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Promoting Learners' Critical Thinking through Self and Peer Feedback

The case of Third Year Middle School Pupils at Ben Jmil A.Hamid Middle School, and EFL Teachers From District One - 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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DEDICATION

In the Name of Allah, Most Gracious, Most merciful

All the Praise is due to Allah only, the sustainer of all the words

I dedicate this work

To whom I consider everything in my life, my dear parents,

They have been my source of inspiration, and support me through my study.

*To the one who hold my hands when I was in need, who shared me every single moment in my life, the light of my life my beautiful Mom **"Nassima"***

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To the people who gave me love, support, and encouragement.   ***LINA***

DEDICATION

In the Name of Allah, Most Gracious, Most Merciful

I dedicate this dissertation to

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My dear father for whom I wish all the health

To my lovely mother for whom I wish all the happiness of the world

To my beloved brother and sweet sisters: **"Faysel, Tahani, Rayhene and Assil"**

"Tahani" *thank you for being always by my side*

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To my mother-in-law and my father-in-law

To **"Lina"** *my dear partner, you will be always in my heart*

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ABSTRACT

Critical thinking has recently become one of the most discussed topics in educational process. It is a skill that learners need in order to be able to think reasonably and analyze facts to understand a problem or a topic easily from different perceptions. Learners need this skill because of its great importance. However, most of them still use the lower order thinking rather than the higher order thinking skills. Teachers and learners use different types of feedback to promote this skill .Therefore, this study aims to explore teachers' and pupils' perceptions towards promoting learners' critical thinking through self/peer feedback at Ben Jmil Abed EL Hamid middle school; Guelma province. To reach that aim a descriptive quantitative method will be used through the use of two structured questionnaires for 98 third year pupils' of Ben Jmil Abd ElHamid middle school and 49 middle school teachers of English in Guelma from district one. To sum up the findings revealed that both teachers and pupils confirmed the importance of using self/peer feedback to promote learners critical thinking. In addition, both of them have positive attitudes towards using these techniques in the enhancement of learners' critical thinking.

• Keywords: Critical Thinking/ Higher order thinking/ learner's abilities/ lower order thinking/ promoting/peer feedback/self-feedback.

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General introduction

In recent years, the education system has shifted from the traditional method to other methods which focus on the learner centeredness to improve his/her level. Moreover, one of the necessary skills that students need in learning is the use of critical thinking skills in the classroom. There are many methods and strategies that can be beneficial to improve learner's critical thinking skills, one of them is the use of self/peer feedback method where the teacher is just a trainer and a guider and the students evaluate themselves and their peers work as the core of this technique.

1. Statement of the problem

 Critical thinking is one among the 21st century skills, it is intellectually a disciplined process of understanding then analyzing the logical connection between ideas and thoughts, it is important for learners in their learning process. However, there is still a lack of using tools to enhance this skill, one of these tolls is self/peer feedback. Teachers do not give much opportunity to their learners to evaluate themselves and their peers' work in order to develop their critical thinking skills. In this respect; self/peer feedback may appear as a solution that may help learners to promote their critical thinking skills. It is crucial that learners should use their critical thinking in the learning process, and teachers should give them the chance to assess each other to develop and promote this skill. Hence, our research addresses the issue of whether both middle school teachers and pupils aware about the importance of self/peer feedback, and their attitudes towards promoting learners critical thinking skills through these techniques.

2. Aims of the study

 The present study is mainly for both third year middle school pupils at Ben Jmil Abed ElHamid middle school, and middle school teachers of Guelma.

Hence, the aims of this study are:

1. Exploring the extent to which middle school teachers of Guelma, and middle school pupils at Benjmil middle school are aware about the importance of using self/peer feedback in promoting their critical thinking skills.

2. To investigate whether both middle school teachers and learners have positive or negative attitudes towards enhancing learner's critical thinking through self/peer feedback.

3. Research Questions

The current study addresses the following questions:

_ To what extent are middle school teachers and pupils aware about the importance of using self/peer feedback in enhancing learners critical thinking?

_ What are the attitudes of middle school teachers, and third year pupils at Benjmil towards promoting their critical thinking skills through self/peer feedback?

4. Research Hypotheses

Giving feedback becomes one of the essential tools in enhancing learners' abilities. Hence, it hypothesized that:

• If learners use self and peer feedback, their critical thinking skill will be promoted.

5. Research Methodology and Design

5.1. Research method and Data Gathering Tools

The current research is conducted through a quantitative descriptive method, aiming at confirming the research hypothesis and answering the research questions. Accordingly, two questionnaires are distributed for third year pupils at Ben Jmil Abd ElHamid middle school,

and for some middle school teachers to see their views concerning the use of feedback to promote learners critical thinking .

5.2.Population and Sample of the study

The population of this study is third year middle school pupils at Ben Jmil Abd ELHamid middle school, province Guelma and middle school teachers. The reason behind this choice is because of the fact that middle school pupils are better to start critical thinking early to get used to it rather than applying it in more advanced levels (secondary school or university's students).So, third year pupils are more suitable for this research. The population of this study contains 130 pupils, the sample consists of 98 pupils; this amount refers to three classes out of four classes; and 49 teachers out of 55 teachers who were middle school, the samples are chosen randomly.

6.Structre of the Dissertation

The current dissertation is composed of three chapters in addition to the general introduction and the conclusion. The first two chapters are theoretical in which the first chapter is entitled critical thinking skills; it explores the definition, critical thinking standards, critical thinking skills, critical thinkers characteristics, critical thinking for learners, inaddition to the importance of critical thinking in learning EFL, and the barriers to critical thinking. Meanwhile, the second chapter tackles self and peer feedback, it sheds light on the definition of feedback in general then it deals with types of feedback focusing on self and peer feedback, and Critical thinking and Self/peer feedback. The third chapter which is called " The investigation Field" represents the practical part of the dissertation which investigates how data are gathered than analyzed. It also provides the analyses of the questionnaires collected from third year middle school pupils at Ben Jmil Abed Elhamid middle school ,and middle school teachers.

Chapter One: Critical Thinking

Introduction

Critical Thinking has been an interesting subject for many decades. This chapter tackles many several points, firstly, definitions of the term "critical thinking" given by many scholars, secondly, Critical Thinking standards, Then Critical thinking skills which contains Bloom's Taxonomy's and its revised version . After that, the characteristics of critical thinkers, and critical thinking for learners. Also, this chapter highlights the importance of Critical thinking. Finally, it ends with the Barriers for Critical Thinking.

1.1.Definition of Critical Thinking

Despite being widely used, defining the term "critical thinking" has always been difficult for academics and educators since they have various views. While some of them see it as a single cognitive ability ,others perceive as a process or as a collection of mental skills,.

Bassham et al (2002) have claimed that critical thinking is identifying, analyzing, and evaluating arguments and truth claims.It effectively requires a wide range of cognitive abilities and intellectual dispositions. These abilities also include identifying and overcoming personal biases and preconceptions, formulating and presenting compelling arguments in favor of conclusions, and coming to reasonable, informed decisions about what to believe and do. In other words, critical thinking is about the ability in accepting and understanding one's own beliefs and opinions, arguing based on the final findings and deciding logically.

Atkinson (1998) have stated that everyone seems to understand what critical thinking is, but very few people actually ever attempt to define it. Due to a misunderstanding of the word "critical," which means to critique or provide negative feedback, when people are asked to characterize the concept of "critical thinking," they typically perceive it negatively or as making a negative judgment or statement about a viewpoint or a topic, ignoring the positive effect to be improved and enhanced.

In his attempt to define critical thinking, Dewey (1933, p.118) have declared that critical thinking is "...the active, persistent, and deliberate analysis of a belief or imagined form of knowledge in the light of the reasons which sustain it and the further conclusions to which it tends".i.e : analyzing the information based on its causes and consequences. Moreover, Chance (1986) have affirmed that the capacity for critical thinking includes the capacity to analyze facts, generate concepts and organizations, defend opinions, compare, inference, and solve problems. Sternberg (1986) also views critical thinking as being the methods, tactics, and representations used by people in their minds to solve problems, make decisions, and understand new ideas and concepts i.e : it is all about the mental processes we do inside our minds before any step we do.Wade & Tavris (1987) define critical thinking as the capacity and desire to evaluate arguments and reach neutral findings on the basis of convincing arguments.

Tama (1989) claims that critical thinking is a method of reasoning that requires sufficient justification for one's opinions and a refusal to be persuaded unless justification is provided i.e: convincing or being convinced with one's yes or no. Simon and Kaplan (1989) declare that "critical thinking is just the creation of logical assumptions.The majority of the previous definitions see critical thinking as an independent mental skill despite the fact that it is a combination of all of them.Now let us have a look at those scholars who consider it not as one single element but rather a set of cognitive skills and abilities.

Mayer and Goodchild (1990) have stated that "critical thinking is the attentive, organized process of comprehending and assessing arguments" , in addition ; Mertes (1991) have argued that it is a set of reflecting attitudes and abilities that are used to understand or evaluate information and experiences which means, it is a well-formulated process done to comprehend and assess any information.

Scriven and Paul (1992) have seen critical thinking as "The mentally structured process of actively and skillfully contextualizing, adapting, analyzing, integrating, and/or assessing information retrieved from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action". In other words, we observe, assess and analyze the information at once. Willingham (2007, p.08) have seen that "seeing both sides of an issue, being receptive to new evidence that refutes your ideas, reasoning neutrally, demanding that claims be supported with evidence, deducing and drawing conclusions from relevant data, solving problems, and so on" are all examples of what it means to think critically about something.

According to the previous mentioned definitions, critical thinking is just the general term that is used to explain more specific terms and mental processes, such as reasoning, problem-solving, inference, argumentation, decision-making, and so on. These processes are what we refer to as critical thinking skills and strategies.

1.1. Critical Thinking Standards

Critical Thinking standards refer to conditions or levels that critical thinking should meet to be considered as normal and acceptable, and in order to call a person a critical thinker. These intellectual standards are: clarity, precision, accuracy, relevance, consistency, logical correctness, completeness, and fairness (Basshman et al, 2011).

1.2.1. Clarity

According to Basshman et al (2011), clarity is an important term that the person needs in his/her argument. However, the clarity of thoughts is one of the important aspects that the critical thinker strive. In addition to the clarity of language, because if our ideas, conceptions of goals are unclear the personal goals and the self-understanding cannot be achieved, and the others cannot understand weather these ideas, thoughts, information's are relevant to the

context or not. People sometimes fail in expressing themselves in clear way, these difficulties of clarity can be due to many reasons including laziness, lack of skill, and carelessness (p.2).

1.2.2. Precision

Critical thinkers understand that precision has a great value in daily life, and it is frequently necessary to insist on precise the answers and the questions in order to decrease the confusions, and suspicion that surrounded everyday problems and issues. Thus, precision is another standard that the critical thinker must require. (Basshman et al ,2011).

1.2.3. Accuracy

Basshman et al (2011) have maintained that when decisions are based on false information, the bad decisions are going to make no matter how the person is smart. Whenever inaccurate information is put into a computer, wrong information is for sure what you will receive as a result. In other words, people should not give false claims, arguments in order to prevent others from being misled. and their information should be factual, reliable, and free from errors or biases as critical thinkers do to make their decisions informed, and accurate as possible.

1.2.4. Relevence

Relevance, according to Basshman et al, (2011), refers to the relevant arguments used to the question at issue. This means that unless someone's intentions are ill-defined, their information or arguments must be relevant, and directly related to the topic at hand.

1.2.5. Consistency

Basshman et al ,(2011) have claimed that it is simple to understand why critical thinking requires consistency. Critical thinkers value the truth, they are continuously on the lookout for contradictions in both their own thinking and in the information, claims,

arguments made by others. There are two types of inconsistency that we ought to stay away from; One is logical inconsistency which entails saying or believing in contradictory things about certain subject. The other one is saying one thing while acting another. Critical thinking helps us become aware of such unconscious inconsistencies, allowing us to deal with them on conscious way.

1.2.6. Logical Correctness

Basshman et al 2011) have argued that "To think logically is to reason correctly" (p5). In other words, the critical thinkers are characterized by well-founded conclusion that is based on the accurate and solid supported beliefs. But, illogical thinking is all too common in human affaires.

1.2.7. Completeness

Thinking can be deep or superficial according to the context . Generally, critical thinkers choose deep thinking over superficial one in the majority of situations because thinking in deep way and finding an appropriate solutions for some issues, means that there is a completeness of thoughts (Basshman et al,2011) .

1.2.8. Fairness

Basshman et al (2011) have stated that critical thinking demands that our thinking to be "open minded, impartial, and free of distorting biases and preconceptions"(p,6). In other words, it must be fair, and free of prejudice on a certain factors such as: stereotyping, egocentrism, and bias. Even it is hard to be achieved, because our thinking is formed by our personal experiences and cultural back-grounds, it must be achieved.

1.3.Critical Thinking Skills

1.3.1.Sub Skills of Critical Thinking

Facione (1990) have asserted that the six fundamental cognitive critical thinking skills included interpretation, analysis, evaluation, inference, explanation and self-regulation, along with subskills for successful thinking and problem solving.

1.3.1. Interpretation

It is the capacity to understand and explain the importance or meaning of a broad range of data, opinions, views, etc. It is formed by a variety of sub-skills, including data analysis and categorizing information to establish appropriate frameworks for understanding. Decoding is another process of identifying and describing informative content using the procedures, rules and convention-based communication systems such as social behavior, graphs, and signs. To create a reasonable meaning and remove ambiguity.

1.3.2. Analysis

It is to identify the actual and intended interpretive connections between statements and other types of representations meant to convey beliefs and attitudes. It consists of analyzing concepts through figuring out how specific terms relate to one another (argument, defining terms, contrasting and comparing concepts and determining whether a sequence of facts conveys a logical point). Analyzing arguments also entails separating the facts put on to support the major conclusion from the intended major conclusion.

1.3.3. Evaluation

It is to analyze the credibility of statements by evaluating the logical strength of the real explanatory connections among statements and questions. Along with analyzing the premise of a given argument and accepting the argument's claimed conclusion as true or highly likely

true or false, other methods of evaluating arguments include evaluating the logical force of an objection to an argument.

