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**MASTER**  
**Psycholinguistic Issues in English**  
**Language Teaching**

**Fostering Critical Thinking Skills and Effective  
Communication Methods in EFL Classroom**

The case study: Fourth year Middle school at Mekkaoui Ali  
Middle School - Mostaganem

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## **Dedication**

All praise to Allah the most Merciful and the Almighty for the completion of this work.

I would like to dedicate this work to my parents whom I love the most; Mom and Dad, I will be forever grateful for everything you have done and will do.

To my dear wife for her patience and for her encouragement to complete this work.

To my beloved daughter “ Yasmine “

To my fabulous sisters

To all my family and relatives

To all my dear friends who inspire me.

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## **Abstract**

The demand for using the English language as a means of communication has increased substantially around the world because of its status as the language of globalization, international communication, trade, media, and specially in education but teaching language alone is not enough, for that reason the importance of developing critical thinking skills and communicative competence has been extensively discussed in foreign language. The Ministry of Education has considered this demand and taken significant steps to reform the teaching of English as a Foreign Language (TEFL) in Algeria. In which the aims of and documentation for the TEFL curriculum have been modified to second generation to focus on the four basic language skills and to promote students' communicative competence and develop their critical thinking skills . However, despite all these efforts, there has been little progress in the area of TEFL in Middle schools .The current study investigates the cognitive levels of questions the teacher asked based on Bloom's Taxonomy (1956), and how learners responded to teacher's questions in language classrooms in Algerian middle school EFL context to check their critical thinking enhancement at Mekkaoui Ali Middle School and to examine teachers' perceptions of CLT approach and its application in their classes. . In addition, to this study is an attempt to analyze how critical thinking skills and EFL can be combined in order to help Algerian middle school pupils to learn English in their preferred way maximizing the possibilities of success. This can contribute to find an effective way of teaching, developing more natural ways of learning and giving opportunities for everybody to succeed in his EFL teaching-learning process. For this reason it is necessary to demonstrate that critical thinking and Communicative Teaching Language Approach' proposals need teachers' attention. This research is mainly descriptive using the qualitative and quantitative approach to gather data from different sources through:

- Classroom observations
- Teachers' interviews

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## List of Abbreviations

<b>Abbreviations</b>	<b>Meaning</b>
CT	Critical Thinking
ELT	English Language Teaching
EFL	English as a Foreign Language
LASS	Language Acquisition Support System
IQ	Intelligence Quotient
ZPD	Zone of the proximal development
CBA	Competency based approach
ESL	English as a Second Language
TEFL	Teaching English as a Foreign Language
CLL	Community Language Learning
CLT	Communicative Language Teaching

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# **General Introduction**

# General Introduction

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## **Introduction**

English is the language of globalization. It is assigned a primordial role in science, technology, business and commerce. Increasing popularity of English as an international language calls for innovative approaches in English language teaching classroom. It is no longer appropriate to teach all students with a cookie-cutter formula.

Algeria is giving importance to foreign languages, particularly, English. In the recent years, there has been much discussion about teaching English in Middle school in Algeria specially with second generation curriculum. Since independence, many approaches have been applied to English language teaching in Algeria with the aim to evolve the level of the English learning among Algerian students. But, when it comes to real classroom practices of EFL teaching, the situation still has some complications that have to be reconsidered in EFL acquisition planning in order to come to more effective results because it is a teacher activity which aims to provide learners with better learning opportunities. In this context, learners have different needs, interests and learning styles. Sometimes, teachers struggle to meet these needs. This entails that teachers should adjust their instructional strategies so that they can cater for the varying needs of EFL learners. Benjamin Bloom(1956) ,Dörnyei (1995), Brett (2001) and Nakatani (2010) and others gave some theoretical and practical ideas about critical thinking development.

## **The purpose of the study**

The aim of this study is to share both theoretical and practical ideas about critical thinking development within English language teaching/learning contexts, this study will define the strengths and weaknesses of speaking skills of today's pupils in Algerian middle school and to demonstrate the possibilities of enhancement of the speaking skills of pupils learning English. This study is setting out with the aim of investigating the extent to which Algerian English teachers are aware of using critical thinking skills and effective communication techniques in their classrooms . In particular, it is an attempt to assess the strengths and weaknesses of the currently used curriculum( second generation) to determine whether the books should be reconstructed to boost critical thinking in the content and to what extent

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teachers are required to utilize supplementary materials. The research study will be designed as a qualitative and quantitative case study which involves descriptive methodology collected data sources through:

1. classroom observations,
2. teacher interviews

### **Problem of the study**

Based on the researchers' experience in Teaching English as a Foreign Language (TEFL) field, they noticed that most students face difficulties in learning EFL in particular situations, while the same students were good in other activities in the class. Thus, this study comes to investigate implications of critical thinking skills in English language teaching and learning area. And developing speaking skills of today's students in Algeria, existing methods of enhancing speaking skills of middle school students, and ways to overcome the language barrier.

### **Research Questions**

The study attempted to answer the following questions:

1. . What is critical thinking?
2. Why to integrate and develop critical thinking in ELT?
3. How to create lessons with an element of critical thinking development?
4. How do EFL teachers in the Algerian middle school understand the concept of communication strategies?
5. How do EFL teachers perceive the idea of teaching CLT approach?
6. What sort of activities do EFL teachers consider appropriate to use /if they are to teach communication strategies in their classrooms?

### **Significance of the study and Motivation:**

The current study investigates EFL teachers' perceptions about the teaching of critical thinking skills and the use of the effective communication strategies particularly CLT approach. This study is significant theoretically and practically. Regarding the theoretical

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importance, firstly, it attempts to explore the teachability of communication strategies from the point of view of the teachers whereas most other studies such as Dörnyei (1995), Brett (2001) and Nakatani (2010) and Bloom's Taxonomy (1956) will be concerned with learner variables . In terms of the practical significance or in other words, the pedagogical significance, the findings of this study may be helpful to people and educational institutions involved in EFL teaching and learning.

### **Research Hypotheses :**

- Pupils 'critical thinking skills may or may not be improved and enhanced by using Bloom's taxonomy cognitive domain.
- Many classroom activities may or may not improve students communicative skills.
- It is probable that teachers do not include critical thinking skills and effective communicative strategies in their lesson plans.
- It is probable that EFL teachers use CLT approach properly and effectively.

## **Chapter One:**

# **Critical thinking and communicative skills in English language teaching/learning.**

## **Introduction**

The ability to think critically and to communicate fluently are two important and necessary skills that language teachers and learners need to develop for their academic and social success. Therefore, providing an active learning environment that is conducive to creativity and in which different activities ask learners to think critically and to express their thoughts in the target language are considered as one of the foreign language teachers' objectives particularly within Algerian context. The purpose of this chapter is to review literature about critical thinking and how it relates to teaching strategies. In addition to , the implementation of CLT Approach . Accordingly, this chapter is divided into two parts. The first part is concerned with critical thinking , the second part discussed The Development of Foreign Language Teaching Approaches and Methods.

