some of them did not answer until they were asked by the teacher, others gave incomplete answers, and others were neutral to all the questionnaire questions. This latter made the process of data analysis difficult.

Conclusion

This chapter in which the practical part of the study is conducted, reveals the attitudes of students regarding the implementation of critical thinking skills in EFL learning. As well as the importance of critical thinking in classrooms. In this context, one tool of data collection is used to gather the needed information, a questionnaire, composed of nineteen (19) close-ended questions distributed online to Master I and II students at the Department of English Language in Guelma university, was used to investigate the Attitudes of learners towards integrating critical thinking skills in EFL learning. Thus, the findings showed their Positive attitudes as well as their awareness of critical thinking and its importance in the field of EFL learning.

General Conclusion

After exploring both theoretical and practical chapters, the questions mentioned previously are successfully answered. The present study investigates learners' attitudes towards integrating critical thinking skills in EFL learning. This study sheds light on the improvements of learners' critical thinking skills and cognitive abilities in educational settings. Even though the notion of critical thinking is not highly used and applied by learners and even teachers, it is an influential factor that guarantees better understanding and better academic achievements.

More to the point, this investigation aims at answering two main questions: To what extent are EFL learners at the university of Guelma aware of the concept critical thinking?

And what are the attitudes of EFL learners at the university of Guelma towards integrating critical thinking into teaching EFL?

In order to answer these questions an exploratory quantitative method is followed where a questionnaire form used to collect data from both master I and II students at the department of English, Guelma University. After the analysis and interpretation of the participants' answers, findings revealed that they possess an awareness of the concept critical thinking, believing in the great importance that critical thinking has. In addition, they encourage the development of various critical thinking skills in learning. Thus, learners tend to have positive attitudes towards integrating critical thinking skills in the EFL learning process.

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Appendix 1

Survey of EFL Students' Attitudes towards Integrating Critical Thinking into Teaching

Dear students,

You are kindly invited to participate in our survey entitled "Investigating Teachers' and Learners' Attitudes towards Integrating Critical Thinking Skills in EFL Learning " by answering the following questions. The process will take approximately 10 minutes to complete. Your responses will be confidential and will be used only for academic purposes.

We appreciate your participation, thank you for your time and cooperation.

Khemaissia Imen & Betehi Khouloud

Master II students,

Department of English- University 8 Mai 1945.

Section One: General information

- 1) Gender male – female
- 2) Age 20-25 26-30 +30
- 3) How many years have you been studying English at the University?

Section Two: Attitudes towards integrating critical thinking into teaching EFL

Would you select the appropriate answer to you: Strongly agree- agree- neutral- disagree- strongly disagree.

- 1) I have a clear idea of what the term critical thinking means.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

- 2) Critical thinking helps me to understand the explanations of my teachers.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

- 3) Critical thinking helps me to speak and write effectively.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4) Critical thinking helps me to question what I read or listen to.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5) Critical thinking helps me to solve problems in study and work.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6) Critical thinking is a skill that can be developed through practice.

- Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

7) There is a strong relationship between thinking and language learning.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8) As a university student, learning critical thinking is an important part of my study.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9) Teachers focus on the importance of critical thinking in university and the workplace.

- Strongly Agree
- Agree
- Neutral

- Disagree
- Strongly Disagree

10) It is necessary to increase the role of critical thinking into the curriculum.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11) It is the job of teachers to teach critical thinking in the classroom.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12) It is my task to work on improving my critical thinking skills.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13) Teachers refer to the notion of critical thinking in their courses.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14) Teachers give us techniques to think critically in many courses.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15) Teaching critical thinking is better to be implicit (indirectly within other courses).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

16) Teaching critical thinking is better to be explicit (as an independent course).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17) Classroom tasks (individual, pair, and group works/ discussions, debates and readings) can improve critical thinking.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18) Questioning is a strategy that can develop my critical thinking skills.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19) I need more instructions from teachers about how to train my critical thinking skills

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20) If you have any further comments about the topic, please share them.

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Thank You.

الملخص

تهدف الدراسة الحالية الى اكتشاف مدى معرفة متعلمي اللغة الانجليزية كلغة أجنبية بجامعة 8 ماي 1945 قالمة؛ مفهوم التفكير النقدي. إضافة إلى ذلك، فإنها تتحرى مواقف أولئك المتعلمين تجاه إدراج مهارات التفكير النقدي في تعليم اللغة الإنجليزية كلغة أجنبية. من أجل الإجابة على أسئلة البحث، تم اتباع المنهج الاستكشافي. تم جمع البيانات عن طريق استبيان الكتروني وزع على 79 طالب في مستوى الماستر 1 والماستر 2 في قسم اللغة الانجليزية بجامعة 8 ماي 1945 قالمة. أظهرت النتائج أن المتعلمين على دراية بمفهوم التفكير النقدي ودوره في تحسين العملية التعليمية داخل الصف، إضافة إلى أهمية تحسين مهارات التفكير النقدي. أظهرت الدراسة كذلك أن المشاركين لهم مواقف ايجابية تجاه إدراج مهارات التفكير النقدي في تعليم اللغة الانجليزية كلغة أجنبية. كما تناول البحث بعض التوصيات البيداغوجية الخاصة بالمعلمين والمتعلمين من أجل تحسين مستوى مهارات التفكير النقدي

الكلمات المفتاحية: التفكير النقدي، اللغة الإنجليزية كلغة أجنبية، مواقف المتعلمين، جامعة 8 ماي 1945 قالمة.