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The Impact of Students' Stream from Secondary School on the Development of Critical Thinking at the Tertiary level

The Case of Second Year Master Students, Didactics and Applied Linguistics

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The present study attempts to investigate the learners' critical thinking at university. It examines the role of streams from secondary school on the development of critical thinking as being regarded as an essential competence. In which skills of questioning, analyzing, synthesizing, etc are encouraged. It aims at finding whether the teaching practices at secondary schools are supported with activities that are disposed to enhance critical thinking. And if this latter is developed at secondary school, which stream is responsible for that achievement. Furthermore, it examines what critical thinking is; its characteristics; and its importance to learners. Hence, three hypotheses were presented in this paper. However, to test these hypotheses two data means are presented: a questionnaire was answered by students from master two, the specialty of Didactics and Applied linguistics at Mostaganem University. Besides and interview was done with some of students from the same group. On the basis of the results, the teaching practices in Foreign Languages stream include tasks that enhance critical thinking, but not that much since most students from that stream agree that they developed their critical thinking at university. Whereas, students that belong to the other streams assumed that they do not consider themselves as critical thinkers since their teachers were focusing on linguistic competences and grammar lessons. The rest of them who said they think critically, they said they developed it at university even though they lack motivation because it was not their choice to be at English Department. Therefore, serious changes should be done to help learners think critically in secondary school, so that when they pass to university it will not be an issue to think critically in learning a foreign language.

Key words: Critical Thinking, Skills, Development, Secondary School, Streams, Tertiary level.

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Dedication

I dedicate this work to my parents for their care, my dear sisters and brothers for their support, and my friends for their encouragement.

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1. Introduction

English, nowadays, is considered as a global language. It is taught everywhere either as a first, second, or a foreign language. English, for instance, in Algeria is the second foreign language to be taught in schools. At Middle school, English is introduced for the first time to Algerian students where all students learn English equally, since they are not yet specialized in a specific field, which is the case at secondary school. In this level, students are divided into branches: the literary stream which is also divided into (Letters and Philosophy) and (Letters and Foreign Languages) while the science stream contains (Experimental sciences), (technical mathematics) and (Management and Economy). In all these branches, all students learn English, but differently because the amount of English in the literary stream differs from that in the science field. In this latter, students are less exposed to English. However, when graduating from secondary schools, many science students are oriented to English department since it is open to all students regardless their branches in the secondary school. At universities, students are required to think critically in all modules, in which they use their skills to interpret, question, and analyze data presented by teachers or found in books or websites. They are expected not to take things for granted. Or in other words, they need to be critical thinkers. Therefore, this study attempts to discover which stream from secondary school is disposed to enhance learners' critical thinking at the tertiary level as this latter is being considered as the an important ability that learners must acquire.

2. Aim of the study

At secondary school, all students from various streams learn English as a part of their official school curriculum, but in different ways since English is considered more important to literary students rather than science class students that their main concern is on scientific subjects such as mathematics, physics, and science that is why languages somehow are neglected by them. However, at English department, students that they have followed (Science stream, Management and Economy, and Mathematics) during secondary school study English and tackle all the subjects (grammar, linguistics, morphology, semantics, etc.) it means they are treated like students from literature streams who studied English deeply. So, in this research we will try to investigate the impact of the learner's stream on their critical thinking development in English at the tertiary level, the case of second year Master students from Didactics and Applied Linguistics group at Mostaganem University. To search to what extent the learner's stream and educational backgrounds can affect their level in learning

English. And to highlight competences and cognitive abilities transferred from secondary school streams.

3. Motivation

When graduating from middle school, students choose a specific branch to master at secondary school first and further more at university. But, it is not always the case, many students enter university and study specialties differ from their expectations. For example, at English department, students learn English with no regard to their stream from secondary school. Many students from sciences classes study English. Therefore, the paper in hand will investigate which stream from secondary school that develop students to be critical thinkers.

4. Statement of the problem

Learning English at university is not restricted only to students that followed literature fields at secondary school; students from different backgrounds can learn English, too. Thus the problem confronted in this research is the relation between learners and their streams at secondary school on the development of their critical thinking in learning English at university. Therefore, the precise questions are:

1. Does the learners' stream from secondary stream have any impact on their critical thinking in English at the tertiary level?
2. Which profile of learners from secondary school is predisposed to enhance critical thinking?
3. What competences are transferred from different streams from secondary school into university?

Hypotheses

- The goal of secondary education is to prepare students for the future _to equip students with skills for professional and personal success _while at the same time to help them to think critically not only in their studies, but in their lives as well. Secondary school is the first step for students to think critically. Therefore, the stream from secondary school may affect the learners' critical thinking.

- If learners from sciences stream succeeded and achieved results better than students from literature streams in being critical thinkers, then the teaching strategies, cognitive abilities, and competences developed at this stream at secondary school may be counted for this success.
- Students when they graduate from secondary school to English Department, they are expected to study modules that required from them to think critically. However, not all of them can do this. Thus, not all streams from secondary school may transfer competences to develop critical thinking.

5. Research Methodology

This paper will investigate the impact of learner's stream from secondary school on critical thinking in learning English at the tertiary level. It will contain three chapters: chapter one is devoted to the literature review to have ideas about what scholars and theorists have investigate related to this topic, mainly about motivation in classroom, critical thinking, cognitive abilities, approaches and methods to language teaching, learning styles, the aim of learning a language, teaching English to young learners, and syllabus design . On the other hand, chapter two exposes the analysis of the collected data from a questionnaires and an interview given to students of master two from Didactics and Applied Linguistics. Part one in the questionnaire sheds light on how learners believe the teaching practices were applied according to their stream at secondary school. While part two focused on how learners see themselves as being students of English department i.e. are they motivated in learning English? What kind of learners are they? And if they think they are critical thinkers? The interview was conducted to search if they are other reasons that increase or decrease critical thinking. Furthermore, chapter three was devoted for interpretation of results of the questionnaire and the interview from chapter two, and for discussions and recommendations to develop critical thinking.

Chapter One

Introduction

Critical thinking is often sets as the most important reason for successful learning and academic achievement. Students, through their years of studying are asked to understand, discuss, and evaluate different information. However, there is less disagreement on what this skills that learners need to have in order to think critically and the best way to be developed. This chapter will shed light on the concept of critical, its characteristics, and its needs in any academic learning. In addition to that, another related terms for successful learning such as _motivation; learning styles; cognitive abilities; syllabus design_ are discussed.

1.2. The aim of learning English a Foreign Language

English is a global language, it is taught all over the world either as a second or as a foreign language. C. Murcia (2014: 34) has said “English has become a world language and is the language most widely used and taught in the world today” M .John & D. Price (2014) has claimed that “English became the predominant global Language”p.69. However, the goals behind learning a foreign language differ from one to another. Bialystok (1994) has said that “Language learned for different purposes” (Bialystok ,1994:166). And according to Cook & Seidlhofer (1995:145) “There are two very different views of the goal of language teaching, the goal of the native speaker and the goal of a proficiency level” (Cook & Seidlhofer, 1995:145) They have given a definition to both native speaker and proficiency arguing that a native speaker of English is “less abstract “and can be found anywhere in the world, whereas, “Proficiency is an abstract construct, which, unlike the native speaker, does not occur in nature” (Cook & Seidlhofer,1995: 147). Another goal, is that English is learned to communicate in various contexts where English is an official language and non-official language as Harder (2006) has believed” English seems to be one of the main languages of international communication” (Harmer, 2006:1). He has summarized goals in which English is taught saying that:

The primary goal of teachers of English as a second language (ESL) or English as a foreign language (EFL) is to develop desired levels of English language communication skills among their non-native English speaking students. But for most students of ESL or EFL, the goal of acquiring desired levels of English language skills is very likely not an end in itself. Instead, learning English is a means towards other personal and social goals. The students’ goals may relate to personal dreams of travelling to English speaking countries and experiencing

these other cultures. For others, the goals may relate to qualifying for certain jobs or for professional advancement. For many students, acquiring English language skills is a means towards improving their learning in the various subjects in school. (Allan B.I. Bernardo and Marianne Jennifer M. Gaerlan p.1)

As it is seen from Harmer' explanation about the goal of learning a foreign language; that the aim of communication is the first sake, however, travelling, encounter other cultures, and enhancing school marks are considered goals, as well that one can learn a language to reach them. Thus, learning a language for the sake of communication is taken into account since language helps us to make our messages clear and comprehensible and express our ideas and thoughts. Another reasons are is that international relations between different countries all over the world have increased, English as international language, is the most language used for business. Therefore, English is learnt for economic reasons. However, no matter the differences of goals behind learning English as a foreign language, it must be taken into consideration that learners are different and their teaching must be changeable according to their ages and preferences.

1.3. Teaching English to young learners

English as a foreign language when it is taught to adult learners is not the same when it is taught to young learners. It is said that this latter has natural abilities to learn new languages and has more chances to language proficiency. Naturally, young learners are curious, they learn unconsciously, they are less anxious learners with no need to understand everything, they take things for granted, but most of time they can memorise very well and they are good imitators. They learn with activities that contain games, songs, and stories.” Young people like to be challenged, especially when there is the anticipate sense of success. When students feel confident in the learning process, are engaged in the subject, and have experienced success in the past, they are more likely to persist when challenging emerge.” (Kirby & McDonald, 2009:6). Meanwhile, they cannot focus. Unlike adults, who are aware about their learning, they insist to know everything they encounter with, they know their aims and objectives, and purposes for learning, but they have bad memory and they are shy and afraid of making mistakes in front of others. However, there are several external effects which impact children learning. Nicholls (2004) has claimed that “From years of research and teachers’ experiences in schools we now know that children’s learning is affected by their everyday experiences in the world” (Nicholls, 2004:38). The role of school has an effect on

children, too. School is not only a place where children learn new information; it has social aspects as well. Children don't learn in isolation but that their learning is influenced by collaborating with other children, interacting with the teacher and with their environment" (Nicholls, 2004, p.38). Therefore, a lot of theories and studies have been introduced through time, which discussed how children learn a language.

Some recent studies showed to emphasize things and to neglect others. First of all, Troike (2006) has believed that children do not learn by imitating others because they have innate abilities which allow them to produce and utter new words and sentences despite most of them are grammatically wrong and not said by adults. (Troike,2006:16)

Similarly, Lightbown and Spada (2006) have pointed out that

Like first language learners, second language do not learn language simply through imitation and practice. They produce sentences that are not exactly like those they have heard. These new sentences appear to be based on internal cognitive processes and prior knowledge that interact with the language they hear around them. (Lightbown and Spada, 2006:78)

In contrast, Pinter (2006: 12-13) has taught that children learn new language by hearing and interacting with their teachers while they are talking in a given context. She has believed that children share some characteristics in learning a language, but still there are distinctive features that make them special such as intelligence and learning styles with the well choosing of materials and contact with parents and that will lead to a successful learning in general and learning languages in special (Pinter: *ibid*) . Sharing the same idea of children uniqueness (Lightbown and Spada: *ibid*) have argued that "It has been observed countless times that, in the same foreign language class, some students progress rapidly while others struggle along making very slow progress". It is to say, it depends on the learners and their abilities to learn. (Lightbown and Spada: 54). Meanwhile, whether teaching young or adult learners, teachers have to select a method that works best with their learners.

1.4. Approaches and methods to language teaching

Advance in the field of language teaching has led to the development of approaches and methods concerning language, and language learning. Through years, these approaches and methods have tried to study and investigate nature of language and language learning to

create the best way and environment of learning a language. However, a set of approaches and methods has shown and dominant in a certain time. Some disappeared, and some used by teachers. To interpret different approaches and methods, we should first understand what is meant by each of the two terms. First of all, Anthony (1963) was the first applied linguist to define each of approach, method, and technique in relation to language teaching. (Murcia, 2014; Richards and Rodgers, 2001; Richards and Renandya, 2002). For him, an approach is a set of correlative assumptions dealing with nature of language and language learning. It thus, means that an approach is a combined theory involving both language and the learning process. A method, on the other hand, is a set of procedures that explain precisely how to teach a foreign language. It is the practice of the theory. It is related to one or more approaches. Whereas, a technique is the activities that is used by teachers during the classroom. It is much more concrete than an approach and a method. However, they are all interrelated and work together. (cited in Murcia, 2014:2.) In the same context, another work has been done by Richards and Rodgers (2001:20) they have claimed that “a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure” According to them, a method is general and under it there is an approach, a design, and a procedure. An approach “refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (Richards and Rodgers: *ibid*) . It is as Anthony’ definition of an approach. Design was explained by them as

In order for an approach to lead to a method, it is necessary to develop a design for an instructional system. Design is the level of method analysis in which we consider (a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the roles of teachers; and (f) the role of instructional materials.p.24

Finally, procedure is similar to Anthony’s technique definition which contains practices, activities, and behaviors according to specific method. (Richards and Rodgers: *ibid*)

Being familiar with all the three terms: approach, method, and technique. It can be now presented some approaches and methods used widely all over the world.

1.4.1. The Grammar-Translation Method

The Grammar -Translation Method is among of the oldest method that developed in the 18th century. According to Lindsay and Knight (2006:15) this method is based on teaching grammar to children followed by practice through translation and exercises. The focus is on writing and reading with little attention given to speaking and listening. Words are taught through memorization.

1.4.2. The Audiolingual Method

The Audiolingualism or the Army Method was developed in the 1950s and 1960s. Unlike, the grammar -translation method, it is based on listening and speaking to learn a foreign language. It is based on habit formation and drills activities, too such as practicing dialogues. More emphasis was given to structure. Their aims was native-like, however, vocabulary was limited. (Richard and Rodgers, 2001: 50.)