## **1. Part One : Critical Thinking**

### **1.1 What does critical thinking mean?**

A famous saying by René Descartes goes 'Cogito, ergo sum'<sup>1</sup> (meaning: I think, therefore I am). Descartes can be described as an important founder of systematic doubt. Nothing can be certain in this philosophical approach of thinking once there exists any doubt. Systematic doubt is an extreme way of reflecting the apparent reality and of finding an answer to the question 'Am I?'. The significant achievement of the systematic doubt concept is the usage of doubt as a methodological instrument. In comparison, critical thinking does not mean that one doubts everything, but it rather entails asking questions and therefore trying to get 'to the bottom of things'. However, Critical thinking is not a new concept or practice. It can be traced back many centuries ago. In fact, it has been practiced from times immemorial, notably, by Socrates and Plato.

Although widely used, CT has been regarded as a concept difficult to define and specify with precision. From a cognitive psychological perspective, Sternberg (1986 p. 3) explicates CT as

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“The mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts”. This psychological view of CT as a set of discrete skills is valuable in showing how critical thinkers can do or behave with personal and situational constraints. However, it tends to oversimplify the complex concept of CT into a mere collection of cognitive skills or mental procedures. Among the most prominent philosophical theorists in the field of CT, Robert Ennis has contributed mightily to the conceptualization of CT. To Ennis (1993, p. 180), CT is “reasonable reflective thinking focused on deciding what to believe or do». To elaborate what CT entails, he further proposes a comprehensive list of thirteen CT dispositions and a set of CT abilities (skills). Ennis (2011) especially asserts that it is not enough to just have the requisite CT skills to clarify, to judge well, and to infer wisely, an ideal critical thinker must also have the tendency to employ these skills willingly. The tradition of defining CT from the aspects of cognitive skills and affective dispositions can also be found in Mcpeck’s (1981,p. 8) definition, which is “the propensity and skill to engage in an activity with reflective skepticism”. Distinct from other theorists’ stress on the aspects of logic or reasoning, Mcpeck puts emphasis on “reflective skepticism”, which means the judicious use of skepticism based on standards or norms. According to Paul (1989), any definition of a multifaceted concept like CT may have its limitations, and different definitions can be usefully applied in different situations. He thus chooses to retain a host of definitions rather than trying to obtain one particular definition of CT. Paul has expressed the meaning of CT in multiple ways, one of which is “critical thinking is the art of analyzing and evaluating thinking with a view to improving it” (Paul & Elder, 2008, p. 2). The comprehensiveness of Paul’s definition is viewed as a weakness by Thayer-Bacon (2000,p. 61), who posits that “in trying to include so much in his definition of critical thinking, he [Paul] loses exactness and exclusivity”

The important and noticeable point in these definitions is that although some contradictory ideas might be available among them, they are all agreed on the influential role of CT in almost every discipline and career because of its association with abilities such as problem solving and decision making (Barjesteh & Vaseghi, 2012).

## 1.2 Critical thinking in language teaching

The promotion of critical thinking into the foreign language teaching classrooms is of high significance for several reasons. Firstly, if language learners can take charge of their own thinking, they can monitor and evaluate their own ways of learning more successfully. Second, critical thinking expands the learning experience of the learners and makes the language more meaningful for them. Thirdly, critical thinking has a high degree of correlation with the learners' achievements. Different studies have confirmed the role of critical thinking in improving FL writing ability; language proficiency (Liaw, 2007); and oral communication ability (Kusaka & Robertson, 2008.). The learners may become proficient language users if they have motivation and are taught the ways of displaying critical thinking in foreign language usage, which signifies that the learners must have reflection on their production of ideas, and they may critically support those ideas with logical details. Language development and thinking are closely related and the teaching of higher-order thinking skills should be an integral part of an L2 curriculum. Educators have emphasized the importance of developing higher-order thinking skills in foreign language classrooms (Chamot, 1995; Tarvin & Al-Arishi, 1991) and empirical evidence supports the effectiveness of teaching critical thinking skills along with the foreign language (Chapple & Curtis, 2000; Davidson, 1994, 1995). In fact, language learners who have developed critical thinking skills are capable of doing activities of which other students may not be capable. Implied in the study by (Mahyuddin et al .2004) is that language learners with critical thinking ability are capable of thinking critically and creatively in order to achieve the goals of the curriculum; capable of making decisions and solving problems; capable of using their thinking skills, and of understanding language or its contents; capable of treating thinking skills as lifelong learning; and finally intellectually, physically, emotionally and spiritually well-balanced. As Brown (2004) asserts, in an ideal academic language program, the objectives of the curriculum should go beyond linguistic factors to develop critical thinking among learners. In fact, the effectiveness of language teaching will depend upon what is being taught, in addition to language, which learners can consider as a purposeful and relevant extension of their horizons (Widdowson, 1990). Language teachers are among practitioners who can greatly influence the type of learning by language learners. Therefore, teachers are responsible for promoting critical

thinking in the learners other than helping them to go from one educational level to the next. The responsibility of foreign language teachers is to help their learners acquire critical thinking skills while learning the language. As Mahyuddin et al (2004) assert, there is plenty of room for improvement in incorporating the thinking skills into the curricula.

### **1.3 Approaches Used in Fostering Critical Thinking**

There is a general suggestion that critical thinking should be taught directly and explicitly (Emilia, 2005; Norris & Ennis, 1989; Paul, 1993). Ennis (1992; in Emilia, 2005; Talaska, 1992) suggested three broad approaches to the teaching of critical thinking, which are the general approach, the infusion approach, and the mixed approach.

- The first approach is general approach, where critical thinking is taught specifically which separated from the existing subject matter offerings and purposed to teach students to think critically, using non-school subject contexts (Sternberg, 1987 as cited in Emilia, 2005).
- The second approach is infusion approach, according to Ennis (1992; as cited in Emilia 2005), involves infusion of critical thinking instruction in subject matter instruction which students are encouraged to think critically about the subject.
- The mixed approach is the last approach consisted of the combination of the general approach with the infusion approach. This approach involves a separate course aimed at teaching general principles of critical thinking, but the students are also involved in subject specific critical thinking instruction.

#### **1.3.1 Bloom's Taxonomy of Cognitive Domain**

Teachers may comprehend more about critical thinking when it is associated with the cognitive domains of Bloom's taxonomy because it has proven to be a useful and an influential tool (Paul, 1985). Brown (2004 , p. 76) asserted Bloom's taxonomy is a significant structure to foster critical thinking, which generally gives guidelines for students to "establish clarity and accuracy, assess relevance, and demonstrate the ability to think in depth" . Teachers can make use of Bloom's taxonomy in their teaching as a reference for writing learning objectives, developing lesson plans, asking questions of students, organizing class

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activities, and preparing tests and examinations to assess students' critical thinking (Anderson, 1994). Bloom's taxonomy is a "convenient, quick, efficient, testable, measurable and accountable" multi-tiered model of knowledge production and thinking (Berry, 2004, p. 464). Bloom's taxonomy classifies six levels of thinking: "(a) knowledge, (b) comprehension, and (c) application represent lower-order thinking skills; (d) analysis, (e) synthesis, and (f) evaluation signify higher-order thinking or critical thinking skills" (Bloom, 1984, p. 18). The levels are ordered from simple to complex in terms of the development of critical thinking. The steps to engage in critical thinking are the higher order skills of Bloom's taxonomy, which only can be reached based upon prerequisites of the lower level (Brown, 2004). Furthermore, some categories in Bloom's hierarchy embodied terms that confuse teachers and learners in their effort to optimize the usage of Bloom's hierarchy (Krathwohl, 2002).