1.3.4. Inference

It is the ability to identify the elements required to build reliable predictions and identify the impact of information. It usually takes place by thinking about possible solutions, coming up with different techniques to solve problems, and strategies to achieve a goal. Furthermore, deciding how to respond about a certain topic by reaching conclusions using appropriate methods.

1.3.5.Explanation

It is to provide evidence for that conclusion based on the scientific, logical, and situational factors that one's results were based on. This skill has three sub-skills. Firstly, stating results is the act of stating and describing the findings of one's thinking operations as part of analyzing those results. Secondly, justifying procedures by describing the actual and contextual elements that influence a person's interpretation in order to find techniques. Thirdly, presenting arguments by giving evidence for accepting a given claim.

1.3.6. Self-regulation

Self-awareness, is the capacity to regulate one's cognitive processes by making use of evaluation skills. It contains two sub-skills: self-examination that it entails critically evaluating one's own conclusions and confirming their correctness, together with the appropriate application and implementation of cognitive capacities. and self-correction when one examines oneself and finds problems, they come up with effective strategies to repair or correct them (p. 8-12).

To sum up, students may use a wide range of skills to enhance their critical thinking, and they do not necessarily need to be experts in all areas to be considered critically thinking: ready. However, in order for students to engage in meaningful argumentation when using critical thinking skills in some contexts, they must acquire background knowledge in the topic of interest.

1.3.2. Bloom's Taxonomy

According to Wilson (2001), Bloom's taxonomy is used as a system to define different cognitive abilities. In 1956, Benjamin Bloom, the group's leader, inspired a group of psychologists from Chicago to develop a taxonomy of six classification levels.Bloom's work is often represented graphically by a pyramid that demonstrates the lower order thinking abilities (knowledge, comprehension, and application) and the higher order levels (analysis, synthesis and evaluation).

To begin with, knowledge, including recollection and fact retrieval, makes the first level of the taxonomy. The second level is comprehension; students are required to absorb a lot of knowledge and comprehend the teacher's materials. The last level in the lower order thinking skills is application in which the learner should be able to use the knowledge s/he has learned to accomplish tasks.

Equally important, critical thinking skills are defined by bloom as analysis, synthesis and evaluation. Analysis is the ability to create, contrast, and make conclusions with objectivity. Synthesis is the act of assembling and building something from a single component. The highest order of the taxonomy is evaluation; where the student will evaluate, pass judgment, and offer persuasive arguments. Finally, when analyzing problems and coming up with answers, students need to possess high cognitive capacities.

Figure1.1 : The Original Version of Bloom's Taxonomy (1956)

The hierarchy of cognitive abilities is based on the degree of complexity and progresses from concrete to abstract goals. However, a number of educational scholars have rejected Bloom's work and criticized it. The primary concern they had was that Bloom's work needed to be updated because teaching and learning have changed significantly since Bloom's time. Having said that, the majority of the criticism focused on the validity (Bloom's taxonomy was created 50 years ago without any research on learning, relying only on understanding and application), reliability (it is best to separate objectives and evaluation by measuring conceptual knowledge and procedural knowledge separately), and practicability of the arguments(The four levels of learning performance gaps can be reduced to two, with the knowledge level being the most practical) (Sugrue, 2002).

1.3.3.The Revised Version of Blooms Taxonomy

The Revised version of Blooms Taxonomy has helped the teaching process and emphasis on students' learning, it is the update of the original taxonomy and considered more accurate than the previous version (Wilsson,2016). In 2001, the

most noticeable change between the two versions is at the level of terminology where the six blooms categories turned from nouns to verbs form, the structure of the last two categories, and the renaming of some components.

Figuer1.2:Wilson,Leslie O,2001.

1.3.3.1. Remembering

According to Anderson and krathwhol, Remembering is when memory is used to produce or retrieve definitions, facts, Lists, Or to recite previously learned information.

1.3.3.2. Understanding

Constructing meaning from different types of functions, whether be they written, graphic messages, or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining (Andrson, karthwohl, 2001).

1.3.3.3. Applying

At this level students take the new or the acquired information that they have and start to apply it in a given task by some arguments, and facts in the text (Hughs, 2014).

1.3.3.4. Analyzing

Hughes (2014) have claimed that at this stage students will focus on the author's information and they will start to question about it . This can be seen when teachers give students text, and they want them to find arguments, facts about some information, students may not fully accept these information, they will start thinking critically about it.

1.3.3.5. Evaluating

Hughes (2014) have stated that evaluating is one of the higher-order critical thinking skills, and it is probably the most complex stage for many language learners as it can require very high-level language skills. At this stage students will take the author's information , facts, and start to evaluate its validity and relevance.

1.3.3.6.Creating

It is putting elements together to form a coherent or functional ; reorganizing elements into a new pattern or structure through generating, planning, or producing(Andrson,Krathwhol et al ,2001as cited in Wilson,2016).According to Hughes(2014) creating is the last component in the sub skills after studding a number of texts, students start to use their new acquired knowledge to formulate something by their own .

1.2.Critical Thinkers Characteristics

Critical thinker characteristics are features that distinguish between a critical thinker and uncritical one; to know who is a critical thinker it is necessary to notice who might not be a critical thinker. The uncritical thinker is often "unclear, imprecise, inaccurate, illogical" (Basshman et al,(2011).However, Paul(1990) have stipulated that "critical thinker is someone who has an understanding of things and the ability to formulate, analyze, assess:

_The problem or question at issue.

_The purpose or goal of the thinking.

_The frame of reference or points of view involved.

_Assumption made.

_Central concepts and ideas involved.

_Principles or Theories used.

_Evidence, data, or reasons advanced.

_Interpretations and claims made.

_Interferences reasoning, and laws of formulated thought.

_Implications and consequences which follow." (p795).

Additionally, Ruggiro (2012) have claimed that critical thinkers are those who know how and when to use their minds, and their thinking according to the focus on the subject matter, and to think about improved thoughts and ideas better than of the uncritical thinkers, Therefore, According to him critical thinkers are characterized by:

1. Asking appropriate questions.

2. Control of ones mental activities.

3. They are honest with the selves.

4. Recognizing personal limitations.

5. They make judgment based on evidence not personal preferences, opinions.

6. They accept, respect others ideas, point of views even they tend to disagree with them.

7. They think before act.

8. Controlling their feelings.

1.3.Critical Thinking for Learners

Most students today don't have the opportunity to exercise critical thinking when given a particular task or activity. The promotion of students' thinking is one of the fundamental purposes of education, which is agreed upon by nearly everyone, as Cromwell (1992) pointed out. Also, there has been an increase in worry over the past ten years about the lack of higher order thinking skills among learners at all levels. The purpose of education is to create social agents capable of coping in a world that is changing quickly.

The learner is the key component in this process. S/he learns through using critical thinking skills. According to Padgett (2013), in order for students to develop their skills in critical thinking, they must master the following social, cognitive, and personal competencies:

1.5.1. Rationality

This means that the learner is expected to depend more on logic, facts, and evidence than on feelings and emotions, he/she should be encouraged to develop CT skills to make decisions by asking questions and assessing any evidence. Moreover,

he/ she has to differentiate between subjective and objective evidence by developing their emotional intelligence. As a result, conclusions are only made once the evidence is given.

1.5.2. Self-awareness and Intellectual Curiosity:

The learner is expected to be conscious of his/her biases that may affect his way of interpreting the information, his/her motivations in engaging in certain activities and neglecting other ones, and his/her beliefs and its source by listening to others, reading and even researching about different ideas. Also, s/he must ask questions and search for answers and choices.

1.5.3. Honesty

Although it may go against his or her personal opinions and values, the learner is expected to accept a statement as true, communicate honestly with others, express his/her thoughts and opinions directly and clearly and take responsibility of his/her practices without making excuses or blaming others.

1.5.4. Open Mindedness

The student is expected to have an open mind by being receptive to new ideas and experiences, evaluating all available points of view, being flexible and open to change and feedback and accepting various theories and respects it.

1.5.5. Discipline and Respect for other Viewpoint

The learner is expected to be comprehensive and free of prejudices by examining any information objectively and free of prejudgments or assumptions that may misled him/her and impact his understanding of a topic.him/her listen to and learn from those who may have different beliefs or come from different background.

1.7. The Importance of Critical Thinking

According to Basshman et al (2011), students can learn and discover multiple skills that can help them to enhance their classroom performance such as: helping them to underst and examine others arguments and beliefs, in addition to developing their own supported arguments. Moreover, critical thinking have big role and benefits in workplace and in life, but nowadays the employers didn't search for employees with specialized skills, but for employees with good thinking and communication skills, and for people who can gather information, analyze, and explain their ideas effectively in clear way.

It is also very important for teachers to use critical thinking in their tasks in teaching. According to Mason (2008.p6), if teachers recognize and understand well the adaptive of human reasoning, they would appreciate the need to educate students logical reasoning in the exact contexts and in specific fields. In other words, it takes time for students to become proficient in this ability and to use it in various circumstances, thus it needs to be developed and fostered.

Therefore, there are also some scholars who have mentioned the importance of critical thinking as follow:

_Making Informed Decisions: critical thinking allows individuals to analyze information objectively, evaluate different perspectives, and make well-informed decisions (Paul & Elder, 2006).

_Enhancing Problem-Solving Skills: critical thinking enables individuals to identify and define problems accurately, analyze possible solutions, and select the most effective one (Halpern, 2014).

_Developing Analytical Skills: critical thinking fosters the ability to analyze complex situations, examine evidence, and draw logical conclusions (Facione, 2015).

_Promoting Open-Mindedness: critical thinking encourages individuals to consider multiple viewpoints and be receptive to new ideas, fostering intellectual flexibility and avoiding cognitive biases (Kahneman, 2011).

_Strengthening Communication: critical thinking improves communication skills by enhancing one's ability to express ideas clearly, support arguments with evidence, and engage in constructive dialogue (Bailin et al., 1999).

_Cultivating Creativity: critical thinking involves thinking beyond conventional boundaries, exploring alternative solutions, and fostering creativity and innovation (Sternberg, 2003).

_Ensuring Objectivity and Avoiding Fallacies: critical thinking helps individuals recognize and avoid logical fallacies, biases, and emotional reasoning, leading to more objective and rational thinking (Twardy, 2013).

1.7. Barriers of Critical Thinking

It is widely observed that one of the main objectives of education is to enhance learners' abilities to think critically. Unfortunately, it appears that there are many challenges and obstacles that prohibit reaching this goal.

1.7.1. Egocentrism

According to Rudinow and Barry (2007), one of the main barriers of critical thinking is egocentrism, in which a person prefers to defend, prioritize, and value exclusively his or her views and opinions and closes his or her mind to the

possibility that he or she may be wrong. (p. 1819). Additionally, Paul and Elder (2011) have stated that egocentrism is a difficulty that might face any critical thinker since people frequently have a tendency to define what they should believe and what they should reject using their own psychological criteria rather than the standards of intellectual thinking (p. 21).

1.7.2. Lack of Knowledge

The majority of students lack the fundamental information necessary to think critically as well as the core academic knowledge necessary to understand basic concepts, which is considered as another barrier of critical thinking. Leaving aside the other abilities to analyze, combine, and apply the information that they are already learning. (Buskit and Irons, 2008, p. 52).

1.7.3. Misunderstanding of what is Meant by Criticism

Some people hesitate from providing any criticism when analyzing any provided information. This is a result of the word criticism being interpreted falsely as simply relating it to negative features. (Cottrell, 2005, p. 10).

1.7.4. Memorization

When memorizing facts and figures it takes a lot of time and effort, some students decide that it is easier to memorize information than to think, comprehend and analyze it. Also, students would rather be informed what is true and what is false than to independently investigate reliable information (Buskit and Irons, 2008, p. 52).

1.7.5. Insufficient Focus and Attention to Detail

Making decisions based on an insufficiently broad comprehension of a subject may lead into poor criticism. So, for much more reliability and accuracy in critical thinking, there must be good focus on details because critical thinking tasks require full attention on any given task (Cottrell, 2005, p. 12).

Conclusion

One of the most challenging skills is thinking critically. Scholars emphasize the need of critical thinking in the educational system, due to its importance and advantages in academic fields. It helps students to understand what they are learning deeply, and make them less reliant on the teacher. Consequently, it is important to teach students how to ask good questions, interpret, analyze, solve problems, evaluate what they learn, and make accurate judgments and decisions. So, critical thinking needed to be taken more into consideration since the teaching and learning processes are different from what it was back in the days.

Chapter Two:Self/Peer Feedback

Introduction

English Language teachers are continuously looking for new and effective techniques that can enhance both the learning and performance of their learners. Gathering feedback from learners is one of the most effective methods to learn. Such answers may provide valuable feedback of the current course, the performance of the teacher, the difficulties or challenges students face or have faced during the course, and they can also propose changes that should be followed to improve one's performance in the future.

This chapter focuses on learner's feedback as they are the central element in the teaching-learning process. We will discuss the definition and functions of feedback, in addition to its two types: self and peer feedback; their definition, ways to use them, their benefits and challenges to use them. At the end, the relation between those two kinds of feedback and how can they promote learner's critical thinking .

1.Definition of Feedback

In order to satisfy both teachers and students and establish the equivalent of the teaching and learning process, different scholars and researchers defined Feedback differently according to their perspective, some of them define it from learners view by contrast others from teacher opinion. So, feedback is an essential process in education field, it has a great effect in learning and teaching due to its importance, and it is a process of giving and receiving information or critics between two or more people about a practices .

According to Nurcise (2008), "feedback is all post –response information that is provided to a learner to inform the learner on his /her actual state of learning or performance"(p.127). So, it is considered as tool of measuring and knowing the level of learners and their skills,

Hyland and Hyland (2006) have stated that "feedback is a key element of the scaffolding provided by the teacher to build learners confident and the literacy resources to participate in

target communities"(P,83).In addition, Hattie and Timperely(2007) have defined Feedback as "information provided by an agent regarding aspects of one's performance or understanding"(p,81).This means that feedback is a comment given by a teacher, peer, book, parent, self, or experience taken into consideration one's level and attitude .

