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**An Investigation of Critical Thinking as a Primary Goal of
Education
Case Study: Third Year Secondary School Pupils – Tiaret -**

A Dissertation Submitted as a Partial Fulfilment for the Requirements of Master Degree in
Didactics

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Dedications:

To me in the first place. I did it!

To my parents, my siblings and my best friends thank you for all your support.

Fatima

I dedicate this work to the most precious people in my life who have been the greatest support along with me; my beloved mother my precious sister and one and only loving best friend.

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Abstract:

Critical thinking is a skill that has become very important in education, educators and curriculum designers aspire to make it a primary goal. But they face some penalties to achieve this goal. This research aims to investigate the development of critical thinking as a primary goal in Algerian educational systems. To achieve this, we designed a research based on a qualitative methodology, and we took the third year EFL classes as a case study. We coordinated structured interviews with number of teachers from different secondary schools. We made two types of observation” naturalistic and participant”. We took three different classes with different streams in Raid Si Zoubir high school located in Tiaret to be observed, each class with two sessions, the total number of pupils was 180 in order to verify the existence of critical thinking among the students.

Keywords: Critical thinking, education, EFL classes, Algerian system, teaching-learning process

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List of acronyms:

CT: critical thinking

FL: Foreign language

EFL: English foreign language

ELT: English language teaching

PPP: presentation, production, practice

PBL: Project based learning

HOTS: High order thinking skills

LOTS: low order thinking skills

SS: Scientific Stream

General Introduction

The legislation emphasizes the significance of encouraging people to become internationally engaged in order to create competent citizens with significant responsibilities in their families and in society.

The ability to think critically is a skill that people must learn if they are going to participate in today's society because it allows them to look at problems that impact them from a variety of angles and determine various solutions that are acceptable. Global development is facilitated by people's critical viewpoints and participation in the economic, social, political, and cultural arenas.

Critical thinking receives a lot of attention these days. It is discussed a lot in masters or doctoral theses in order to clarify it more as a mental ability.

Critical thinking is present in all fields, approved in all journals; CT is the personal analytical skill of things without objectivity. In a truer sense, a person uses critical thinking to study a situation that he understands from several aspects, evaluates it, examines it, puts a set of assumptions and then tests its validity to come out with one confirmed outcome.

Nowadays, Critical thinking is playing a major role in the educational process, educators and researchers are trying hard to measure this ability in all the sectors to make all the individuals critical thinkers.

The development of critical thinking skills is necessary for participation in today's world. This enables people to examine, from multiple perspectives, issues that affect them and evaluate

the appropriate solutions. Our laws demand the inclusion of at least one foreign language.

Since English is the language most frequently connected to global processes, it is crucial to concentrate on teaching English in order to provide our students the chance to engage in a variety of settings. The learning of EFL needs the CT skills.

Statement of the problem:

Critical thinking is an abstract ability, characteristic that cannot be tested or examined, we cannot develop something is not concrete in reality, as the process of developing it becomes somewhat difficult. The second obstacle in the path of developing CT that the concept itself is not popular in Algerian society and is somewhat unclear, which also makes it difficult to develop an unclear concept. The third obstacle is that if the concept exists, it is also difficult to notice or observe it, as mentioned previously, as it is an imperceptible characteristic, especially with introverted students you can't measure the use of this ability among learners.

The aim of this study:

This paper aims to investigate the significant methods and techniques that help develop critical thinking in education. But first we are going to clear the real meaning of CT, the skills and the characteristics. To aware the readers of the misunderstanding points that they make in using their critical thinking ability and give them some assumptions to develop this skill.

The questions:

To achieve the desired aims we raised these important questions:

- What are the techniques and strategies that help enhancing learners' ability to think critically?
- How to integrate the element of critical thinking with the program of teaching ELT?

Hypotheses:

We set some assumptions to see their acceptance on the research:

- The main techniques that help developing learners' ability to think critically is increase their curiosity “ask-question”, encourage creativity, giving independence in participation , decision making and collaborative work.
- The educators have to make the quality of questions tough in launch lessons to increase learner's cognitive abilities, the English program for the secondary pupils is somehow insufficient in term of activities that required you to think critically, thus program designers have to design more hard unites, lessons and exercices.

The methodology:

To conduct this research, we used a qualitative methodology based on two main tools “instruments” a whole class observation, the observation was classify on two sessions to three classes two foreign language stream and one scientific stream for 3rd year secondary school “English language class”, the first observation was naturalistic and the second type was a participants observation, and we interviewed the tutor of each one from the observed class. The total number of the interviewees was six teachers 4 males and two females

The structure of the dissertation:

This research is divided into two parts with three chapters, the first two chapters are theoretical Background of the concept authors view on CT skills, characteristics, importance ...etc. and the second part of the theoretical framework is on Algerian context specifically in the high schools, with the effectiveness of Bloom's taxonomy in learning Efl with the use of Ct The third chapter or the part two is practical framework of the study.

Chapter I: Introduction to Critical thinking

Chapter one:

Introductory to critical thinking

Introduction:

Educators have long been aware of the importance of critical skills as an integral part of students learning. More recently, the partnership for 21st century skills has designed critical thinking as one of several learning and innovation skills necessary to prepare students for post-secondary and workplace, critical thinking is a cross disciplinary skill that's vital for college and career success.

Critical thinking start to play an important role because of its feasibility and rationality besides facilitating the unclear points in the entire life situation, critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. they are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and socioentric tendencies. They use the intellectual tools that critical thinking offers concepts and principles that enable them to analyze, assess, and improve thinking. They work diligently to develop the intellectual virtues of intellectual integrity, intellectual humility, intellectual civility, intellectual empathy, intellectual sense of justice and confidence in reason. They realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will at times fall prey to mistakes in reasoning, human irrationality, prejudices, biases, distortions, uncritically accepted social rules and taboos, self-interest, and vested interest. They strive to

improve the world in whatever ways they can and contribute to a more rational, civilized society. At the same time, they recognize the complexities often inherent in doing so they avoid thinking simplistically about complicated issues.

Critical Thinking Definition:

Critical thinking is not a new concept it has become a trendy term in recent years people increasingly recognize its importance in all the domains.

Many people find difficulties while trying to define the term critical thinking so they quickly resort to presented as giving a constructive criticism, it can be negative or positive but in most cases is negative, this is the general view of what people see the CT.

A percent of people see critical thinking as creativity in the phase of viewing things from different perspective but that wrong creativity is breaking the rules, bringing new ideas focusing on imagination, on the other hand CT is the metacognitive element that relies on mental skills on evaluating and assessing problems to come up with a coherent conclusion.

CT is the ability to analyse, evaluate and solving problems in general that means this ability is used in daily life, every time and everywhere, according to Mertes (1991) critical thinking is:

“a conscious and deliberate process which is used to interpret or evaluate information and experiences with a set of reflective attitudes and abilities that guide thoughtful beliefs and actions” (p.24).

“Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking” (Lau & Chan, 2015).

Lau and Chan declared that critical thinking is to be free in expressing your thought and beliefs in a condition that this views are stand on logic and rational, and the reflection is understanding on your own way with following a smooth method in introducing your analysis.

Lau & Chan (2015) further note that *"Critical thinkers are able to deduce consequences from what they know, make use of information to solve problems, and seek relevant sources of information to inform him/herself"* this confirm that critical thinking is not just about being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role cooperative reasoning and constructive tasks.

There are four domains of critical thinking: factual, conceptual, procedural, and metacognitive, each domain represents a different area of thinking that needs to be explored in order to truly think critically.

The first domain, factual, is all about understanding the basic facts of a situation. This includes understanding the who, what, where, when, and why of a situation. This domain is important because it lays the foundation for the other three domains. Without a firm understanding of the facts, it is difficult to move on to more complex thinking.

The second domain, conceptual, is all about understanding the relationships between the facts. This includes understanding concepts, ideas, and theories. This domain is important because it

helps us see the big picture. It allows us to make connections between different ideas and to see the world in a more holistic way.

The third domain, procedural, is all about understanding the methods and procedures that we use to think. This includes understanding how we solve problems, how we make decisions, and how we communicate our thoughts. This domain is important because it helps us to improve the way we think. It allows us to find better ways to solve problems and to make better decisions.

The fourth domain, metacognitive, is all about understanding our own thinking. This includes understanding our own biases, our own strengths and weaknesses, and our own learning styles.

This domain is important because it helps us to be more self-aware. It allows us to understand how we think and why we think the way we do.

The good implementation of critical thinking guides to clarity especially the use of this ability in education.

Critical thinking is valued as a higher-order type of reasoning and a skill transversal to the educational organisms, as (Saiz & Rivas, 2010) state that “*Critical thinking entails the translation of cognitive skills into behaviour*” that means this skill helps in analysis, evaluating the issue you are facing and translate them into solution. Critical thinking is perceived as a cognitive capacity that allows one to convey meaning to disperse ideas, capacitating people to meaningful dialogue with others (Brady, 2008) , CT abets to remove ambiguity of unconfirmed ideas. It examines its credibility through analysis, which yields to relatively correct ideas; it becomes paramount to use CT in problem solving situations in general and in the educational process in particular.

Critical thinking helps learners in controlling their speech their performances as (Paul, 2005)

state that *“Critical thinking is a resource that allows the student to adopt an analytical and on the other hand, the learning process allows the gradual improvement of the skills characteristic of critical thinking “.*

The CT stand for realizing what is behind the words, listening more than speaking, analysing before judging, evaluating the problems from different perspective with taking all the specificities of the surrounding environment into consideration. *“Critical thinking translates the employment of cognitive aptitudes and the use of one’s knowledge base to critically analyze facts or beliefs, in order to produce rational knowledge that can direct behaviour (Carroll, 2005) and sustain daily decision making and problem solving (Saiz & Rivas, 2010).*

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Halpern (1996) defines critical thinking as *“thinking that is purposeful, reasoned, and goal directed, the kind of thinking involved in solving problems, formulating inferences calculating likelihoods and making decisions”*(p.5).

“Critical thinking is thinking that tests, questions, connects, and evaluates all aspects of a situation or a problem as a comprehensive introduction. As a result, it could provide better reasoning” (Hughes& Lavery, 2015). Critical thinking involves analysis and evaluation rather than merely accepting ideas or information. It includes an understanding of relationships, similarities, and differences; locating patterns; classifying; understanding cause/effect; observing trends and big ideas; predicting results; considering various perspectives; providing judgments,

and asking questions and reasons. For instance, when someone is telling you about a problem he is facing, you have to evaluate it first analyse it give the right amount of predictions and then test.