Figure 1 . Bloom's Taxonomy of Cognitive Domain

#### 1.4 Defining Metacognition :

Other than Bloom's taxonomy, the metacognition is another concept that is relevant to critical thinking. (Snyder & Snyder 2008, p. 90) argued that critical thinking is synonymous with metacognition, which they defined as "thinking about thinking". Scholars and educators often associate metacognition with "metacognitive beliefs, metacognitive awareness, metacognitive experiences, metacognitive knowledge, feeling of knowing, judgment of learning, theory of mind, metamemory, metacognitive skills, executive skills, higher-order skills, metacomponents, comprehension monitoring, learning strategies, heuristic strategies, and self-regulation" and the lists go on (Veenman, Van Hout-Wolters, & Afflerbach, 2006, p. 4). John Flavell originally coined the term metacognition in the late (1979). He defined it as "knowledge and cognition about cognitive phenomena". Livingston (2003, p. 2) refers to metacognition as "higher-order thinking that involves active control over the cognitive processes engaged in learning". In particular, teachers are accountable to make changes in their teaching and to incorporate strategies that motivate students to enhance their learning. Also, critical thinking can help students to develop other thinking skills. Metacognition is described as "awareness and management of one's own thought," which uses "inquiry, analysis, inference, and argument" in its process, all are important elements in critical thinking (Dean & Kuhn, 2003, p. 3). Flavell (1979) 23 classified metacognition into four categories: "

- (a) metacognitive knowledge, [e.g., I am good at delivering content rather than teaching critical thinking],
- (b) metacognitive experiences [e.g., emotional reactions when incorporating critical thinking in teaching],
- (c) goals or tasks [e.g., a goal to be a good critical thinker], and (d) actions or strategies [e.g., plans to implement active learning, cooperative learning, and other teaching strategies in class to stimulate students thinking skills]" (p. 906).

Consciously or not, people use metacognition in their daily routines, as metacognition is a process of thinking about thinking (Livingston, 2003). Metacognition takes place in "planning, monitoring and evaluating thought" (Luckey, 2003, p. 266). For example, the

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researcher is engaging with metacognition if she discovers there are flaws in the literature review section after reading more articles related to the study and makes improvements by adding more citations and correcting grammar. Metacognition is used to emphasize thinking about teaching in developing teachers' own teaching concepts which called metateaching (Timpson, 1999). Simultaneously, teachers plan, develop, analyze, and improve their teaching. For students, knowledge and regulation in metacognition may be effective for self-reflective learning, specifically regarding their academic performance and personal development (Joseph, 2010). Accordingly, teachers and students gain benefits from this metacognition process and it helps to develop and improve their thinking skills. Notwithstanding, teachers tend to neglect metacognition processes in classes because curriculum provided by the institutions guide instructors to focus on the subject not on thought (Joseph, 2010). It is difficult to utilize metacognition approaches when someone has inadequate metacognitive knowledge and lacks the ability to apply cognitive thinking skills in daily activities "such as generating problem-solving steps and sequencing those steps" (Veenman et al., 2006, p. 5). In summary, metacognition cannot be implemented without proper planning and awareness of cognitive thinking skills needed in learning and instruction.

### **1.5 Why to integrate and develop critical thinking in ELT?**

Critical thinking is associated with quality thinking and, if sufficiently developed, provides learners with a more skillful way of communicating with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes. In all these areas language plays a crucial role. We may need to distinguish between the language as a communicative vehicle in everyday situations and the use of the language beyond the survival level. In fact, a lot of verbal communication occurs in everyday situations which do not require much thinking but a number of situational clichés and factual information. However, when a foreign language is taught or learned, even the survival language level may require more thinking of how to communicate in a foreign language. This is because languages are culturally determined. And as cultures differ, so do languages. Traditions and mentality reflect in the language, its vocabulary, grammar structures, modality, etc. When learning the target language, students need to accept these cultural differences not as a deviation from the natural way associated, as they may think, with their mother tongue but as a fully natural, though

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different, way of verbal expression within a different cultural domain. Practicing thinking critically when trying to identify similarities and differences in how one and the same cliché is put in words in another language makes the learning process more enjoyable and culturally enriching even at the beginning level. Moreover, the English language took the role of the lingua franca and is used globally by non-native speakers of English for intercultural communication. Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication in multicultural contexts. One more aspect justifying and even requiring critical thinking introduction in the ELT class arises due to the rapidly growing international student mobility trends and the use of English as the language of instruction in universities around the world. Researchers of the American Foundation for Critical Thinking ([www.criticalthinking.org](http://www.criticalthinking.org)) argue that critical thinking is not as a natural skill as speaking or running, it is a deliberately developed complex set of skills and features which takes years to acquire. Similarly, a foreign language acquisition needs years of persistent training. So practicing both simultaneously saves time and provides a synergy effect: developing the former we improve the latter and vice versa. Finally, critical thinking requires active and interactive learning. It does not tolerate passive learning, taking new things and opinions as ready-made words of wisdom. However, students tend to learn better by actively communicating with each other in a particular academic content, especially if they are encouraged to apply critical thinking when comparing their views and ideas, when evaluating arguments, when probing into the intellectual standards of clarity and accuracy, breadth and width, relevance and fair-mindedness, etc. Engaged in the interactive activities while practicing both communicative skills and critical thinking, students have a better chance to improve their self-consciousness, their understanding of their abilities and of their limits and thus paving the road to self-improvement as learners, as future professional, and as individuals.

### **1.6 How to integrate critical thinking in a lesson plan?**

So far we have focused our attention on exploring some theoretical aspects of critical thinking, but as every English language teacher knows, it might be hard to find the way to apply and develop lesson plans that address critical thinking in viable and realistic ways. As usual, there are different contexts and student characteristics that may influence the

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degree to which critical thinking can be introduced and developed, but it is firmly believed that the first steps are planning, experimenting and reflecting. Our own practice and students feedback will provide the teacher with the necessary information to start redesigning lessons so that they involve students in the development of critical thinking, i.e. to adapt content, language tasks, learning strategies in cognitive and affective domains. Undoubtedly, writing a lesson plan helps to organize our thoughts and have a framework that indicates how to take our students to certain “learning destinations”. In order to develop plans that include the development of critical thinking some essential elements or components are typical for any lesson plans, yet some other components need to be added and adapted in order to integrate a critical thinking element. After all, if we want to develop critical thinking in our foreign language class, we need to include some specific lesson components into the lesson plan, in addition to traditional components of the lesson description such as prerequisites, instructional objectives, supporting activities, and assessment.