1.4.3. Communicative Language Teaching

Communicative Language Teaching was raised in the twentieth century. It was organized about learning a language through communication in the target language. It was designed to break the limitations of other methods. It integrates all the four skills. It focuses on meaning rather than on structure. Learners are centered; teachers are just guides who present activities and dialogues to encourage learners to interact to each other and to work on groups. The model PPP is used strongly where teachers present input; learners practice it. Finally, they produce output.(Lindsay and Knight, 2006: 20)

1.4.4. Competency-Based Language teaching

Competency-Based Language teaching has shown by the end of 1970s. It is based on acquiring life skills, knowledge, and behavior. For an effective learning, learners need to be aware of the objectives of courses. However, it is not designed around the notion of subject knowledge, but around the notion of competency that differs from learner to another. It focuses more on what students can do with language not what they know about language. (Richard and Rodgers, 2001: 141)

1.4.5. The cognitive approach

The cognitive approach is one of the recent approaches to language teaching. It was a reaction against the audio-lingual method. For Neisser (1967) learning a language does not occur through habit formation, but rather through acquisition new patterns that change and develop according to the situation. (cited in Murcia, 2014: 7)

1.4.6. Deductive and Inductive Teaching

It is due to teachers to select the appropriate approach or method that suits them and their learners, since there is no perfect method or approach. And that one approach or method might work in a context and may not work in another. On the Other hand, some scholars have suggested mixing more than one method. For example, using drills; integrate the four skills, and so on. However, when the appropriate method is selected, it is still an issue for teachers how to present the lesson. It is said when teachers tend to say directly what they are going to do .i.e., telling rules and examples, then learners apply the rules through exercises. This is called deductive teaching. In contrast, inductive teaching is to present, examples, and students guess the rule, and finally, they practice. (STRAT, B. S, M. S., 1993, p: 7.) Pince and Felder (2006:123) have assumed that inductive teaching is applied much more, nowadays, and it is more effective because learners are centered which make them involve in many activities. Rather than deductive teaching that emphasizes on teachers to do everything while students just follow the instructions.

However, besides choosing the right approach or method, other factures need to be dealt with such as students' motivation; learning styles; cognitive abilities in order to develop the most important competency which is critical thinking.

1.5. Motivation in the classroom

In classroom is not an easy job to motivate learners who consider learning a new language as a very difficult task. Students' motivation is a key element in language classroom because learners who are not excited to learn they will not surely learn the reason to misbehave inside the classroom. A successful teacher is the one who can manage to motivate his or her learners using different methods, techniques and materials according to the lesson and the context where teaching takes place.

Motivation in the classroom is crucial; in this context Reid (2007:14) has said "Motivation is a key factor in a successful learning" Additionally, he has claimed that "... not

all children are intuitively and intrinsically motivated to learn” and “Some children need to be motivated and a teacher has to develop the means and methods to enable and facilitate this motivation” (Reid: 2007:14). Moreover, School is by itself boring, students feel that are obliged to learn things are to them meaningless and do not suit them. That is why Brophy (2010) has assumed “school is inherently boring and frustrating, we require students to come, then try to teach them stuff that don’t see a need for and don’t find meaningful” (Brophy,2010: 3) Therefore, teachers’ role is to be creative concerning creating ways to raise motivation on their students.

Through time too many scholars and researchers has given various definitions concerning motivation. Kirby and McDonald (2009) have defined the term motivation as follow “Motivation is the desire and energy that moves you to complete a task or reach a goal” (Kirby and McDonald, 2009: 40). Whereas, Maehr and Meyer (1997) Definition was “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behaviour” (cited in Brophy, 2010: 3). Corbin (2008) has believed that motivation is seen as a reaction of emotions by learners that consider in a task the potential for a positive reward. He mentioned that effects which impact motivation are various starting with relevance, control and choice, challenge, social interaction, anticipate sense of success, need, novelty, and cognitive dissonance or discrepant events (cited in Kirby, Ed. D., and McDonald, M, E. d ,2009: 5-6) Whereas, Gottfried(1990) defines motivation as “enjoyment of school learning characterised by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (mentioned in Lai, 2011, p.5) On the other hand, Turner (1995) definition was “voluntary uses of high-level self-related learning strategies, such as paying attention, connection, planning, and monitoring” (p.413 cited in Lai, 2011: 5).

1.5.1. Types of Motivation

Broughton, Brumfit, Flavell, Hill, and Pincas in their book Teaching English as a Foreign Language have dealt with different situations of motivation at secondary school

English, is likely to be taught in three types of situations at secondary school level_ the teacher maybe dealing with a class of students who are learning English solely because the school system demands it_ and very small motivation. Alternatively, students maybe quite strongly

motivated in a foreign language situation. Perhaps because they see themselves as specialists in English, or because they anticipate having to use it for university level work, or because there is an obvious role for English to play in the community outside school. Usually with classes of this kind the teacher has a quite a number of periods, between three and eight, say, to use every week. Finally, there is the situation in which English is a medium for all part of the instruction in the school. In circumstances like this the teacher is obviously able to develop more advance work in the other two situations. In classroom management and organisation, the same principles apply to all three types of situation, but the appropriate goals for each course will vary according to the type. (Broughton et al, 1980: 147).

So, as they mentioned motivation of the students differs from class to another, it depends on the reason and the situation that learners learn English. It is little bit challenging for teachers where students learn English because they (students) have to, it makes motivation really difficult and complicated for foreign language teachers.

Speaking about types of motivation, it is must be taken into account two types: intrinsic motivation and extrinsic motivation which they differ from each other. “Intrinsic motivation is a motivation that is animated by personal enjoyment, interest, or pleasure” (Lai, 2011:4) That is to say, this kind of motivation is innate and found in every person such challenge, curiosity, looking for improvement. It is internal energy that moves one to accomplish his needs in order to make him/she satisfied. Deci has believed that “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherit in effective volitional action. It is manifest in behaviours such as play, exploration, and challenge seeking that people often do external rewards” (cited Lai, 2011 p.4) Extrinsic motivation, on the other hand, is something that deal with external motifs such as money, fame, and power or whatever other things related with external behaviours. However, internal motivation is regarded well than external motivation. What Deci et al assume that internal motivation is more desirable and to result in better learning outcomes than extrinsic motivation (cited in Emily, 2011, p.4).

1.5.2. How to Raise Students' Motivation

It is true that motivation relies on the students to raise their motivation in the classroom, yet teachers can participate in the learners' motivation. Graham Crookes & Richard Schmidt (1991) have investigated how pedagogical practices can support learners' motivation and they came up with a set of points. (mentioned in Lightbown and Spada ,2006: 65)

- *Motivating students into the lesson:* which is at the beginning of any lesson, so the teacher who select the best method and techniques and know how to start his/her lesson can make his learners get interested and attract their attention to the topic.
- *Varying the activities, tasks, and material students:* routines and lesson patterns that are always expected and repeated can easily raise students' boredom that is why teacher need to vary, adapt, and update the activities and materials.
- *Using co-operative rather than competitive Co-operative:* this technique is done by teachers by assigning tasks to students to work on groups and that will help weak students to work since their friends are depending on them to do some of the work.

Motivation has a great role in every foreign language class that cannot be denied. It is a key factor which influences success of a foreign language that is why it is accepted by teachers and researchers (Domyei, 1998, p.117 as cited in Mike Barker p.75) Therefore, teachers work on raising students' motivation. However, beside motivation, teachers need to know their learners' preferences to enhance their learning as an effective and appropriate way.

1.6. Learning styles and preferences

Human beings are by nature distinct, it is true that all people were born with the gift of the brain. However, they can't think similarly. That is why, it is said for instance that X is smarter than Y. People think differently, and process things differently, and because their thinking is constructive, the ways of how they learn differ, as well. Each individual has his/her own way of learning or in other words, their learning style diverse from one to another. A lot of students have been considered theme selves as losers at school, but in fact, the actual reason of their failure is because their ignorance of their abilities and styles. Another reason due to their failure, are teachers, too. Most of teaching methods are followed since decades with no updating their ways and strategies. Therefore, it is sais widely that determining the students' learning styles is extremely important to enhance learning at schools, so it cannot be neglected and avoided by instructors . Through time, too many scholars have extensively investigated the concept of learning style and preferences and came

up with various definitions especially in the field of language teaching. Starting with Oxford (2003) simplification about learning styles who has believed that “learning styles are the general approaches for example, global or analytic, auditory or visual, that students use in acquiring a new language or in learning any other subject”.(Oxford .2003: 24.) In this definition Oxford has spoken about ways how learners can learn, however, this definition sounds broad and has not target the real meaning deeply. Similarly, Felder and Henriques(1995) have the same idea that learners learn in various ways using their understanding, perceptions, sight, actions, memory, and reason. Their specific definition about learning styles is “the ways in which individuals characteristically acquires, retains, and retrieves information are collectively termed the individual’s learning style”(Felder and Henriques, 1995: 21.) Another definition has been clearly given to make the term learning style easy to understand by Dunn &Perrin (1994) who describe learning styles as “the way in which each learner begin to concentrate on, process, and retain new and difficult information. That interaction occurs differently for each individual” (as cited in Gilbert and Swanier, 2008: 2) . Whereas, Ehrman (1996) has argued that a learner can have only style while little can gather different styles of learning. He has pointed out

Learning styles are not dichotomous black or white, present or absent. Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted or more closure- oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or in any of these categories. (as mentioned Oxford .2003:.3)

Each scholar above has his own understanding, but clearly they share the same idea that determining learners learning styles has a great role and that each individual has his own way of learning and learning styles is about how learners learn no matter what they learn. Another aspect that is related to learning styles is learning strategies which must be work together to achieve an academic success. According to Scarcella and Oxford (1992) learning strategies are “specific actions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning” (Scarcella and Oxford, 1992: 3) Moreover, Felder (2005) has claimed that when determining learners’ styles there is a need to be matched with teaching styles in order not to be bored and fail. Felder (2005) Stating from Reid (1987)

research was done by Hedges (1982) has demonstrated that “approximately 90% of traditional classroom instruction is geared to auditory learner. Teachers talk to their students, ask questions, and discuss facts...however, only 20% to 30% of any large group could remember 75% of what was presented through discussion” to solve this issue researchers such as (Barbe, Swassing and Milone, 1979; Dunn 1984; Dunn and Dunn, 1970; Dunn, Dunn, and Price, 1978; Gregorc, 1996b; Hunt, 1979) have suggested to match learning styles with teaching styles. On the other hand, other scholars has disagreed with this point of view believing that it is true that teaching methods and strategies are important, but they don't have that impact on learning styles. Therefore, Laboratory of comparative Human cognition (1986) provided a solution which is teachers are supposed to develop “culture-sensitive pedagogy”. (Reid, 1987 :99-100.) Gilbert & Swanier (2008) have argued “some people will learn more effectively than others due to their individual learning style” However, they have believed that learners learning styles distinguish from lesson to another (Gilbert and Swanier 2008: 29-37.)

As it is mentioned above, learning styles play a role in the development of learners' learning and this idea is accepted widely, but how to identify learning style still an issue because there many models have been introduced to recognize each ones style. The famous models are: Kolb's model, Felder-Silverman model; Dunn and Dunn model; and The Myers-Briggs type indicator. Or in other words, they are called learning styles inventories, which are beneficial for both learners and teachers. First, it is important for learners because it gives them an idea about what skills they have, hence, develop them. Second, knowing learners' styles is crucial for teachers because they build up information according to the learners' needs and differences. One model will be discussed in this part.

According to Reid (1987) following (R Dunn (1983), 1984; Reinnert, 1976) research done with U.S children has shown that learners have four predominant perceptual learning modalities which are

- Visual learners : are learners that learn by seeing, lessons must be provided with pictures, diagrams, flowcharts in order to help this type to be involved , hence, understand quickly and easily.
- Auditory learners: Learners who belong to this category learn through listening to lectures and tapes, when dealing with them, instructors use tools such as texts, videos, and group discussion.
- Kinesthetic: this type of learners learns through experience thing.

- Tactile learning: tactile learners learn through touching and doing. (Reid,1987: 87-111)

1.6.2. The Importance of Determining Learning Styles

Learning styles and preferences are encountered by teachers and cannot be ignored. Each teacher should be aware of his/her differences and accept to be trained to teach various styles. Since learning processes are always changeable and nowadays, students are centered and they need to be involved. Additionally, knowing learning styles gives opportunities to all students to succeed because not only those students that participate in the classroom are the best_ silent students according to Lightbown & Spada (2006: 61) following ` Lily –Fillmore (1979) _can learn better in certain situations. However, For Lightbown & Spada (2006) who has believed that still there are questions how learning style effect the success of learners in learning a language because “*individuals characteristics*” are difficult to understand and not easy to predict whether characteristics of learners can impact the success in language learning. And it is due to the teachers to consider learning styles and provide an atmosphere where students can benefit from their differences. (Lightbown & Spada, 2006: 59-75)

1.7. Cognitive abilities and Intelligence

The most abilities that distinguish individuals and make them special from animals are cognitive skills which situated in the mind and it is needed in the process of thinking and learning. The word Cognitive /'kɑ:g.nə.tɪv/ is defined in Cambridge dictionary as connected with thinking or conscious mental processes. It means that mental capacities and mental processes that happen in the mind which are a part of any human actions. Cognitive abilities involve a set of abstract actions such as perception, understanding, memorizing, problem solving; they are all connected to perform an action. These actions differ from one to another according to the cognitive development of each human. However, intelligence is one parameter of cognitive development. It is defined by Carter (2005) as the capacity or ability used in real situations to solve problems (Carter, 2005:1). For R, J. Sternberg and K. Sternberg (2009) intelligence is also a capacity but learned from experience, using metacognition. (R, J. Sternberg and K. Sternberg, 2009:17). People don't have the same amount of intelligence and to measure this latter there are several methods. According to Philip Carter the most famous one is the Intelligence Quotient or IQ test which is mental age divided by chronological age. The IQ contains a group of different questions and according the number of answers that one can know his/her level of intelligence. According to

Wikipedia this term used for the first time by psychologist William Stern in 1912 in University of Wrocław to measure children intelligence to know if they needed assistance. Since that time, the IQ concept used widely and lead to different theories concerning intelligence.

1.7.1.Theories of Intelligence

Theories of intelligence have been flourished and each one has tackled the notion of intelligence and has suggested many points of views regarding it; four of them are explained briefly.

1.7.1.1. Faculty Theory according to H.R. Pal, A. Pal & P. Tourani (2004: 181) this theory is the oldest theory concerning intelligence, according to this theory there are set of faculties exist in the mind. Each one of these faculties works separately and can be enhanced by training. However, many other theories had shown to neglect the existences of these separated faculties.