Scriven and Paul (1987) declared a specified definition. They state that *“critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (p.1)*

CT relies on clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. Critical thinking is described by D’Angelo (1971) as *“a process of evaluating statements, arguments, and experiences”*. We can notice from all the previous definitions from the different authors that the focus was on; analysing, synthesising, evaluating and solving problems, all this factors work in helping the individuals in the situations they facing,

Critical thinking is based in intellectual values that go beyond subject matter divisions and include clarity, accuracy, precision, use of evidence, thoroughness, and fairness, critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven,1996).

"Critical thinking is thinking that assesses itself" (Center for Critical Thinking, 1996b), this quote highlighted everything about critical thinking, because to simply when you think about your own decision your reflecting and this leads to critical thinking, when you are facing a problem and you are analysing and assessing the situation you are using the critical thinking so

whether directly or indirectly you are under the critical thinking, In essence, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something.

Edward Glaser (1941) precise the term CT in “*called for the examination of evidence as a of critical thought Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of evidence that supports it and the further conclusions to which it tends*” (p. 6) and this is the key element for critical thinking usefulness is testing until you get an evidence don’t believe in everything or anything without arguments.

Critical thinking is the highest discipline which helps in argumentative and confusing situation in choosing between two things critical thinking guides for a good accomplish, and reasonable results, this ability is used in spontaneous way because of the unclarity and the misunderstood of the term meaning the implementation is missing, and to applied the CT in a coherent way you have to know what is it, as Mayer & Goodchild (1990) present the CT as

“active, systematic process of understanding and evaluating arguments. An argument provides an assertion about the properties of some object or the relationship between two or more objects and evidence to support or refute the assertion. Critical thinkers acknowledge that there is no single correct way to understand and evaluate arguments and that all attempts are not necessarily successful” and this definition generalise everything regards the critical thinking because to simply critical thinking analysis then evaluate then provides assumption then evidence at the end a conclusion to reject or accept (p.4).

Critical thinking has also been referred to as metacognition (Tempelaar, 2006) metacognition is considered a critical component of successful learning. It involves self-regulation and self-

reflection of strengths, weaknesses, or the process of “*thinking about thinking*” as defined and originally proposed by Flavell (1979).

From all the previous definitions we can sum up that CT is so far from the known used definition that says that critical thinking is criticism and judging as Ennis (2011) stated that “*critical thinking is focused on the sense of something being done consciously and towards an objective. A vital goal of critical thinking skills is to help a person make the right and best decision of their life*”

This definition is limited because critical thinking is not just about making decision but also analysing any kind of life problems and help to solve them. CT is a useful mental ability that keeps your mind intact from fake information and unclear point to clear ones, in the next point we will highlight all the characteristics of the CT.

Characteristics of critical thinking:

Communication: critical thinking helps you to be a good communicator and listen more than speak analysing the incoming speech to understand and give a good outcome.

Verification: Don't believe anything you take until you collect and gather some evidence to prove it.

Open-mindedness: critical thinking's most crucial characteristic is you don't limit your mind to only your view and opinion but you take others into consideration, and when you have multiple choices you search you analyse to choose the right perspective.

One of the important characteristics of critical thinking is that it provides a set of observations, which help it to link the parts of a single problem.

Critical thinking relies entirely on developing logical judgments and solutions that can be implemented on the ground, and which are characterized by their compatibility with the data presented in the problem.

Critical thinking is characterized by its ability to modify if any errors occur during the researcher's thinking to solve the problem.

Critical thinking must be logical and accurate, and it should neither exaggerate nor fall short in explaining it, but must be aware of all the details related to it without delving into the details.

Linkage is one of the important characteristics of critical thinking, as the phrase or sentence presented must be related to the topic of the research, and be the subject of discussion in it, as it is not possible to deviate from the main topic and enter into side conversations.

Depth is one of the important characteristics of critical thinking, and it means that the discussion should be at the intellectual level required for discussion on the issue under discussion.

Breadth is one of the characteristics of critical thinking, since it takes critical thinking in all aspects of the problem without neglecting one party at the expense of another.

Health is one of the most prominent characteristics of critical thinking, as the sentence must be correct in order for the mind to act critically on it.

Critical thinking uses a set of questions that contribute to simplifying the problem of the study, in order to be understood with ease).

Critical thinking depends on the use of all opinions and experiences that are related to the nature of the problem, which plays a major role in formulating appropriate solutions to this problem.

Wade (1995) identifies eight characteristics of critical thinking. Critical thinking involves asking questions and this is the main feature of critical thinking being curious and asks many questions, defining a problem the nature of the problem matter, examining evidence looking for inferences to persuade, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity. Dealing with ambiguity is also seen by Strohm & Baukus (1995) as an essential part of critical thinking,

"Ambiguity and doubt serve a critical-thinking function and are a necessary and even a productive part of the process" (p. 56).

Another characteristic of critical thinking identified by many sources is metacognition.

Metacognition is thinking about one's own thinking. More specifically, *"metacognition is being aware of one's thinking as one performs specific tasks and then using this awareness to control what one is doing"* (Jones & Ratcliff, 1993, p. 10), metacognition is the thinking about thinking.

Judicious able to make judgements amid uncertainty. Inquisitive Strive to be well-informed on a wide range of topics.

Critical thinking skills:

Observational skills: by being observant you can identify the issue and the problem these observations you gathered leads to suggest a good assumptions.

Making assumptions: this skill is a key part of critical thinking, a set of proposals that we came up with after the observation and they can be accepted or rejected..

Searching: searching is an essential part for choosing the right decisions you can't choose randomly or illogically your conclusions have to be build on evidence.

Inference: Inference is one of the most important and prominent skills of critical thinking, which is defined as the skill of searching for all the evidence that contributes to linking the components of the problem with each other, and in some cases, the evidence is real such as papers and documents from tangible things, and in some it may be digital such as documents saved on a computer.

Evaluation: Through evaluation, the success of critical thinking is ascertained in reaching the final and only solution to the problem or the issue being studied, with great care to supervise the method of its application.

Analysing: is a crucial component, irreplaceable because any process needs to be analysed and to think critically you have to be analytical.

Interpretation: Interpretation is one of the most important critical thinking skills, through which

the researcher can present, clarify, and analyse the problem he is dealing with in a way that makes it easy for everyone to understand..

Conclusion: Conclusion is one of the most important critical thinking skills, and it is defined as the ability to reach proposed results, and choose between these results, as a set of alternatives that contribute to helping the researcher solve the problem he is exposed to.

Critical thinking importance:

Critical thinking is indeed an important ability for individuals to possess. Critical thinking involves using logical reasoning and objective analysis to evaluate information, arguments, and evidence in order to form sound judgments and make informed decisions.

Critical thinking allows individuals to question assumptions, challenge beliefs, and consider alternative perspectives, which can lead to more effective problem-solving, better decision-making, and improved communication. It also helps individuals to distinguish between fact and opinion, identify biases, and evaluate the credibility of sources of information.

Critical thinking helps from making wrong decision, from haste and blaming others, makes you more balanced and rationale *“having advanced critical thinking skills leads to better interpersonal, business, and financial outcomes and is a protective factor against negative outcomes.”* Butler et al (2012)

A well-developed set of Critical Thinking skills builds regulation and confidence. It enables you to efficiently gather knowledge, quickly process information, and intelligently analyze data.

Armed with critical thinking tools, you will be able to confidently adapt to most issues, in life or work. “ *After critical thinking training, individuals provided better arguments, identified more cause-effect relationships, made better decisions, and considered more observations.*)”Cohen et al. (1998) the correct use of critical thinking benefits’ in your educational path and your career.

Critical thinking enhance and improve your self-esteem, by making your own decision you are relying on your thinking skills, in the contact when you doubt yourself and you have a low confidence this leads to make less optimal decision since you think you can’t worth it, and you think you can’t achieve a good result, thinking critically goes with the high self-esteem with more confidence, Maslow's psychological theory known as the "hierarchy of needs" one only achieves.

Critical thinking by reaching the level of self-actualization. This, in turn, is only reached after self-esteem needs are met. Otherwise the person is stuck on a lower level trying to satisfy those lower level needs.

CT allowed you to control your emotion, and differentiate your personal life from your educational or professional one, to assess your problem from a distant perspective, allowed you also to think rationally and logically with evidence to make judgments and to choose a right choice from multi suggestions.

Critical thinking skills can make you think clearly and rationally when the situation demands it. It allows you to perform problem-solving and decision-making more effectively.

Critical thinking requires you to carefully and logically analyse the information that is given to you and this what we call the ability to cheerfully doubt every piece of information coming

towards you in order to make the right decision, for you. Not for others. , it's important to maximize results in any given situation.

Critical thinking has a clear importance in the field of education, as many educators have indicated this, including Al-Khadhra (2005), which showed the importance of critical thinking in making the process of acquiring knowledge an active process that contributes to better mastery and a deeper understanding of the content. And it helps learners to acquire skills, including: the ability to face problems and challenges, in addition to critical thinking that helps learners to logical judgment of various problems. This in itself is an important requirement for education.

Bailian (1999) indicated that the importance of critical thinking lies in providing learners with flexibility and objectivity in solving problems, mental openness and independence in decision-making away from fanaticism, inertia, and the harmful effects of culture. We note here the importance of critical thinking in fortifying the educated, who are members of society, from misconceptions, extremism and intellectual intolerance by making them open and receptive to others and those who are different in their doctrine or thought.

Qaraan (2016) believed that the real importance of critical thinking in the field of education is to provide an opportunity for the individual to delve into the depths of the subject in order to reach knowledge using his experiences and skills in a neutral and logical manner, as it develops the individual's abilities to uncover facts and distinguish different aspects. This importance refers to enabling the learner to be a self-reliant researcher, supportive of his community, and a resource that invests in the advancement and progress of his knowledge and economic society (knowledge workers).

Critical thinking can increase the inherent ability to see challenges from many angles. Critical thinking allows you to become more self-reflective and can change your opinions and ideas in the light of new information. Also one of the CT benefits is achieving peace of mind, critical thinking helps people better understand themselves, their motivations, and their goals. A critical thinker generally expresses himself well, because he can think clearly and systematically about any issue before making any hasty decision. Besides, this provides the person with tools for self-reflection and assessment of what they need to do. And when you live life with peace of mind, you can: reduce daily stress, minimize conflicts in your relationships, you become calmer, and live a happier life.