Typically, language teachers are quite happy if their students learn some linguistic structures including words and word collocations, as well as grammar structures and practice them, first, in a more controlled exercise and later in the production of their own pieces of text, oral or written. This traditional approach is known as PPP, which stands for Presentation – Practice – Production. The purpose of the initial stage called ‘Presentation’ is obviously to expose the students to a new material which the students can remember, in other words, retrieve, recognize later, and understand, i.e. being able to interpret and explain what they learned, first, through exercises known as ‘Practice’ and, later, to apply what they learned in a new context, a stage known as ‘Production’. Such transfer of knowledge typically from a teacher to a student may not require active learning. With a critical thinking objective in mind, this is not enough. By including a critical thinking objective, teachers are expected not only to plan a more inquisitive mode of learning new linguistic phenomena but also to engage their students’ in an interactive activity focused on various issues which can be of interest to a particular group of students like world events or problems of personal character. This can be done by relying on the students’ previous experience, by asking question for clarification in order to make the issue clearer, more accurate and precise, by comparing opinions, by identifying the underlying factors, etc. All this has an effect on the quality of arguments and thinking, thus

becoming personal practice in using a foreign language and thinking critically at the same time.

### **1.7 The Importance of teaching critical thinking in the EFL Algerian program**

Critical thinking (CT) and the use of effective communication strategies in foreign language are important issues which are of utmost significance in modern education and nowadays many teachers are interested in encouraging critical thought and developing the ability to communicate properly in their classes. In fact, providing a learning environment that facilitates the promotion of CT skills can be regarded as a crucial aim of educational program worldwide. Significant changes can be seen in the field of education during the last few years in Algerian educational system . Earlier the teachers were at the center of program and they tried to simply impart their knowledge to their students and the emphasis was on what to think. Today's education specially with CBA ( Competency-based Approach), in contrast, put the learners at the center and the focus is on how to think and in particular how to be a critical thinker. In addition, whereas earlier the learning was considered as rote training, nowadays learning in Algeria is conceptualized as constantly evolving process of discovering, questioning, and reformulating hypotheses . These changes are necessary because in our challenging and ever-changing world developing the special abilities such as decision making and problem solving are essential for learners' success in their academic and social life. On the other hand, children are not born with the ability to think critically. It is a learned ability that must be taught by trained and knowledgeable instructors (Patel, 2013). Therefore , as Schafersman (1991) stated, teachers are required to be informed about the value of CT skills , strategies and the way of teaching them and try to identify different classroom areas as the proper place to emphasize and teach these skills. "In order to better prepare our students for the challenges they will face, teachers need to explicitly teach critical thinking and communication strategies, equipping young people with twenty-first century skills" (Hove,2011, p.7)

## 1.8 Critical Thinking Assessment

There is a significant amount of research on assessing critical thinking skills. Some researchers use rubrics to assess critical thinking skills (AAC&U; McLaughlin & Moore, 2012). Others use standardized tests or objective measures to assess critical thinking skills (Butler et al., 2012; Erwin & Sebrell, 2003).

**Rubrics.** AAC&U ( Association of American Colleges and Universities 2013) published a critical thinking rubric that was developed by faculty across the United States. The rubric included broad categories of skills to be evaluated, such as including a purpose, using sources, and drawing conclusions. These skills were then evaluated using four categories: “capstone,” two levels that were called “milestones,” and “benchmark.” The rubric was meant to be adaptable for any discipline, and it could also be used more than once throughout time as students’ perspectives changed (AAC&U, 2013).

**McLaughlin and Moore** (2012) similarly developed a rubric to assess students’ critical thinking skills within the English classroom on writing assignments. Their rubric also had four levels of competency, entitled “superior,” “skilled,” “adequate,” and “inadequate.” It also included a variety of skills to be assessed, including “focus,” “research,” organization, and grammar/mechanics (McLaughlin & Moore, 2012, p. 150). Their rubric was also created collaboratively, albeit with fewer instructors. They received feedback from other English faculty on several occasions to help with its development (McLaughlin & Moore, 2012).

**Dlugos (2003)** wanted to find a way to combine instructors’ goals of developing students’ affective skills, and critical thinking and writing skills, in classroom assignments. He suggested a few assignments that encourage more personal reflection and creativity, and he also proposed rubrics for these assignments. In his rubric, there were three levels of competency, 1-3, and there were four categories of skills that were evaluated: “project choice and development,” “organization and completeness,” “critical thinking,” and “writing” (Dlugos, 2003, p. 627). This rubric was unique in that it was one of the only in the field that used “critical thinking” and “writing” as separate categories. He encouraged instructors to develop these rubrics further and/or to adapt them to their own classes and assignments (Dlugos, 2003).

**Marin and Halpern** (2011) used the Halpern Critical Thinking Assessment (HCTA) to assess high school students' critical thinking skills before and after an intervention. The HCTA consists of both multiple-choice questions and essay/short answer responses, and these 25 questions are based on everyday situations. Test-takers are asked to “analyze and critique” the situations (Butler et al., 2012, p. 113). Besides analyzing and critiquing, the test assesses five critical thinking skills, including “verbal reasoning,” “argument analysis,” “thinking as hypothesis testing,” “likelihood and uncertainty,” and “decision making and problem solving” (Halpern, 2010). Halpern stands out among other researchers in her definition and perception of critical thinking skills, as other researchers do not consider all of these skills to be critical thinking.

## **2. Part Two**

### **English Language Teaching Methods**

For over a century, language educators have been focusing on the development of language teaching methods in order to solve language problems (Stern, 1983). The history of English language teaching has been characterized by a search for more effective methods of teaching English (Richards & Rodgers, 2001). Therefore, language teaching theories have been advanced in conceptualizing teaching in terms of teaching methods (Stern, 1983). The demand for English has been expanding among fields like politics, international relations, travel, and education. Therefore, the access to knowledge can be obtained through English. Consequently, the field of English language teaching has been one of the most developing disciplines around the world (Reddy, 2012). However, teaching methods are very important in the teaching of EFL/ESL. They help teachers make their learners feel comfortable, satisfied and enjoy their lessons (Natsir, 2014).

#### **2.1 Communicative Language Teaching Method**

In the 1970s, communicative language teaching (CLT) appeared as a reaction when the old methods like audiolingual and situational language teaching fell into disfavor. The

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focus on language teaching and learning shifted from teaching grammatical structures to the teaching of knowledge and skills learners need to use the language appropriately in a communicative way (Richards, 2006). Communicative language teaching (CLT) mainly focuses on developing the learners' communicative competence (Richards, 2006; Savignon, 2002). The communicative approach gives learners the opportunity to develop their social skills as to what to say, how to say, when to say and where, in order to fulfill their daily needs (Patel and Jain, 2008). Richards (2006) points out that learners learn a language through the process of communicating in it, and they can get a better chance of learning a language rather than learning using the approaches that focus on grammatical structures.