1.7.1.2. Multiple Intelligence Theory this theory is done by Gardner in (1983) it comprises eight kinds of intelligence instead of just one, and each one by itself is a *system*. That means people can have more just one intelligence, but rather multiple intelligence. And there are all equal, and no one type is better than one. (Cited in Sternberg and Sternberg 2009 :19)

These types are summarized below:

1.7.1.2.1. Linguistics Verbal Intelligence: people who have this kind of intelligence are said they have linguistic abilities and they are talented in speaking and writing.

1.7.1.2.2. Logical Mathematical Intelligence: is the ability to solve problems by reasoning and use mathematical and logical thinking.

1.7.1.2.3. Intrapersonal Intelligence: people with this capacity are able to understand themselves well. They know their identities and judge themselves at first before judging the others.

Special intelligence: is the ability to imagine things; it is based on the sense of imagination and perception.

1.7.1.2.4. Kinesthetic Intelligence: is the intelligence of the body. People who have this ability can control their body easily.

1.7.1.2.5. Interpersonal Intelligence: is the ability to understand and interact effectively with others.

Musical intelligence: is the intelligence of music and the ability of distinguishing sounds and voices.

1.7.1.2.6. Naturalistic Intelligence: is the intelligence of nature and sciences.

1.7.1.2.7. Existential Intelligence: is the intelligence that deals with meaning of life. (Cited in Sternberg and Sternberg, 2009: 20-29)

1.7.1.3. The Triarchic Intelligence Robert Sternberg came up with this theory to investigate Gardner's theory. He has argued that intelligence has three aspects which are Creative abilities; Analytical abilities; Practical abilities. And that intelligence is all about cognition. This theory is tested by Sternberg and his colleagues and they showed that students' abilities can be improved if they gathered with their instruction and assessment. (Sternberg and Sternberg, 2009: 20-21)

Despite all of these theories, there is a huge disagreement about the real measurement of intelligence because what is considered intelligent in some culture, it is stupid in other cultures. And that successful at school is not necessarily intelligent person, a lot of people left school at an early age, however, they became successful and they have a great effect on society.

1.8. Critical thinking

Among the most demanding skills in the process of learning are thinking , analyzing, synthesizing, reasoning, understanding, and evaluating, and so on. It means any activity that support using the mind in very good way and criticizing things. It is said that one with these competences is considered as a critical thinker. However, there is disagreement between scholars on the right meaning of what is a critical thinking: According to John Dewey (1993) who was the first to define the concept critical thinking as “ reflective thinking...active, persistent, and careful consideration of a brief or supposed from of knowledge in light of the grounds which support it and the further conclusions to which it tends” .In this definition Dewey has shown that thinking has a role in the process of thinking through reflection by reasoning, interpreting, and evaluating conclusions.(cited in Xu, 2011: 136) Paul and Elder (2006) have claimed that “critical thinking is the art of analyzing and evaluating thinking with

a view to improve it” (Paul and Elder, 2009: 4). They have summarized characteristics of a critical thinker which are

- Raising clear questions and issues;
 - Collect relevant data and understand it;
 - Came up with effective findings and solutions to problems;
 - Open-mindedness within alternative systems of thoughts;
 - Being a good communicator with others in the way of finding answers to questions.
- (Paul & Elder, 2009: 4).

Moreover, they suggested a framework to be used by critical thinkers which is applying the standards of “Clarity, Accuracy, Relevance, Logicalness, Breadth, Precision, Significance, Completeness, Fairness, and Depth” with the elements of thoughts “Purposes, Questions, Points of view, Information, Inferences, Concepts, Implications, and Assumptions” in order to enhance “Intellectual Humility, Intellectual Autonomy, Intellectual integrity, Intellectual courage, Intellectual Perseverance, Confidence in Reason, Intellectual Empathy, and Fair-mindedness”. (Paul & Elder, 2009: 21)

Another considerable definition belongs to Ennis (1996) who has said that “critical thinking is reasonable reflective thinking focused on deciding what to believe or do”. It means the element of decision here is quietly needed (Ennis 1996:166). For Harvey Siegel (1988) critical thinking is one who is “appropriately moved by reason” Harvey Siegel (1988) (cited in Siegel, 2010: 141.) Similarly, For Moore & Parker (2009) “Critical thinking is the careful application of reason in the determination of whether a claim is true” (Moore & Parker, 2009: 3). While, Stella Cottrel (2005: 9) had defined Critical thinking as “is a complex process of deliberation which involves a wide range of skills and attitudes” which lead to another point of view that critical thinking focuses on various skills and attitudes. Diane Halpern (1998) share the same idea, she has defined critical thinking as “the use of cognitive skills or strategies that increase the probability of a desirable outcome...where desirable is defined by individual, such as making good career choice or wise financial investments” (as cited in Hamed Ghaemi & Gonabad Reza Taherian, 2011: 10). Brookfield (1991) has assumed that “critical thinking involves recognizing and researching assumptions that undergird thoughts and actions” (cited in Hamed Ghaemi & Gonabad Reza Taherian, 2011: 17). An earlier definition was presented by Scriven (1997) who has said “Critical thinking is skilled and active interpretation and evaluation of observations and communication, information and argumentations” (mentioned in Fisher, 2001:10)

Fisher (2001) had stated critical thinking as “a kind of evaluated thinking – which involves both criticism and creative thinking and which particularly concerned with the quality of reasoning and argument which is presented in support of a belief or a course of action (Fisher, 2001: 13)

All these definitions have stated the necessity of critical thinking and that this latter is concerned with specific skills, however, many scholars have assumed that the use of skills is not sufficient since learners don't use it. For instance, Ennis (1996) has managed to do a research on critical thinking disposition, since a lot of researchers have believed that critical thinking ability is not enough and that critical thinking disposition is needed as well. (Ennis, 1996: 105). He defined disposition as “tendency to do something, given certain conditions” starting from this definition he has given a certain characteristics for an ideal critical thinker who are disposed to

- ✓ Care that their beliefs to be true, and that their decisions be justified;
- ✓ Care to understand and present a position honestly and clearly;
- ✓ Care about every person.(Ennis, 2011: 1-2)

Moreover, he said that critical thinker must have a collection of various abilities such as analyzing, clarification, judgment, observation, deduction, and so on.

For Glaser (1941) critical thinking is “1 an attitude of being disposed to consider in a thoughtful way of problems and subjects that come within the range of one's experience; 2 knowledge of the methods of logic enquiry and reasoning; and 3 some skill in applying those methods.”

For Ancill following Bailin et al (1999:11) “critical thinking is much more than just logic reasoning. It is also more than a set of skills or processes as it is possible to follow a list of steps without necessarily engaging in critical thoughts. It appears to also include the characteristics of intellectual curiosity and ability to use language skillfully with clarity and precision

1.8.1. The Importance of Critical Thinking for Learners

From investigating the term critical thinking, we can conclude that there are two points of view. The first is that critical thinking is merely a set of cognitive skills. In contrast, the second it is skills but gathered with disposition. However, Critical thinking is mainly concentrate on questioning, digging dipper, and testing things. A critical thinker does not take things for granted; he examines and re-examines in order to understand things from different angles. Critical thinking is to be able to read between the lines. It requires using the mind in a

very smart way with skillfully connecting ideas, thoughts, and language. That is why it is listed as a very competency to be developed in any academic learning. Students should be learnt how to think critically so that they can identify arguments and evidences. Meanwhile, there is less agreements how to teach critical thinking. According to Xu (2011) following Paul (1995) who has believed that new techniques should be applied in teaching students critical thinking since the old ones are not useful to enhance students' critical thinking (Xu, 2011:139).For Ghaemi & Taherian (2011) has thought according to Center of Critical thinking (1996) that a critical thinker is the one who has set of abilities such asking questions, collect and process data effectively in order to end up with conclusions that help him/her in this world (Ghaemi & Taherian,2011: 9). The reason why it is important, and must be improved in schools. Moreover, Ghaemi & Taherian (2011) following Elder (2005) has assumed that critical thinking is beneficial in all subjects and “it must be at the heart of any professional development program” Ghaemi & Taherian, 2011:21). Thus, syllabus designers need to consider it while designing syllabuses to be taught.

1.9. Syllabus Design in Language Teaching

Recently, the field of education has seen many changes, the field of syllabus, as well. It is said that syllabus designers when designing a syllabus should take into account learners' level, preferences, goals and objectives. Therefore, what is meant by syllabus and what makes it so important in every course? Ur (1996) has said that “syllabus is a document which consists, essentially, of a list – This list specifies all the things that are to be taught in the course”(Ur, 1996:176) it means it is precise to what teachers should teach their students. It gives a brief overview of the course objectives, course expectations, when to cover some points, assignments, homework, and exams dates. Equally, Graves (2014) has argued that “a syllabus provides information about a course. It can include a range of information”. (Graves, 2014: 47) and have assumed a syllabus designers must understand learners' needs, purposes, contexts in order to choose suitable materials, tasks, and to set goals Graves, 2014: 49). For North (2011) “ syllabus are necessary so that government agencies, institutions, and teachers can be accountable for what is taught in program, and so that comparisons can be made across institutions, enabling instruction to be coordinated across settings and national boundaries” (cited in Robinson :1.) Widdowson (1984) has said that “the syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of references from which bearings can be taken. (As mentioned

in Nunan, 1988: 6.) Whereas, Nunan (1988) has suggested that in order to understand what is a syllabus, there is a must to distinguish it from the term curriculum development. (Nunan, 1988:5) He has, then, believed with an agreement with Cadlin (1984) that a “Curriculum is concerned with the planning, implementation, evaluation, management, and administration of education programmes. Syllabus, on the other hand, focuses more narrowly on the selection and grading of content” (Cadlin, 1984: 8) .Therefore, we can say that a syllabus is linked and connected with curriculum. The same idea is given by and Olshtain & Farkhan (2007) who has assumed that a syllabus is a detailed document that transfers the philosophy of the curriculum in each specific level. Olshtain & Farkhan, 2007: 51)

1.9.1. Types of Syllabuses

Nunan (1988) has argued that there Two types of syllabuses which are ‘product - oriented’ and ‘process-oriented’. This latter, for him, is depended on experiences of learning. On the other hand, the first is that knowledge and skills given by teachers to learners. (Nunan, 1988: 27)

Murcia (2014) has dealt with syllabus types which are eight and are discussed briefly by him bellow:

1.9.2. Grammatical Syllabus

According to (Murcia, 2014 following Breen, 1987a) that has argued that grammatical syllabus is focused on language grammatical structure. However, it is criticized because it is about the language not how to use it, but it is used widely (Murcia, 2014:50)

1.9.3. Notional-functional Syllabus

For him following Wilkins (1976) this type about the use of language for the purpose of communication, it is also about what people use the language for. (Murcia: *ibid*).

1.9.4. Task-based Syllabus

According to Breen (1987a), (1987b); Nunan (1989a) task-based syllabus focuses on tasks by using different languages that learners have. (Murcia: *ibid*).

1.9.5. Skills-based Approaches

Following Omaggio Hadley (2001) this type is about the development of the micro skills speaking, listening, reading, and writing by using it by learners in a context. (Murcia, 2014: 51)

1.9.6. Lexical Syllabus

Lewis (2001) D. Willis (1990) have believed that lexical syllabus “ is based on mini-corpus of common items, pragmatically useful language and language patterns drawn from spoken and written language corpora” they have argued that learners tend to work with authentic language in an inductive way to gain as much as beneficial vocabulary. (Murcia: *ibid*).

1.9.7. Genre or Text-based Syllabus

The text-based syllabus is based on genre which is spoken or written texts that are chosen according to the learners’ educational and social needs. (Burns, Joyce, and Golin, 1996; Feez, 1998, 2001)(mentioned in Murcia: *ibid*)

1.9.8. Project-based Language Learning

This type is based on learning a language through projects individually or in groups and finally, they finish with end product (Bckett, 2006; Stoller, 2006) (mentioned in Murcia: *ibid*)

1.9.9. Content-based Instruction and Content Language Integrated Learning

This type focuses on the content to learn a language (Lopriore, 2009; Snow and Brinton, 1997; Stoller, 2002b.) (mentioned in Murcia: *ibid*).

1.9.10. Negotiated Syllabus

The negotiated syllabus is organized about negotiation between the teacher and learners to attain a language (Breen, 1987a, 1987b.) Later on, this type is transferred from a type to an educational process. (mentioned in Murcia: *ibid*).

1.9.2. The Need for a Syllabus

With the development of theories of language and language learning, and because learning is, nowadays, learner centered. The need for a syllabus that suit both teachers and learners is extremely important. According to Yalden (1984) a syllabus is an instrument that

replaces the concept of ‘method’ and achieves a set of ‘fit’ between the needs and aims of the learner. (cited in Nunan, 1988: 5.) It is thus, gives a help to teachers in every course. It present what will be taught. Therefore, it becomes a very beneficial document that transfers the philosophy of the curriculum into classroom atmosphere. Murcia (2014) has suggested that syllabus designers must be near and close to classrooms in order to design useful syllabuses. (Murcia, 2014: 61).

1.10. Conclusion

In brief, this chapter had dealt with many concepts are useful in an every academic setting. First of all, we saw that English is learnt for different purposes that distinguish from one to other. And that young learners differ from adults in learning things. We also dealt with motivation (Its definitions, types and how can be raised). Then, Learning styles (its definitions, styles of learners and its need). After that, we discussed Cognitive abilities (its definitions, and intelligence theories). And most of all, this chapter tackled critical thinking, how scholars defined it; what are characteristics of critical thinkers and why there is a need to be enhanced. Finally, syllabus design and how syllabuses designers design courses took part as well in this chapter.

Chapter Two

1.1 Introduction

This chapter is devoted for the analysis of data obtained from students' questionnaire and students' interview. Which aims at finding out which stream from secondary school effects the development of critical thinking in learning English at university? Since not all of the students were in Letters and Foreign languages stream where English is given much more importance, and it is considered as principal subject which is not the case of the other specialties. Thus, our goal is to find out the impact of some strategies and teaching practices in each stream to investigate which stream has raised the ability of being critical thinker according to the learners and their beliefs. However, not all the learners justified their answers, so the result will be done according only to whom answered.