The great implementation of critical thinking helps you make decisions that require a lot of thinking. Big life-altering decisions, such as making a career move, are underpinned by critical thinking, which encourages you to search and favour objective reasoning over your initial emotional response. Those who practice critical thinking not only solve problems efficiently but also analyse ideas and then come up with creative ways and alternative solutions.

With critical thinking, you can always adapt to any situation, whether with your family or work. As a result, you can make better choices for yourself and your family. If you practice critical thinking, you can easily deal with the problems that come your way.

With consistent practice, your thought process is actually taking place on a subconscious level, which means you instinctively keep track of things because you are attuned to your mind and have a deep understanding of why you think the way you do.

Critical thinking in education:

Education is an organized process that aims to provide individuals with the foundation on which knowledge is built, it usually aims to achieve specific goals, this desired goals that are related to education cannot be achieved without sufficient awareness and deep thinking? Making crucial decisions requires too much thinking for a bright future, and this ability to make right decision requires the ability to think critically in order to take the good decisions from multiple choices or different point of views from different people.

The process of observing a problem or an issue, making assumptions, analyzing these assumptions, evaluating a result and coming up with a coherent conclusion is critical thinking, people usually misunderstand the concept of critical thinking they think it's limited to judgment, criticism and giving an opposing point of view, this misunderstanding leads directly to a miss implementation of the term critical thinking, in turn, makes educational objectives incomplete.

Education should not be limited to the process of obtaining an outcome, or to make the processes of learning and teaching just about indoctrination and memorization. Education should to care more about building creative learners who featured by think critically, that they can find solutions to life's problems and prepare them for post-study.

According to Stroupe (2006) "critical thinking is very significant to include in educational curricula for multidimensional development", CT is essential in the education process of understanding, receiving difficult information and disassembling it in order to facilitate it's absorption, and also enables learners to test the results reached, makes the learner aware of contradiction, differences and similarities in order to differentiate between what is good and what is wrong, critical thinking is an indispensable assistant in the educational process.

It is important to teach students how to ask good questions, to think critically, in order to continue the advancement of the very fields we are teaching. “Every field stays alive only to the extent that fresh questions are generated and taken seriously” (Center for Critical Thinking, 1996a).

Beyer sees the teaching of critical thinking so important. He argues that for higher educational achievements, people must be able to think critically in order to make sound decisions. If students learn to think critically, then they can use good thinking as the guide by which they live their lives.

Critical thinking is crucial for several reasons. First, it helps students to become independent learners who can evaluate information and make decisions based on evidence rather than blindly accepting what they are told. This is important because the ability to think critically is essential in today’s complex and rapidly changing world.

Second, critical thinking skills are essential for academic success. Students who can analyse information, evaluate evidence, and make sound judgments are more likely to excel in their academic work. They are also better equipped to engage in discussions and debates with their peers and instructors.

Finally, critical thinking is important for preparing students for the workforce. Employers are looking for employees who can think critically, solve problems, and make decisions based on evidence. These skills are essential for success in any career, whether it is in business, science, or the arts, Ruggiero (2012) also stated that “critical thinkers are those people who can go beyond typical thought patterns” to an advanced way of thinking. Critical thinkers produce more and better ideas thoughts of poor thinkers.

In sum, critical thinking is a vital skill that is necessary for success in education and in life. It is important for students to develop these skills throughout their education so that they can become independent learners who can make informed decisions and contribute to society in meaningful ways.

Conclusion:

As a conclusion, critical thinking is a mental process that requires analytical and evaluative ability in order to come up with an accurate result, CT has two main sides the first one is scepticism this side stand for verification don't believe anything until you verify it, the second side is objectivity this one stand for not letting your emotions or relationships control your decision, the benefits that CT allows for us are not limited on daily life decision but also in educational one too.

Both the learning and the teaching processes need a reasonable and logical basis to consolidate ideas and data. For example, if a teacher explains a lesson and after a while, he asks the learners questions regarding that lesson he will find that the majority have already forgotten what they learned and that is because of the method that did not make the learners debate and ask questions generally did not make them curious so the much you activate their mental abilities and their thinking critically the much the information will stay in a long term, so critical thinking can facilitate a lesson and help teach at the same time make the learner self-regulated.

Education has now begun to pay more attention to mental concepts and take them into account due to their importance and effectiveness. However, these concepts in general and critical

thinking, in particular, cannot be limited just to a set of articles. Education needs to go with the right implementation of critical thinking. Curriculum designers must design meaningful content to develop critical thinking ability.

Chapter II:

Critical thinking in The Algerian context

Chapter two:

Critical thinking in Algerian context

Introduction:

The development of critical thinking is increasing so highly in many fields, especially the educational one, so educators and curriculum programmers are trying to prepare individuals who think critically for their education and professional path.

Currently, critical thinking plays a major role in both learning and teaching because it facilitates knowledge acquisition and analysis. In addition to helping learners solve hard problems and issues, it provides teachers with the opportunity to present and explain lessons in a way that respects learners' capacities and levels to make the lesson more accessible.

Now if we take a close look at the Algerian educational systems we can see that they are paying more intention to these cognitive abilities that enhance learners' performances in the classes, because they know the necessity that the current era requires it, if we linked the Algerian interest with the process of developing the critical thinking ability with the process of learning English foreign language we would achieve satisfying goals.

Critical thinking in Algerian context is applied in many educational sectors, such as middle and secondary school, so we see that it is a crucial part of learning whether in literary or scientific subjects, especially learning foreign languages.

Any foreign language requires skills and abilities for rapid assimilation and good understanding, as well as critical thinking, which is what teachers attempt to provide during teaching procedures.

Building a learner who exploits his mental abilities, who give opinions, who analyse and evaluate situation, and this is the hardest because learning is not just about the barrier of the examination paper's. CT is a challenging element for the Algerian society in general and education in particular due to the unclarity and the limited use or in other senses the improper use of term critical thinking.

Algerian sectors are trying to develop critical thinking and to make it an essential feature to create an intellectual and conscious individual; in this chapter we will take a close look to the existence of critical thinking in the education programmes especially the English language books, we will see the critical thinker features and how to enhance this ability in learners.

Critical thinking in Algerian context:

Algerian educational systems are characterized by many features such as concerns about the level of Learners whether they are weak or good medium or excellent and the importance of creating innovative people integrating this ability is somehow challenging as it is a kind of an invisible talent that cannot be shown easily it needs work critical thinking skills are needed in all fields and subjects to make the understanding and the Comprehension process easy and smooth in the classroom and the main subjects that require the element of thinking are scientific such as mathematics physics and science these subjects are the most needed for a deep focus and a critical thinking to come up with stationary rules at the end.

It may seem weird if we say that critical thinking is required in learning Foreign language also because it facilitates the learning process that is why educators and program designers benefit from the ability and incorporated with the study programs ...

The Ministry of Education has considered this demand and taken significant steps to reform the teaching of English as a Foreign Language (TEFL) in Algeria. In which the aims of and documentation for the TEFL curriculum have been modified to second generation to focus on the four basic language skills and to promote students' communicative competence and develop their critical thinking skills .nowadays many teachers are interested in encouraging critical thought and developing the ability to communicate properly in their classes. In fact, providing a learning environment that facilitates the promotion of CT skills Previously learning in Algeria was all about putting the teacher at the centre of learning and letting the students take what the teacher has given them, it used to be taking what you give us and returning it back again and that isn't learning if students keep on this way of learning nothing will change and they will not approach anything instead putting the learners at the centre and the focus is on how to think and in particular how to be a critical thinker.

earlier the learning was considered as rote training, nowadays learning in Algeria is conceptualized as constantly evolving process of discovering, questioning, and reformulating hypotheses.

The term CT is not highly presented by teachers or schools for learners, because it is not a concrete element.

Developing the special abilities such as decision making and problem solving are essential for learners' success in their academic and social life. On the other hand, children are not born with the ability to think critically. It is a learned ability that must be taught by trained and Knowledgeable instructors (Patel, 2013). Therefore, as Schafersman (1991) stated, teachers are required to be informed about the value of CT skills , strategies and the way of teaching them and

try to identify different classroom areas as the proper place to emphasize and teach these skills. “In order to better prepare our students for the challenges they will face, teachers need to explicitly teach critical thinking and communication strategies, equipping young people with twenty-first century skills”

.. (Hove,2011, p.7).

EFL learners are still accustomed to the spoon-feeding approach, which is the core element in The traditional instruction that still exists in many classroom settings all around the country.

That is due mainly to the lack of engagement in the teaching/learning process. In the Algerian secondary schools, learners still do not recognize the importance of learning the English language and they consider it only as a subject. Only the literary streams learners find it necessary to study English because they need it for future studies. While, the scientific streams learners are only focusing on the "essential" subjects, as they call them, such as physics, science and mathematics. However, these views should change, and learners should set more long term goals. Accordingly, teachers are urged to adapt their instruction according to the 21st century requirements and plan their teaching to:

- Help learners achieve competency and meet the expected standards;
- Assist learners with advancing self- learning and critical thought;
- Promote learners’ higher-order thinking skills of examining assessing, and synthesizing;
- Enable learners to use English reports, in new circumstances at work;
- Urge learners to acknowledge other cultures, to learn to be tolerant and open-minded;
- Raise learners’ awareness about the prominent place the English language has in the world

and subsequently prepare them to be autonomous and self-confident.

The development of CT in middle school:

The development of CT in middle school fully based on the basics starting from learning letters and numbers , vocabulary, spelling, Grammar, reading, comprehension, and writing.

The teacher focuses on teaching the first things in English so that the learners have a stable and strong base The curriculum of English focuses on three major principles:

a. The development of communication competence in English: The goal is to prepare the learner

for oral and written communication

b. The learner is in the Centre of the learning process: The pedagogical act is no longer based on

the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interests, likes and dislikes, etc.

(‘me, my world, the world’).

c. There is a constant interaction between teacher, learner , resources, at school and outside

school : The role of the teacher is to involve the child in his own

learning and to help him to learn how to learn

Project –Based Learning:

Project-based learning enables the learner to observe, discover, manipulate and analyse the language and the task (more or less complex) in order to understand how it works and use it appropriately in different situations. According to Bardallo & Ginest (1995), project-based learning is a process in which the learner must:

- Problematize: what do I do in this project, why and how?

- Learn and document

- Control and criticize

- Conduct and control

- Organize and plan

- Communicate and report

This approach should encourage students to ask questions and find answers at all stages of the project. A project consists of an intention to carry out in a school or school setting with appropriate means. It can spread over a week, a month, a term or a school year. An individual learner or a group of learners can conduct it.