Moreover, Winne and Butler (1994) have stated that " Feedback is information with which a learner can confirm, add to, overwrite, tune or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies"(as cited in Giuliana,2011, p.198).

From previous definitions, it can be understood that Feedback is the information that seeks the learners to confirm their accuracy, to use it in a particular task, also we can say that Feedback have a great impact on learners performance during their tasks, and it is useful technique for them to reach helpful sources to their process.

2. Functions of Feedback

Feedback has long been valued by educators as a significant factor affecting learning. When students receive feedback, they are given details on their performance, which may include information about how well they performed a task and suggestions for improvement. It is only concerned with teachers' feedback, but it can be also linked to self and peer feedback. Therefore, this section is devoted to the different functions of feedback.

As Shute (2008) has declared, feedback is considered constructive when it goes beyond merely criticizing mistakes made by students, and instead: offers suggestions for strengthening weak areas for future learning. So it is crucial for both teachers and learners since it increases teaching and learning and determines how responsively students respond to their education because:

- It shows the student's difference between their current level of performance and the level of learning they are looking for (Shute, 2008).

- It produces responsive learners, promotes learning and fosters students' ability to reflect on their own work. Learning is improved when students process the teacher's feedback and information in an efficient way (Chappuis, 2012). As stated by Nicol (2005), due to the high academic achievement of students who are strong at self-regulation, teachers must help them learn how to respond to feedback.

- Particularly when students communicate with one another, exchange and examine teacher comments on their responses, and share ideas developed through learning, assignments/tests, and teacher feedback, this will promotes their curiosity and encourages them to attempt new activities. Students who receive effective feedback develop curiosity and motivation to learn more. The result is improved learning and performance (Nicol, 2009).

-Black and William (2009) have added that with the help of feedback, teachers can develop models of how their students learn, which they can use as models for their future teaching and feedback techniques. As a result, academic performance improves and learners become better learners with enhanced learning abilities.

-As the student uses feedback information to enhance his learning, the educator similarly uses feedback information to improve his teaching, adjust his approaches, and enhance his interactions with students. Both the assessor and the assessed are impacted by the feedback process. the feedback giver has knowledge of the degree to which the feedback taker (students) have acquired expertise, and they can modify their instruction accordingly (Yorke, 2003).

-It encourages students to continue their learning-by-doing experiences and to concentrate their efforts on using their prior work experience to improve their current work. Feedback

provided by students to students is frequently received better than feedback from teachers to students. Students can become great peer strategic thinkers with minimal training and continued guidance, accordingly (Obilor, 2019). Hyland (2006,p 102. 103) has clarified that "providing feedback to students is often seen as one of the teacher's most important tasks". The positive performance is resolved via feedback as it is defined by Nicol and Macfarlane (2006.

"Anything that might strengthen the student's capacity to self-regulate their own performance" (p.206). It promotes confidence and optimistic thoughts. The information that students receive during instruction is either information that validates what they already know or information that modifies their preexisting knowledge and beliefs. (Moray, 2004).

3. Types of Feedback

3.1.Self Feedback

3.1.1.Definition of self-feedback

Feedback is the dialogic process whereby learners understand information from different sources and use it in order to improve their own work or learning strategies (Carless, 2016, p.1).This definition capitalizes on the advantages of feedback as a tool to enhance learning by emphasizing the link between the feedback process and the outcome. Self-feedback includes tasks whereby learners evaluate their own personal performance. It is the process of objectively observing, analyzing, and evaluating one's professional behavior (Schobert, n.d.).

3.1.2. Ways to use self-feedback

• Students evaluate their learning, share their opinions about the evaluation criteria and learning objectives, recognize their strengths and weaknesses, and change what they are doing as a result (Andrade, 2007).

• Engage Students in deciding on the standards that will apply to their work as well as in making decisions about how those standards relate to their work. As Brown and Harris (2013) have declared that self-assessment is the process of evaluating one's own academic performance or ability.

• Understanding the importance of self-assess. Students will not evaluate themselves and their work because it involves effort from them unless they are aware of its benefits. They must comprehend that self-feedback is a critical skill for learning (Goodrich, 1996).

• Access to the standards used to make assessments. Because they should be used to evaluate their own work, students should be familiar with these standards. It is advised that students access these standards at the start of the assignment (Andrade & Valtcheva, 2009).

•Develop an effective understanding of techniques and strategies: the learner in his acquiring of an effective understanding, will use different sources, expand his/her knowledge of lesson planning, and other activities which will enhance his self-feedback (Hein, 2017).

3.1.3. Benefits of using self-feedback

Self-feedback is used increasingly as an effective learning tool, It seeks a greater comprehension of oneself and analyzes how to take next steps. It encourages students to critically evaluate their work rather than just seeing a mark. It also clarifies the assessment criteria and provides students with an increased amount of feedback, and reduces the evaluation stress on the teacher. In addition to that It additionally helps students develop into more autonomous, responsible, and concerned ones. (Kadagidze & Lamara 2012).

The student acquires data and evaluates his own learning (The Ontario Curriculum Unit Planner, 2002). It also increases his capacity to become a lifelong learner(Boud, 1995).

Shepard (2001) has pointed out that in the process of acquiring knowledge, student self-monitoring of learning and thinking is essential. In other words, before and while learning, students achieve meaning through self-feedback. So, it is a step in arranging, assessing, and comprehending processes that students take when learning. They must make connections between their previously acquired and employed knowledge, understandings, and skills.

Improved vocabulary learning was achieved through self-monitoring the percentage of correct answers and a set of strict performance demands with self-selected rewards for fulfilling those objectives (Barling, 1980).

3.1.4. Challenges to use self-feedback

_Reliability and accuracy of students' capacity for decision-making:

the idea that student assessment can be inaccurate and unreliable is established, and it is based on the belief that students are beginners both in the subject matter and academics in general (Hamer et al. 2015).

_Time consuming:

Nortcliffe (2012) has stated that when the responsibilities are high and it is a final task, academics need a comprehensive strategy (including emergency plans for solving problems, such as how to resolve conflicts among team members for teamwork). Those who are new to using self-feedback might need additional teaching support in learning about it.

3.2. Peer Feedback

3.2.1. Definition of Peer Feedback

Using peer feedback becomes popular in teaching and learning language skills. Accordingly, there are a number of terms that are used interchangeably to refer to it such as peer critique, peer review, Peer revision, Peer response, Peer editing, and Peer evaluation, but

all of them share the same idea where students give critics after reading and evaluating each other's work.

Liu and Hansen (2002) has defined Peer Feedback as "the use of learners as sources of information and interacts for each other in such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writtng"(p,31). In other words, Peer Feedback encourages learners in the process of exchanging their thoughts, and accepting others ideas, as well as expending comments and evaluating each other's pieces of writing or spooking tasks relying on themselves.

In peer feedback, teachers are not the only ones who give Feedback in classroom as claimed by Sachstein.S,(2017) " there is no longer a need for teachers to be the only experts in the room"(p,17). So, learners will have a great responsibility over their learning process because they will move from teacher-centered to learner-centered approaches as stated by Brown (1999) that learners should see the works by a new perspective to find which type of assessment is better to rely on it and to search for solutions to fix any flaws.

Additionally, Flower(1979) has defined Peer Feedback as " the suggestions or comments, questions or inquires that learners offer each other after reading any piece of writing with the aim of producing reader based prose"(p,7). That is to say, peer feedback is proposing critics, Judgments, corrections about the work of ones' of the peers under the aim of improving the learning performance.

Moreover, Rollinson (2005) has claimed that "peer feedback, with its potentially high level of response and interaction between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two

parties"(p.25). This means that peer feedback gives the students the chance to learn in groups through creating discussions in order to share different views and opinions about the topic.

To sum up, peer feedback is considered as an alternative technique to teacher feedback. Then, the responsibility will move from teachers to students in the process of teaching. Therefore, this method will promote students critical thinking and their writing if it will be used in an appropriate way.

3.2.3. Ways to use Peer Feedback

There are many methods and strategies of using peer feedback effectively in English Foreign Language classroom.

• Think_ Pair _Share

According to Layman (1981) it is a collaborative strategy in which the teacher asks students to work in pairs or in groups to make discussions about a single topic. The teacher gives topic or asks questions, then each student thinks in an individual way, before sharing their ideas, opinions together. It is very helpful for students, because it makes them feel comfortable, and it promotes the development of critical thinking, and effective communication (Prince, 2004).

• Gallery Walks

According to Dudley and Herlihy (2007) Gallery walks is an important way in which it encourages active learning, facilitates peer interactions, and promotes deeper comprehension of the subject matter. In this method, students show a piece of work such as: brochures and posters that they have created to their classmates in the classroom. Then, they give a few minutes to their colleagues to read them. After that, they start a discussion about those piece

of work, students here may use feedback in a form of comments about their classmates work (Jacobs, H. H. 2010).

• **The Socrates Circle**

This strategy is related to the Greek philosopher Socrates, it seeks students to ask questions and start working together to get the answers. According to Copeland, Jago (2005), this method typically involves several steps. First, all students read the same text. Next, they divided themselves into two circles, inner circle and outer circle. In the first one, they try to make a discussion about the text by asking questions and giving answers. While, in the second one which is the outer circle, students listen carefully to the discussion, evaluating arguments, and take notes about it. When the inner circle finish it, the outer one start providing feedback to their peers. Then, both circles switch the roles with each other with a new text.

According to Ishchenko, Verkhovtsova (2019) There are also many strategies of Peer Feedback can the teacher rely on to have a successful Peer review which are:

a)   **Using Examples or Appropriate Models**

In this strategy, teachers give students an exemplar of writing or speaking activities, that they meet the requirements of style, layout, Grammar, vocabulary. In the writing activities, the teacher may explain how peer feedback can be applied to an exemplar, the students then suggest some changes may help their peers to improve their writing skills. While, in speaking activities, students listen to several speaking samples after that they perform the task, then they compare their performance of that with their groups mates" (Shchenk, Verkhovestova (p,119).

b)   Getting to "feed forward" with the focus on positive and negative aspects

According to Shchenk, Verkhovestova (2019) this method encourages students to think critically with different perspectives. The teacher should become an exemplar and focuses on both using thinking strategies and how to make students engaged on using it. As a result, students may feel confused in giving negative comments to their peers work; here the teacher may encourage creative thinking by asking some questions about ways to make their peer's performance better. This method promotes students ability in ways of giving constructive Feedback.

c)   Using developed set of instructions and values for different types of activities

In this method the teacher may give students ready-made criteria of evaluating a work which contains comments of High/medium/low level. The learning activity is a discussion about how this criteria form can be applied on a sample of peer's work.

This method is used to facilitate effective peer feedback, and to make them feel comfortable and safe in giving and receiving feedback . As it is claimed by Sackstein (2017) that " By creating classroom that embody these qualities, educators can develop confident risk-takers who are interested in innovation and in developing their minds in way that work for them"(p120).

3.2.3.Benefits of Peer Feedback

Peer Feedback has got many benefits, it is very beneficial and effective for learners. It makes students engaged to search for confirmation by asking teachers and performing peer-corrections, this help students have a deep understanding of the topic (Gielen et al,2010).

Many research studies confirmed the effectiveness of peer feedback in writing and learning process. It makes students aware about the readers, as Rollinson(2005) claimed that " It is

clear that the writers need to write for audiences, preferably that can give more or less immediate Feedback"(P,25). This means that the readers my give a constructive comments, judgment about the piece of writing to show the effectiveness of the work and to make the writers more engaged to do better in their coming drafts and to write according to his/her readers demand .

Peer Feedback promotes learners confidence on themselves and their works, and help them become very active and free. Tsui and Ngo (2000) have mentioned that peer review boosts the meaning of ownership of the text, when learners do not take their peer's comments authoritative as their teacher's comments. The learners have the opportunity to decide if they should take their peer's comments on board or not. Over time, learners will be more reliant on themselves as writers rather than on their teachers.

Moreover, Peer Feedback provides learners with many sources of constructive Feedback, it also raises their self-awareness, builds confidence, increases motivation, boosts their critical thinking skills and sports their social skills (Farrah,2012, Hirose,2008; Osmand et al,2013 as cited in Kuyyogsuy,2019,p.78).

In addition, the role of peer feedback process allows learners to be the one who comment and give Feedback to their peers, this help students to achieve High level of critical thinking, Furthermore, students who assesse can learn through meta-cognitive processes such as reflecting, justifying, accepting, or critically rejecting the comments of their peers by using their own arguments (Liu and carless,2006 as cited in Brusa and Harutyunyan,2019).

To sum up, peer feedback enhances students cooperative work to benefit from each other, improves their writing, and their communication skills. More importantly, the practice of Peer Feedback allows students to receive more individual comments as well as giving reviewers the opportunity to practice and develop different language skills(Lundstrom and Baker,2009).

3.2.4.Challenges of Peer Feedback

Despite of all the positive effects and benefits, there are also several drawbacks and problems of peer feedback. According to Rollinson (2005) "The Peer response process itself is lengthy one. reading draft, making notes, then either collaborating with another reader to reach a consensus and write the comments, or engaging orally with the writer in a Feedback circle, will consume a significant amount of time" (p.25). This means that, peer review takes a long time to do it in one activity, especially when it is the first time for learners to experience it and deal with this process.

Most learners look to there teachers as the only real audience for them, so they prefer their teachers comments than their peers comments as Zahang (1995)find in the study of eighty-one college freshmen, 75% preferred teacher feedback to all other forms. Moreover, Sengupta (1998) have mentioned that Students tend to trust their teachers rather than their peers, believing that the teacher is the expert, whereas their peers might not be acknowledgeable enough to diagnose their problems (as cited in Hyland, Hyland,2006). In addition, Leki (1990) has claimed that "Peers are not trained teachers and their comments may be vague and unhelpful, or even overly critical and sarcastic"(as cited in Hyland, 2003, p.198). In other words, a number of students considered the idea of their peers may take the role of their teachers in giving Feedback very difficult because they think that their peers are not capable and are not trained to judge their works critically.