1.2 Design

The research design of this study is two means of data collection: a questionnaire and an interview. First, a questionnaire was given to students to answer according to their beliefs about critical thinking. The aim behind this questionnaire is examine to what extent learners understand critical thinking. Another aim is whether students think that the teaching practices at Secondary School prepared them to be critical thinkers. Second, an interview was given to selected students for the same purpose mentioned above.

1.3 The Participants

In the present research, we deal with a sample of (32) LMD students from a total number of population of Master two the specialty of Didactics and Applied Linguistics at Mostaganem University. This sample consists of females and males, Females are twenty eight and males are four. The selection of such sample was based on the consideration that didactics students are from different background. They didn't study in the same stream since there are five streams at secondary school. However, they all study English in the same way at university.

1.4 Description of the questionnaire and the interview:

The questionnaire consists of sixteen (16) questions are divided into two parts: part one is concerning learning English at secondary school. And part two is about learning English at university. They are either closed questions requiring from the students to pick up the appropriate answer from a number of choices, open ended questions, or to choose 'yes' or 'no' answers then justify their answer. Therefore, throughout this questionnaire we will

search how learners understand critical thinking? Did they have the right skills to be critical thinkers, or not? When they developed it? And whether the stream affected them to be critical thinkers? In the interview, we will dig deeper in details to know if there are other circumstances that impact learners' critical thinking. We have chosen three students they think they are critical thinkers; and three they believe they are not.

1.5 Analysis of the result

1- What is your gender?

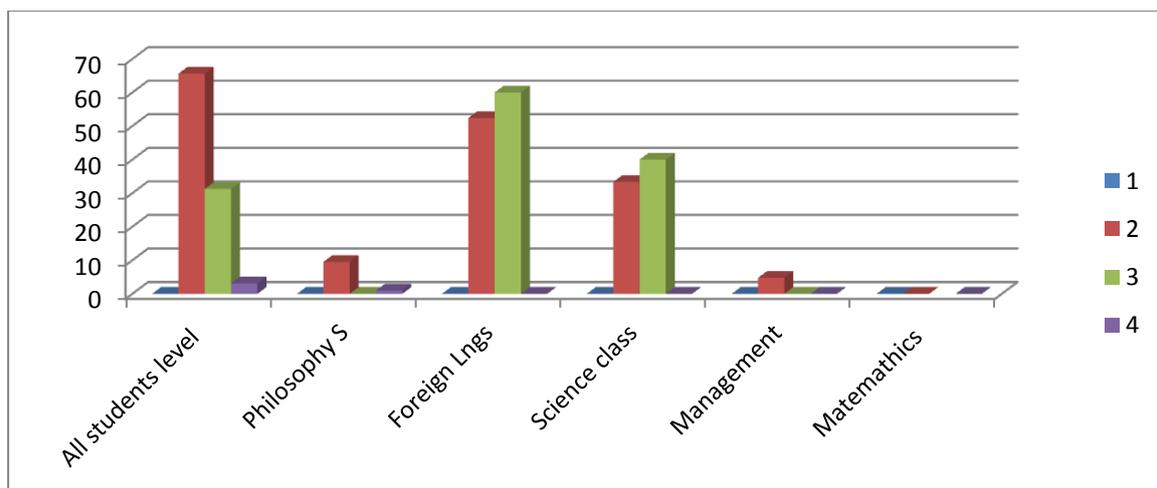
Table 1 : Students' Gender

Option	Number	Percentage
Female	28	87,5%
Male	4	12,5%
Total	32	100%

Through this table, we can notice that 73.34% of the respondents are females and 26.66% are males.

2- How is your level in English?

Figure 1: Students' Level



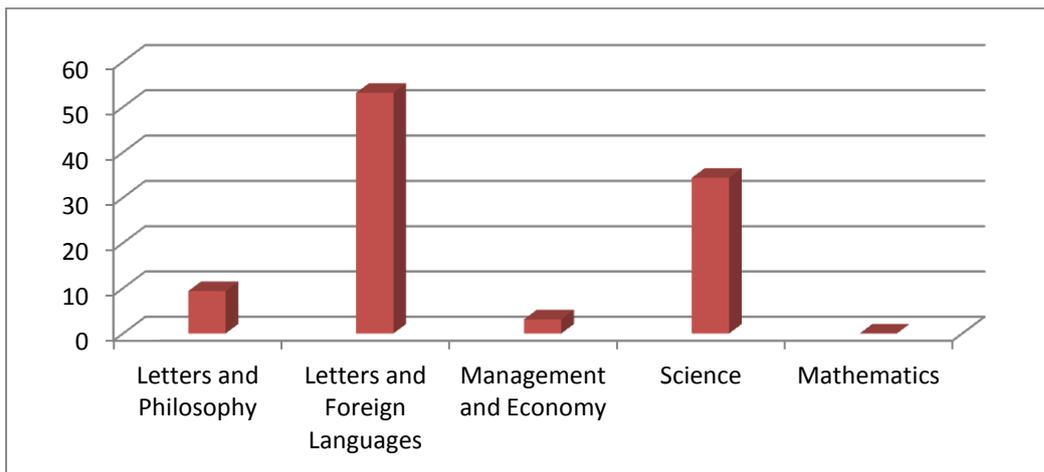
The graphs showed that no one from all the students has an excellent level. In the second level (65, 62%) of them said they are good. (31, 25%) of them said they are average. While only one said he is weak in English. However, we can notice that most students are from foreign language class who said that their level is between average and good. Then science

class is the same thing. After that, philosophy class and management and economy class in which students are good in English. Whereas, there are no mathematics class students.

Part one: Learning English at Secondary School

1- What was your stream at secondary school?

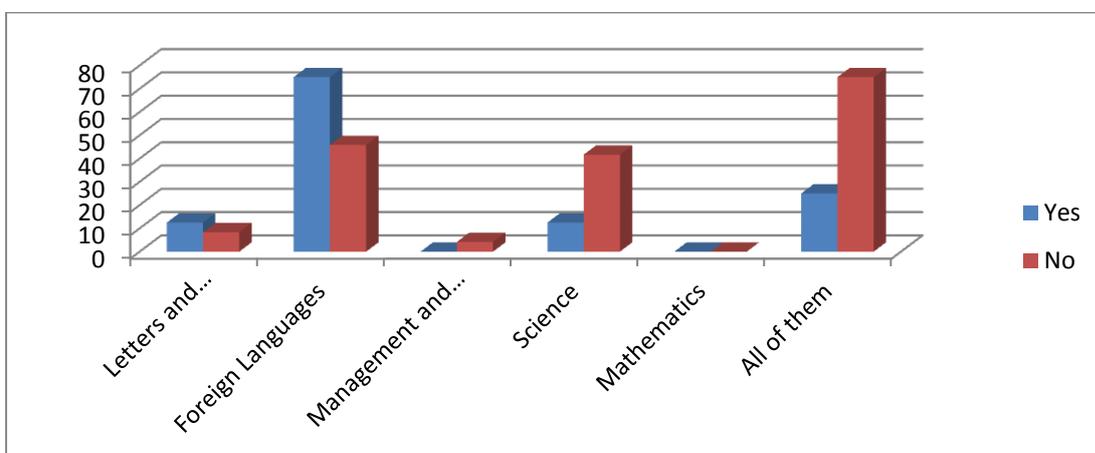
Figure 2: Students' Stream



Graph 2 shows that more than half students (53, 12%) are from Foreign Language class. The second stream that follows is the science class with (34, 37%). Then, Philosophy class is the third stream (9, 38%). Finally, Management and Economy stream just (3, 13%). And no from Mathematics stream.

2- Did you face any problems concerning Learning English at secondary school?

Figure 3: Learners' Problems at Secondary School



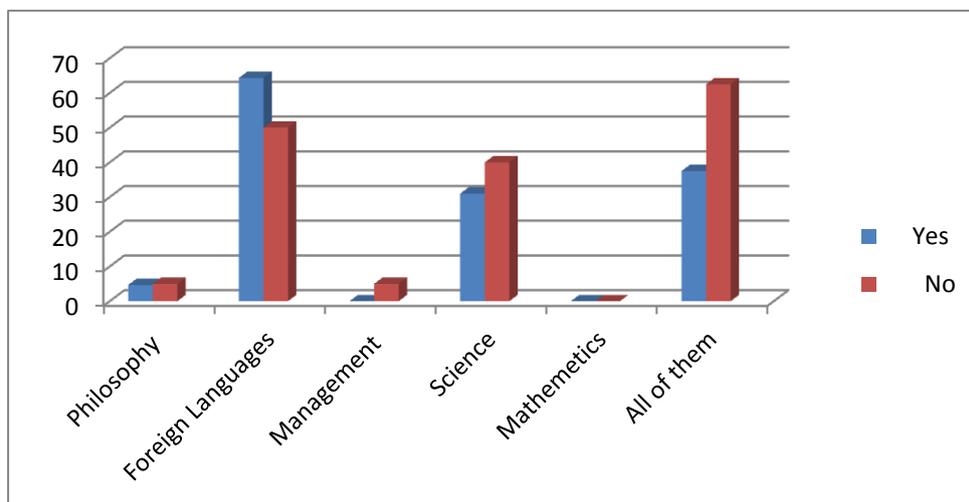
We notice in this graph that (75%) from all the streams said they did not have any problems in learning English at secondary school. While (25%) of them said yes they do have. For Philosophy students, most of them said yes they had problems. Foreign Languages students (75%) of them also said that they had problems. The rest (25%) said no. Management student said he had no problems. Science students only one said he had problems while the others (41, 67) assumed they had no issues.

The mentioned problems:

- Lack of vocabulary, mispronunciation, lack of fluency, and difficulty in understanding words in texts. (student from Science stream)
- Most students from Letters and Foreign Languages agree on problems such as most of time they had no teacher of English. Spelling, pronunciation, vocabulary, grammar, and speaking and writing difficulties.
- Student from Letters and Philosophy stream also said they had pronunciation issues.

3- Did the teaching practices of English include activities that provoke you to think critically?

Figure 4: Thinking activities



This graph shows that (62, 5%) from all the students believed that the teaching practices at secondary school did not provoke them to think. Philosophy students (4, 67%) of them said yes the teaching practices included thinking activities. While, (5%) of them assumed the teaching practices did not involve thinking activities. Foreign Languages students (64, 33%)

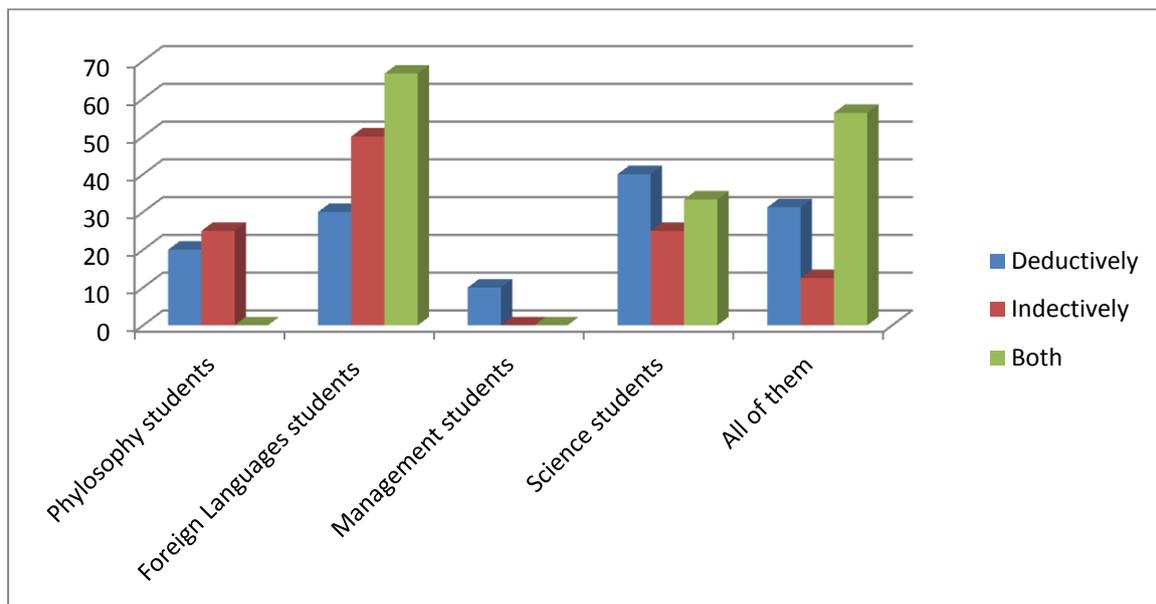
argued that the teaching practices involved thinking activities. Whereas, (50%) said it did not. Management student said yes. Science students (31%) said yes. Whereas, (40%) of them said no.

Examples of thinking activities:

- Giving ideas and point of view about each topic; giving stories and ask to predict the end; debates and discussions; group activities; analyze and find answers. (Students from Foreign Languages).
- Mind games and puzzles; filling the gap. (Students from Science stream).
- Analyzing proverbs and express opinions. (Students from philosophy stream).

4- How were the teaching practices introduced?

Figure 5: Teaching Practices at S.S



We can notice that the highest percentage of all students (56, 25%) agreed on that the teaching practices at secondary school were presented both deductively and inductively. (31, 25%) of them believed that it was presented deductively. While just said (12, 5%) said it was inductively. Students from Philosophy stream (20%) of them said the teaching practices were deductively. While, the rest (25%) said it was inductively. For students from Foreign language stream (66, 67%) of them said the teaching practices were a mixture between deductive and deductive teaching. (50%) of them said inductively, while (30%) said deductively. The student from Management and economy stream said the teaching practices

were introduced deductively. Finally, Students who were in Science stream, (40%) from them believed that it was deductively. (25%) said inductively, and (33, 33%) said both inductive and deductive teaching.

Justification :

Deductively: all students agreed that the teacher introduce the lesson directly, give the rules and examples, and ask students to apply the rule in the practice.