Project work can take various forms (surveys, interviews, etc. ...) and the final product may be a poster, a newspaper, a magazine, a play...etc.

Project work is usually triggered by the learner's interest, and this allows him to choose the theme or task or activity. Project work encourages learners to do personal research, work in pairs, in groups, learn to communicate effectively, solve a problem in real-life context, and grow socially and emotionally. Thus, through project work, the learner will learn how to learn while developing a certain autonomy, initiative, creativity, and responsibility.

The development of CT in secondary school:

It's not about vocabulary or reading it's much more about giving arguments and opinions about the world, taking into consideration that the learners have already been learning English for six years. The program and the textbook is about thinking critical.

In the third year the focus is more on grammar and this section is going along with analysing and synthesising so here we are seeing the critical thinking existing. The textbook of third year secondary school is combined with units, each unit presents sequences.

The secondary school 3rd year curriculum is totally based on critical thinking. All units require critical thinking. Unit one is about exploring the past topics include ancient civilizations where teachers present for students the ancient world so they have an idea about how things were in the past and here the learners are taking baby steps to have a previous knowledge that will help them in having a base to lean on. Unit two is 'Ill-gotten gains never Prosper'. In this unit teachers present for learners something beyond the learning it's more about Education, ethics and morals in business :

fighting, fraud and corruption. The learner will learn about things that he will be familiar with when working ethics of working and what's wrong and right in the business world.

3. Unit three schools : different and alike. In this unit the learners are exploring how different schools in different countries are like , the teacher will give them information about how education can be different and distinguished from one country to another.

4. Unit four safety first the unit here is concerned with advertising consumers and safety. The unit here will give the learners the chance to have an experience and explore different things about everything and will help them to express their thoughts and ideas concerning the related topics of the unit.

5. Unit five is a giant leap for mankind. This unit is all about astronomy and the solar system. This unit will provide learners with information they didn't know before, vocabulary and concepts about astronomy which help them in gaining knowledge and background about scientific things. Teachers ask learners for science projects, making shapes and paintings about earth, sun, and moon so each student will be familiar with the theme of the unit.

The final unit is the six unit, we are family.

This unit is where critical thinking is really important and needed because the topics include emotions, feelings, humour, and related topics which require thinking and using the brain and expressing opinions and giving arguments and having your own thoughts and own mind.

Bloom taxonomy in relation with critical thinking:

The categorization system known as Bloom's taxonomy is used to identify and classify the many stages of thinking, learning, and comprehending in humans.

Bloom's taxonomy has traditionally been used by educators to inform or direct the construction of curricula (units, lessons, projects, and other learning activities), assessments (tests and other evaluations of student learning), and instructional approaches including questioning techniques.

The taxonomy can assist you as you develop assessments by helping you match course learning objectives to any given level of mastery. When teaching lower-division, introductory courses, you might measure mastery of objectives at the lower levels, and when teaching more advanced, upper-division courses, you would likely be assessing students' abilities at the higher levels of the taxonomy.

Using Bloom's Taxonomy to plan instruction

Instructional objectives are more effective if they include specific verbs that can tell students what they are expected to do. The verbs listed in the table below are linked with each level of thinking.

To develop effective and meaningful instruction further, design activities and assessments that challenge students to move from the most basic skills (remembering) to more complex learning which leads to higher order thinking (creating).

By enabling you to align course learning goals with any given degree of expertise, the taxonomy may aid you as you construct evaluations. teaching more difficult, upper division courses, you probably be evaluating students

'abilities at the higher levels of the taxonomy. You might test mastery of goals at the lower levels when teaching lower division, introductory courses.

Using the Bloom's Taxonomy to organize your lessons if instructional objectives contain precise verbs that may explain to students what they are expected to perform, they will be more effective.

Create activities and tests that push students to go from the most fundamental abilities (remembering) to more complicated learning in order to further build effective and relevant training.

According to the updated Bloom's Taxonomy, there are six degrees of cognitive learning.

Conceptually, each level is distinct.

The six stages include creating, analyzing, applying, remembering, and comprehending.

Before we can understand a concept, we must be able to remember it. Before we can apply the concept, we must be able to understand it. Before we analyse it, we must be able to apply it.

Before we can evaluate its impact, we must have analysed it. Before we can create something based on the concept, we must remember, understand, apply, analyse and evaluate the concept.

Using the six methods in learning English as a second language:

Remembering – Teaching learners to recite commonly used English phrases. Understanding – There is a realisation of when and how these phrases are used in everyday life. Applying – In pairs, the students role-play using the phrases in everyday situations. Analysing – The students are able to group English phrases into different categories – greeting, question, request, order, praise, criticism, warning, complaint, etc. Evaluating – The students are able to assess different messages written in English and put forward better or clearer ways to express what is being said. Creating -The students can create a written conversation between two people in English.

Critical Thinking and Bloom's Taxonomy go hand in hand. Students are guided through a cognitive Process of critical information or knowledge analysis via Bloom's taxonomy.

Bloom's taxonomystarts with knowledge and memory and gradually encourages students to seek out additional information based on a progression of questions and keywords that prompt the learner to take an action. Education and metacognition require both Bloom's taxonomy and critical thinking.

Critical thinking involves logical thinking and reasoning, including such skills as comparison, Classification, sequencing, patterning, identifying cause and effect, making analogies, deductive and in deductive reasoning, critiquing, and creating. Higher order thinking skills refer to the top three levels Bloom's taxonomy (or revised Bloom's, referred to as RBT): analysis (analyzing), evaluation (evaluating), and synthesis (creating). Analyzing is defined as "breaking material into constituent parts, determining how parts relate to one another and to an overall structure through differentiation, organizing, and attributing." Evaluation is defined as "making judgments based on criteria and standards through checking and critiquing." Creating, now considered the highest level of thinking, is defined as "putting elements together to form a coherent or functional whole, recognizing elements in a new pattern through generating, planning, or producing." (Anderson & Krathwohl, 2001). Asking students to think at higher levels beyond simple recall is an excellent way to stimulate students' thinking.

Critical thinking in EFL classes:

Learning foreign languages is not something easy especially if the language isn't your mother tongue, memorizing rules, Grammar and memorizing the vocabulary. But what helps learners to be more familiar with the language is the thinking , students when considering the language is their mother tongue they start thinking with it that will facilities their learning and will help the approach the language faster , critical thinking expands the learning experience of the learners and makes the language more meaningful for them , they will take in charge of their Own thinking, different studies have confirmed the role of critical thin king in improving FL writing ability; language proficiency (Liaw,2007); and oral communication ability (Kusaka&Robertson,2008).

Students with critical thinking have abilities to solve problems with their own skills and are able of doing activities other students aren't capable of doing , learners with critical thinking are capable of thinking creatively and out of the box, capable of using their thinking skills, and of understanding Language or its contents; capable of treating thinking skills as lifelong learning; and finally Intellectually, physically, emotionally and spiritually well - balanced the main purpose of EFL curriculum should be to develop thinking Skills and to raise thinking individuals. Brown (2004) asserted that in an ideal academic language program, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners. Paul and Elder (2002) also emphasized that If critical thinking is valued by students they should imagine the classroom content as a form of thinking. Instructors who teach critical thinking provide students with the opportunity to understand and take charge of their learning. Students who implement critical thinking skills approach the courseware in a more thoughtful and Effective manner, ask more challenging questions and participate in the learning process more intensely. Students who develop critical thinking skills often practice those skills well into latter life. Edward de Bono (2004) in de Boon's Thinking Course writes, "Knowledge is not enough. The creative, constructive, design and operating aspects of Thinking are just as important as knowledge" (p.6)...Learning is a complex process that is managed by the brain. That complexity has led to the emergence of various definitions of learning. According to Smith (1962), learning is "the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience" (p.260). (Ray Loree 1 965) defined it "as a relatively permanent change of behaviour that occurs as a result of experience or practice" (pp.193 - 194). That change in behaviour keeps developing thanks to specific thinking skills that help 'learners' transform their experience into learning. However, the fact of knowing the 'what' does not help us to thin k critically and solve Problems; therefore, we need to know the 'how' and the 'why' to reinforce and develop our

cognitive potential and be ready and able to think critically and act creatively to face life Challenges positively and successfully. The process of learning depends on the teacher and on the learners too, the teacher's job is to give information for the learners and encourage them to give their thoughts about whatever have been presented in the classroom by the teacher...Critical

thinking is associated with quality thinking. When a foreign language is taught/learned, even the survival language Level may require more thinking of how to communicate in a foreign language.

This is because languages are culturally determined (see David Crystal's book stories of English, (2004). And as cultures differ, so do languages. Traditions And mentality reflect in the language, its vocabulary, grammar structures, Modality, etc. When learning the target language, students need to accept these Cultural differences not as a deviation from the natural way associated, as they may think, with their mother tongue but as a fully natural, though different, way of verbal expression within a different cultural domain. Practicing thinking critically when trying to identify similarities and differences in how one and the same cliché is put in words in another language makes the learning process more enjoyable and culturally enriching even at the beginning level...The teachers role in class in to clarify the meaning and the real definition of critical thinking so learners will be aware that critical thinking does not mean being negative or focusing on faults.

It means being able to clarify your thinking so that you can break down a problem or a piece of information, interpret it and use that interpretation to arrive at an informed decision or judgement (for example designing a bridge, responding to an opinion piece or understanding a political motivation).critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information. Teachers are supposed to clarify for their

students that they have the right to be critical thinkers because sometimes Students are not comfortable being critical or challenging. Sometimes students don't view themselves as having sufficient expertise or authority in a given context to challenge others' ideas. There are many reasons this may be the case, including students' cultural background or their individual personality. For example, students from some cultural backgrounds may consider it inappropriate to challenge an authority until they have developed expertise of their own; until then, being deferential to experts – for their greater knowledge and experience – is more appropriate.