Other criticisms have challenged the validity of Peer Feedback in that students may focus more on errors and mistakes rather than the content when they give Feedback, as Storch (2004) has stated "another issue of concern is that most peer response focused on product rather than the process of writing, and many students in L2 contexts focused on sentence level errors rather than on the content and ideas".

Another issue linked to challenges of peer feedback is the teacher's perspective. Many teachers find difficulties to give full responsibility to students because they consider them not reliable, especially when they give oral feedback. Also, they may not feel comfortable to not interfere to help students in the feedback sessions, because if they do it might cause students' less confidence and commitment (Rollinson, 2005).

Many researchers found that culture differences are a problem in Peer Feedback activity (Carson and Nelson, 1996 as cited in Chareonsuk). Chareonsuk has mentioned that the Asian students are collectivists which hold high value of safe face. The students may not give a real and true feedback to their peers for fear that might cause their friends to lose face. Therefore, they give only positive comments to their peers to avoid conflicts and safe their faces, and relationships.

Hyland (2003) suggested some benefits and drawbacks of peer Feedback as follow:

Benefits	Drawbacks
- Active learner participation. - Authentic communicative context. - Nonjudgmental environment. - Alternative and authentic audience. - Writers gain understanding of value reader needs. - Reduced apprehension about writing - Development of critical reading skills. - Reduces teacher's workload.	- Tendency to focus on surface forms. - Potential for overly critical comments. - Cultural reluctance to criticize and judge. - Students unconvinced of comments' value. - Weakness of reader's knowledge. - Students may not use feedback in writing revision. - Students may prefer teacher feedback.

Table2.1: Advantages and Disadvantages of Peer Feedback (Hyland,2003, p.199).

According to the above table, we can understand that even peer feedback has a positive side, it also has a negative one for both teachers and students in teaching and learning process.

4. Critical Thinking and Self/Peer Feedback

Self-feedback should also be taken into account when evaluating critical thinking, in addition to cognitive abilities (Halpern, 2014; Lau, 2015). According to Schunk & Greene (2018). Self-feedback refers to a deliberate and adaptable process that enables students to plan, adjust, and monitor their ideas, emotions, and behaviors to the demands of the task. Students employ self-feedback techniques to assess their comprehension levels and continuously improve their learning strategies in order to meet predetermined objectives (Schunk & Greene, 2018; Zimmerman & Campillo, 2003).

Students who are skilled at self-feedback can assess a task by determining what will be necessary for successful action, dividing the task into smaller components, defining goals, and determining the methods and strategies that will be required to complete it (Beckman et al., 2021; Toering et al., 2012). The person must be able to record and analyze their mental abilities, behaviors, and emotions while performing the task in order to change and modify strategies that correspond with the requirements of the task.

In order to examine, evaluate, and review one's efforts, methods, and behaviors to determine whether their performance fit the goals, one needs self-feedback skills during as well as after the performance phase. A new behavioral process results (Usher & Schunk, 2018). the more complicated is the task, it requires more cognitive and mental processes effort to perform (Hoyle & Dent, 2018).

Even though it has been discovered that self-feedback capacities are essential for critical thinking (Halpern, 2014; Lau, 2015) and for finishing difficult tasks, such as open-ended ones (Beckman et al., 2021; Zimmerman & Campillo, 2003), there has been unexpectedly little

scientific research into self-feedback and its relationship with the responses and methods of students as they read, interpret, and create solutions to performance-based critical thinking tasks.

One of the strategies may also improve critical thinking is peer feedback. Many scholars confirmed that it is beneficial for enriching students critical thinking as Ekahitanond (2013) has stated that "as a tool to encourage students' critical Thinking , Peer feedback can be blended into the learning process". In other words, to get students involved in using their critical thinking, it is a good idea to add peer feedback to the learning process .

Scrivenand and Paul (2003) have claimed that "Critical Thinking is defined as the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information collected from observation, experience, feedback, reasoning, or communication, and it is functioned as a way to believe and act". (as cited in Ekahitanond,2013).This means that they emphasize the point that Peer feedback can be used in promoting learners' critical thinking.

Additionally, Faridha, Thoyyibah, and Kurnia(2020) have pointed out that peer feedback effects students and stimulates them to think critically, because it enables them to criticize the words, statements, and correct the mistakes of their peers.

Moreover, Wanner and Plamer (2018) have added that peer feedback assists in the development of students' Critical Thinking by improving the quality of their work, and it helps students to differentiate both the strength and the weaknesses of their analysis. Yang et al (2006) have also mentioned that "peer feedback is beneficial in developing Critical Thinking, learners autonomy, and social interaction among students".

Conclusion

One can conclude that Self and Peer feedback are very important in learning and teaching process, they play a crucial role in promoting learners Critical thinking, they can be

considered as a complimentary tool to teachers' feedback. Therefore, teachers are required to use them as an appropriate strategy to make students think, analyze, and evaluate critically. Self and Peer feedback also have benefits, challenges, problems that any teacher should be aware about them when applying this techniques in the right way, they can be beneficial for the student's learning in general and for their critical thinking skills in particular.

Chapter Three:

Introduction

This chapter is devoted to present the practical part of this research related to the issue of investigating learners' critical thinking through self/peer feedback and teachers' perspective towards using these techniques in the learning process . It also introduces the aims of students' and teachers' questionnaire, describes the samples that answered the questionnaires. Then, provides the analyses and interpretation of the results. By its end, it states the summary of the results of both students 'and teachers 'questionnaire, in addition to some pedagogical Implications, limitations of the study, and suggestions for further research.

3.1. Pupils' Questionnaire

3.1.1. Aims of the Pupils' Questionnaire

The questionnaire aims to explore the students' perspectives about critical thinking and the use of self/peer feedback in the classroom. In other words, it seeks to discover whether pupils use self/peer feedback in the classroom and if it is important for their critical thinking, and also it investigates their views about self/peer feedback and the effect of both of them on their critical thinking skills.

3.1.2. Population and Sample of the Study

The population consists of one hundred thirty (130) pupils of third year divided to four classes only from Ben Jmil middle school, Guelma, during the Academic year 2022-2023. The sample is composed of three classes including ninety-eight (98) pupils who were randomly chosen to respond the questionnaires' questions. It was selected because of the fact that middle school pupils are better to start using critical thinking skills at early levels, which makes them suitable for this research.

3.1.3. Description of Pupils' Questionnaire

The research tool used in this study is the questionnaire. It is composed of twenty (20) questions arranged from general to specific and includes different types of questions such as : multiple choice questions, yes-no questions, and open-ended questions which are divided into four (04) sections.

Section One: General Information

This section includes four (04) factual questions (Q1 to Q4) about how many years the pupils have been studying English, if they like studying it, evaluation of their level in English, and their suggestions of methods to help them learn English.

Section Two: Critical Thinking

This section consists of five questions (from Q5to Q9). The fifth question (05) seeks to know if our sample is familiar with the term critical thinking or not, and their definition of this term. In (Q6), they are asked to select the activities that their teacher uses in the classroom. Then, (Q7) is devoted to know to which extent are these activities important for their learning. In the last two questions in this section, (Q8-Q9) students are asked to know about their opinion if it is the job of their teacher only to teach them how to use critical thinking or not, and which is the best strategy to teach it.

Section Three: Feedback

The third section contains six questions (from Q10 to Q15) they aim to know pupils' perspective about feedback especially self/peer feedback. Q10 seeks to see if they know the term "feedback" or not. In Q11, they are questioned to select which types of feedback they are most familiar with. Then in Q12, they are asked if they know self/peer feedback or not. Q13 seeks to know if their teacher uses those types in the classroom. In addition, if they answer by yes they are required to tell how many times they use them. In Q14 and Q15 the pupils are asked if they like giving feedback to themselves and receiving it from their peers or not.

Section Four: Self/Peer Feedback and Critical Thinking

This section includes questions from Q16 to Q20 and it is devoted to know the relationship between self/peer feedback and critical thinking. In Q16, pupils are asked about their opinions about whether self/peer feedback is effective for their learning or not. Then in Q17, they are questioned to choose among five-likert scale (strongly agree, agree, neutral, disagree, strongly disagree) about whether self/peer feedback motivate their critical thinking skill. Q18 devoted to know to what extent self/peer feedback can affect their critical thinking. After that, Q19 attempts to know if they need instructions from their teacher about what strategies and methods to use self/peer feedback to train their critical thinking. The last question in this section Q20 looks for pupils' opinions about whether self/peer feedback needs to be used more in the classroom or not.

3.1.4. Administration of the Questionnaire

The questionnaire was administered on May 4th , 2023. It was given hand to hand to third year pupils at Benjmil middle school, Guelma. It was administered in a good and relaxed environment, and it has been answered anonymously inside the classroom. During the distribution of the questionnaire, we have explained everything that might seem ambiguous in its meaning to the participants in order to help them understand the questions. The pupils were promised that their answers will only be used for research purposes.

3.1.5. Data Analysis and Interpretation

Section One: Background Information

Q1. How many years have you been studying English?

Table3.1. *Years of Studying English*

Options	Number	Percentage
3years	80	81.63%
4years	16	16.32%
5years	2	02.04%
Total	98	99.99%

As it is shown in the table3.1,the majority of pupils(81,63%) stated that they have been studying English for three(03) years; which implies that they have succeed in all their academic years. However,(16,32%) of them admitted that they have been studying it for four(04) years, In addition, few pupils(2,04%) of them asserted that they have been studying it for five(05) years, this indicates that they perhaps failed in one year or two in their study.

Q2: Do you like studying English?

Table3.2. *Students 'Opinion towards English*

Options	Number	Percentage
Yes	83	84.69%
No	15	15.30%
Total	98	99,99%

According to the results in the table3.2, the majority of pupils (84,69%) claimed that they like studying English; this indicates that they like to learn new languages   and they seem to find it easy to be understood it. While, some pupils (15,30%) stated that they do not like it. This might be related to their lack of interest in learning foreign language, or lack of knowledge about it.

Q3: How would you describe your level in English?

Table3.3. *Students' Level in English*

Options	Number	Percentage
Very good	20	20.40%
Good	27	27.55%
Average	44	44.90%
Bad	07	07.14%
Total	98	100

The table above shows that, (44,90%) pupils admitted that their level in English is Average , this implies that they have acceptable knowledge about it.27.55% of them opted for good which means that pupils have acquired a good command of the basic principles of this language. In addition, (20.40%) have chosen very good, this indicates that they have mastered the rules of this language that they have learnt. However, only (07.14%) of them have said that their level is bad. So, they need more help and much efforts as an attempt to improve and develop their level.

Q4: What can your teacher do at school to help you learn English?

Students Opinion about what can their Teachers do to help them Learn English.

Out of 98 pupils only 83 of the participants (84.69%) suggested that their teacher can do many things to help them to learn English as follow:

_ "He can give us more home works to improve our level" (17 pupils).

_ "Make organized challenges between us" (15 pupils).

_ "Use motivational games and funny activities to learn English very well" (30 pupils).

_"Take the whole session for class discussion" (10 pupils).

_ "Explain more in Arabic language" (11pupils).

To sum up, most of the pupils 84, 69% have suggested some ideas to learn English and to improve their level. Most of them agree on using motivational games and do more practices, activities, and home works. In addition to make challenges between them, and to use Arabic language in the explanation. While 12.24% of them did not give any suggestion.

Section Two: Critical Thinking

Q5: Do you know the term critical thinking?

Table3.4. Pupils' Knowledge about Critical Thinking

Options	Number	Percentage
Yes	23	23.47%
No	75	76.53%
Total	98	100%

The results in the table 3.4 shows that, the majority of pupils (76,53%) claimed that they do not know the term critical thinking. This indicates that their teachers did not use the term in direct way to them. By contrast, (23,47%) of them indicates that they know the term, which implies that they are aware about it and they use it in their studies. They provide the following definitions of the term:

_ "Critical thinking is when you think out of the box" (08pupils).

_"To take more time when you are thinking and to think behind the meaning" (05pupils).

_"Critical Thinking is to think in deep way and to question about every thing " (03pupils).

_"Critical Thinking is to think different from others to find solutions" (07pupils).

To summarize the above definitions of the term "critical thinking", those who know the term they have agreed that critical thinking is when you think differently from others, when

you look on what is behind the meaning in indirect way, and when you ask about every little information to find the appropriate solutions.

Q6: Which type of these activities your teacher use to teach you in the classroom?

Table3.5. *Class Activities Used by the Teacher in the Classroom.*

Options	Number	Percentage
Gap fill in	00	00%
Group work	00	00%
Get outside	00	00%
Class discussion	00	00%
All of them	00	00%
A-B	10	10,20%
A-D	04	04,08%
A-B-D	84	85,71%
Total	98	100%

As it is displayed in table 3.5, the majority of pupils (85,71%) have selected the three options which are: "Gap fill in, Group work, Class discussion". This indicates that their teacher teaches them how to use their critical thinking in indirect way by using these activities, to help them to build good relationship between them, and to be good communicators. In addition, some of them (10,20%) have chosen both "Gap fill in, and Group work", this implies that their teacher focuses more on teaching them how to work in group to make them engaged to think critically to find the appropriate words to fill in the gaps. However, only (4, 08 %) have said that their teacher use both activities "Gap fill in, and Class discussion".

Q7: To which extent are these activities important?

Table3.6. *Pupils' Opinion about the Importance of the Activities.*

Options	Number	Percentage
Not Important	03	03.06%
Important	45	45.92%
Very Important	50	51.02%
Total	98	100%

As it is shown in the table3.6, half of the participants (51,02%) have declared that these activities are very important, which means that they believe that they have significant role in the classroom. Whereas, 45,92% have stated that these activities help them to learn and understand their lessons. However, few of them (3,6%) have indicated that it is not important at all, which means that may be these methods did not help them in their learning and they need other activities to use them, or they do not have any interest to learn English.

Q8: Do you think that it is the job of your teacher only to teach you critical thinking in the Classroom?