### 2.1.1 Characteristics of CLT

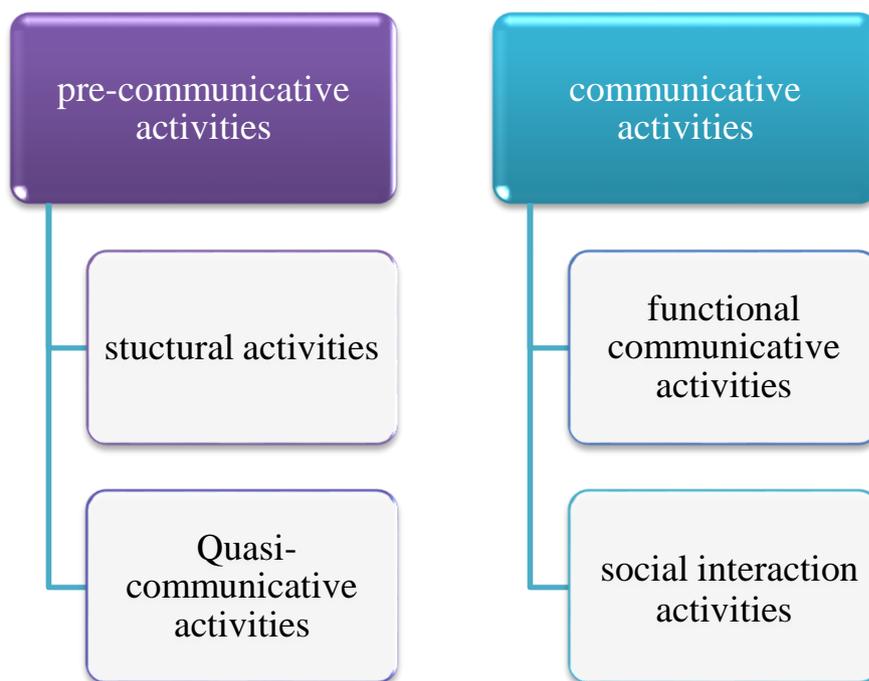
At the level of language theory, Communicative Language Teaching has a rich, theoretical base. Larsen-Freeman (2000), Brown (2001), Richards (2006) describe more or less similar key principles of CLT. These are as follows:

- Classroom goals are focused on communicative competence. The target language is a vehicle for communication not only the object of study.
- Language techniques are designed to engage learners to use the language for meaningful purposes.
- Fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. Accuracy can be judged not in abstract but in context.
- Students have to use language productively and receptively as these are needed in authentic communication.
- Students should be given opportunities to be coached on strategies for how to improve their comprehension, their learning style and process.
- The teacher acts as a facilitator in setting up communicative activities and as an advisor or guide during the activities. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

### 2.1.2 Communicative activities:

There are two kinds of communicative activities. They are: **pre-communicative activities** and **communicative activities**. Through *pre-communicative activities*, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners exercise some parts of skills rather than practicing the total skills. The learners learn different structures of target language through pre-communicative activities. For example, the learners must produce the correct form of simple past. Then the learners learn to relate structure to communicative function. These activities give importance to not only the structures but also the meanings. After that the learners learn to relate language to specific meanings. Question-and-answer activity based on the classroom situation is a part of situational language teaching. In *communicative activities*, the learners have to activate and integrate their pre-communicative knowledge and skills in order to use them for the communication of meaning. Then they practice the total skills of communication. In functional communicative activities, the learners are placed in a situation where they must perform a task by communication as best they can; with whatever resources they have available. The criterion for success is practical: how effectively the task is performed. In social interaction activities, on the other hand, the learners are also encouraged to take account of the social context in which communication takes place. They are required to go beyond what is necessary for simply 'getting the meaning across', in order to develop greater social acceptability in the language they use. At first a learner gathers grammatical accuracy and later he produces speech which is socially appropriate to specify situations and relationship.

This methodological framework can be represented diagrammatically as follows:



- Figure 1.2 : ( Communicative activities by Richards and Rodgers 2001,p.171)

### 2.1.3 Language Classroom Based on CLT:

According to Brown (2001) students are the members of a team and should be able to see one another, to talk to one another (in English) and should not make to feel like they just walked into a military formation. An ideal arrangement of a classroom promotes interaction, involves arranging the desks in a semicircle. This type of arrangement is most feasible in getting students involved in acquire communication competence in English Language students need to participant in different activities. Richards (2006) highlights some “activities for students in learning language focusing on fluency:

- They reflect natural use of language.
- They focus on achieving communication.
- They require meaningful use of language.
- They require the of communication strategies.
- They produce language that may not be predictable
- They seek to link language use to context.” (Ozsevik, 2010, p.41)

#### **2.1.4 Teachers' Role**

In CLT classroom teacher has to play dimensional role. She/he has to know when it is high time to play which role. (Breen and Candlin 1980, p.99) describe teacher's roles as follows

- Facilitator- who facilitate the communication process in the classroom.
- Independent participant- He/she has to participate within the learning- teaching group.
- Resource- He/she organizes the resources of the activities or can acting the role of resource being helpful and by giving information to students.
- Researcher- He/she is a learner or researcher with much to contribute in terms of appropriate knowledge and activities, actual and observed experience of the nature learning and organizational capacities.

Other roles of teacher are

- Monitor- During the activities teacher needs to monitor students' performance and to give feedback if necessary.
- Counselor- As a counselor teacher "is expected to exemplify an effective communicator seeking maximize the meshing of speaker intention, hearer interpretation through the use of paraphrase, confirmation and feedback." ( Richards & Rogers, 1986; 2001)

#### **2.1.5 Students' Role**

The emphasis in CLT leads the students to different roles in classroom. These can be mentioned in following terms

- Negotiators for meaning: The learner as negotiator between the self, the learning process and the objective of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaken. (Breen and Candlin, 1980, p.110)
- Communicators: They need to communicate with each other and share their opinions in the class.

- Discoverers: They have to discover how to improve their learning. (Nunan, 1991)
- Contributors of knowledge and information: the implication for is that learner should contribute as much as he gains and thereby learn in an independent way. (Breen and Candlin, 1980, p.110)

### 2.1.6 Communicative Competence :

The earlier movement of CLT was the reconceptualization of the teaching syllabus in notional-functional concepts (Wilkins, 1976), but its scope has been expanded to encompass a wide range of principles for developing learners' communicative competence (Brown, 1994). The concept of communicative competence, first introduced by Hymes in the 1960s, has become the theoretical foundation of CLT. In fact, Chomsky (1965) had already proposed a distinction between 'competence' and 'performance'. The former refers to what the speaker knows and the latter what the speaker does, both from linguistic perspectives. Reacting to the narrow definition of Chomsky's characterization of the linguistic competence of the ideal native speaker, Hynes (1972) proposed 'communicative competence' to emphasize that the social factors, in addition to grammatical knowledge, should be taken into consideration for language learners to carry out meaningful interaction. Furthermore, Halliday's functional account of language (1975) considered to complement Hymes's view of communicative competence (Savignon, 1983), was influential in the development of CLT. Some proponents of CLT used his theory to explain the goal of FL/SL learning "as acquiring the linguistics means to perform different kinds of function" (Richards and Rodgers, 1986:71). The well-known framework of communicative competence was proposed by Canale and Swain (1980) and refined by Canale (1983). They claimed that communicative competence involves at least four areas of knowledge and abilities for language use (verbal communication). These include **grammatical** (a knowledge of the linguistic system of the target language), **sociolinguistic** (the abilities to communicate appropriately in different social contexts), **discourse** (the abilities to communicate purposefully in different genres, and to use coherence and cohesion) and **strategic competence** (the abilities to use various strategies to get communication done).