Likewise, students who are by nature non - confrontational may feel uncomfortable arguing against an authority or each other. For a variety of reasons, then, you may have students who avoid critical thinking and instead remain silent during discussions or show discomfort in the face of argumentative discussions. The Algerian high School curriculum includes subjects such as philosophies history and literature which can help develop a critical thinking skill in students these subjects encourages students to analyse and evaluate information formulate arguments and express their ideas clearly and logically in philosophy course students are introduced to critical thinking concepts and methods such as logical reasoning deductive and inductive arguments. The history and the literature courses also require students to analyse and interpret text identify biases and evaluate evidence. On the other side English language curriculum does include elements that can help develop critical thinking skills such as analyzing texts interpreting information and evaluating arguments however the extent to which critical thinking is emphasized in the English language curriculum may vary depending on the specific content and the teachers approach .Some teachers make choose to incorporate critical thinking activities and exercises into their lessons to encourage students to think critically and creatively these activities could include analyzing advertisements debating controversial issues or evaluating different

perspectives on a topic however critical thinking is not explicitly stated as learning objective in the curriculum of EFL learning but The curriculum does provide students with opportunities to develop their critical thinking skills. After examining enough critical thinking literature, including those against it, it is It is worth noting that it has earned its place in the educational field all over the world. A lot of Countries around the world are adopting a competency - based approach, with a lot of focus. It focuses on motivating learners to think critically in problem - solving situations. Research has shown that cognition and language development are closely linked. This bonding relationship has been the focus of many educators, including Piaget and Piaget. Children learn about the world around them through words.

Again and again, AS learners get used to thinking about the learning process, they reach a level where they can improve. Language skills as a result. Qualifications and Curriculum Privileges (2001 - 2002), an interdepartmental organization sponsored by the Ministry of Education and skills outline activities to improve reflex mechanisms. Understanding the link between the target language and native language in Lexis, Syntax and Grammar; (2) Guessing and Conjecturing from Unknown Languages Answer; (3) use your knowledge of grammar to guess the meaning of new words, structure ; (4) uses language creatively to express one's thoughts, attitudes, and opinions; (Five)Adapt and modify the language for your own purposes. (6) Language Identification and Use patterns; (7) develop your own language strategy (cited in Liaw 2007)At this point, we conclude that CT is an ongoing process that her L2 l earners go foreign developed during mother tongue acquisition and can nevertheless be transferred to learning Foreign language regardless of foreign language level.

“Success in a knowledge - based society requires increasingly sophisticated thinking skills; It is the EFL teacher's responsibility to support students in their critical thinking learning.

English learning skills (Liaw, 2007, p.51). Critical thinking nowadays is one of the major concepts in education and it has also a significant position in second and foreign language learning (Atkinson, 1997). Educators state that special programs to syllabus are not worth it. But this does not mean that teachers should not teach students how to think critically. It means that critical thinking should not be taught on its own, and there are some suggestions that critical thinking exercises are directed for the best students (Giere 1998) praised Atkinson as he emphasizes two aspects of critical thinking Identified by Blair, intellectual virtue and the virtue of character. The former involves skills And understanding while the latter involves the habit of critical reflection..

Davidson Argues that critical thinking should not be narrowed to social practices, as there are different cultures and this may reflect the degree to which critical thinking is in specific areas of life; he encourages teachers to teach critical thinking and prepare students for what he calls the “world outside their societies”. And that many students are in need of critical thinking skills. After the research, it became clear that critical thinking is present in the textbook, but in a somehow hidden way, not as a lesson or exercises, but as an instruction that the student learns from the exercise and a rule that he receives in a way that is entrenched in his brain.

Critical thinkers as good learners:

How to be a critical thinker: It is important for the student to learn how to be a critical thinker, it is one of the most important rules that must be instilled in the mind of the learner from the beginning of the academic journey, because in addition to helping him to study and solve difficult issues, think well, create solutions and bring new knowledge in a different way, it helps him to be different in his thinking and different in his learning and in his life in the future. Therefore, every person must put the science of critical thinking at the top of the educational

shelf because of its importance in creating a single - minded generation. Before thinking of being a critical thinker, first you have to clarify the meaning of the critical thinking. Critical thinking is not about criticizing or about judging, it's something beyond. Critical thinking doesn't necessarily mean giving an opposite opinion about something or not liking what someone's thinks about something.

Critical thinking is about creativity. It's about having your own thoughts, giving your own opinion and being different. It's the ability to consider it as certain reflect about an issue in order to produce a solution. And to be a critical thinker you must be patient because it takes time, Being critical is being creative, man must have the courage to give his opinion and own mind about what have been discussed and to that you have to follow leads Thinking critically Involves a set of cognitive skills, such as identifying conflicting issues, gathering, evaluating And consider over information in order to make a decision. At the personal level, a reflective Thinker is a person who is capable of self - criticism and of adjusting strategies to suit the Context and the objectives.

Benesch (1999) claims that critical thinking has a crucial role in The personal identity. According to Paul, Elder, and Bartell (1997) the intellectual roots of critical thinking are linked to the teaching practices Of Socrates, who 2,500 years ago, established the importance of asking deep questions that makes you think profoundly before accepting ideas. His method of questioning is now Known as "Socratic Questioning" and it is the most critical thinking strategy Hader (2005) claims that thinking critically boosts creativity and enhances one's Time management, as it does not only deal with logic and probability but also gives the ability To apply these skills to solve real life – problems. C.T (Critical Thinking) can provide a vast

Understanding of self and offers an opportunity to be objective, less emotional and more open-minded to respect other's opinions.

“if students are to function successfully in a highly technical society, then they must be Equipped with lifelong learning and thinking skills necessary to acquire and process Information in an ever - changing world.” (Hader, 2005, p16) Willingham points out that everyone would agree that the main goal of schooling is to enable students to think critically. As it opens gates that can disconfirm your ideas. He mentions that educators noted that schools' attendances no guarantee that students will graduate as effective thinker in all situations. (2007, p11) if Critical thinking can be taught, reading and writing could be possible methods of promoting The thinking skills.

Characteristics of a Critical Thinker:

Critical thinkers are those persons who can move beyond “typical” thinking models to an advanced way of thinking. Critical thinkers produce both more ideas and improved than poor thinkers (Ruggiero, 2012). They become more adept in their thinking by using a variety of probing Techniques which enable them to discover new and often improved ideas. More specifically,

critical thinkers tend to see the problem from many perspectives, to consider many Different investigative approaches, and to produce many ideas before choosing a course of action. In addition, they are more willing to take intellectual risks, to be adventurous, to consider unusual ideas, and to use their imaginations while analyzing problems and issues. Critical thinkers test their first impressions, make important distinctions among choices, and base their conclusions on evidence rather than their own feelings. Sensitive To their own limitations and predispositions,

they double - check the logic of their thinking and the workability of their solutions, identifying imperfections and complications, anticipating negative responses, and generally refining their ideas. Critical thinkers learn to focus. They do not experience fewer distractions than others do;

they simply deal with them more quickly and more effectively than ineffective Thinkers do. There is no magic in what effective thinkers do. They practice their skills much like any learned skill.

Critical thinkers typically (Ruggiero, 2012):

- Acknowledge personal limitations.
- See problems as exciting challenges.
- Have understanding as a goal.
- Use evidence to make judgments.
- Are interested in others' ideas.
- Are sceptical of extreme views.
- Think before acting.
- Avoid emotionalism
- keep an open mind
- engage in active listening

conversely, non - critical thinkers, typically (Ruggiero, 2012):

- see a limited number of perspectives (sometimes Just one Take the first approach that occurs to them
- Judge quickly — maybe too quickly and not critically
- Fail to listen actively Think their ideas are the best — all others are less and the last point resist change.

To be a critical thinker there are skills that every student should acquire to Achieve this goal.

Different researchers attempt to set certain characteristics for critical Thinkers. According to Lau (2011), a critical thinker is someone who is able to formulate ideas In a logical way . Therefore, critical thinking requires the ability to apply reason. It is about Being an active learner rather than a passive recipient of information. Moreover, being a Critical thinker means having the ability to look for evidences before accepting or r ejecting Particular information. The critical thinker takes steps to assess his thinking using appropriate Intellectual standards. According to Paul (1993) the critical thinker will routinely ask the following questions:

What is the purpose of my thinking (goal/objective)?

What precise question (problem) am I trying to answer?

Within what point of view (perspective) am I thinking?

What concepts or ideas are central to my thinking?

What am I taking for granted, what assumptions am I making?

What information am I using (data, facts, observation)?

How am I interpreting that information?

What conclusions am I coming to?

If I accept the conclusions, what are the implications?

What would the consequence be if I put my thoughts into action?

For each element, the thinker must consider Standards that shed light on the effectiveness of his/her thinking” (Paul, 1993, p. 20.23)

Conclusion

Critical thinking is playing a major role in the education process in the Algerian sectors, Especially for secondary school learners as we saw that the program contains a content that challenge learners to show their mental abilities as critical thinking and we see the integration of CT in EFL classes and how to be a good critical thinker because a good learner automatically is a good critical thinker that can solve a hard problems and know clearly how to analyse situation for a comprehend.

Chapter III: *framework*

Introduction:

This chapter is going to be a practical frame to investigate the development of critical thinking in the education process; in the two previous chapters we indicate the definition of CT as a term in a general perspective and in an educational perspective particularly we saw CT skills characteristics, importance and benefits in helping learners' to achieve their goals in foreign languages "English" the literature review helped us to know clearly what is critical thinking and to make our theory strong. This chapter will investigate the development of critical thinking as a primary goal in the education process.

Methodology:

With the purpose of ensuring the required data, the research opted for a qualitative research method due to the nature of the research, as Foley G, Timonen V.2015 state that

"One of the strengths of qualitative research is its ability to explain processes and patterns of human behaviour that can be difficult to quantify.

Phenomena such as experiences, attitudes, and behaviours can be difficult to accurately capture quantitatively, whereas a qualitative approach allows

Participants themselves to explain how, why, or what they were thinking, feeling, and experiencing at a certain time or during an event of interest "

The above quote describes clearly why qualitative is a right choice for this research because it deals with attitude, abilities, phenomena more than dealing with statistics and numbers. The used method was qualitative to investigate the existence of critical thinking in schools; the layout of the research was in three different secondary schools "RAED SI ZOUBIR" in Tiaret, "BOUCHAREB NACURE" in Sougueur and finally "OUANSHARISSI" in Mahdia.

Instruments:

Instruments are tools to collect and analyse data gathered for your research, a research instrument can include interviews, surveys, tests, and checklists...etc.

The used type of instruments has to fit the nature of the topic and the research methodology.

Qualitative methodology goes with interview, observation and focus group, in this study we used a two main methods are a structured interview and both naturalistic observation and a participant observation for more valid results.

Interview:

According to Kvale (1996: 174) an interview is “a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” means that you have a depth conversation between patterns to exchange knowledge for a specific topic, it is a useful and the right instrument in the qualitative research to gather data.

Interview is the first instrument used in this study, we prepare and organise a set of questions to group of people in the same order to notice the differences and generate the similarities, and the questions indicated in the interview were related to the research questions to reach the aim from this study.