Table3.7. *Pupils' Opinion about if it is the Job of their Teachers only to Teach Them Critical Thinking.*

Options	Number	Percentage
Yes	16	16.33%
No	82	83.67%
Total	98	100%

As it is displayed in table3.7, 83,67% have claimed that it is not the job of the teacher only to teach them critical thinking. This implies that they rely on themselves more when they learn rather than on their teacher. By contrast, some of them (16,33%) have stated that it is the job of the teacher only, which means that they rely on their teacher, and they consider him/her

as the only source of guidance to them , and they prefer to get information from their teacher without making any effort.

Q9: Which method do you think is better for teaching critical thinking?

Table3.8.*Pupils' Best Method for Teaching Critical Thinking.*

Options	Number	Percentage
Implicit	86	87.76
Explicit	12	12.24
Total	98	100

The table3.8 represent pupils' opinion about the best method to teach critical thinking. The majority of pupils (87,76%) prefer to study critical thinking in implicit way, this implies that even if the implicit information cannot be seen but it is beneficial which make pupils to understand better via various teaching techniques such as classroom tasks and activities.While only (12,24%) of pupils' prefer the explicit one, which indicates that they like to see all the information and hear it, and it considered to be precise.

Section Three: Feedback

Q10: Are you familiar with the term "Feedback"?

Table3.9. *Pupils' Familiarity with the term "Feedback.*

Options	Number	Percentage
Yes	59	60.20
No	39	39.80
Total	98	100

The results in the table above3.9 shows that 60,20% of pupils are familiar with the word "feedback" and that proves the use of feedback in the classroom between students and

teachers since it is a part of teaching process. However, (39,80%) of them did not know the term, which implies that may be due to their lack of knowing vocabularies.

Q11: Which type are you familiar with the most?

Table3.10. "*Familiarity with the types of Feedback*".

Options	Number	Percentage
A)Teacher feedback	20	20,40%
B)Peer feedback	04	4.08%
C)Self feedback	05	5.10%
A-B	29	29.59%
A-C	40	40.82%
Total	98	100%

Table 3.10 represents pupils' familiarity with the types of feedback. 40,82% of participants have chosen both "teacher and self-feedback", which indicates that they rely on their teacher and themselves in giving feedback. 29,59% of them have said that they are familiar with both "teacher and peer feedback", which means that their teacher focuses on giving their pupils the chance to learn how to give feedback to their peers in addition to his/her feedback. Moreover, 20,40% of them have selected only "teacher feedback" that figured out that the teacher in his/her classroom depends more on his/her feedback by neglecting the other two types because according to them the teacher is always centered, and h/she is the source of knowledge. While, few participants (5.10%) have chosen only self-feedback this implies that they rely on themselves only to correct their mistakes. However, only 4,08% of pupils have selected only peer feedback, this indicates that the teacher creates classroom opportunities to give and receive feedback between each other, and to correct each other mistakes.

Q12: Do you know what is self/peer feedback?

Table3.11. *Self/Peer Feedback Among Pupils.*

Options	Number	Percentage
Yes	78	79.59%
No	20	20.40%
Total	98	100%

The oblivious results in the table3.11 clarified that 79.59% of pupils have declared that they know self/peer feedback, this implies that their teacher use these two types in the classroom. By contrast, 20.40% of them have stated that they do not know them, this indicates that may be they follow just the method that their teacher use, or they know this two types but they did not know how to call them.

The following are some pupils definition of self/peer feedback:

_Self-feedback is to correct the mistakes to myself. While, Peer feedback is when my classmate corrects my mistakes(30pupils).

_Self-feedback is when you evaluate your work by yourself. By contrast, Peer feedback is to let your friend evaluate your work(23pupils).

_Self-feedback is where you consider your choices carefully by your own in life or education. Whereas Peer feedback is were a friend of yours help you to improve your level or pick your choices (10 pupils).

_Self-feedback is when you rely on yourself to correct your work. However, Peer feedback is when you rely to your peer to help you to correct your work (15pupils).

To sum up, most of the pupils are aware about "self/peer feedback" 79, 59% and they have agreed that self-feedback is when you correct and evaluate your work by your own. While, peer-feedback is when someone else assess your work to improve your level or to correct your

mistakes. By contrast 20, 40% of them they did not know both self/peer feedback and they did not give any definition.

Q13: Does your teacher use them in the classroom?

Table3.12. *Self/Peer Feedback In the Classroom*

Options	Number	Percentage
Yes of course	86	87,75%
No at all	12	12,24%
Total	98	100%

According to the table3.12 the majority of pupils (87.75%) said yes, which means that their teacher uses these two types in the classroom. While, only 12 pupils (12.24%) have said no their teacher did not use them.

❖ If yes, how often

Table3.13. *Frequency of Self/Peer Feedback Use by Teachers.*

Options	Number	Percentage
Always	16	16,32%
Sometimes	50	51.02%
Often	20	20.40%
Never	12	12,24%
Total	98	100%

Teachers use self/peer feedback from time to time according to the table3.13, where 51.02% of pupils said that their teacher use the two types sometimes.20.40% of them said that they use them often. In addition, (16.32%) of pupils select the option always, which means that their teacher in the classroom focuses in their tasks more on self/peer feedback. However,

few participants (12.24% pupils) said that they never use this types, this indicates that their teacher relies on his feedback only in the classroom.

Q14: Do you like giving feedback to you self?

Table3.14. *Pupils Opinion towards Giving Feedback toThemselves.*

Options	Number	Percentage
Yes	77	78.57%
No	21	21.43%
Total	98	100%

As indicated in the table3.14, the majority of pupils (78.57%) like to give feedback to themselves. While, 21.43% of them did not like it. This implies that most of them trust themselves in giving feedback. Accordingly, all participants are asked to give their justifications for their answers. 66 of pupils gave their justification while the rest (30 pupils) did not justify.

Those how said yes they justify their answer as follows:

_ "To avoid future mistakes" (16 pupils).

_"To improve my level by myself" (25 pupils).

_ "To learn how to rely on myself" (25 pupils).

Q15: How do you feel when you receive comments from your peers?

Table3.15. *Pupil's Opinion Towards their Peer's Comments*

Options	Number	Percentage
Satisfied	53	54.08%
Unsatisfied	45	45.92%
Total	98	100%

The results in the table3.15 shows that 54.08% of pupils said that they are satisfied when they receive comments from their peers, this implies that they are comfortable with the quality of their peers comments, and it help them to correct their mistakes. While 45.92% of them said that they are unsatisfied, which means that those pupils did not trust their peers comments and focus more on their teacher's comment because they might consider him more knowledgeable than their peers.

Those 54,08% who feel unsatisfied to receive comments from their peers, provide the main following justification:

_"I feel he is criticizing me"

_" He do not know how to correct my mistakes"

_" I feel shy from my peers"

_" I fear my peers laugh at me"

To sum up those pupils did not like to receive comments from their peers because they have problem of self-confidence, and they did not trust their peers' abilities.

Section Four: Critical Thinking and Self/Peer feedback

Q16: Do you think that Self/Peer feedback is effective in Learning?

Table3.16. *Pupils Perceptions towards the Effectiveness of Self/Peer Feedback*

Options	Number	Percentage
Yes	93	94.90%
No	05	05.10%
Total	98	100%

The table3.16 shows that the majority of pupils 94.90% find that self/peer feedback is effective in their learning. While, few pupils (5.10%) find that it is not effective. This indicates that the effectiveness of self/peer feedback depends on the way the teacher adopts to use these techniques to improve their skills.

Q17: Do you agree that self/peer feedback fosters your critical thinking?

Table3.17. *Self/Peer Feedback and Critical thinking*

Options	Number	Percentage
Strongly agree	22	22.45%
Agree	56	57.14%
Neutral	15	15.31%
Disagree	03	03.06%
Strongly Disagree	02	02.04%
Total	98	100%

As indicates in the table 3.17, the majority of pupils (57.14%) agreed that self/peer feedback fosters their critical thinking, also (22.45%) of pupils strongly agreed with the proposed statement. This implies that self/peer feedback is very useful in their studies and can help them to use their critical thinking appropriately. While 15.31% of pupils have chosen to stand neutral, they neither agree nor disagree, which means they did not recognize the importance of self/ peer feedback for critical thinking. However,3.06% of them stated that they disagree, and only (2.04%) of pupils totally disagree with the efficacy of self/peer

feedback in critical thinking, this implies that they ignore the significant role of this techniques.

Q18: To what extent self/peer feedback can affect your critical thinking?

Table3.18. Self/Peer Feedback Effect on Pupils' Critical Thinking skills

Options	Number	Percentage
To a very limited extent	12	12.24%
To a limited extent	18	18.37%
To a high extent	38	38.78%
To a very high extent	30	30.61%
Total	98	100%

As it is displayed in the table 3.18, 38.78% of pupils viewed that self/peer feedback affects their critical thinking to high extent, this indicates that this method used in the classroom has a significant impact on pupils' use of critical thinking. 30.61% of them viewed that these techniques are highly affecting their critical thinking, this implies that self/peer feedback is beneficial for pupil's critical thinking. However, 18.37% stated that self/peer feedback affects their critical thinking to a limited extent, and 12.24% of them asserted that they affect their critical thinking to a very limited extent, which means that these two methods has a very limited effect on their skills in the classroom.

Q19: Do you need more instructions from your teacher about methods of using self/peer feedback to train your critical thinking?

Table3.19. *Instructions for training the Critical thinking skills*

Options	Number	Percentage
Yes	87	88.78%
No	11	11.22%
Total	98	100%

As it is shown in the table3.19, the majority of pupils (88.78%) have stated that they need more instructions and strategies from their teacher to train their critical thinking, which means they see the teacher as the first guide for them, but at the same time they did not rely only on him. While, only (11,22%) pupils they have selected the second option, which indicates that they did not rely just on their teacher, and they believe that the role of the teacher is to help them in the first step only, and then comes the role of pupils to improve their skills and to fulfill their needs.

Q20: Do you think that self/peer feedback needs to be used more in the classroom?

Table3.20. *Attitudes towards Using Self/Peer Feedback in the Classroom*

Options	Number	Percentage
Yes	85	86.73%
No	13	13.27%
Total	98	100%

The table 3.20 represents pupils' attitudes towards using self/peer feedback in the classroom, the majority of pupils (86,73%) said yes self/peer feedback needs to be used more in the classroom, this indicates that they want them to improve their knowledge, to share ideas and learning information, and to develop pupils' skills. While, only13,27% of them refuse to use them, which means that they depend only on their teacher feedback to improve their skills.

3.1.6. Summary of Results and Findings from Student's Questionnaire

The first section of the questionnaire is entitled "Background information" and it is to enquire about the participant's personal information. It is shown that most of participants (81,63%) have been studying English for three years. This section indicates that the majority of pupils (84,69%) like studying English. In addition, 44,95% of them have admitted that their

level in English is average. Moreover, most of pupils have given many suggestions that can help them in English learning, and most of them agree on use motivational games and funny activities to help them learn English very well.

Concerning section two "Critical Thinking" the majority of pupils 76,53% have shown that they are not aware of the term Critical Thinking. While, most of them selected some

critical thinking activities that their teacher use in the classroom which are: gap fill in, group work, and class discussion. Hence, teachers should use the term familiarize them with it, because most of them use it in the classroom but the pupils did not know how to call it. Most of them have claimed that these activities are very important for their learning. Moreover, the majority of pupils 83,67% have reported that it is not the job of the teacher only to teach them critical thinking in the classroom, they agree that they should rely on themselves to learn how to use it. Furthermore, most pupils 87,76% have preferred to study critical thinking in implicit way through classroom tasks and activities.

Section three entitled "Feedback", reveals that the majority of pupils (60,20%) are aware about the term " Feedback". In addition, the results revealed that the majority of pupils are aware with all the types of feedback especially teacher feedback, self-feedback with 40,82%. Concerning pupils' awareness about the two types self/peer feedback, the majority of them 79,59% have claimed that they know both of them and they provide some suggested definitions. Also most of them 87,75% indicates that their teacher use these types in the classroom, similarly, half of them have claimed that they use them sometimes in the classroom. Hence, teachers should use them more in order to teach them how to rely on themselves and cooperate with their peers in giving feedback. Furthermore, most of pupils 87,57% have confirmed that they like to give feedback to themselves. So, they like to rely on themselves, to avoid future mistakes, and to improve their level. Moreover, more than half of

pupils 54,08% have said that they feel satisfied when they receive comments from their peers.

The results collected from the last section which is entitled "Critical Thinking and Self/Peer Feedback", point that, most of pupils 94,90% have claimed that self/peer feedback is an effective technique in learning. Also, the majority of them agree/strongly agree that both self/peer feedback can enhance their critical thinking. That is to say, it helps to engage them to use their critical thinking in some cases like analyzing the answers. In addition, the majority of pupils indicates that self/peer feedback can positively effect their critical thinking to high extent/very high extent. This implies that both of them have a significant role in fostering their critical thinking skills. Also, from the analysis of pupils' responses, the majority of them 88,78% said that they need more instructions from their teacher about what strategies and methods to be used to train their critical thinking. Finally, most of them 86,73% agree that self/peer feedback needs to be used more in the classroom.

3.2. Teachers' Questionnaire

3.2.1. Aims of Teachers' Questionnaire

This questionnaire aims to investigate to what extent do middle school teachers give consideration to their learner's critical thinking skills, and what types of Feedback they use. In other words, it attempts to find out whether teachers are using critical thinking skills, focusing on their students' Self/Peer feedback and whether they are taking into consideration the boost of their learners' critical thinking skills using Self/Peer Feedback. Finally, it looks for their perceptions towards the effectiveness of learners' Self/Peer feedback on promoting their critical thinking skills.

3.2.2. Description of Population and Sample

The current study targets the population from Guelma Middle School teachers, District 1. The population consists of 55 teachers, as a sample 49 teacher were randomly chosen to answer the questionnaire questions. The sample was selected because of the fact that English middle school teachers are the first ones who deal with early learners of English language and the first who are able to train their students to use Self/Peer feedback to promote their critical thinking skills in early ages. Therefore, English middle school teachers and learners are the most convenient ones for this research.