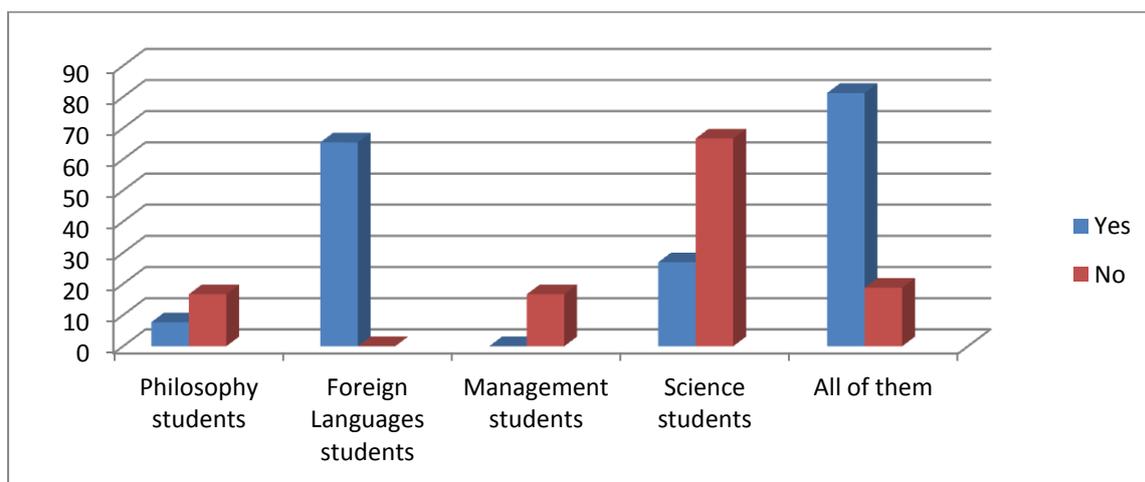
Inductively: all students said that the teacher starts with examples and let students guess the rules, and finally they practice it.

Both deductively and inductively: all of them said it depends on lesson itself and students' abilities, some were inductive that started with providing examples, then, deducing the rules, and finally doing tasks. However, other lessons were deductive starting with rules, examples and activities.

Part two: Learning English at university

1- Did you choose to study English at university?

Figure 6: Students' Choice or Orientation

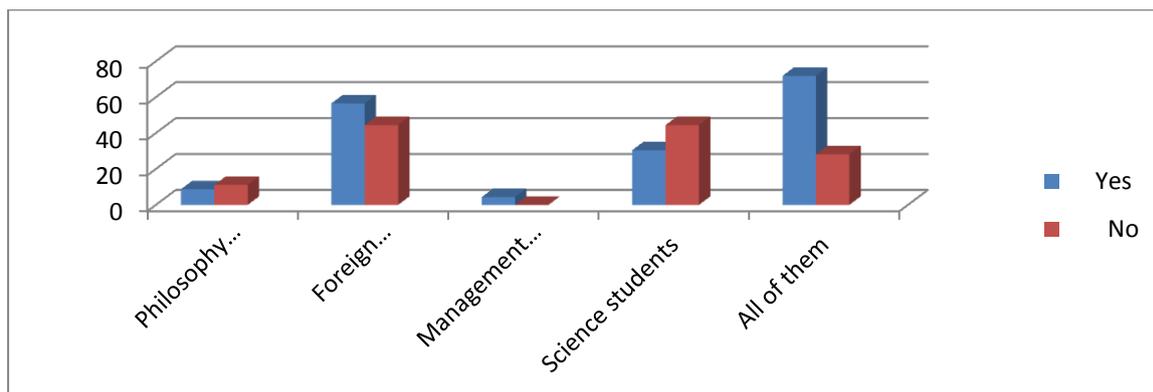


The graphs shows that most students (81, 25%) chose to learn English at university, and only (18, 75%) said it was not their choice and they were oriented to study English at university. Philosophy students (7, 7%) from them were their choice, and (16, 67%) of them

were oriented to study English. All students from Foreign Languages students chose to study English. Student from Management stream did not choose to learn English, but he was oriented. Students from science class, most of them (66, 66%) were oriented to this specialty, while, (26, 92%) were their choice.

2- Are you motivated in learning English at university?

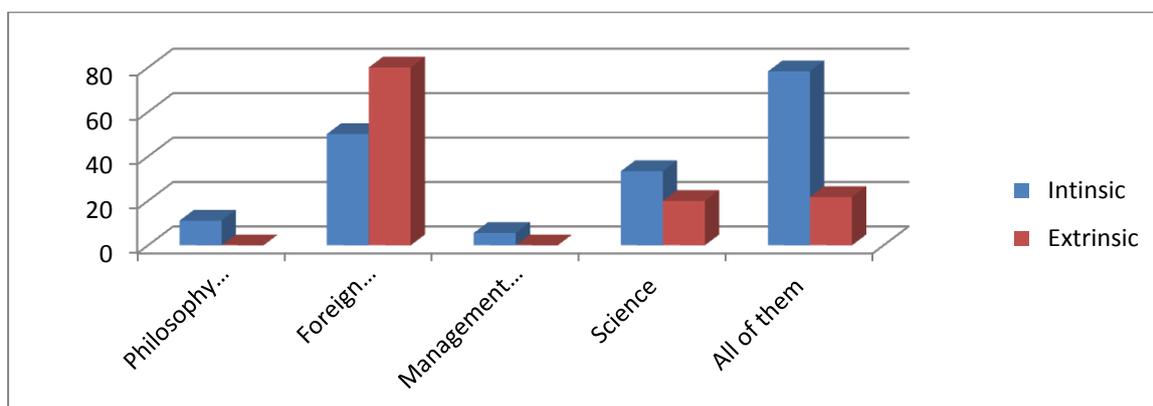
Figure 7: Students' Motivation



We can notice that that most students (71, 88%) are motivated in learning English at university. Whereas, (28, 12%) are not. Students from Philosophy stream, (8, 7%) said that they are motivated. (11, 11%) are not. Students from Foreign Language stream, (56, 52%) said yes, (44, 44%) said no. Student from Management stream said that he is motivated. Students from Science stream, (30, 43%) said yes they are motivated, (44, 44%) said they are not.

3- If yes, which kind of motivation?

Figure 9: Motivation Types



The graph shows, (78, 26%) from all the students said that their motivation is intrinsic. While, (21, 74%) their motivation is extrinsic. Students that were specialized in Letters and Philosophy, (11, 11%) they have intrinsic motivation. Students from Letters and Foreign Language stream, (50%) from them said their motivation is intrinsic motivation. While, (80%) their motivation is extrinsic. Student from Management and Economy stream has an intrinsic motivation. Students from Science class (33, 33%) their kind of motivation is intrinsic, and (20%) have extrinsic one.

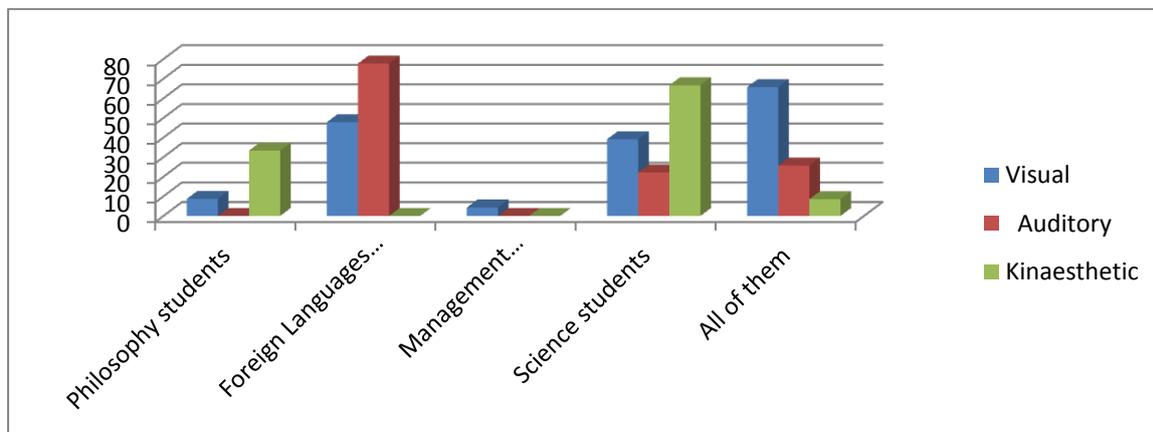
Explanation of types of motivation

Intrinsic: most of them they said that just adore it and want to be speak it fluently and accurately.

Extrinsic: some illustrate to travel abroad, others said to find a job.

4- What kind of learners are you?

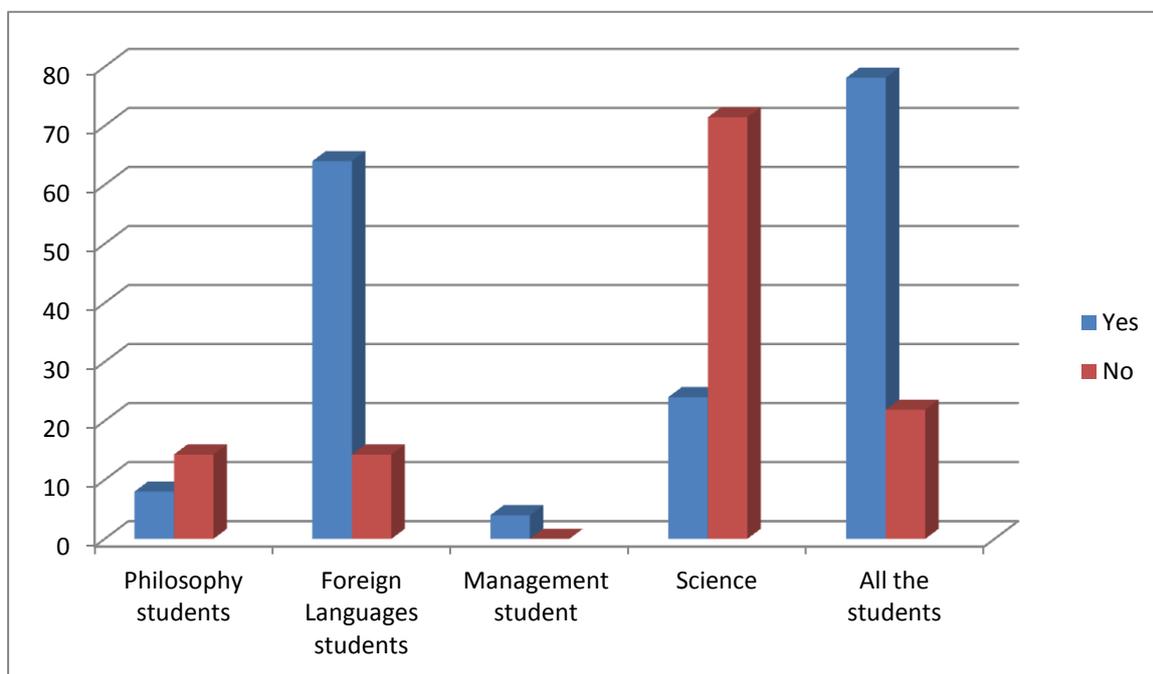
Figure 10: Learning Styles



In this graph, we can see that most students from the different four streams (65, 71%) are visual learners. (25, 71%) are auditory, and (8, 58%) are kinaesthetic. Most students (33, 33%) from Philosophy stream are kinaesthetic. (8, 7%) are visual, while no one is auditory. Students who came from letters and Foreign languages, most of them (77, 78%) are auditory. (47, 83%) are visual, and none of them is kinaesthetic. Student from Management and Economy stream said he is visual. Students from science stream (66, 67%) of them said they are kinaesthetic learners. (39, 13%) are visual learners. (22, 22%) are auditory learners.

5- Do you consider yourself as critical thinker?

Figure 10: Critical Thinking



We can observe in this graph that (78, 13%) of student said they think they are critical thinkers. While, (21, 87%) are they think they are not. Starting with students from Science class, most of them (71, 42%) argued that they are not critical thinkers. Whereas, (24%) said yes they are critical thinkers. Student from Management and Economy stream said he is critical thinker. Students from foreign languages (64%) from them they believe they are critical thinkers. While, (14, 29%) are not. Students from Letters and Philosophy stream (8%) from them are critical thinkers, whereas, (14, 29%) are not.

Justification

Students who think they are critical thinkers

- Some say do not rely on what teachers say, they look for others sources. Make comparison between them. They cannot just accept some ideas; they like debating, sharing ideas, criticizing things, and analyzing things. They also like investigating things to see why things are like this. They think objectively; they cannot accept some things as it is. When reading an idea, they look for it in other sources to confirm this idea. After giving input, they do not just intake it, before they store it my mind, analyze how authentic and how close to reality and logic the data is, after

that they get satisfied with the result, either keep the information or cast it away. (Students from Letters and Foreign Languages).

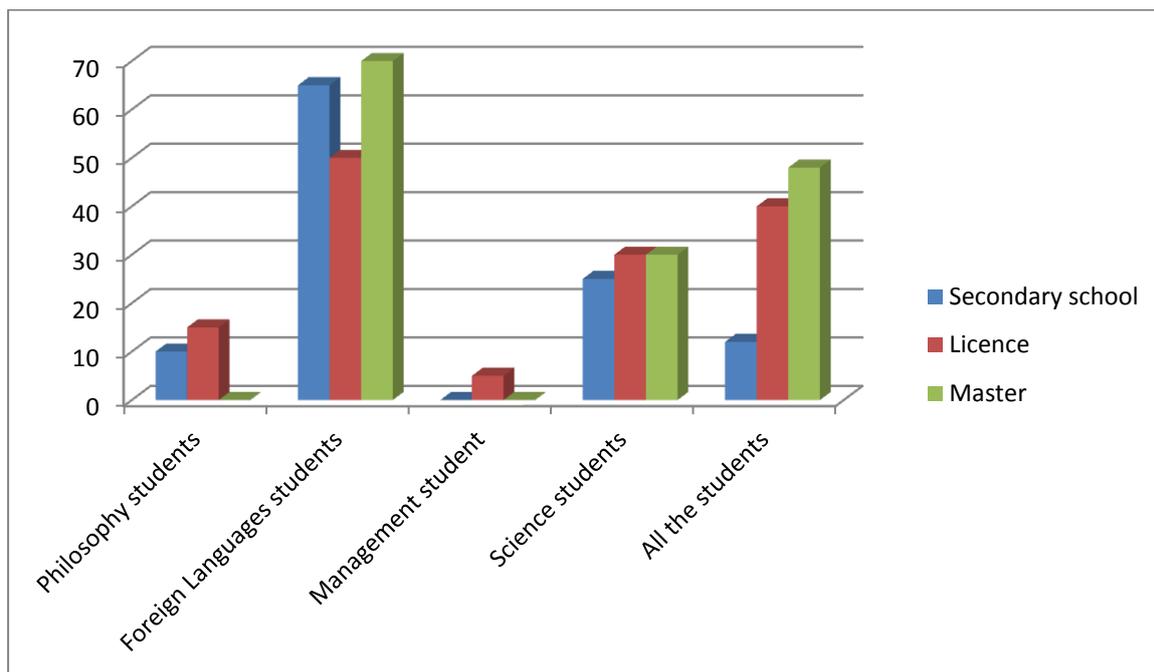
- They usually think deeply in things learning, accept things easily; investigate to know the real truth behind any data. (students from Philosophy stream)
- They always ask questions about different topics especially why; can analyze and process the input well; always analyze objectively, criticize and develop arguments. (Students from Science stream).