Structured interview:

Is a type of interview, an approach that is often used with a qualitative methodology, this method stand for a set of prepared, predetermined questions for specific population to confirm or

deny any assumptions, the same questions in the same order to different participants minimise the risk of being biased or extremist to any of the interview participants, this way it's easy to compare the answers.

Teachers profile:

The participants were teachers of English language at secondary schools in three different cities Tiaret, Sougueure and Mahdia. We have taken only six teachers because of the research acceptance within schools administration two from each state with different ages, genders and different lengths experiences. Each teacher was assigned to different classes and levels from scientific to foreign languages from 1st year to 2nd year till 3rd year. The table below will describe more the interviewees.

Population 1: Teachers

Name	Gender	Experience
Interviewee A	Male	More than 5 years
Interviewee B	Male	More than 10 years
Interviewee C	Male	More than 5 years
Interviewee D	Male	More than 10 years
Interviewee E	Female	16 years
Interviewee F	female	7 years

Table 01: the participants' teachers in the interview.

Observation:

Classroom observation is the second instrument used in the study of investigating the development of CT in the secondary school, Marshall and Rossman (1989) define classroom observation as “*the systematic description of events, behaviour, and artefacts in the social setting chosen for the study*” (p.79).

Classroom observation is set to notice the learners if they are using their mental abilities as CT, and on the other hand to observe the teachers if they are giving much intention to this kinds of skills.

Participant’s observation:

Is a type of instruments a method of gathering data by watching behaviour, attitudes, and it is an overt all the participants where known that they will be observed. In our case study we took six classes from different fields scientific and foreign languages each class with two sessions. In the first session of each class we were participant “teacher” we ask them some questions regards our study. The table below will show you more the participants

Naturalistic observation:

in this research method involves observing subjects in their natural environments, we set at the end of the class, we observed their behaviours, participation and we take notes.

Learners profile:

The participants learners were three classes from two streams foreign languages and scientific streams, the total number were above 70 as the table below shows:

Streams	Number
FL	21
FL	18
Scientific	32

Table02: participants learners

Data analysis;

Interview analysis:

Item_01: what is your own definition of the term CT?

Interviewee A: Questioning but not accepting

Interviewee B Critical thinking is involved in Lang skills. It refers to one's ability to think, analyse, and make judgements.

Interviewee C: It's a mental operation where by prior experience abstraction and other resources are used to evaluate and analyse a given situation or problem.

Interviewee D: CT is you receive ideas or things but maybe you don't pass through them try to analyse ask questions find solutions Answers to things that you don't have enough data or Information about it.

Interviewee E: Critical thinking is the manner of analysing and forming judgments'

Interviewee F: Critical thinking is the ability to dissect and deconstruct abstract concept like ideas, perspective and opinions, meaning to be skeptical of every received information.

Analysis of Item 01:

the answers show how each teacher view Ct from his perspective, different ways of definition means different ways of application, but the remarkable thing that most of teachers agreed that CT is mental ability a process where you analyse and synthesis issues to evaluate them and come up with results.

Item_02: is critical thinking meant to be a significant element in your teaching? Explain

Interviewee A: Yes, students should deal with specific concepts from different angles.

Interviewee B: Sometimes.

Interviewee C: I promote using critical thinking in my teaching

Interviewee D: CT is used in reality all the time, the program and curriculum doesn't activate this term

Interviewee E: Yes, CT is very important in the teaching and learning process because it facilitate the skills presentation by knowing how to think clearly and systematically.

Interviewee F: Yes, CT is widely recognized as a significant element in teaching and education

Analysis of Item 02:

The answers are somehow similar because all the teachers have the desire to make the lesson increase learners' ability to think critically, but the problem they are facing is that the syllabuses are not encouraging this. As one of the interviewees mentioned, you cannot tell your learners that you have critical thinking today but you have to make them feel that CT is every day.

Item_03: How do you integrate the element CT in teaching EFL?

Interviewee_A: Project, assignments, discussion.

Interviewee_B: students need to interpret, analyse, judge, and make appropriate decisions

Interviewee_C: When asking them some questions about morals how to deal with their colleagues', ask them if they like to be teachers here we try to let them imagine and enlarge their imaginations.

Interviewee_D: It can be implemented through adopting a more constructional learner-centred.

Interviewee_E: There are a lot of ways to integrate CT in the teaching process as: asking questions, working in groups, brain storming, inspire creativity, facilitate lines of dialogues.

Interviewee_F: Integrating CT skills into teaching EFL can greatly enhance pupils' language proficiency and overall cognitive abilities

Analysis of item 03

Teachers view that the implementation of CT is through the participations like projects, assignments...etc somehow is challenging your learners with putting them in hard and confused

situation to see how they are interact as one of the interviewee said you have to teach your pupils how to interpret how to analyse to solve problems, you can't implement CT by giving them just home works.

Item_04: What are the tools and techniques in applying CT?

Interviewee A: Reading, question information

Interviewee B: Think pair share, comparison and constructing

Interviewee C: The technique is the use of challenging thoughts especially Socratics questioning.

Interviewee D: We have many but I can divide them into two categories: skills concerning writing or listening and making different activities and we have the teacher materials that help them to present the lessons and introduce and clarify the theme or the subject of the unit, we have also projects you find surprisingly pupils have ideas and things you never expect.

Interviewee E: The main tools are remembering, understanding, applying, analysing, evaluating and creating activities

Interviewee F: ask-questions, problem solving problems, Socratic discussion, analyse and evaluate sources

Analysis of item 04

All the participants have mention a skill from the languages skills as reading; the more you read the more your thinking process is increasing. Listening a good listener is a good learner, writing is the painting of the voice at the end speaking which is stand for expressing what your mind is

thinking about represented as questioning, the more your learners are asking the more the class atmosphere is enjoyable to learning and they information are stuck in mind.

Item_05: In your opinion, why is CT important element in the teaching and learning processes?

Interviewee_A: because it helps learners be aware of what is needed and cutter with what is not, it helps promoting large-life learning

Interviewee_B: CT helps promote effective learning and understanding, it helps learners analyse and evaluate situation to make the right decision and opts for the best solution

Interviewee_C: Because it reinforces learners' skills, and enhances their competencies it's important for advanced learners and at the same time teachers need to recognize the strengths and weaknesses of any concept.

Interviewee_D: CT is important to improve the learning process and achieve the goal of the learning operation.

Interviewee_E: With critical thinking we become proactive rather than passive spectators in our daily lives, we develop specific techniques' that allow us to deal effectively with difficult problems situation or choices

Interviewee_F: Critical thinking is an essential element in teaching and learning because it enhances the overall education experience and equips individuals with valuable skills for navigating the complexities of the modern world.

Analysis of item 05:

The skill of critical thinking cannot be denied and it is present in all the courses in a hidden way, teachers have to know how to show this ability for learners, because it's so important for better and long understanding, its facilitate the hardness of any course for learners.

Item_06: How do you assess your learners if they are using their critical thinking?

Interviewee A: when they question information

Interviewee B: By using the right, appropriate assessment method

Interviewee C: If you find results and there's interaction, when you ask questions they raise their hands.

Interviewee D: The best way is Socratic questioning , means when they are answer hard questions they are using their critical thinking

Interviewee E: By direct, indirect measures as homework's, exams reports, essays, quizzes and by course evaluation.

Interviewee F: assignments and projects, quizzes and tests, observation and demonstrations.

Analysis of item 06:

Participation, curiosity, asking question, asking for clarification, debates between learners all this features means that your learners are using their ability to think critically, usually teachers love this kind of classes because they are enjoyable and they make the time goes rapidly, this takes us back to CT advantages as identifying prejudices, implications, research, curiosity and judging

significance.

Item 07: How do you promote CT for your learners?

Interviewee A: Using comprehension and analysis questions.

Interviewee B: guideline and collaboration

Interviewee C: By using the right assessments methods

Interviewee D: Using the PPP (presentation, production, practice) instructor of the lesson.

Interviewee E: By asking and encouraging open-ended questions

Interviewee F: Problem solving activities, provide diverse *perspective*

Analysis of item 07:

Teacher is the guider, the controller of the class he is the only responsible to promote CT for learners by formulating a challenging activities to honed their minds for better results, but at the same time the program has to encourage this kind of skills, as the 3rd year program is divided into 6 units each unit will develop a particular skill in pupils as imagination, creativity, solving problems and these elements are surrounded to CT.

Item08: Do you have any suggestion or recommendation for developing the implementation of CT in term of tools and techniques?

Interviewee A: Other suggestions: creative thinking level ex: analyse story with details and its message with stimulate of writing their own.

Interviewee B: Initiative and intuitive

Interviewee C: case studies, debates and discussion, cognitive bias awareness, reflection and autonomy, collaborative tools

Interviewee D: This can be done through the use of more thought making techniques and pupils debates.

Interviewee E: Read a lot of your area of study, try to detect the pros and cons, of any discipline or issues.

Interviewee F: Collaborative work, project based learning.

Analysis of item 08:

As all the interviewees agreed that CT is a so necessary element in the education process whether concerning learning or teaching, and the implementation can be developed through different tools and strategies as; collaborative work in this method of assessing learners from different levels are exchanging their knowledge and in somehow they are challenging each other and this increase their CT, also we have the PBL by asking your learners to work on project they gain several information from different resource that way the promote of the PBL help both sides of education, and there is many tools as they said earlier; individual work, ask-questions, promoting autonomy learning in the class...etc.

Classroom observation:

Classroom observation was the second tool we have used in our research to gather data , about teacher's part in help learners to enhance their critical thinking skills.

They care more about interaction and students development in the classroom through the three semesters rather than the learners marks in exams.

Classroom observation definition:

Classroom observation is one of the key methods used to study and assess teaching, i.e. to measure and evaluate the quality and effectiveness of teaching. The data gathered from classroom observations are usually supplemented by evidence drawn from other sources, such as student evaluations or performance, review of teaching materials, administrative reviews, the instructor's own self-assessment.

The observation was focusing on the learners interaction with their teacher and how the teachers have an impact on learners to encourage them to give their opinions on lessons and permission to discuss with each other subjects.

Classroom observation design:

The classroom observation sessions related to the research took place in the second and third semester of the academic year 2022_ 2023. Six EFL teachers from three different secondary schools Tiaret, Sougueur and Mahdia were interviewed. We observed three different classes with two Streams, one were class scientific the number of the pupils was 39 and two foreign languages classes in the first class the number was small 19 and in the second class the number was 21, so the observation was so smooth because the observed classes were not a large..