3.2.3. Description of the Teachers Questionnaire

In this study, we use the online questionnaire as a data collection tool. It is composed of nineteen (19) questions arranged from general to specific and from different types, multiple choice questions, yes-no questions, and open-ended questions which are divided into four (04) sections.

Section one: Background Information

This section is composed of three (03) factual questions (Q1 to Q3) about their qualifications, the grade or grades they teach and about how many years they have been teaching.

Section Two: Critical Thinking

This section includes six (06) questions (Q4 to Q9). The fourth question (Q4) aims to know whether the teacher is familiar with the term "Critical Thinking", and if yes; how can it be defined. The fifth one (Q5) is about the importance of critical thinking from the teachers' perspective. In question number six (Q6); teachers were asked whether they consider critical thinking as a separate skill or not, with justifying their answers. The next question (Q7) was

devoted to discover whether teachers are focusing on the use of critical thinking activities in their classrooms, and provide examples of those activities if so. In question number eight (Q8), teachers were asked to

describe their pupils' level in using critical thinking in the classroom. The nineth one (Q9) suggests three activities to do in improving the lack or the low level of using critical thinking among pupils in the classroom and if it is possible to mention other activities.

Section Three: Feedback

This third section is composed of four (04) questions (Q10 to Q13). The tenth question (Q10) wonders about the importance of Feedback as an assessment technique, the next one (Q11) aims to know the level of frequency in using Feedback, question number twelve (Q12) also looks for the frequency; but this time the frequency of giving pupils the opportunity to evaluate themselves, and the last question (Q13) is devoted to know how often do the teacher give his/ her pupils the chance to correct to one another's work.

Section Four: Self/Peer Feedback and Critical Thinking

The last section of our questionnaire consists of five questions (05). Its first question (Q14) asks the teacher about his/ her opinion concerning the effectiveness of Self/Peer Feedback in developing the pupils' critical thinking skills, and if his/her answer was with yes; the teacher may choose some causes related to this effectiveness and he/she may also add other causes. The fifteenth question (Q15) is about the teacher's opinion regarding Self/Peer Feedback as not being helpful tools in improving critical thinking skills of pupils; and if it is a yes answer he/she may choose some possibilities related to that ineffectiveness. Concerning question sixteen (Q16), it is related to what extent Self/Peer Feedback is important to the students' critical thinking. The seventeenth question (Q17) asks the teacher whether he/she agrees that

those techniques should be used more in the classroom to help pupils in improving their critical thinking, and the last

question (Q18), is given to provide any comments or suggestions concerning the use of Self/Peer Feedback to promote learners' critical thinking skills. Closing the questionnaire by thanking the teachers for their collaboration and time devoted to answer.

3.2.4. Administration of Teachers Questionnaire

The questionnaire was done online and posted in the Official Facebook Group of English middle school teachers of District one in Guelma, and it was opened to answer from the 13th to the 20th of May the same month after preparing its form in Google Forms and copying its link to the pre-mentioned group. It has been answered anonymously and the teachers were very collaborative and serious in their responses and they were promised that their answers will be used only for scientific purposes.

3.2.5. Data Analysis and Interpretation

Section One: Background Information

Q1-Would you please state your qualifications?

Table3.21: *Teachers' Qualifications.*

Options	Number	Percentage
License Degree	27	55.10%
Master Degree	11	22.45%
Magister Degree	00	00%
PhD	00	00%
Others	11	22.45%
Total	49	100%

As indicated in table3.21, more than half of the population of English middle school teachers 55.10% have a License degree, and this is due to the educational system in Algeria which requires that certificate to be able to teach in a middle school. The remained percentage is divided equally between teachers who have a master degree and another option which is HST ie: High School Teachers; teachers with a Master degree 22.45% may complete their study after becoming teachers because of the helpful laws that encourage continuing High studies and the other 22.45% is devoted for High School Teachers who had signed a pre-agreement after succeeding in their Baccalaureate to have a guaranteed post in middle school after graduating.

Q2- What grade do you teach?

Table3.22: *Grades of Teaching*

Options	Number	Percentage
First Grade	03	06.12%
Second Grade	02	04.08%
Third Grade	03	06.12%
Fourth Grade	09	18.37%
A - B	05	10.20%
A - C	08	16.66%
A - D	06	12.24%
B – C	05	10.20%
B - D	07	14.29%
C - D	01	02.04%
Total	49	99.99%

The results in table 3.22, show that the majority of teachers teach more than one grade (ie: two grades) and this is due to dividing the hours of work equally between teachers in the same school. Teachers of the first grade are 06.12%, the ones of second grade are 04.08%, those who teach the third grade are 06.12% and the teachers who teach only the fourth grade are 18.37%, with a total of 34.96% for those teachers with only one grade to teach. The remained percentage of 65.31% is divided as following: teachers who have the first and

second grade are 10.20%, those who teach the first and the third grade represent 16.33%, teachers who teach the first and the fourth grade represent 12.24%. Concerning teachers who have pupils of second and third year, they perform 10.20%, second- and fourth-year teachers represent 14.29% and the teachers who teach third year and fourth year take 02.04% of the total. It is worth to mention that choosing which grade to teach is an administerial decision.

Q3- How many years have you been teaching?

Table3. 23: *Years of Teaching.*

Options	Number	Percentage
From 01 to 05 years	16	32.65%
From 06 to 10 years	16	32.65%
From 11 to 15 years	9	18.37%
16 and more	8	16.33%
Total	49	100%

The table3.23 above represents the years of teaching. As there were diverse answers, grouped into four main categories: the first category was for those teachers who have been teaching between one to five years and it represents 32.65%, the next category covers teachers between 6 and 10 years of teaching with a percentage of 32.65% also. The more experienced teachers who have been teaching between 11 and 15 years represent a percentage

of 18.37%. And the last category was devoted for those teachers who have been teaching for over 16 years with a percentage of 16.33%. Those results show that the teachers who answer this questionnaire cover all the categories of the English middle school teachers in District one (from novice to well-experienced teachers).

Section Two: Critical Thinking

Q4- Are you familiar with the term "Critical Thinking"? If yes, how can it be defined.

Table3.24: *Familiarity with the term "Critical Thinking*

Options	Number	Percentage
Yes	44	89.80%
No	01	02.04%
Somehow	04	08.16%
Total	49	100%

Table 3.24 represents teachers' familiarity with the term "Critical Thinking". The majority of English middle school teachers of 89.80% are familiar with the term "Critical Thinking". This means that those teachers are up -dated with the field of teaching and learning. A minority of 08.16% of teachers answered with being somehow familiar with the pre-mentioned term may be because they are novice teachers who have been appointed recently. The fewest number of teachers which represents only 02.04% of the participants say that they

are not familiar with the term "Critical Thinking" and this is due to the fact they are not working hard on improving their level of proficiency through their continuous professional development.

Those who are familiar with the term "Critical Thinking" provide the main following definitions:

- "Critical thinking is the process of analyzing, evaluating, and synthesizing information to make informed decisions or judgments. It involves questioning assumptions, considering alternative perspectives, identifying biases, and using evidence to support conclusions".

- "Critical thinking is the ability to judge a case in matter, ie, study and analyze then select, it reflects one's awareness about what is right and wrong, and gives a clear view of one's capacity to measure some matters accordingly".

- "It is a 21st century cognitive process that helps individuals to solve problems effectively, deal with choices successfully, make effective decisions, cope in life and be effective in life: personal, professional or public one".

- "Critical thinking is the analysis of available facts, evidence, observations, and arguments in order to form a judgement by the application of rational, skeptical, and unbiased analyses and evaluation".

- "It is a way of thinking in which learners don't simply accept all the information they are exposed to but they question, analyze, evaluate and make a judgement

about it".

_"It is a way of thinking, in which the teacher questions his /her student, analyses their answers, and then interprets them after that s/he makes judgement about the students' result".

- "It's to think in an analytical assessorial and evaluative way in which the person builds his/her judgement based on that critical process".

- "Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas".

So, Critical Thinking is the ability to analyze, evaluate, interpret and synthesize information as a way of thinking to solve problems and make decisions.

Q5: Do you think Critical Thinking is…..

Table3.25: *The importance of Critical Thinking*

Options	Number	Percentage
Very important	37	75.51%
Important	12	24.49%
Not important	00	00%
Total	49	100%

Table3.25 shows the importance of Critical Thinking from the teachers' perspective, most of the participants think that Critical Thinking is very important 75.51% and this is due to the new applied approaches in teaching and learning. Quarter of the informants 24.49% see Critical Thinking as important while teaching because it is one of the key elements in teaching a second-generation pupil.

Q6- Do you think Critical Thinking is considered as a separate skill? Justify your answer.

Table3. 26: *Critical Thinking as a separate skill.*

Options	Number	Percentage
Yes	21	42.86%
No	28	57.14%
Total	49	100%

As table3.26 shows, 42.86% of teachers consider Critical Thinking as a separate skill and their justifications can be presented as follows:

- "Yes, Critical Thinking is generally considered to be a distinct skill that can be developed and improved through practice and training. While critical thinking is related to other cognitive skills, such as problem-solving, decision-making, and creativity, it involves a specific set of abilities that are focused on analyzing, evaluating, and synthesizing information in a systematic and logical way. In many educational and professional contexts, critical thinking is seen as a key skill that enables individuals to make better decisions, solve complex problems, and communicate more effectively".

- "Critical thinking skills are part of many curriculum guidelines, they involve reflection and the analysis of ideas but some teachers may be unsure how to teach these skills because they are trained to teach language skills, but they do not always learn how to teach the critical thinking skills that help guide learning".

- "Although it can be related to other cognitive processes and social parameters, it must be seen as a separate skill for the one reason that it requires practice and self-realization to be enhanced and cultivated".

- "Because it allows us to grasp situations based on all available facts".

- "Because it allows learners to express their ideas and their opinions using language".

- "It entails an effective decision making and a successful communication".

- "It is a skill that we use always and everywhere".

- "It's among the 21st Century skills: The 4Cs".

- "Critical Thinking is considered as a set of higher order thinking skills that really effect the pupils' performance and self-confidence".

- "Critical thinking is a higher level in cognition world, it's an acquired or a developed skill, it is not innate for the majority of people".

While only 57.14% of teachers see Critical Thinking as an integrated skill, and here are their main justifications:

- "Because it is related to the others learning skills".

- "Because sometimes it depends to other technics or skills like the case in TPS (Think Pair Share)".

- "It is a set of skills interdependent and interconnected that a critical thinker makes together to write, design, report, interview, investigate...These skills can be interpreting, integrating, guessing, giving opinion..."

- "It's related to every other skill like reading, writing, listening, or speaking where we use our cognition".

- "it is a part of the other 4 skills and should not be separated. It depends on the Activities that the teacher uses inside the classroom".

- "All mental skills work in inseparable way".

- "It is made up of several types of skills that contribute to solving problems more effectively".

- "It's built on many other thinking processes though it's the highest one".

To sum up, the justifications provided by the participants who see critical thinking as a separate skill; are based on their experiences in which they use it separately without relation to other basic skills. From the other side, those who are convinced that Critical Thinking is not a separate skill they always use it in relation to other skills that enhance its role in the teaching-learning process.

Q7- Do you focus on using Critical Thinking activities in your classroom? If yes, could you give examples of those activities?

Table3.27: *Using Critical Thinking activities in classroom.*

Options	Number	Percentage
Yes	42	85.71%
No	07	14.28%
Total	49	99.99%

As it is displayed in table3.27, nearly all the teachers 85.71% focus on using Critical Thinking activities in their classrooms because they consider it is a necessity to work with. Only 14.28% of teachers do not focus on using those activities and this is mainly due to the non-acquirement to the use of those activities.

The majority of participants give examples about the most used Critical Thinking activities in their classrooms mainly:

- "Multiple answer questions, open classroom discussions, problem-solving situations.
- Pre- listening /reading ... Deducing rules during PPU lessons (Presentation Practice Use) / speaking lessons. The four situations ...etc".

- "Watch video and open discussion, think-pair-share, gap fill in".

- "Think pair share, Jigsaw, Gallery, Brainstorming and Projects".

- "Quality Talk to promote critical analytic thinking of the text by asking questions: authentic one, up take... and giving elaborated explanations about the text in small group discussions".

The participants use different Critical Thinking activities, games and techniques that engage and motivate pupils to learn English and improve their capacities.

Q8-How do you describe your pupils' level in using Critical Thinking in the classroom?

Table3.28: *The pupils' level in using Critical Thinking in classroom.*

Options	Number	Percentage
High	00	00%
Average	33	67.34%
Low	16	32.65%
Total	49	99.99%

As indicated in table3.28, more than two-thirds of teachers 67.34% evaluate their pupils' level as "average" and this is mainly as a result to the indirect way to teach learners Critical Thinking using different activities related to it i.e pupils do not even know they are using critical thinking due to the fact that they actually using it indirectly. The rest of one-third of the sample 32.65% describe their students' level in using critical thinking as low and this is also due to the unconscious use of critical thinking in addition to the slow acquisition of English language.

Q9- If it is low, how could you improve this lack of using Critical Thinking among your pupils in the classroom? With providing other activities if there any?

Table3.29: *The used activities to improve the pupils' lack in using critical thinking*

Options	Number	Percentage
By doing classroom activities	15	30.61%
By asking questions	08	16.33%
By getting them outside the classroom	04	08.16%
A – B – C	03	06.12%
A - B	18	36.73%
B - C	01	02.04%
Total	49	99.99%

As table3.29 displays, more than half of the participants use only one activity to improve the existed lack in using Critical Thinking; 30.61% of teachers depend only on classroom discussion, 16.33% of them see that asking questions as a solution to enhance their learners' low level, and only 08.16% of the informants get their learners outside the classroom to get rid of that lack. On the other hand, it is shown that the remaining teachers 44.90% represent those who use more than one activity to help their students to improve; the majority of those teachers 36.73% prefer depending on classroom discussion and asking questions as two effective tools for their learners, ignoring the idea of getting them outside classrooms in order to keep discipline and stay away from any possible distraction, 06.12% of teachers rely on

using the three activities all together and this shows that they are depending on any available activities only to improve their learners' low level. And the rest, who cover the percentage of

only 02.04% of the participants depend on asking questions and getting learners outside the classroom as two appropriate activities to enhance their pupils' low level, avoiding classroom discussion because of the low classroom management.