Students who think they are not critical thinkers

Because they do not criticize things, just read and pass away accepting others point of view. They have not been taught how to question realities. They do not know how to see things from different perspectives.

6- If yes, have you develop it at the level of

Figure 11: Where Critical Thinking Developed

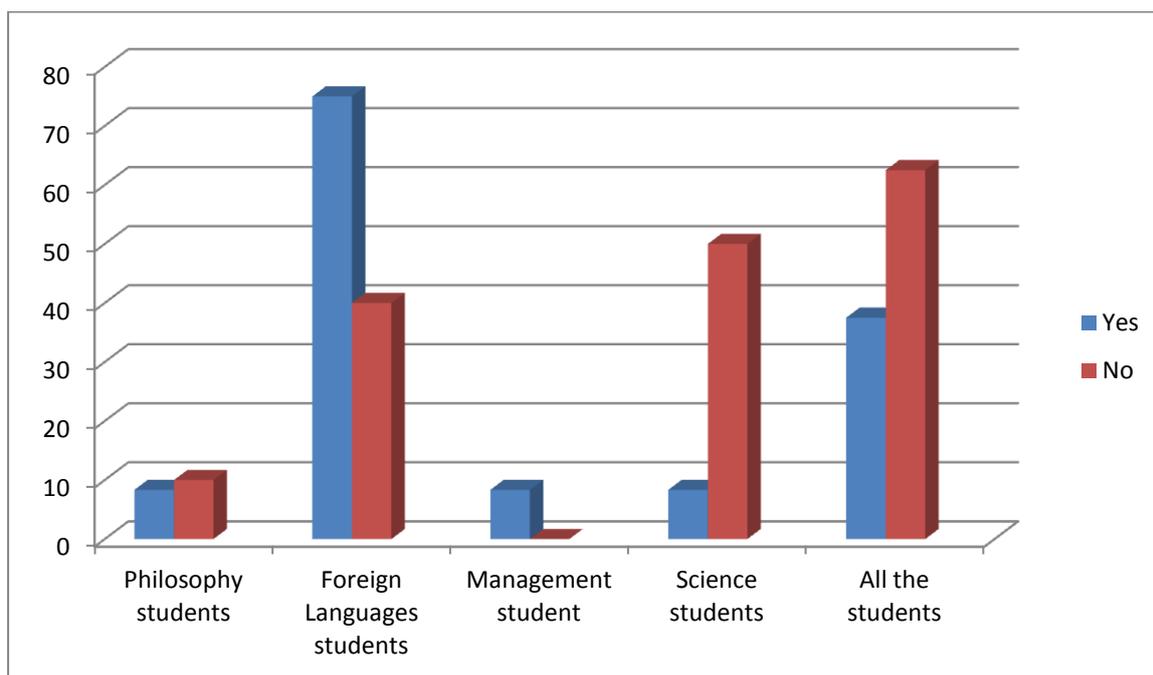


The graph shows that most students (48%) developed their critical thinking at university (Master). (40%) of them said they improved it at university (Licence), While only (12%) they developed it at secondary school. Students from Philosophy stream, (10%) of them enhanced their critical thinking at secondary school. (15%) of them developed it at university (licence). And none of them developed it at master level. Students from letters

and Foreign Languages, most of them (70%) enhanced it at master level. (50%) developed it at licence level. While, (65%) of them developed it at secondary school. Student from Management and Economy student developed it at licence level. Students from Science class, (30%) developed it at master level. (30%) from them developed it at licence. While, (25%) of them developed it at secondary school level.

7- When you read a text, do you investigate the reliability of sources?

Figure 12: Source Reliability



We can observe that most students (62, 5%) agreed that they investigate the reliability of the source when reading any text. Whereas, (37, 5%) of them said they do not investigate the source. Students from Philosophy stream, (8, 34%) assumed that they investigate the source. While, (10%) of them said they do not. Students from Foreign Languages class, (75%) of them said yes they investigate the source. Whereas, (40%) from them said they don't.

Student from management and economy stream said yes he investigate the reliability of the source. Students from science class, most of them (50%) they investigate the reliability of the source. While only (8, 33%) assumed they do not.

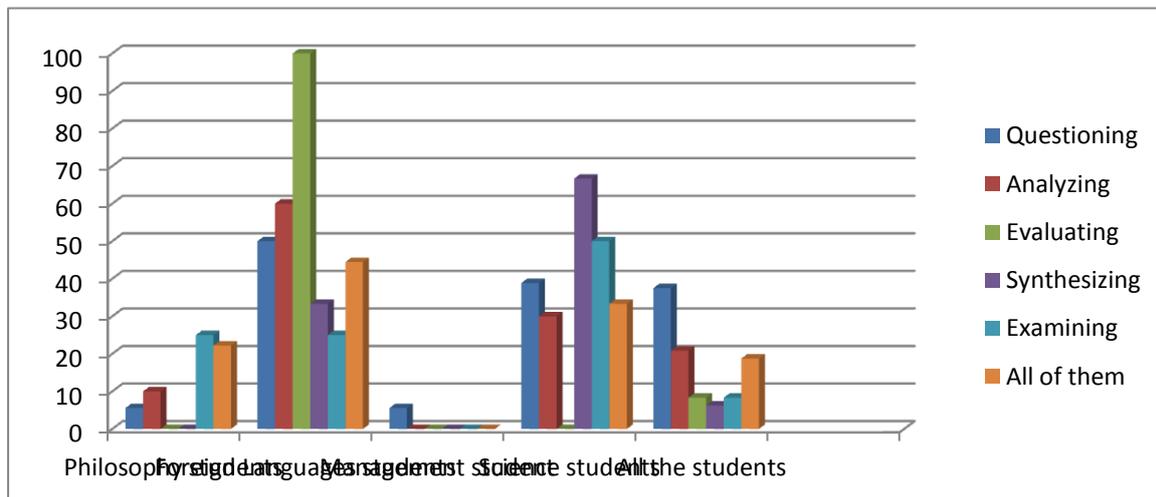
Justification

Students that they investigate the reliability of the source

- Most students think that they investigate the source to see whether the data is correct or not, to know the background of the writer and when the book published, and if he /she is specialized in the field of study because not all what have been said is true. (students from Foreign Languages)
- Students from Science class said they don't trust websites unless it is a book. To check and to see if the information is correct and reliable.
- Students from Philosophy stream they do not trust information available since everyone is sharing data.

8- In dealing with any data, which skills do you use?

Figure 13: Skills Used by Learners

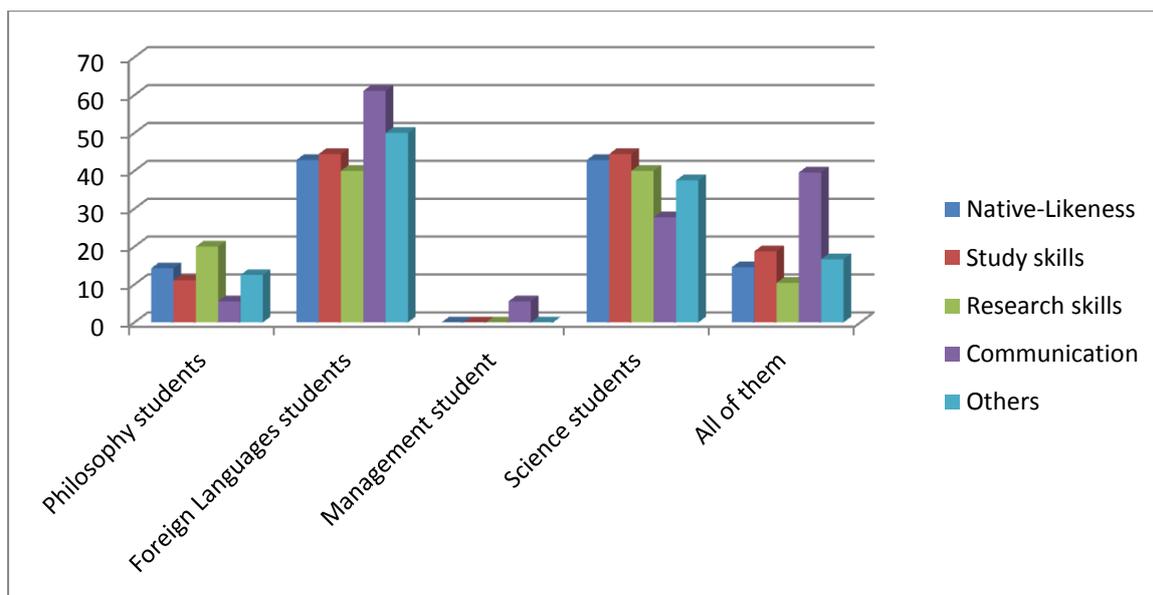


In this graph we can notice that the highest percentage of students (37, 5%) said that in dealing with any data they use the skill of questioning. (20, 83%) said they use analyzing. (18, 75%) said they use all of the mentioned skills. (8, 33%) said evaluating. Also (8, 33%) said examining. And (6, 26%) said synthesizing. Students from Philosophy stream, (25%) said examine data. (22, 22%) said they use all skills. (10%) said they analyze. And (5, 56%) of them said questioning. Students from Foreign Languages stream argued that all of them they use the skill of evaluating. (60%) said they analyze. (50%) said they question. (44, 45%) said they use all the skills. (33, 33%) said they synthesize. And (25%) they examine.

Student from Management said that he question data .Learners from science class, (66, 67%) said the use the skill of synthesizing. (50%) of them said examining. (38, 88%) said they question. And (33, 33%) said they use all of them.

9- What are your aims of learning English at university?

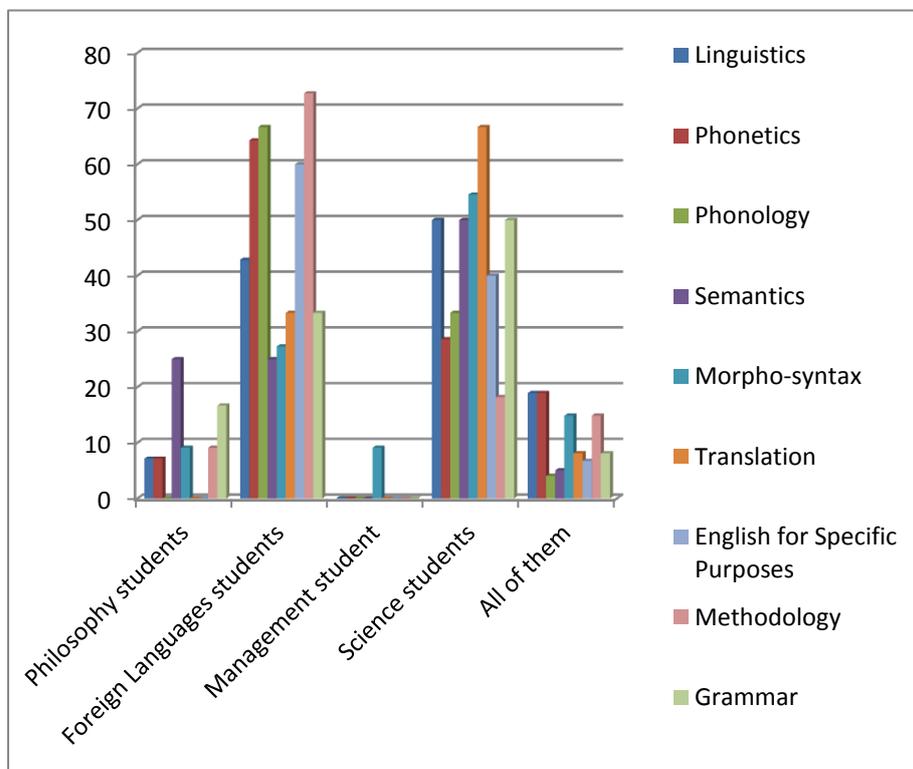
Figure 14: Aims of Learning English



In this graph, we can notice that most students (39, 58%) believed that their aim of learning English at university is to use it in communication. Then, (18, 75%) they learn it for study skill. after that, for other goals (16, 67%). (14, 58%) said for native- likeness aim. Finally, (10, 42%) said for research skill. Students from letters and philosophy field, (20%) of them said they learn English for research skill aims. (14, 28%) said their aim is native-likeness. (12, 5%) said for others aims. (11, 12%) said for study skills. Finally, (5, 56%) their aim is to communicate. Learners from Letters and Foreign Languages, most of them (61, 11%) said for communication. (50%) said for other reasons. (44, 44%) said for study skills. (42, 86%) said for native-likeness. And, (40%) said for research skills. Learner came from Management and Economy said he is only aim is for communication. Students from Science class, (44, 44%) assumed that their aim for learning English is for study skills. (42, 86%) said for native- likeness goal. (40%) of them said their aim is research skill. (37, 5%) of them said for other goals. Finally, (27, 77%) said for communication.

10- Which course at university do you perform best?