Recently, Canale and Swain's model has undergone several modifications (Brown,2000). For example, Bachman proposed a theoretical framework of communicative language ability (CLA) based on the newer views on communicative competence (Bachman, 1990). In his

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CLA model, three components were included: language competence (knowledge of language), strategic competence, and psychophysiological mechanisms (Bachman, 1990). The language competence comprises organizational and pragmatic competence. Bachman put original grammatical and discourse (textual) competence under one node, called organizational competence, to cover all rules and systems related to the forms of language. As for the sociolinguistic competence in Canale and Swain's model, it was broken into two categories under the pragmatic competence, named illocutionary and sociolinguistic<sup>2</sup>competence respectively. According to Bachman's model, strategic competence serves as "the mental capacity for implementing the components of language competence in contextualized language use" (Bachman, 1990:84). The psychophysiological mechanisms refer to the "neurological and psychological processes involved in the actual execution of language as a physical phenomenon" (Bachman, 1990,84)

### 2.1.7 Effective communication skills

Effective communication can be understood as a process of sharing. In other words, the communication process always constitutes a two-way traffic between the sender and the recipient of the information. Therefore, unless the sender makes sure that the recipient understands his or her message, he or she runs the risk of faulty communication. Within education , one view held by the researcher is that effective learning takes place through effective communication and discussion. Studies show that by debating issues extensively, learners assist each other to become aware of the incoherence of their thoughts and their collective group thoughts which evolve from this sound engagement to consequently contribute meaningfully toward a sound educational and learning enterprise. According to Tromp (1998 : 111) in classrooms where teaching and learning occurs and communication takes place “Effective facilitation provides learning opportunities for all participants. If individuals can adopt the correct frame of mind and can be mustered around a common goal, every interaction with co-actors can become an enriching experience for every participant. When process loss factors are adequately addressed and the group adopts the collaborative values of trust, openness and mutual respect, the group can become a healthy, growing organizational asset”. However, effective communication skills that enhance the development of good relationships among learners and their teachers are categorized into two: *sending*

*skills* and *receiving skills*. *Sending skills* are those communication skills people use when speaking to another person; while *receiving skills* refer to those techniques employed by people to become more effective listeners.

### 2.1.8 What are Communication Strategies ?

Different researchers proposed different definitions for the term communication strategies. For example, Faerch and Kasper (1983,p. 36) define them as “...potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”. In this psycholinguistic definition, communication strategies become distinguished from other verbal plans by two criteria: problem-orientedness and potential consciousness (Faerch and Kasper, 1984, p. 47). In line with this, Tarone (1977,p. 95) states “communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought”. Tarone (1980p. 420) points out those communication strategies have to fulfill the following criteria:

- 1- A speaker desires to communicate a meaning x to a listener.
- 2- The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning x is unavailable or is not shared with the listener.
- 3- The speaker chooses to:
  - Avoid-not attempt to communicate meaning x or,
  - (b) Attempt alternative means to communicate meaning x. The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.

Other researchers like Bialystok (1990) and Kellerman (1991) adopt a different approach to the conceptualization of communication strategies. They claim that the conceptualization of communication strategies is cognitive and must be attributed to first language acquisition and communication. In the words of Bialystok (1990 p. 2) “it would be odd if the cognitive mechanisms that produced communication strategies in a second language were fundamentally different from those responsible for the strategic use of a first language” . In

accordance with this idea, Kellerman (1991 p. 145) states that strategies “should be psychologically plausible that is, they should be compatible with what we know about language production, cognitive processing and problem-solving behaviour”.

## **2.2 Communication Strategies and Learner Autonomy :**

Research on learners’ autonomy is the result or product of the pedagogical shift from teacher-centred approaches into learner-centred approaches. This shift of focus highlights the importance of self-directed learning where learners find the opportunity to improve their skills and become independent in their learning process. The principle of learner autonomy implies that learners need to be encouraged to assume the maximum responsibility for their own learning (Richards & Schmidt, 2002). “Autonomous learning seeks to equip learners with tools that will best serve them once they are on their own and to facilitate their self-directed learning outside the classroom” (Faucette, 2001, p. 9). Autonomous learners are characteristically knowledgeable of the strategies and the efficient control over their use (Manchon, 2000). This implies that autonomous learners have the skills to help them overcome communicative problems that may appear in the flow of communication. In the same vein, Ellis (1997) points out that: “the idea of strategy training is attractive because it provides a way of helping learners to become autonomous (i.e. of enabling them to take responsibility for their own learning)” (Ellis, 1997, p. 87). In language education, the term learner autonomy is used in the following five ways:

- 1- For situations in which learners study entirely on their own;
- 2- For a set of skills which can be learned and applied in self-directed learning;
- 3- For an inborn capacity which is suppressed by institutional education;
- 4- For the exercise of learners’ responsibility for their own learning;
- 5- For the right of learners to determine the direction of their own learning (Benson & Voller, 1997, pp. 1-2).

Faerch and Kasper (1983 p. 56) highlight that the use of communication strategies can help learners to “bridge” pedagogic and non-pedagogic situations. In line with this, Faucette (2001) maintains that learner autonomy is the ability to bridge this gap which can be

developed through instruction. It is worth mentioning that through my readings of the relevant literature, it appears that researchers have paid little or no attention to the relationship between learners' autonomy and communication strategies.

### **2.3 The Competency Based Approach**

Recently, the Algerian Ministry of Education has adopted a new approach of ELT in Algerian secondary schools which is the Competency-Based Approach or what is simply referred as C.B.A. This new approach tends to make the learning skills related to the outside environment. It tends to put students in real world tasks. Thus, the syllabus designer's main role is to help students, via teachers, to transfer the acquired knowledge in classroom into the real world beyond classroom doors. It has been developed and applied in the United States in 1980. Because of its success; it has been adopted in many ESL program worldwide schools. In Algeria it has been introduced by the Algerian Ministry of Education in 2005 and has been adopted in the new course books and program of English to develop intellectual competencies among the learner. As it has already been mentioned, a key concept of this approach is competency. Under this approach, learning is mainly achieved through acquiring competencies that would develop how to act among the learners by means of different functions and skills. Being a qualified language learner means simply to be a competent language user in real life situations. This involves the acquisition of learning strategies that enable learners to share and exchange knowledge with others and knows how to co-operate with them.

### **Conclusion**

Recent trends in English as a foreign language (EFL) have highlighted the significance and necessity of developing critical thinking (CT) and communicative skills as an integral part of English language curriculum. In English language learning, students need CT skills to read beyond the literal, to write convincing essays, to express their ideas within the target language to challenge the others' position. As Kabilan (2000) argues, merely using the target language and knowing the meaning are not enough; proficient learners must be able to display CT through correct language. Furthermore, CT tends to expand students' learning experience and makes language learning correct, practical, deeper and more meaningful.

## **Chapter Two:**

### **Developing Learners 'Critical Thinking Skills and Identifying Teachers' CLT Awareness.**

## **Introduction**

In the previous chapter, we have presented the literature review about critical thinking and foreign language teaching approaches and methods its application in EFL classroom. This chapter is devoted to the presentation and analysis of results obtained from the data gathering tools (classroom observations and teachers interviews) employed in this research.

Therefore, the present chapter represents the field work of the study .Throughout it ,we try to verify or falsify our hypotheses which postulate that if pupils 'critical thinking can be enhanced and if teachers are aware of the implications of CLT Approach for EFL teaching. Moreover, to collect data for our research, we adopted a qualitative approach. And we administrated classroom observations for fourth year Middle School .As well as, an interview that was done with middle school English CLT approach and its application in their classes.