When dealing with other activities to improve that lack, teachers mentioned the following activities:

- Ask students to look at a certain picture and describe their feelings about it, introduce a problem then ask students to give as many solutions as possible and encourage role plays.

- Flipped classroom in which they are required to read books and watch videos at home then we discuss them in the classroom.

- Encouraging free expression on various subjects related to the pupil himself (e.g. annoyance of some teacher).

- Written assignments and reading tasks are among the strategies used to boost critical thinking skill.

- Giving them situations and ask them about them and make them express their opinions.

- Make some games in which they play the role of judgment committee.

- Training them to criticize any type of ambiguity.

- Competitions in tutorial sessions and giving projects and home works.

- Gap fill in, spot mistakes, Jigsaw games and gallery walk.

- Peer feedback, class debate, brainstorming, group work and spotting mistakes.

The participants show that they are aware of their learners' lack, and this is proved through the pre-mentioned activities which are varied and helpful.*

Section Three: Feedback

Q10: Do you consider Feedback -as an ……… assessment technique-

Table3.30: The importance of Feedback as an assessment technique.

Options	Number	Percentage
Very important	37	75.51%
Important	12	24.48%
Not important	00	00%
Total	49	99.99%

As it is displayed in table 30, more than three-quarter of the participants 75.51% consider Feedback as a very important assessment technique and this is a result to their awareness in recognizing and improving their pupils' level. 24.48% of teachers see feedback as an important technique in assessing their learners because of its benefit on knowing to what extent their teaching is effective. i.e: despite the fact that the teachers did not agree on the extent to which feedback is important, but they all agree on its importance as an assessment tool.

Q11: How often do you use Feedback?

Table3.31: *Teachers' Frequency in Using Feedback*

Options	Number	Percentage
Always	32	65.30%
Sometimes	17	34.69%
Never	00	00%
Total	49	100%

In table3.31 which shows the frequency in using Feedback among their pupils, all teachers agree on using Feedback in their classrooms. More than half of those informants 65.30% say that they always use it, while, the remaining portion 34.69% of teachers mention that they sometimes use Feedback. This indicates teachers' consideration of its great effectiveness that Feedback has in enhancing the quality of teaching and learning.

Q12: How often do you give your pupils the chance to evaluate themselves?

Table3.32: *The frequency in giving pupils the chance to evaluate themselves*

Options	Number	Percentage
Always	06	12.24%
Often	24	48.98%
Sometimes	18	36.73%
Rarely	01	02.04%
Never	00	00%
Total	49	99.99%

As table3.32 represents, all teachers give their learners the chance to evaluate themselves as following: only 12.24% of participants always give their pupils that chance and this can be related to the good time and classroom management of those teachers. Almost half of the participants 48.98% often give that chance because they see this self-feedback as a tool to train their learners on thinking twice before taking any decision which is related to their learning process and in their lives in the future. Additionally, 36.37% of the informants sometimes give the opportunity to their students to assess themselves due to the fact that this

action may be a time-consuming one and the learners are still acquiring the language that is why they are unable to evaluate themselves. Finally, only 02.04% of teachers declare that they rarely give the pre-mentioned chance may be because they believe that it has no benefit on the learner.

Q13: How often do you give your pupils the chance to correct to one another's work?

Table3.33: *The frequency of giving the pupils the chance to correct to one another's work*

Options	Number	Percentage
Always	05	10.20%
Often	22	44.89%
Sometimes	21	42.86%
Rarely	01	02.04%
Never	00	00%
Total	49	99.99%

As indicated in table3.33, the two major percentages are taken by the participants who say they sometimes or often give their learners the chance to correct to one another's work. 44.89% of those teachers often give that chance to their learners when they have short, easy or already-learned lessons. Additionally, 42.86% of middle school teachers have declared that they sometimes give that chance because it is the tool that proves the acquirement of learning objectives. Therefore, the fact that learners learn from each other better because of having many similarities, 10.20% of those informants have stated that they always give their pupils the chance to correct to each other because they find that the outcomes of their learners become better when relying on that technique. Finally, only 02.04% of the participants rarely

give that chance because it affects classroom management negatively.

Section Four: Critical Thinking and Self/Peer feedback

Q14- Do you think that Self/Peer Feedback can be effective in developing pupils' Critical Thinking? If yes; choose cause/ causes and add more if you have.

Table3.34: *The Effectiveness of Self/Peer Feedback in developing pupils' Critical Thinking*

Options	Number	Percentage
Yes	49	100%
No	00	00%
Total	49	100%

Table3.34 represents the teachers' opinions towards the effectiveness of utilizing self/peer feedback in developing pupils' Critical Thinking and it indicates that all the participants 100% have agree on its effectiveness due to the fact that the learner becomes the center of the learning process especially in the last decades with the use of Competency-Based (CBA) Approach, the Learner-Centered Approach, the Collaborative learning and the Flipped Classroom.

Table3.35: *Causes of the effectiveness of Self/Peer Feedback on the development of pupils' Critical Thinking*

Options	Number	Percentage
It helps pupils to improve their skills	03	06.12%
It promotes cooperative work among classmates	05	10.20%
It makes pupils aware that they should rely on themselves and their peers	03	06.12%
A – B – C	21	42.86%
A – B	08	16.33%
A – C	05	10.20%
B – C	04	08.16%
Total	49	99.99%

As indicated in table 35, 06.12% of the participants see that self/peer feedback is effective in developing learners' Critical Thinking because it improves their skills which they need while acquiring the language. One-tenth of middle school teachers 10.20%, link that effectiveness to its promotion of cooperative work among classmates, only 06.12% of them see its effectiveness lies in making their pupils aware that they should rely on themselves and

cooperate with their peers as a way to develop their Critical Thinking skills. The highest percentage related to this question 42.86% is taken by the informants who consider self/peer feedback is effective in enhancing their students' Critical Thinking, because it improves their skills, promotes their cooperative work with their classmates ,and also it makes them aware that they can depend on themselves and their peers. 16.33% of teachers lead its effectiveness is a result to improving their pupils' skills and promoting their cooperative work in classroom with their peers. While, 10.20% of them see that those kinds of feedback have a hand in promoting the learners' critical thinking, it improves their skills and raises their awareness to rely more on themselves and their peers. Others 08.16% lead that impact to two only reasons which are: enhancing cooperative work and depending on oneself and peers as tools to learn.

Q15- Do you think that Self/Peer Feedback may not be helpful? If yes, you may choose more than one cause.

Table3.36: *The possibility of Self/Peer Feedback for not being helpful.*

Options	Number	Percentage
Yes	20	40.81%
No	29	59.18%
Total	49	99.99%

As displayed in table3.36, more than half of the participants 59.18% does not support the idea that Self/Peer Feedback may not be helpful as tools to use in the teaching – learning process while 40.81% of those informants see it possible that Self/Peer Feedback may be not helpful and lead that to the causes represented in the next table (table3.37).

Table3.37: *Causes related to why Self/Peer Feedback may not be helpful*

Options	Number	Percentage
It may have negative effects on students	10	20.41%
Pupils are not skillful enough to give feedback	27	55.10%
Self/Peer feedback are waste of time	02	04.08%
A – B	09	18.36%
B – C	01	02.04%
Total	49	99.99%

As mentioned in the previous table3.37, 40.81% of teachers see that learner's feedback can be not helpful 20.41% of them see that it can have negative effects on learners especially if it

is from their peers, because they may think that it is something personal and that their peers are criticizing them not their works. Therefore, more than half of the participants 55.10% relate the mal-effect of self/peer feedback to the learners themselves are not being skillful enough to give or even receive a feedback especially if it is a negative one. In addition, 18.36% of teachers relate it to the two already-mentioned causes, and only 04.08% of those informants see it as a waste of time may be because they still have problems in time management with their classes. Finally, 02.04% of those teachers see that self/peer feedback will take extra time and they need to achieve the final objective of their lessons in addition to that their pupils cannot give or receive Feedback because they are not skillful enough to give it.

Q16: To what extent is Self/Peer Feedback important to your pupils' Critical Thinking?

Table3.38: *The importance of Self/Peer Feedback to learners' Critical Thinking.*

Options	Number	Percentage
To a very high extent	15	30.61%
To a high extent	26	53.06%
To a limited extent	08	16.32%
To a very limited extent	00	00%
Total	49	99.99%

As shown in table3.38, a total of 83.67% of participants see that Self/Peer Feedback is highly important; divided into 53.06% see that it is important to a high extent and 30.61% who consider it as important to a very high extent because of its effectiveness during the teaching-learning process. Whereas, only 16.32% of the participated teachers see Self/Peer Feedback as important to learners' Critical Thinking only to a limited extent because they are

novice and new-appointed teachers with less practice in classroom and less training that will ensure Self/Peer Feedback effectiveness.

Q17: Do you agree that those techniques should be used more in the classroom to help students in improving their Critical Thinking?

Table3.39: *Attitudes towards using those techniques in classroom to improve pupils' Critical Thinking.*

Options	Number	Percentage
Yes	100	100%
No	00	00%
Total	49	100%

As table3.39 indicates, all the participants 100% agree on the idea that Self/Peer Feedback are among the techniques that should be more used more and more in classrooms to improve learners' Critical Thinking and this is due to the type of those Second-Generation learners who have had a strong relationship with internet, technology, gaming and communication.

Q18: If you have any comments or suggestions concerning using Self/Peer Feedback to improve students' Critical Thinking, please feel free?

The participants in this questionnaire appreciate the choice of topic, variables and even the quality of questions, they wish the good luck and they give some comments and suggestions

as following:

- "Self/Peer feedback is very important in the teaching/ learning process as a whole and learning in particular because it can positively affect the students learning by helping them develop their reflective and critical thinking skills as well as it builds their self-confident".

- "Giving feedbacks, is actually not a big deal for some professionals who are get used to it, however it is a big deal for those who are not get attached with, so they just need more techniques in order to be able to give a feedback and this is applied for both: teachers and learners".

- "Peer feedback gives students a chance to take an active role in the class, it also encourages students to be responsible and productive members of a group so it would be better if we, teachers, use this technique more in classrooms without ignoring our responsibility to train our pupils on Self Feedback as well".

- "Provide learners with open ended questions related to the lesson they have already tackled and invite them to make class discussions followed by self and peer feedback: this technique works well after listening sessions".

- "Self and peer feedback can be a powerful tool for promoting student learning and growth, and can help students develop important skills such as self-reflection, critical thinking, and collaboration".

- "Self/peer feedback promotes student understanding of their learning, and provides opportunities for critical analysis of their own efforts encouraging them to become more autonomous learners".

- "Self/peer feedback help pupils to improve their thinking and increase problem solving abilities".

- "It is important because it has been proved that pupils learn better from people of the same age".

- "Self /Peer feedback should be preceded according to students learning styles and levels".

- "Pupils should reinforce their linguistic richness to have a good feedback".

The informants are aware of the strong relationship between Critical Thinking improvement and Self/Peer Feedback use in classroom.

3.2.6. Summary of Results and Findings from Teachers' Questionnaire

The first section of the questionnaire is entitled: "Background Information", it consists information about the identity of the participants as middle school teachers. It is indicated that more than half of the participants 55.10% own a License Degree. Related to the grades of teaching, it is represented that the majority of teachers 65.31% teach more than one grade. Concerning years of teaching more than half of the participants 65.30% have less than ten years as middle school teachers.

The second section was devoted to "Critical Thinking", it shows that almost all the participants 89.80% are familiar with the pre-mentioned term and what proved that is the definitions they provide. When asked about the importance of Critical Thinking; three-quarters of teachers have confirmed its importance. More than half of informants 57.14% see Critical Thinking as an integrated skill and give justifications behind their yes/no answer. Almost the whole participants 85.17% focus on using Critical Thinking activities in their classroom and give many illustrations about the used activities. When asked about their pupils' level in Critical Thinking; more than half of teachers 67.34%, describe it as average and improve this lack mainly with doing classroom discussion and asking questions 36.73%.

The third section of the questionnaire is entitled "Feedback". It shows that three-quarters of the informants 75.51%, confirm the importance of Feedback as an assessment technique. More than half of those teachers 65.30%, use it always in their classrooms. And the majority of them give their learners the chance to evaluate themselves 85.71% ,

and 87.75% give their learners the chance to their learners to evaluate and correct each other's work either often 44.89% or sometimes 42.86%.

The finding of the last section "Critical Thinking and Self/Peer Feedback" shows that all the participants 100% confirms the effectiveness of Self/Peer Feedback in developing learners' Critical Thinking. And almost half of them 42.86% lead that effectiveness to the three causes all together which are: it helps pupils to improve their skills, promotes cooperative work among classmates and makes learners aware that they should rely on themselves and peers to learn and acquire better. Concerning the possibility of Self/Peer Feedback for not being helpful, 59.18% have declined it, and more than half of those who agree with that possibility 55.10%; lead it to that the learners are not yet skillful enough to give a constructive Feedback. All the informants see Self/Peer Feedback as important tools for learners' Critical Thinking despite the fact that they do not agree on which extent, with 53.06% for those who consider it as highly important. And finally, all middle school teachers have agreed on the more use of Self/Peer Feedback as techniques to promote learners' Critical Thinking in classroom. In addition to appreciating the good choice of topic and wishing the best of luck.

To conclude, Critical Thinking is a necessity that should be applied and developed more in the schools and this can be achieved through Self/Peer Feedback.

Conclusion:

The analysis of student's questionnaire reveals that students use their critical thinking sometimes in indirect way. This indicates that critical thinking is difficult to middle school pupils to use it directly due to many reasons.

The results of the study strongly support the importance of self/peer feedback techniques in improving their critical thinking. So, pupils need to be more active, and independent in order to monitor and give comments to their peers as well as their own learning. Furthermore, teachers have to raise their pupils' awareness toward the term critical thinking and the importance of self/peer feedback in enhancing their critical thinking during classroom activities, because of time, teacher feedback is not enough for them.