Figure15: Students Best course



The graph shows that (18, 92%) from all the students from different streams agreed on that they perform best in linguistics and the same percentage (18, 92%) in phonetics, too. (14, 87%) in Morpho-syntax, equally, (18, 92%) in methodology. (8, 10%) in grammar and again (8, 10%) in translation. In English for specific purposes only (6, 75%) said they perform well. (5, 04%) of them said in semantics. Finally, (4, 05%) in phonology. For students from philosophy stream, (7, 14%) said they work well in linguistics, (7, 14%) in phonetics, (00) in phonology, (25%) in semantics, (9, 09%) in morpho-syntax, (00) in translation, (00) in ESP, (9, 09%) in methodology, and (16,67%) in grammar. Foreign languages students (42,85%) in linguistics, (64,28%) in phonetics, (25%) in semantics, (27,28%) in Morpho-syntax, (33,33%) in translation, (60%) in ESP, (72,72%) in methodology, (33,33%) in grammar. Management student said (9,09%) in morpho-syntax while all the other modules are (00). According to science students they assumed that they perform best in translation (66,67%), Morpho-syntax (54,54%) ,Then , (50%) in linguistics,

(50%) in semantics, (50%) in grammar, (40%) in ESP, (33,33%) in phonology, (28,57%) in phonetics, and (18, 19%) in methodology .

Others Courses:

Psycholinguistics, Cognitive Sciences, Literature, Sociolinguistics.

Analysis of Students' Interview:

1- Define critical thinking.

Student1: said it is a way of thinking in which the learner accepts or does not accept arguments and conclusions.

Student2: said it is the use of skills such as analyzing, comparing, examining, etc. It is to question the information received, it means do not accept things for granted, they must be analyzed at first.

Student3: said it is the competency of thinking deeply with the ability to solve problems.

2- What make you consider yourself as a critical thinker?

Student1: said because he does not accept things as it is, and he always looks for other sources.

Student2 and 3: said because they use skills of questioning and analyzing.

3- When did you start to start to expand your critical thinking?

Student1 and 3: said at university.

Student2: said at secondary school and develop it at university.

4- How do use critical thinking at university?

Student1: said he uses it when dealing with new information (said by teachers).

Student2: said she uses it in exams where he has to write essays.

Student3: said in exams and reading.

5- What is the main thing that helps you to think critically?

Student1, 2,3 : Reading

6- What strategy do you follow to revise for your exams?

Student1, 2, 3: collect information from different sources, summarize them, and re-read.

7- You revise your lessons till exams come, or from the beginning of each course?

Student1, 2, 3 : till exams come.

8- When you ask to write essays in exams, how much time you take to understand the meaning of the question?

Student1: said he takes half of the time.

Student2: 5 minutes.

Student3: 10 minutes.

In answering, do you use:

Illustrations ; Examples ; Arguments ; Evidences.

Student1, 2,3 : examples and arguments.

9- When you read new information, do you check other sources to make sure that data is correct?

Student1, 3 : Yes.

Student 2 : No.

10- When someone tells you a new fact that you have never heard it before, do you just believe it? If you do not believe it what do you do?

Student 1, 2, 3: No, they said they research it.

11- Did your parents raise on you principles to develop critical thinking?

Student1, 2,3 : all said no.

12- Are the rest of your family members critical thinkers?

Student 1, 3: said yes.

Student 1: said no.

13- Do you apply critical thinking at home or just in studies?

Student1, 2,3 : all of them said they use it in every aspect of their lives.

14- How do you encourage people to incorporate critical thinking into their daily lives?

Student 1: said they should raise awareness in sense that is dangerous to accept anything.

Student 2: said when you encounter any problem, take step back, analyze situation, and create solutions.

Student 3: said keep reading, checking, and telling opinions.

Part 2 : students are not critical thinkers

1- Define critical thinking.

Student 1 and 3: is to question things and not to accept things for granted.

Student 2: said she doesn't know its meaning.

2- Why do you think you are not a critical thinker?

Student 1, 2, 3: said they do not question things and accept anything.

- a. Do not you think that being not a critical thinker has affected your marks at university and your life?

Student 1, 2, 3: said of course, it affects their marks badly.

3- What strategy do you follow in revising for exams?

Student 1, 2, 3 : said they reread handouts and memorize them

4- What the main reason behind your failure of being critical thinker?

Student 1, 2, 3 : said that the teaching practices at middle and secondary school where they learnt just to memorize.

5- Do you want to be a critical thinker?

Student 1, 2, 3: said yes they want since critical thinking is very important ability.

6- Do you blame others for not being a critical thinker?

Students 1, 2: said he blames teachers of middle and secondary school.

Students 2: said he blames the curriculum and syllabus designers who do not consider critical thinking.

Conclusion

In this research, two data means were presented: a questionnaire and an interview were given to students from Didactics and Applied Linguistics. The purpose behind them is to investigate the rational of this paper which is: does the stream from secondary school impact critical thinking of the learners at Mostaganem University (English Department). The result and findings will be discussed based on the interpretation of the questionnaire and the interview.

Chapter Three

1.1. Introduction

This chapter is to analyze data from the questionnaire and the interview to end up with results, discussion, and recommendations to develop critical thinking at university since it is considered as useful ability that students need in their studies and lives. In this chapter we will answer questions asked at the beginning of this paper and solutions will be provided to enhance critical thinking.

1.2. Summary of the questionnaire

Analyzing the questionnaire shows that females are the predominant in Didactics and Applied linguistics. Second, the students' level is between good and average in learning English at Mostaganem University. In this specialty, students have different background they did not share the same stream in their studies at secondary school. Most students were from Letters and Foreign Languages stream. In the second place, students were from science stream. Then, students were in Letters and Philosophy stream in the third place. In fourth place, students were in Management and Economy stream.

In this research, part one that is concerned with teaching practices at secondary school. Most Foreign Languages' students had different problems due to lack of teachers, unprofessionalism of teachers, speaking and writing difficulties. Since, English is considered as a principle course beside the other languages (Arabic, French, and Spanish or Dutch), the amount and difficulty of English as a foreign language is much more than other fields. However, the teaching practices involved many activities such reading texts, giving an idea to each paragraph, peer and group discussion. While, the other students, their tasks were simple like puzzles and filling the gap, where English was a secondary subject to be taught in a deductive way most of time in which the teacher introduce the lesson directly starting with the rule, examples, then the activities (especially in grammar lessons). And sometimes in an inductive way where students guess the rule from the examples presented by teachers, then they do the activities applying the rule.

In part two that is specific to learning English at university, all Foreign language class had preferred to specialized in English because they like it and consider it as a international language and deserve to be learned and others chose to study it for diploma and getting job in schools or foreign companies, or to travel abroad to accomplish other wants. Most of them

their goals for learning English are for communication and study skills. For the other streams most of them they were obliged to study English and were not their choice, and most of them are not interested at all in learning this language since most of them are kinesthetic learners so they learn by touching and doing things. Thus, considering English language there are no courses that contain touching or doing which make this kind of learners get bored much more than the other learning styles, so their aims are to study skills and research skills . However, Foreign Language students are auditory learners at first and visual at second.

The present paper, illustrate as well, that almost students whom studied at letters and Foreign languages streams are critical thinkers in which they have different skills such as analyzing, questioning, process the input very well and came up with conclusions and solutions to problems encounter them through their studies. On the other hand, students from science stream most of them believe that they are not critical thinkers because they have not been taught how to question realities, and to see things from different perspectives. Meanwhile, students from this latter stream who think they are critical thinkers, they developed at secondary school, but not necessary in English course, other courses such as mathematics and physics, and science in which they learnt to think and to use their mind in analyzing things. Foreign language students almost acquired the skills of critical thinking at secondary school, but they developed it at licence, hence, at master level where they really understand the importance of being critical thinkers. Because most lectures at university require from learners not to take thing for granted and teach them to investigate and learn new things not necessary given by teachers. Similarly, in exams students are not asked to repeat what said by teachers, they are obliged to bring new arguments and evidences to support their opinions.

This questionnaire points out that in dealing with any data, students that were in Foreign Languages class they investigate the source to see whether the data is correct or not, to know the background of the writer and to see when the book published, and if he /she is specialized in the field of study because not all what it is said is true, and because we are in time everything can be published easily. Thus, not all information is reliable. Students from the other stream some of them investigate the reliability of the source, while others do not care.

The skills used by students from science class are synthesizing, examining, questioning, and analyzing the data to interpret it well. On the other hand, Foreign Languages students evaluate, analyze, questioning, synthesize, and examine. However, others assumed they use

all the skills since they are all important to understand the real meaning especially in topics that are not easy to grasp.

Finally, the questionnaire shows that best course that foreign language students do best in learning it is methodology, then phonology and phonetics, since they do not require thinking and using the mind. They are all about structure and teach them how to practice the language. In contrast, science students their best module is translation, morpho-syntax, grammar and linguistics because are interesting to be learnt and don't make them bored.

1.3. Summary of the Interview

This interview is the second mean of data collection in this research , it is used to dig deeper in some learners in order to investigate the real causes of the development or the failure of critical thinking since most students know their importance not only in schools or universities, but at life as well.

First of all, the interview shows that_ students who are critical thinkers _are equipped with the term critical thinking and consider it as a very competence that is needed and should be improved by learners. They all agree that critical thinking is about thinking using different skills to solve issues in their studies and lives. However, critical thinkers use their critical thinking much more at studying and reading when they ask to write essays. They believe they are critical thinkers because they question things, investigate, analyze, and do not accept anything for granted. They developed those skills at university where such skills are a must especially in exams and reading for dissertation.

Moreover, all of the three students, when exams come, they start revising using strategies which are: collect data from different sources, interpret it, summarize it, and then keep it in mind. During each exam, each of them tries to understand the intended meaning of the question in order not to lost and get out away from the topic. In answering, they all support their answers by examples, arguments, and evidences beside their point of views. On the other hand, far from exams, they mainly use their critical thinking in the way of understanding and dealing with different situations for instance, when they encounter data said by others they do not accept it easily, they search to see if they are true.

This interview shows as well that the three students has developed their critical thinking at university and from experiences of life, but none of them believed that their parents or family members raise critical thinking on them. They advise others to be aware about the importance of critical thinking, to keep reading and tell point views, analyze problems, and

end up with solutions. On the other hand, the three other students consider themselves as not critical thinkers because they accept everything and that affect their studies and lives since they do not analyze situations which make them lose a lot of chances because of their ignorance of its benefits. However, being not critical thinkers according to them due to teaching practices at middle and secondary school. In which they have been taught just to memorize facts and repeat in exams everything said by teachers.

1.4. Discussion of the Findings

The present study aims at investigating whether the streams of secondary have an impact of the development of critical thinking of learners at tertiary lever. In other word, do the teaching practices in the different stream affect learners to think critically? Since critical thinking is regarded as a very important ability especially at university where students need to criticize things, analyze situations, and solve different issues.

In this sample we noticed that most students were in Foreign Languages stream followed by science steam, while in the other streams the sample was somehow small.

The teaching practices at secondary school does not prepare learners to be critical thinkers in English since most of the students enter university with a huge lack of linguistic competences, written and oral problems especially students from literature and sciences streams whose aims not learning English at university, but they were oriented and they had no other choice. That is why they lack motivation. Additionally, the time allocation distributed to the different streams in not the same, the number of hours of Foreign Languages is more than the other streams. However, learning English at university is not restricted to only foreign language students.

Stream	Sciences	Literature	Foreign languages
Number of hours/ week	3/ 3/ 3	4/ 4/ 4	4/ 5/ 4

Time allocation to English in Secondary schools (New programs) (1st Year/ 2nd Year/ 3rd Year) (cited in Lakehal & Benmati , 2008: 377).

For science streams English at secondary school is a secondary course, it is not given that interest by both students and teachers. Science, physics, and mathematics is given much more care.

The teaching practices at secondary school differ from those at tertiary level where students need to understand lectures in linguistics, semantics, psychology, etc. in which they have to be ready to listen, interpret and take notes. This is not the case at secondary school where everything is done by teachers. So students only memorize the data given by teachers and apply it in exams. This gap between secondary school and university may make learners confused and a lot of them cannot equip with changes which lead to lack of interest and failure.

Learning styles is ignored by most teachers at secondary school in which teachers work with small group of activists that participate during sessions, while other styles such as reflectors who fear to speak are denied. Moreover, some learners are kinesthetic, they learn by touching, others are visuals, they need to see thing to learn it, and others need to hear and listen. However, teaching strategies that is traditional and not changeable does not match students learning styles. Thus, learners stay away and refuse to participate.

The textbook is the same in all streams; it does not suit all streams since each stream has specific interest and wants. And because some teachers are slave to textbooks, they do not adapt changes according to their learners' level and needs which makes lessons boring.

Deductive teaching where teachers' present rules, and examples, then they ask students to apply rules is no more supported. Nowadays, students must be centered, and must be involved in each lesson. The same method is not necessarily applicable during the whole term or year because there is no one perfect method and teachers can mix between more than method to accomplish the intended objectives.

Critical thinking is about thinking using set of skills such as questioning, analyzing, interpreting, examining, concluding, etc. However, knowing only skills without application is not sufficient, both secondary and university teachers should work to make their learners understand the meaning of each skill and make them aware of the advantages of acquiring those skills.

1.5. Recommendations

The paper in hand has dealt with the impact of the stream from secondary school on the development of critical thinking at university. In Algerian secondary schools, there are different streams; therefore our goal was to search the effects of strategies used in English streams. As it stated above, critical thinking is all about thinking using various skills appropriately. However, those skills should be raised on learners in an early age. Recommendations will be given to each category to improve critical thinking.

1.5.1. Syllabus designers and textbook writers

First of all, syllabus designers should take critical thinking into account. Focused activities need to be included in both syllabuses and textbooks in order to make learners think critically. It is also important that syllabus designers and textbook writers state clear objectives to be reached by both teachers and learners. Integrate theoretical aspects and vary the tasks to all streams. Therefore, programs and syllabuses should be revised and improved from time to time.

1.5.2. Teachers

Middle and secondary school teachers should adapt with their learners abilities and create a good atmosphere where learners should be motivated to learning English. Especially streams such as science in which English is not a principle subject, those learners should be taught the same way like other literature streams, since some of students from science classes are not going to be specialized in scientific specialties, rather they prefer to learn a language. Old teaching practices are not sufficient. That what Paul (1995) assumed.