### **1. Research Methodology**

A research work is “an ongoing activity which is never totally completed because each piece of research raises additional questions for more research.” (Helbert W.Seliger.2000).

#### **1.1 Research Method**

This research is mainly descriptive using the qualitative and quantitative approach to gather data. The descriptive method enables us to investigate implications of critical thinking skills in English language teaching and learning area. And developing speaking skills of today's students in Algeria , existing methods of enhancing speaking skills of middle school students, and ways to overcome the language barriers.

## **1.2 Data Gathering Tools**

In order to conduct our study and to confirm our hypotheses, two data gathering tools were relied on; classroom observation conducted for fourth year pupils and an interview delivered to English teachers. The objective of choosing these two tools depends on the overall aims of the research which are investigating of the implications of critical thinking skills in English language teaching and developing existing methods and strategies of enhancing communicative skills and its application in EFL classrooms in Algeria.

## **1.3 Sample of the Study**

Participants in this study consist of Fourth-year middle school pupils at Mekkaoui Ali Middle-School, located in Sidi Lakhdar in the east of Mostaganem. A total of 30 pupils from a population of 62 completed the study. A sample of thirty (30) pupils has been chosen and divided randomly from fourth year classes to represent the whole population of the study. .

A second sample, which concerns teachers this time, has been selected to enrich the study and to confirm or falsify whether they include critical thinking skills and effective communicative strategies in their lessons. Therefore, Four (4) English teachers have been interviewed at Mekkaoui Ali Middle-School and other School . The reason behind choosing such a sample was to investigate EFL teachers' perceptions about the teaching of critical thinking skills and the use of the effective communication strategies in their classrooms.

## **2. Classroom observations :**

### **2.1 Aim of classroom observations:**

As it has been mentioned before, English has become a universal language. It is both the national language for many countries and the first or second one for countries where English is not a national language. In the case of Algeria, it is used as a second language starting from the middle school, secondary school then the university as an obligatory module in numerous fields such as biology, economics and physics because of the great importance the country adheres to the study of this language as announced in the National Charter. Accordingly, the

## Chapter Two: Developing Learners' Critical Thinking Skills and Identifying Teachers' CLT Awareness

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study of English has become a compulsory requirement for all students as it helps to increase the number of users and raise awareness about its vital importance to comply with the world changes. However, according to some educators' opinions, the teaching of English has been ineffective as it doesn't carry out many successful outcomes due to the fact that most of the Algerian students face problems on many levels; academic speaking, writing and especially thinking. In which there is still the traditional ways of teaching that emphasizes passive and lower-order thinking skills. Yet, pupils become uncritical and passive recipients of knowledge rather than critical and active participants of information. They do not feel the necessity to put forward their own thoughts and feelings about a subject being discussed.

Recently within Algerian education system, there has been staggering attempts ( especially with second generation ) to integrate higher-order thinking skills in the curriculum. In my research, I have chosen classroom observations which are considered as an effective in closely examining what is occurring in real classroom practice (Dörnyei, 2008). Therefore, the purpose of classroom observations is to examine the cognitive levels of pupils through questions that the teacher asks for learners in order to examine how learners respond to teacher questions of different cognitive levels in English and these questions are used to support the gradual thinking process which passes from lower to higher level of thinking based on Bloom's Taxonomy (1956) of questions. For example, a teacher can go gradually from asking about direct facts in the story moving to analyzing, synthesizing, and evaluating. It is worth noting that each question should have a specific and clear objective and should lead to another one. To achieve this purpose, the researcher uses the storytelling technique in helping the pupils to enhance their critical thinking skills because short stories are included in fourth year syllabus as " File 6 Fact and Fiction " .

### **2.2 Classroom observations procedures:**

The study is designed according to the experimental approach. Four groups are taken as the participants of the study. "pretest", "treatment" and "posttest" are used in the

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experiment or control group design model. Since the aim of my study is to examine the cognitive levels of pupils through questions that the teacher asks, I have selected short stories as an important vehicle to improve pupils' higher-order thinking skills in their written responses and answers, the story I have chosen is "*Cinderella*" ( see appendix 1 ) which is presented in data show, Since the second generation curriculum in Algerian textbooks emphasizes on the use of authentic material for second language learning and in context. This choice was done because of the love of children towards fictional stories in addition to its necessity for their growth. For example, Esenwein and Stockard(2008), assert that pupils' needs and their stage of development are among the two major factors that need to be considered in choosing stories for students to read. According to Jitenda(2004), children's stories are important sources to enhance their cognitive abilities. Furthermore, according to Lovelock(2002), children's stories are not too childish for beginners. He also claims that the pupils' affective filter could be lowered by the use of the children's stories. I chose for my pupils the story of "*Cinderella*" and "*Bloom's Taxonomy stem ( questioning)*" ( see appendix 2 ) which is checklist that describes the levels of Bloom's Taxonomy for Literature Analysis which was prepared and adapted in form of different activities for my pupils in order to categorize their responses and answers according to it (see Appendix 3). Cognitive domain is a six level hierarchical order in which knowledge, comprehension, and application constitute the lower-order thinking levels while analysis, synthesis, and evaluation constitute the higher-order thinking levels because I knew that they are familiar with the story so the text would be easy for them to comprehend, allowing them to quickly master the bottom tiers of Bloom's taxonomy (knowledge, comprehension), allowing pupils to move into the upper tiers of Bloom's taxonomy and spend the majority of the story honing critical thinking skills.

As the researcher, I was the instructor. I have been an English teacher for 11 years. I began my teaching experience in 2007 as a middle school English teacher. So, the experiment was done in my classroom at Mekkaoui Ali Middle School in a period of 1 week and almost 4 sessions and each session takes 1 hour. Below is a detailed description of what occurred throughout the four sessions observations.

### **2.2.1 Session 1 : " Pretesting "**

On Sunday, March 04<sup>th</sup> 2018 at 09o'clock , With all groups, I informed my pupils that today they would be watching , listening to and thinking about a very famous story. Later they would be asked many questions in order to write about the story and their answers and responses will be scored and calculated to motivate them and create a spirit of challenge between the groups . A pretest is designed to assess pupils' cognitive abilities in expressing ideas, thoughts and opinions in a coherent manner. Before exposing pupils to the short story, they were given many pictures and some keywords related to the story for ten minutes in order to make them predict the current story before moving to the treatment. .My objective, in fact, is to elicit their prior knowledge as lower level questions from Bloom's knowledge and comprehension levels and brainstorm their thinking. Examples included," what does these pictures represent ? " can you know the name of the princess in the picture ?" "who is Cinderella ? " . It is important to mention that critical thinking development of the participants is under investigation and notes are taken by the researcher. For this, it is used as a test applied before the treatment and as a posttest applied after the treatment. After I read the story aloud and the pupils followed along in the board using the Data Show. Then, Participants were asked to read the text silently in groups. Because of time constraint, pupils are given the short story in handouts to be read as a homework.