The three observed classes were located in Tiaret city in Raid si zoubir high school the first observed class was FL:

The first session:

It was organized in Wednesday March/2023, The time duration was in the morning at 09:00, we introduce ourselves as master students we set at the end of the class, we informed them that they will be observed and all their behaviours are taken into consideration, and we start taking notes.

The lesson was sense of humour for the 5th unit in the program, their teacher started the lesson by asking them about previous knowledge on the term humour each one of the pupils started to give his opinion, not most of them, the participation was somehow a mess, learners didn't respect each other in giving their opinion and this interpretation leads to big chaos in the class. About the language we were surprised they could form correct sentences with good pronunciations the lack of the thinking process in the lesson as the teacher said was because of the unit itself, it doesn't need that much of thinking.

The second session:

It was organized in Sunday, March/2023. The time duration was in the afternoon at 13:30, in this session we were a participants, we engaged with them as we were our teacher the lesson was Critical thinking, we ask them some question about the term and the answers are below:

1. Critical thinking is criticizing
2. Critical thinking is judging behaviors or attitudes
3. Critical thinking is thinking deeply
4. Critical thinking is expressing your ideas
5. Critical thinking is giving your opinion

In this session we were really surprised how much pupils are serious in contrast with the first session, they show us more seriousness, we were satisfied with the participation , their

information were not sufficient. We ask them different questions, we facilitate the words the much we could.

The first session of S stream:

It was organized in the same day with the FL class in different time at 11:00 , we did the same things we started with introducing ourselves, we set at the end and we started observing the S stream was completely different from the FL stream maybe because of the type of the subject..

They were discussing If conditions type” 03” as revision, the class was full of participant in good way they share ideas, they formulate sentences, the ask questions as;

- ✓ What is the purpose of if condition type 03?
- ✓ Could we put if in the middle?
- ✓ If we change the clause does that affect the meaning?

At the end their teacher asks them to formulate their own sentences and they did a great work.

The second session:

The second session took place in Wednesday; March 2023 in this session we were participants with the pupils, we didn't know how to introduce the lesson in different way not as the second session with the FL, so we start with the thinking process itself and the questions were:

1. When you face hard situations what you do?

The answers where:

- ✓ Asking for help
- ✓ Trying to analyze the situation from different angles

- ✓ Thinking about the situation
- 2. How do you make the right choice from different alternatives’?
 - ✓ Try to analyse things from different angles
 - ✓ By thinking of both negative and positive sides of the choices
 - ✓ The right choice has to be logical
- 3. When you face problem that need to be solved what you do?
 - ✓ By asking too much questions
 - ✓ Reading again and again and analyse it to have the right solution
 - ✓ Suggestion some solutions and verifying them to get the right one.

When one of the pupils said thinking we stopped in this point, and we started a fruitful conversation with the learners: what is thinking? When do we think? Do you know any types of thinking? And when it comes to types we introduce the lesson Critical thinking.

We informed them about the term meaning clearly, the types, the skills. They were so intelligent they ask too much question, they were so curious to know more about the importance, the use and the implementation.

The third observed class:

The third class we went to observe was completely different as the learners were silent most of the time, had no interest in engaging with their teacher and in fact they were using the first language instead of English, we also noticed that they weren't focused with the lesson and completely ignoring the teacher this was surprisingly shocking because English was a very fundamental and essential subject.

The second session:

In this session we tried to make the class enjoyable, we started with smooth introduction to the lecture we provide some examples, we explained the nature of CT, and how it's work, what we notice that learners are having struggles with the language itself, and they have lack of vacubalry so they can't translate their ideas in good way, they understand, they use the thinking process but unfortunately the language is missing, here we can't develop mental skills to produce but to receive.

Teachers' observation:

In our observation on both teachers for the three classes, we focused on the characteristics that foster CT among the pupils the table below will describe the main criteria's we focus on;

Observation characteristics	Teachers					
	A	B	C	A	B	C
	Promote					
	YES			NO		
Ask-question	✓	✓	✓			
Foster collaborative work	✓	✓	✓			
Participate in discussion				✓	✓	✓
Less structured-learning	✓	✓	✓			
Problem solving activities	✓	✓	✓			
Open-mindedness	✓	✓	✓			

Table03: Observation characteristics of teachers

In our naturalistic observation our focus were on the teachers, because the teacher is the guider, is the transformer of the information for the learners, to investigate the development of CT in the classroom we measure some main criteria's that teachers have to have in promoting CT us; asking questions the teachers is not a podcaster to just talk and explain he has to give the opportunity for pupils to give their ideas, and the observed teachers did what we look for they ask about previous knowledge, about pupils opinions, about their understanding....etc.

The next criteria was a collaborative work, this term is highlighted with the think-pair-share, the more your learners are engaging in collaborative work they are exchanging ideas, information, they are debating "which is a characteristic of CT", the information in collaborative work is long life information stuck in mind, we observed that teachers use that technique in the class but not all the times because sometimes they lose the control.

The third characteristic was not utilise by the teachers, although it courage the self-esteem of the learner to talk in public, but teachers don't use it because it makes the class in a mess

The less structured- learning is the favourite for all the teachers the "warm-up" this technique promotes the autonomous learners and to make them excited to do the lesson by their own, to come up with the results, we notice that all the teachers use this method they started with a questions and then let their pupils guess the rule.

What comes next is problem- solving activities which teachers usually choose in the grammar section, they give some difficult question to pupils to make them think deeply and critically on the answers, because we did our investigating probably in the last units, we couldn't see how learners are engaged with this type of activities but the interview clarified this point, the first units required this kind of task and teachers do promote this kind of task in class.

Open-mindedness this criteria can't be generalise on all the teachers, but in our case study the observed teachers accept pupils opinion without any anger, they clarify the misunderstood points in lovely way the more you make your learner comfortable the more you achieve higher goals.

Results and findings:

To investigate the development of CT in EFL classes and achieve the aim of this research, we carried out an in-depth qualitative analysis of 3 classrooms observation based on two types of observation, naturalistic and practice one. To address the qualitative aspect of the research, we held a structured interview with the two same teachers' trainers and 04 others from different schools. The interview that was examined contained some comments on teachers' classroom practices and assessment methodologies. The results showed that English teachers partially respect the syllabus designers' recommendations. Besides, the teachers' methods, classroom practices, and assessment approaches are mainly based on direct instruction and language content acquisition rather than on reflective and problem-solving learning; therefore, they are not conducive to implementing and developing learners' critical thinking. The conclusion drawn from the data analysis of the current research is that teachers' frequent use of the recommended pedagogical approach and methods is due to some hindrances faced by teachers, namely classrooms' over crowdedness "generally not the observed classes" , the content-based baccalaureate exam and lack of time due to the lengthy English programs.

The interview shows that teachers focus on learner-centred approach to enhance learner's critical thinking, the miss up that not all the learners have the conditions as "smart phones or access to the Internet" to rely on their selves for learning, and reading or searching, and this one of the obstacles in the learners' path to be critical thinkers, teachers have suggested some tools to

promote critical thinking inside the classroom as one of the interviewee said Socratic questioning”, this tool stand for asking a thoughtful questions to have their interest.

Critical thinking from the participants perspective is present in indirect way, you cannot introduce it as a topic but is existed in all the topics, just know how and when to show it, as its earlier mentioned this ability encourage for autonomy learning.

The other side was the class observation, the first finding we come up with was that the scientific stream can master the language more than the foreign lang and this surprised us, because it’s their speciality, and the second findings was that the S learners can reach the top of the Bloom’s taxonomy hierarchy, which was hard for the FL learners they stop at knowledge and understanding phase, this is hard for teachers, concern the participation both did well, their ideas was unexpected and so useful and one of the pupils said “ we may not be all critical thinkers but we are thinkers” and this our purpose from this study to make all the learner aware about how critical thinking can be implementing and applied.

In analysing both the used instruments, it is shown that all the units are trying to make the Individuals’ critical thinkers, teachers work hard to make at least a one pupil a good critical thinker. but this can’t be accessed out of the blue it’s started with background, you have to be familiar with the subject, remember, understand ...etc, all the bloom’s taxonomy steps have to respected in order to be good critical thinker and this what teachers are trying to provide pupils with. As Markham et all (2003) state:” *students who have the opportunity to discuss, analyse, and reflect on their learning experiences are more likely to retain and use their knowledge and skills*” the trainers of the observed class where building a debating atmosphere between the

learners to *make* the class more active, so learners won't get bored, and they will not think of EFL as a dry subject, the more the class was active the more critical thinking is present.

Discussion:

This study aims to reach the tools that may develop the implementation of critical thinking, at the same time to know which assessment methods that can promote CT among learners, and this research is addressed to everyone is concerned with the teaching or learning processes especially learning FL, but before reaching these objectives we clarified the CT precisely concerning education.

Critical thinking is beyond the known definition as criticising or judging is more complicated as a cognitive ability, and this ability is underrated in the term of use in schools, CT is a mental operation for observing a specific situation, analysing, synthesising, giving assumptions and then coming up with a conclusion or results, many pupils don't know that they are using this skill in all subjects just because of the unclarity of the term, or because it's not used too much, on the other hand, pupils in EFL classes are not focusing on developing skills for long life learning, they only care about marks and this is the issue in the curriculum it's self isn't encouraging or promoting for critical individuals.

From the results analysis we deduce that CT can't be developed if it's coming just from the teachers' side or the learners' side is a combined skill that has to be done by both teachers and learners. The used assessment methods have to meet the pupil's goals in learning EFL and at the same time increase their critical thinking as the interviewees said: assignments, projects, TPS, and activities that enhance their curiosity.

The analysis of the class observation makes us aware that learners are really careless about the cognitive abilities especially the FI stream, they think that learning a foreign language is being a fluent in the language, and after coming up with these results for both teachers and pupils, we could come up with this significant tools in the implementation of CT:

The teacher is the promoter for ct at the same he has also many roles to reinforce learners' ability to think critically as:

Planner_prepares and thinks through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class.

Informer_gives the students detailed information about the language or about an activity.

Manager_organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behaviour.

Monitor_goes around the class during individual, pair and group work activities, checking learning Involver_makes sure all the students are taking part in the activities.

Parent/ friend_Comforts students when they are upset or unhappy

Resource_can be used by the students for help and advice

Tools and techniques' that promotes the implementation of CT:

Debates

Serious discussion of a subject in which many people take part a competition in which team of learners, discuss a subject and the team that is judged to make the best arguments wins , It's importance Using debates in the classroom provides students the opportunity to explore real-

world topics and issues. Debates also engage students through self reflection and encourage them to learn from their peers.