Pedagogical Implications

The current study aims at investigating the impact of self/peer feedback on promoting learners critical thinking. The results of this study strongly support the significant role of learner's feedback on promoting their critical thinking in the teaching-learning process. Furthermore, these pedagogical recommendations would be suggested to help students to develop and promote their critical thinking, and teachers to consider those techniques as priority to be used more in the classroom.

- Teachers should work more on their professional development to have a full view about critical thinking and how to use it in the classroom.

- Teachers have to help their students to be engaged in using their critical thinking in their learning process.

- Teachers should use appropriate materials and techniques such as to teach critical thinking in the classroom because of its crucial role.

- In order to enhance learners critical thinking, teachers may include different types of feedback while teaching.

- In the process of learning, it is important for teachers to train more there students in evaluating themselves and their peers.

- Teachers may rely more on using appropriate activities in the classroom that encourage students to rely more on themselves and their peers in giving feedback.

- To enrich more learners' vocabulary when they use their critical thinking, and when they provide feedback to themselves and their peers.

- Learners should be more interested in acquiring their critical thinking skills outside the classroom as well without their teachers' supervision.

- Learners should recognize more the significant role of giving and perceiving feedback to themselves and their peers to promote their critical thinking skill, and avoid misconceptions about their peers feedback.

Limitations of the Study

Despite the fact that this study was carefully planned, it has some limitations that the researchers have faced while conducting this study. Those constraints are linked to both theoretical and practical parts of the research work.

The first faced obstacle was related to the theoretical part where there was a lack of sources about the two variables.

Regarding the practical part of the study (data collection tools), the researchers worked on applying an experimental study for pupils, and interviews for teachers, but, due to time constraints it was necessary to eliminate the two processes.

Yet, the questionnaires have faced some obstacles too. Starting with the difficulties the researchers faced while conducting students' questionnaire, some students did not understand the key words when the questionnaire was given to them, until it was explained by the researchers, others neglect the justifications and clarifications parts because of the lack of vocabulary and expressing ideas. Concerning teachers 'questionnaire' difficulties, it takes a long time to get sufficient number of teachers' answers.

Suggestions for Future Studies

_A similar research topic by conducting on secondary school pupils -as more advanced learners .

_The data collected on this research is taken from teachers' and learners' questionnaires, the

results were based mainly on closed questions. Future research could depend on classroom observations in addition to interviews for both teachers and learners to give them more freedom to express their ideas.

_The conducted research was done in a short period of time and generating its results to be widely generalized could not provide a good insight, future studies could be done by conducting a longitudinal study, in order to help us see to what extent learners' critical thinking skills and abilities are developed through Self/Peer Feedback.

_This research focuses on self/peer feedback in relation to only one of the 21st Century skills which is critical thinking. Future studies can shed light on further 21st century skills such as: Creativity, Collaboration and Communication.

General Conclusion

After exploring both theoretical and practical chapters, the questions mentioned previously are successfully answered. The present study investigates promoting learner's critical thinking through self/peer feedback; this study focuses on enhancing learner's critical thinking and the impact of self/peer feedback. Despite of the fact that self/peer feedback is not highly applied by learners and even their teachers, it is an influential factor that guarantees better the enhancement of pupil's critical thinking skills.

More to the point, this investigation aims to answering two main questions: To what extent are middle school teachers and pupils are aware about the importance of using self/peer feedback in enhancing the learner's critical thinking? And what are the attitudes of middle school teachers of Guelma and 3rd year pupils at Benjmil Abd El Hamid middle school towards promoting learners critical thinking through self/peer feedback?

In order to answer these questions a quantitative descriptive method is followed, where two questionnaires administered for both middle school teachers of Guelma, and 3rd year pupils at Benjmil Abd El Hamid middle school to collect data. After the analysis and interpretation of the participants' answers, findings revealed that they possess awareness of the importance of using self/peer feedback to promote learners critical thinking, believing on the great importance of both of them. In addition, they encourage the use of both techniques for the development of critical thinking in the learning process. Thus, both teachers and learners have positive attitudes towards promoting learners critical thinking through self/peer feedback, which confirmed the mentioned hypotheses.

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Appendix 1

Students' Questionnaire

We would be really thankful to fill in the questionnaire which is part of master dissertation; the Questionnaire has been prepared for a scientific research, and to know you better so we can help you to learn. You can write your answers below, your answers are going to be analyzed anonymously, and will be used only for academic purposes .

Thank you in advance for your cooperation.

Fraga Sarra

Meziani Lina

Departement of English

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2022/2023

Section one: Background information

1- How many years have you been studying English ?

☐ 3 Years

☐ 4 Years

☐ 5 Years

2-Do you like studying English ?

☐ Yes   ☐ No

3- How would you describe your level in English ?

☐ Very good

☐ Good

☐ Average

☐ Bad

4- What can your teacher do at school to help you learn English ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section Two: Critical Thinking

5- Do you know the term "Critical Thinking" ?

☐ Yes

☐ No

If yes, can you briefly explain it?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………....

6- Which type of these activities your teacher use to teach you in classroom?(you can choose more than one)

☐ Gap fill in

☐ Group work

☐ Get outside the classroom

☐ Class discussion

☐ All of them

7- To which extent are these activities important?

☐ Not important

☐ Important

☐ Very important

8- Do you think that it is the job of your teachers only to teach you critical thinking in the classroom?

☐ Yes

☐ No

9- Which method do you think it is better in Teaching Critical thinking?

☐ Implicit (indirect way)

☐ Explicit (as an independent course)

Section Three: Feedback

10- Are you familiar with the word "Feedback"?

☐ Yes   ☐ No

11-Which type are you familiar with the most ? **(you can choose two)**

☐ Teacher Feedback

☐ Peer Feedback

☐ Self Feedback

12-Do you know what is Self/Peer Feedback ?

☐ Yes of course

☐ Not at all

If yes, explain

……………...

....

....

13- Does your teacher use them in classroom?

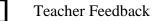☐ Yes

☐ No

If Yes; How often?

☐ Always   ☐ Often

☐ Sometimes   ☐ Never

14-Do you like giving Feedback to yourself?

☐ Yes

☐ No

If yes, please justify:

……………………………………………………………………………………………
……………………………………………………………………………………………
…...

15-How do you feel when you receive comments from your peers?

☐ Satisfied

☐ Unsatisfied

If unsatisfied please justify:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

4

Section four: Self/Peer feedback and Critical thinking

16- Do you think that Self/Peer Feedback are effective in Learning ?

☐ Yes

☐ No

17-Do you agree that Self/Peer feedback motivate your critical thinking?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

18-To what extent Self/Peer feedback can affect your critical thinking?

☐ To a very limited extent

☐ To a limited extent

☐ To a high extent

☐ To a very high extent

19-Do you need more instructions from your teacher about methods for using Self/Peer feedback to train your critical thinking?

☐ Yes

☐ No

20- Do you think that Self/Peer feedback needs to be used more in the classroom?

☐ Yes

☐ No

Appendix 2

Teachers' Questionnaire

You are kindly invited to answer this questionnaire that is part of master dissertation entitled " Promoting Critical Thinking skill through Self and Peer Feedback». The questionnaire aims to investigate to what extent do middle school teachers give consideration to their learner's critical Thinking skills, and what types of Feedback they use. Be sure that the answers you provide will remain confidential and will only be used for research purposes.

Meziani Lina

Fraga Sarra

Department of English

Faculty of Letters and Languages

University of 08 Mai 1945

2022/2023

Section One: Background Information

1-Would you please state your qualifications?

License Degree ☐

Master Degree ☐

Magister Degree ☐

Others?

………………………………………………………………………………………………

2- What grade do you teach?

First grade ☐

Second grade ☐

Third grade ☐

Fourth grade ☐

3- How many years have you been teaching?(Including this year).

………………………………………………………………….

Section Two: Critical Thinking

4- Are you familiar with the term Critical Thinking?

Yes ☐

No ☐

Somehow ☐

- If yes, how can it be defined ?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

5- Do you think Critical thinking is

Very important ☐

Important ☐

Not important ☐

6- Do you think Critical thinking is considered as a separate skill?

Yes ☐

No ☐

-Justify your answer

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

7-Do you focus on using Critical thinking activities in your classroom?

Yes ☐

No ☐

-If yes, can you give examples of these activities?

…………………………………………………………………………………………………….

8-How do you describe your pupils' level in using Critical Thinking in the classroom?

High	
Average	
Low	

9-If it is Low, How could you improve this lack of using Critical Thinking among your pupils in the classroom?

- By doing Classroom Discussion ☐
- By asking Questions ☐
- By getting them outside the classroom ☐
- Others…………………………………………………………………………………………
  …………………………………………………………………………………………
  …………………………………………………………………………………………..

Section Three: Feedback

10-Do you consider Feedback as ……… assessment technique?

Very Important ☐

Important ☐

Not Important ☐

11-How often do you use feedback ?

Always ☐

Sometimes ☐

Never ☐

12-How often do you give your pupils the chance to evaluate themselves?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

13-How often do you give pupils the chance to correct to one another's work?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Section Four: Self/Peer Feedback and Critical Thinking

14-Do you think that Self/Peer Feedback can be effective in developing pupils Critical thinking Skills?

Yes ☐

No ☐

_If yes, It is because :(you may choose more than one)

    a) It helps pupils to improve their skills ☐

    b) It promotes cooperative work among Classmates ☐

    c) It makes pupils aware that they should rely on themselves and their peers ☐

15- Do you think that Self/Peer feedback may not be helpful?

Yes ☐

No ☐
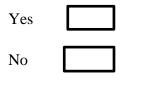
-If yes is it because:(you can choose more than one)

    a) It may have negative effects on students ☐

    b) Pupils are not skillful enough to give feedback ☐

    c) Self/Peer feedback are waste of time ☐

16- To what extent is Self/Peer feedback important to your pupils critical thinking?

    a) To a very high extent ☐

    b) To a High extent ☐

    c) To a limited extent ☐

    d) To a very limited extent ☐

17-Do you agree that these techniques should be used more in the classroom to help students to improve their critical thinking?

Yes ☐

No ☐

18-If you have any comments or any suggestions concerning using Self/Peer feedback to improve students critical thinking, please feel free

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………………………………………………….

Thank you for your collaboration, and

time devoted to answer this questionnaire

Résumé

La pensée critique est récemment devenue l'un des sujets les plus discutés dans le processus éducatif d'apprentissage. C'est une compétence dont les apprenants ont besoin pour être capables de penser de manière raisonnable et d'analyser les faits afin de comprendre facilement un problème ou un sujet à partir de différentes perspectives. Les apprenants ont besoin de cette compétence en raison de son importance majeure. Cependant, la plupart d'entre eux utilisent encore la pensée de niveau inférieur plutôt que les compétences de pensée de niveau supérieur, car ils dépendent et s'appuient principalement sur les enseignants pour mener à bien leur apprentissage. Les enseignants et les apprenants utilisent différents types de rétroactions pour promouvoir cette compétence. Par conséquent, cette étude vise à explorer les perceptions des enseignants et des élèves sur la manière dont nous pouvons promouvoir la pensée critique des apprenants grâce à la rétroaction personnelle/entre pairs à l'école intermédiaire Ben Jmil Abed EL Hamid ; Province de Guelma. Pour atteindre cet objectif, une méthode descriptive quantitative sera utilisée en utilisant deux questionnaires structurés pour 98 élèves de l'école intermédiaire Ben Jmil Abd ElHamid en tant qu'échantillon, ainsi que 49 enseignants de l'école intermédiaire anglaise de Guelma du premier district. En résumé, les résultats ont révélé que les enseignants et les élèves ont confirmé tous deux l'importance de l'utilisation de la rétroaction personnelle/entre pairs pour promouvoir la pensée critique des apprenants. De plus, ils ont tous deux une attitude positive envers l'utilisation de ces techniques pour améliorer la pensée critique des apprenants.

Mots clé : auto-rétroaction/ rétroaction entre pairs/ pensée critique/ pensée de niveau inférieur/ pensée de niveau supérieur/ capacités de l'apprenant/ promotion.

ملخص

أصبح التفكير النقدي مؤخرا أحد أكثر الموضوعات التي تمت مناقشتها في العملية التعليمية. إنها مهارة يحتاجها المتعلمون

حتى يتمكنوا من التفكير بشكل معقول وتحليل الحقائق لفهم مشكلة أو موضوع بسهولة من وجهات نظر مختلفة. يحتاج

المتعلمون إلى هذه المهارة نظرا لأهميتها الكبيرة. ومع ذلك ، لا يزال معظمهم يستخدمون التفكير الأدنى بدلا من مهارات

التفكير العليا لأن معظمهم يعتمدون على المعلمين في تعلمهم. يستخدم المعلمون والمتعلمون أنواعا مختلفة من التغذية الراجعة

لتعزيز هذه المهارة . لذلك ، تهدف هذه الدراسة إلى استكشاف تصورات المعلمين والتلاميذ حول كيفية تعزيز التفكير النقدي

للمتعلمين من خلال التغذية الراجعة الذاتية / الأقران في متوسطة بن جميل عبد الحميد. مقاطعة قالمة.وللوصول إلى هذا

الهدف، سيتم استخدام منهج وصفي كمي من خلال استخدام استبيانين منظمين ل 98 تلميذا من متوسطة بن جميل عبد الحميد

كعينة و 49 مدرسا للانجليزية على مستوى المتوسطات في قالمة من المنطقة الأولى. لتلخيص النتائج التي كشفت أن كلا من

المعلمين والتلاميذ أكدوا أهمية استخدام التغذية الراجعة الذاتية / الأقران لتعزيز التفكير النقدي للمتعلمين. بالإضافة إلى ذلك

، كلاهما لديه مواقف إيجابية اتجاه استخدام هذه التقنيات في تعزيز التفكير النقدي للمتعلمين.

• **الكلمات المفتاحية:** التغذية الراجعة الذاتية / ملاحظات الأقران / التفكير النقدي / التفكير الأدنى / التفكير العالي / قدرات

المتعلم / تعزيز