The traditional lecturing and classroom activities are not very helpful in fostering students' critical thinking. So new way to teach English reading focusing on developing students' critical thinking should be proposed. Students should be trained to be critical readers who can "question, organize, interpret, synthesize, and digest what they read (cited in Xu, 2011, 139)

Thus, new ways of teaching should be introduced for instance, engage students in group discussion to tell their point of views, to be taught that point of view are valuable and

everyone should support his/her talking with arguments that are logical and accepted by others. This strategy might help them to develop skills of reasoning and debating. Teachers are supposed to select and vary teaching materials for example choosing a text that is relevant to each stream can encourage them to use their critical thinking because teaching science class is not the same as teaching literature fields, i.e. presenting lesson with poems to scientific class who are interested in scientific issues will not be helpful and it will not be motivating at all. Nuttall (1982) introduces some instruction in selecting a text:

1. Select things students didn't encounter with;
2. Make them think about new ideas;
3. Make them understand how others think and feel;
4. Raise on them the sense of reading for themselves;
5. Choose a text challenge their foreign language;
6. Consider if the text include lexical items to be learnt;
7. Are words understandable from the context?
8. Does the text lead to intensive study?
9. Does it enable you to ask good question or devise other forms of exploitation? (cited in Xu, 2011: 139)

Another strategy for improving critical thinking is to make learners understand that one question can have different answers not necessarily only one answer. Besides, learners should be put in situations that require them to create solutions no matter the difficulty of the situation. They need to be challenged to find solutions.

High school graduates must be able to judge the credibility of sources, evaluate arguments, and distinguish among facts and opinions...to evaluate the (the media) to help them recognize potential bias...help them become savvy media consumers...to interpret, synthesize (information) to inform decisions or draw conclusions” (Marin & Halpern, 2010, p.2)

Therefore, according to Marin & Halpern (2010: 3) there are two ‘distinct philosophies’ that teach critical thinking for students. First, the approach in which teacher advance higher-order thinking is instructed indirectly. Second, explicit instruction is presented in which students are taught skills to use it in real life situations. However, both approaches have disadvantages and are not perfect in some contexts.

Teachers must be trained to be eclectic whom they choose best methods to their learners; they take the responsibility to design courses according to their learners' abilities, wants, and purposes. Teaching practices at secondary school should be consisted of assessments and reasoning activities to students that encourage them to think and how to develop answers.

Learners' styles must be taken into account by their teachers in order to give them opportunities to learn. In short, new strategies for teaching students how to enhance their analytical skills are welcomed.

1.5.3. Students

Students are a vital part of any classroom; they need to be involved by teachers in different thinking activities. They must contribute the development of their critical thinking. All students should learn to construct their knowledge on how they can think critically by doing efforts to understand this concept and try to master it. Students are required to understand arguments and others' beliefs and critically evaluate them. To do so, they need to improve on variety of skills such analytical skills, and to enhance their ability to interpret arguments and issues discussed in an academic setting and non-academic setting as well. They should be open-minded and flexible in learning things i.e. accepting others cultures and differences. Additionally, they need to know which best way helps them to learn. In other words they must know their learning styles. This strategy can help both learners and teachers in which teaching strategies can be matched with learning styles so that learning get advanced and critical thinking development became easy to grasp.

1.5.4. Societies

Paul & Elder (2009: 23) state that capacity of thinking is developed if critical societies are emerged and that would happen in the extent that:

- Critical thinking is routinely taught; consistently fostered.
- The problematic of thinking are an abiding concern.
- Closed-mindedness is systemically discouraged; open-mindedness systematically encouraged.
- Intellectual integrity, intellectual humility, intellectual empathy, confidence in reason, and intellectual courage are social values.
- Egocentric and sociocentric thinking are recognized as a bane in social life.

- Children are routinely taught that the rights and needs of others are equal to their own.
- A multi-cultural world view is fostered.
- People are encouraged to think for themselves and discouraged from uncritically accepting the thinking or behavior of others.
- People routinely study and diminish irrational thought.
- People internalize universal intellectual standards.

Some scholars suggest that there are barriers to critical thinking, so if those obstacles are known one can prepare to avoid them so that uncritical thinking will disappear. (Bassham, Irwin, Nardone & Wallace, 2011: 10)

- Bassham, Irwin, Nardone & Wallace (2011 : .11-24) have discussed five common barriers which are:
- **Egocentrism:** is to believe in oneself opinions with no regard to others opinions, egocentrism people see themselves as superior, it means their ideas, thoughts, and beliefs are the best even if it is wrong, they hate others ideas and don't accept them.
- **Sociocentrism:** is the same as egocentrism, but in specific group. Their thinking is restricted to only their group such group bias who think they are better than others.
- **Unwarranted Assumptions and Stereotypes:** unwarranted assumption is to take things for granted without looking for reason behind those things. It is to accept anything easily with no clarification. On the other hand, stereotype is to judge a group of people according to behavior done by only one from that group. Mainly stereotype is wrong ideas spread by people.
- **Relativistic Thinking:** is to see that truth is a matter of opinions. There are two types of relativistic thinking, (1) subjectivism which is to view truth according to individual opinion; (2) cultural relativism which is to view truth in a matter of cultural opinions.
- **Wishful thinking:** is the tendency to believe something not because it is true, rather because it makes one feel better. People accept uncritical ideas just because they make them feel happy.

According to Pescatore (2007) "for social change to occur, citizens must not only think critically about what they read and view, but they must also react to transform the world "(p. 330)

1.5.5. Schools

One of the important skills is reading. Reading can help a lot in the development of critical thinking, and can foster them by time to distinguish between what is reliable and what is not. Schools must be provided by all kinds of reading especially those reading that make them open to the real world. according to Mendelmen (2007) “If reading the world can be paralleled to reading text, then literature offers an ideal vehicle for teaching the critical skills necessary in analysis” (p. 300). Therefore, access to information must be easily to learners. Technology must be provided in school and universities to help them conducting research in various subjects. For Hayes and Devitt (2008) that stated”generally, critical thinking strategies are not extensively developed or practiced during primary and secondary education” (Hayes and Devitt, 2008: 65). Thus, primary and secondary schools need to show efforts for developing their learners’ critical thinking. It is important to start developing critical thinking in the learner right from the primary school because that will affects their learning at the tertiary level.

1.5.6. Parents

Parents, as well, are responsible for their children critical thinking development; they must encourage them to speak their minds, and to tell their opinions. From an early age, children need to know how to question things by the support of their parents. This latter, need to listen to their children, and explain to them different ambiguous things. Parents should raise on their children the ability to investigate even if they (parents) know the answer of the issue. They also should be informed about what learners are learning. To tell teachers about their children’s abilities, and to give them advice on how their children prefer to learn. Parents are obligated to help children to develop the skills necessary to synthesize, interpret and know how to deal with a complex society.

1.6. Conclusion

Through this research and result, we came up with the conclusion that teaching practices in English classes in the streams at secondary school do not involve activities that develop critical thinking except Foreign Languages stream. This latter include some strategies of critical thinking. However, Science classes lack interest and motivation in learning English at university mainly because most of them were not oriented to this specialty. Students’ styles of learning differ from one to another that is why it is recommended for teachers to use different strategies that support involving all the students and make them motivated during their learning. Teachers are required to help their learners how to think critically since it is noted

that critical thinking is an essential part to reach any academic success. Second, students and their parents should encounter in the enhancement of critical thinking because this latter is not only used in learning, but in the real world as well. Moreover, syllabus designers and textbook writers need to consider critical thinking while designing in order to help teachers with thinking activities.

General conclusion

The present study aimed at investigating the impact of learners' streams from secondary school on the development of their critical thinking at Mostaganem University. This research stated various terms in the theoretical part in relation to critical thinking. It is stated that English as a foreign language is learnt for different reasons and that young learners are different from adults in learning a language. Furthermore, there is no perfect approach or method and it is relied to teachers to select what is appropriate to the learning styles which should be matched with teachers' strategies. We dealt also with motivation as a key element in classrooms. And critical thinking as a competence to be developed in academic learning in which learners should be aware in terms on analyzing, synthesizing, evaluating, and so on. We summarized characteristics of critical thinking which are questioning things, gathering the right data, and ending with solutions, Open-mindedness, and communication with others. We passed through cognitive abilities that humans have and we focused on intelligence. Finally, we saw syllabus design and its importance for setting objectives for teachers and learners. Chapter Two was devoted for the practical side. To interpret and analyze data obtained from the questionnaire and the interview of students, the case of second year Master Students, Didactics and Applied Linguistics. As a result we found that teaching practices at secondary school do not encourage the learners to be critical thinkers and that Science streams lack motivation in learning English and were not taught in the same way as Foreign Language class. In the interview we investigated whether there are other circumstances that cause the development or failure of critical thinking. The last chapter was devoted for findings and discussions and recommendations that might enhance critical thinking in which syllabus designers and textbooks writers should consider critical thinking while designing. Teachers need to be trained to improve learners' critical thinking. New teaching ways should be presented since the old are not beneficial and time consuming. Learners have to raise the sense of reading as a strategy to enhance their thinking. Paul and Elder (2009) suggested that we need to create critical societies by teaching critical thinking routinely, encourage open-mindedness, Intellectual integrity, intellectual humility, intellectual empathy, confidence in reason are encouraged as values as well, Egocentric and sociocentric must be avoided since they decrease critical thinking. Children need to feel they are equal to others. People should be aware of others cultures and to accept others thoughts and behaviors because the world now is multi-cultural. Moreover, Bassham, Irwin, Nardone & Wallace (2011) discussed five phenomena that prevent people to think critically which are egocentrism; sociocentrism;

unwarranted assumptions and stereotypes; relativistic thinking; and wishful thinking. However, if these problems are solved, uncritical thinking will vanish in societies. Since the ability to think critically is a primary goal of education, it is demanded to program writers to consider it. The programs should be designed to make learners good thinkers. At the beginning of this research, it was hypothesized that secondary schools have an impact of the learners' critical thinking at the tertiary level. The second was that if science class students are better than the other stream, then the competences and strategies at that stream are counted for that development. The last one was that not all streams from secondary school may transfer critical thinking. We can now confirm whether they are true or not. The first one is confirmed since students should be ready to think critically at the tertiary level. So thinking skills should be enhanced at middle and secondary schools. The second hypothesis is unconfirmed because students from science class consider themselves as not critical thinkers. They lack motivation and interest in learning English at university because most of them did not choose to study it. For the third hypothesis, and according to this research Foreign Languages stream transfer some competencies such as discussions, reading texts then telling the general idea. That because English is considered principle subject in this branch, unlike the other streams. For further research concerning critical thinking, this research did not tackle other aspects such as examining the textbook of secondary school to investigate the effectiveness of activities that encourage students to think critically. In addition, observing the teaching practices in all streams at secondary school would help to guess which stream that provoke learners to use critical thinking.

Limitation of the Study

This study was limited in the questionnaire because not all the students support their answers with explanation and justifications. Besides, this paper was tented to work on sample from first year L1 at Mostaganem University, to analyze their first year marks since they are considered new at university and still affected by their stream at secondary school. However, their marks were not ready. So it was preferable to work on a sample from master two, but their marks of master one couldn't be analyzed.

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Students' Questionnaire

This questionnaire is done for the purpose of investigating the impact of the learners' stream from secondary school on the development of their critical thinking at the tertiary level. We would be grateful for your contribution in filling it.

1- What is your gender?

- Male
- Female

2- How is your level in English?

Excellent 1 2 3 4 Low

Part one: learning English at secondary school

1- What was your stream at secondary school?

- Letters and Philosophy
- Letters and Foreign Languages
- Management and Economy
- Science
- Mathematics

2- Have you faced any problems concerning learning English at secondary school?

- Yes
- No

If yes, mention those problems.....
.....

3- Did the teaching practices of English included activities that provoke you to think and to use your mind?

- Yes
- No

If yes, give an example of that activities.....
.....
.....

4- How was the teaching practices introduced?

Students' Questionnaire

- Deductively
- Inductively
- Both

Justify your answer.....

.....

Part two: Learning English at university

1- Did you choose to study English at university? Or you were oriented to this specialty?

- Yes, I chose to study English at university
- No, I was oriented to study English

2- Are you motivated in learning English at university?

- Yes
- No

3-If yes, which kind of motivation

- Intrinsic
- Extrinsic

Explain.....

.....

4- What kind of learners are you ?

- Visual
- Auditory
- Kinaesthetic

5- Do you consider yourself as a critical thinker?

- Yes
- No

Justify your answer.....

.....

6- If yes, you already have this ability or you have been developed it through years of studying at university?

.....

.....

7- When you read a text, do you investigate the reliability of the sources?

Students' Questionnaire

- Yes
- No

Explain.....
.....
.....

8-In dealing with any data, which skills do you use?

- Questioning
- Analyzing
- Evaluating
- Synthesizing
- Examining
- All of them

9- What are your aims of learning English at university?

- Native-like
- Proficiency
- Communication
- Business
- Travel abroad

10- Which course at university you perform best?

- Linguistics
- Phonetics
- Phonology
- Semantics
- Morpho-syntax
- Translation
- English for Specific Purposes
- Methodology
- Grammar

If there are others mention them.....
.....

Thank you

The students' interview

Answering this interview will be very helpful in deducting the right answers of the questions of this research. We will be thankful for your time and help.

Part one: Students who are critical thinkers.

- 1- Define critical thinking.
- 2- What make you consider yourself as a critical thinker?
- 3- When did you start to expand your critical thinking?
- 4- How do use critical thinking at university?
- 5- What is the main thing that helps you to think critically?
- 6- What strategy do you follow to revise for your exams?
- 7- You revise your lessons till exams come, or from the beginning of each course?
- 8- When you ask to write essays in exams, how much time you take to understand the meaning of the question?
In answering, do you use: Illustrations ; Examples ; Arguments ; Evidences.
- 9- When you read new information, do you check other sources to make sure that data is correct?
- 10- When someone tells you a new fact that you have never heard it before, do you just believe it? If you do not believe what do you do?
- 11- Did your parents raise on you principles to develop critical thinking?
- 12- Are the rest of your family members critical thinkers?
- 13- Do you apply critical thinking at home or just in studies?
- 14- How do you encourage people to incorporate critical thinking into their daily lives?

Part Two: Students who are not critical thinkers

- 1- Define critical thinking.
- 2- Why do you think you are not a critical thinker?
- 3- Do not you think that being not a critical thinker has affected your marks at university and your life?
- 4- What strategy do you follow in revising for exams?
- 5- What the main reason behind your failure of being critical thinker?
- 6- Do you want to be a critical thinker?
- 7- Do you blame others for not being a critical thinker?