How to develop debating in the classroom:

Firstly:

What should be done before starting a debate. dividing the students into two groups one group is with the idea and the other one is against it giving students the right to chose their roles in the debate, be honest regards your students source of arguments . And support them so they can be confident when presenting their thoughts about the subject of the debate.

Secondly:

All what have been done should be written on the board , give your students time equally and both of the groups should have the same structure of the arguments

Thirdly:

Give all the students opportunity to give their opinions , make votes and all the class should participate to claim which of the sides have won the debate.

Project-based

Project-based learning (PBL) or project-based instruction is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

Project –Based Learning.

Project-based learning enables the learner to observe, discover, manipulate and analyze the language and the task (more or less complex) in order to understand how it works and use it appropriately in different situations.

According to Bardallo & Ginest (1995), project-based learning is a process in which the learner must:

- Problematize: what do I do in this project, why and how?
- Learn and document
- Control and criticize
- Conduct and control
- Organize and plan
- Communicate and report

This approach should encourage students to ask questions and find answers at all stages of the project. A project consists of an intention to carry out in a school or school setting with appropriate means. It can spread over a week, a month, a term or a school year. An individual learner or a group of learners can conduct it.

Project work can take various forms (surveys, interviews, etc ...) and the final product may be a poster, a newspaper, a magazine, a play, etc.

Project work is usually triggered by the learner's interest, and this allows him to choose the theme or task or activity. Project work encourages learners to do

Personal research, work in pairs, in groups, learn to communicate effectively, solve a problem in real-life context, and grow socially and emotionally. Thus,

Through project work, the learner will learn how to learn while developing a certain autonomy, initiative, creativity, and responsibility.

Projects in Each unit :

The curriculum of the secondary school third year students includes six units , each unit is important to develop his critical thinking and his skills. Among these units teachers include assignments that will help the students enter the unit and give them an idea about what they are going to deal with in the unit, for example the fifth unit which is unit five it's a giant leap for mankind , the things students discover is the world of science, the solar system and astronomy It provides learners with information they didn't know before vocabulary and concepts about astronomy.

Teachers give science projects to their pupils like making a small shape of the sun , painting the moon or presenting new knowledge to their other friends in class about things they have read about astronomy .

Collaborative work:

Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most centre on students' exploration or application of the course material, not simply the teacher's presentation or explication of it. A collaborative classroom is a classroom where students actively work with each other and with an educator in an active group learning environment. Collaborative classrooms utilize group learning principles, peer feedback and, often, technology such as tablets,

smart phones and laptops to promote discussion, improve class participation and prompt greater knowledge generation, to learn new information, ideas or skills, our students have to work actively with them in purposeful ways. They need to integrate this new material with what they already know-or use it to reorganize what they thought they knew. In collaborative learning situations, our students are not simply taking in new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing- of constructing meaning or creating something new-are crucial to learning.

Collaborative classrooms promote deductive reasoning and cooperation amongst students and teachers, they are valuable tools that prepare students for the workforce.

Individual work:

It's a way of finishing work alone independently. It's working individually, helps you focus on what you want and what you need and what you are supposed accomplish in your tasks.

You are the only one who's responsible and the controller of the direction and the process of the work

Why is individual work important;

Individual work is very important because it increases self confidence for students, help them to be independent, and self-cantered learners it is one of the best learning process because it lets the students focus alone without having someone to help them, it helps them self motivation and let them be in charge in their learning they make their own map learning, they search for new information on their own , they increase their knowledge alone. And depend on their self and create a new way of learning that will always be along their side when learning anything new.

Curiosity and asking questions in classroom:

One of the most helpful and loved things for teachers is knowing that their learners are curious and asking questions to know more about what they are learning it means that the students are interested in what is presented for them in the classroom, curiosity is related to questions.

When students ask their teacher questions it means they are curious, they want to know more and understand more about the lesson. it is a strong desire to know or learn something.

Curiosity starts the journey and motivates a learner to keep going, no matter how rocky the path. Curiosity can be a great motivator that makes the brain sincerely want to learn.

Curiosity is contagious , so when your students find you curious yourself they copy your attitude the way you show them how motivated you are to learn more they will show interest and act the way you are you'll inspire your student.

To keep students engaged and draw them in, you need to ask open-ended questions that encourage them to seek out their own answers—questions that cannot be answered with a yes or no or a shrug of the shoulders.

Open-ended questions can begin with phrases like:

What would happen if ...

What would it be like to ...

Why did ...

How do we know that ...

What did you think when ...

Practice and Encourage Active Listening

Of course, great questions are pointless if no one is listening. when you actively listen to your student, you're also demonstrating how he or she can live curiously and communicate effectively, questions are a way of engaging with students to keep their attention and to reinforce their participation. Questions can review, restate, emphasize, and/or summarize what is important. Questions stimulate discussion and creative and critical thinking, as well as determine how students are thinking.

Pupils must feel comfortable around their teacher and fearless so that they will have the courage to wonder and ask questions to their teachers and feel free to give their opinions on what they are learning, teacher must create a safe environment in the classroom and encourage students to ask questions, praise students for asking questions., teach students about open-ended and closed questions, slow down to leave room for questions, provide opportunities to practice asking questions.

Conclusion:

This chapter was devoted for the practical part of the research in which the development of CT implementation our major findings are; teachers are using some tools in the class that enhance this ability as assignments, projects, essays, encouraging autonomy learners and promoting for self-reflection but what hinders the development of critical thinking is somehow an unclear term for pupils that why they cannot apply it in good manner.

Limitations of the study:

There is no complete study in the world, and this study also has faced some obstacles and problems that make it miss some necessary points as; firstly when it comes to the study acceptance in the administration it was somehow hard, we looked for more than one school in our study but unfortunately, we couldn't, we faced some problems to organise the interview with teachers because they have charged program and time be respected especially because of the baccalaureate exam, and the last point is the resources regarding critical thinking in Algerian context there was just few dissertation and thesis that deals with this topic.

General conclusion:

The current Algerian system is carrying out the cognitive skills for higher achievement in education and one of these skills is critical thinking, this study endeavoured to look for the tools and techniques that improve the implementation of critical thinking and to reinforce the ability of learners to think critically the aim of the study is to investigate the development of CT in schools particularly the final classes of secondary sector third year, we raised some questions the first question is how can critical thinking developed? The second question is what are the tools and techniques that developed CT? The third question is how to integrate the element of CT with the program of teaching ELT? And in line of hypotheses is confirmed. For the development of CT our hypotheses' are approved because this ability can be done through different tools and strategies such as PPP instruction, PBL type of project, raising pupil's curiosity through different types of assessment "summative, diagnostic, formative...etc, the first hypothesis is the good implementation makes it develop the second hypothesis the main techniques' are ask- questions, encourage creativity, giving independence and promote decision making and collaborative work, for the last hypothesis the educators' and program designers have to encourage more this mental abilities through types of activities, through the designed research we come up with some results critical thinking is high important in education for both processes "learning and teaching", the results confirmed our hypotheses the good implementation automatically develop the critical thinking skills, and using several types of techniques as asking questions, giving independence in participation, using collaborative and individual activities promote the CT among learners.

But as a gap for developing the CT in Algerian context is that the textbook itself doesn't encourage for this ability because of that the educators and syllabus designers have to give much

attention to this ability in designing the text-book, teachers have also to give time for activities that promote this kind of activities inside the class, teachers also are require to change the teaching and learning method from time too time to not make the EFL a dry subject.

The achievement of this study is gained, we introduced the term CT in an appropriate way and all its surrounding elements, we could clarify it for learners and how to use it in the right form, but the lack of research is this field made us interested in studying this area of skills deeply. Therefore, this study can serve as a background for further research works.

Recommendations:

Future studies of this topic are recommended first; the scope of the research can be addressed for different sectors such as middle school or university , secondly this paper can done also through different instruments and tools as survey or questionnaire

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Résumé:

La pensée critique est une compétence qui est devenue très importante dans l'éducation, les éducateurs et les programmes d'études les designers aspirent à en faire un objectif primordial. Mais ils doivent faire face à des pénalités pour atteindre cet objectif. Cette recherche vise à étudier le développement de la pensée critique comme objectif principal dans Systèmes éducatifs algériens. Pour y parvenir, nous avons conçu une recherche basée sur une analyse qualitative Méthodologie, et nous avons pris les cours d'EFL de troisième année comme étude de cas. Nous avons coordonné structuré entretiens avec un certain nombre d'enseignants de différentes écoles secondaires. Nous avons fait deux types d'observation « naturaliste et participante ». Nous avons pris trois classes différentes avec différents flux à observer, chaque classe avec deux séances, le nombre total d'élèves était de 180 afin de vérifier l'existence d'un esprit critique chez les élèves.

Mots clés; Pensée critique, éducation, classes EFL, systèmes éducatifs algériens

ملخص:

لتفكير النقدي هو مهارة أصبحت مهمة للغاية في التعليم والمعلمين والمناهج الدراسية يطمح المصممون إلى جعله هدفًا أساسيًا. لكنهم يواجهون بعض العقوبات لتحقيق هذا الهدف. يهدف هذا البحث إلى دراسة تطور التفكير النقدي كهدف أساسي في النظم التربوية الجزائرية. لتحقيق ذلك، قمنا بتصميم بحث يعتمد على النوعية المنهجية، وأخذنا دروس اللغة الإنجليزية كلغة أجنبية للسنة الثالثة كدراسة حالة. قمنا بتنسيق منظم مقابلات مع عدد من المعلمين من مختلف المدارس الثانوية. صنعنا نوعين من ملاحظة "طبيعية ومشارك". أخذنا ثلاث فئات مختلفة مع تيارات مختلفة يجب ملاحظتها، كل فصل مع جلستين، كان إجمالي عدد الطلاب 80 من أجل التحقق من وجود التفكير النقدي لدى الطلاب.

الكلمات الدالة؛ التفكير النقدي، التعليم، دروس اللغة الإنجليزية كلغة أجنبية، أنظمة التعليم الجزائرية

Summary:

Critical thinking is a skill that has become very important in education, educators and curriculum designers aspire to make it a primary goal. But they have to face penalties to achieve this goal. This research aims to study the development of critical thinking as a main objective in Algerian education systems. To achieve this, we designed a research based on a qualitative analysis methodology, and we took third-year EFL classes as a case study. We coordinated structured interviews with a number of teachers from different secondary schools. We made two types of observation “naturalist and participant”. We took three different classes with different flows to observe, each class with two sessions, the total number of students was 180 in order to verify the existence of a critical mind among the students.

Key words; Critical thinking, education, Efl classes, teaching-learning process