### **2.2.2 Session 2 : " Treatment \_ Part one \_ "**

On Monday, March 05<sup>th</sup> 2018 at 11o'clock , I asked my pupils to reread the story again at the same I distributed handouts consist of many questions on the story based on Bloom's Taxonomy in form of Two activities and they were asked to write their answers to be scored and calculated and I intentionally started by higher level questions from Bloom's synthesis level . *For example:* "What would happen if Cinderella had not lost her shoe?" . They were given thirty (30) minutes to perform the tasks . By the end of the session , the pupils' answers of the four groups were collected and taken by the researcher in order to be analyzed.

### **2.2.3 Session 3: "Treatment \_ part two \_ "**

On Wednesday, March 07<sup>th</sup> 2018 at 08o'clock , I carried on the treatment of the story by asking them to reread the story again because reading two or more times pupils will feel secure and understand more than they did previously. Then I gave them another activities but

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in this time the tasks categorize and go gradually from asking questions about direct facts in the story moving to analyzing, synthesizing, and evaluating according to Bloom's Taxonomy. It is worth noting that each question should have a specific and clear objective and should lead to another one. By the end of the session, the pupils' answers of the four groups were collected and taken by the researcher in order to be analyzed.

### 2.2.4 Session 4 : " Posttesting"

On Thursday , March 08<sup>th</sup> 2018 at 13h , during the post-storytelling stage the answers and the correction of the activities was given ( see appendix 4) to the participants as a posttest in order to compare their answers as self-assessment and peer-assessment in which the pupils were given the opportunity to move from time to time to share the new ideas picked with their mates. The story is used in the posttest as a stimulus to encourage students respond and express their ideas in a written form. They use information from the literary text they read, to support their opinions and improve their thinking. Furthermore, after discussing the major themes of the short story, the groups were asked to take a related and an immediate writing task as a response to the short story they have read. They were asked to write about one of the main themes of the story which is "patience " . Moreover, writing on the theme "patience" helps learners to demonstrate an understanding of the work, using evidence and prior knowledge or experience. The purpose from writing on the same theme the post-test is to measure the high –order thinking skills that implicitly gained from the reading material.

## 2.3 Data gathering and data analysis of the pretest, Treatment and posttest:

### 2.3.1 Population:

Population	Age	Girls	Boys	Group 1	Group2	Group3	Group4
30	14 to 17	17	13	08pupils	08 pupils	07pupils	07pupils

**Table 2.1 : Pupils population.**

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### 2.3.2 Test Findings :

Stage	Bloom's Taxonomy levels	Questions /activities	Objectives	Groups scores (G1,G2,G3,G4)						
Pretesting	Knowledge	<p><b>Task 1:</b>choose the best answer(3pts)</p> <p>1.What does the picture on the board represent ?</p> <p>*a princess *a teacher * a doctor</p> <p>2.who is the character in the picture?</p> <p>*Snow white *Mowgly</p> <p>*Cinderella</p> <p>3 where does the setting take place ?</p> <p>*forest *school *palace</p>	To elicit pupils prior knowledge and to brainstorm their cognitive abilities .	<p>G1: 3/3 points</p> <p>G2:2/3points</p> <p>G3: 3/3points</p> <p>G4:3/3points</p>						
	Synthesis	<p><b>Task 2 :</b></p> <p>What is the main theme of the story ? (2pts)</p> <p>*poverty *patience *sadness</p> <p>*What is the author's purpose in this story?</p>	Intentionally I asked these questions to test pupils cognitive abilities before moving on gradually to high order thinking level.	<p>G1:0/4points</p> <p>G2:2/4points</p> <p>G3:2/4points</p> <p>G4:0/4points</p>						
	Comprehension	<p><b>Task 3;choose the best answer and match the following traits with the characters :(5points)</b></p> <p>-What did Cinderella lose?</p> <p>*Her shoe *her dog * her glasses</p> <p>-hard worker-selfish-kind-ugly-beautiful-handsome-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Cinderella</td> <td>The prince</td> <td>stepsisters</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Cinderella	The prince	stepsisters				To examine pupils' understanding of a reading passage.	<p>G1: 3/5points</p> <p>G2:5/5points</p> <p>G3:5/5points</p> <p>G4 :2/5points</p>
	Cinderella	The prince	stepsisters							
	Application	<p><b>Task 4 : Imagine that Cinderella lived in Algeria and she had to do chores around the house. Try to</b></p>	To use the information that are taken from the story	<p>G1: 4/4points</p> <p>G2:4/4points</p> <p>G3:4/4points</p>						

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Treatment		<p><b><u>think of your every - day chores that are relevant to where you live. so that you can compare the different kinds of work done in countries around the world. ( 4 points )</u></b>            To help you started, consider the following questions. For example:            If Cinderella were in Algeria What kind of jobs would she have to do at home? What kind of Algerian foods would she have to cook? If Cinderella were in Canada, she would have to dust all of the time because of the sand storms that blow in from Africa ?            Write Four full sentences .</p>	and apply it in another familiar and real situation	G4 :4/4points
	Analysis	<p><b><u>Task 5: answer the following questions. ( 4 points)</u></b>            *Analyze Cinderella’s reasons for not telling the Prince her true identity ?            * Did Cinderella have the same qualities as her stepsisters ? why?            * How is Cinderella different from other girls in the ball ?</p>	To enable pupils breaking down the story into parts so that they can study it closely and to see hidden parts or patterns through Classifying, comparing, and contrasting events.	G1: 2/4points G2:4/4points G3:2/4points G4 :2/4points
	Synthesis	<p><b><u>Task 6 : answer the following question.(6points)</u></b>            *What is the theme of Cinderella?            *What is the author’s purpose in this passage?            *What would happen if Cinderella had not lost her shoe?</p>	To combine all of the knowledge pupils have gained and synthesize information to create new ideas.	G1: 5/6points G2:5/6points G3:3/6points G4 :5/6points
	Evaluation	<p><b><u>Task 7 : answer the questions and justify your opinions.(4points)</u></b>            *Was Cinderella right to deceive the Prince?            *What would you do if you lived with someone like Cinderella’s stepmother?</p>	To use the information pupils contained in the text and their own values and beliefs in creating a response.	G1: 4/4points G2:4/4points G3:3/4points G4 :4/4points
	Posttesting	<p>-The answers and the correction of the activities was given to the participants( see appendix 6)            -write a paragraph (10points)</p>	Self-assessment Peer-assessment	G1: 08/10 G2 :09/10 G3:07/10 G4:08/10

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			To check pupils high order thinking development .	
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Table 2.2 : Short story tasks according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skills

The above scores are illustrated in the following table:

Stage	Six categories of Bloom's Taxonomy (1956).	Tasks	Scores			
			Group 1	Group 2	Group 3	Group 4
Pretesting	Knowledge	Task1 = 03 points	3/3	2/3	3/3	3/3
Treatment	Synthesis	Task2 = 04 points	0/4	2/4	2/4	0/4
	Comprehension	Task3 = 05 points	3/5	5/5	5/5	2/5
	Application	Task4 = 04 points	4/4	4/4	4/4	4/4
	Analysis	Task5 = 04 points	2/4	4/4	2/4	2/4
	Synthesis	Task6 = 06 points	5/6	5/6	3/6	5/6
	Evaluation	Task 7 = 04 points	4/4	4/4	3/4	3/4
Posttesting	Writing a paragraph	Task8 = 10 points	08/10	09/10	07/10	08/10
<b>The Total</b>		<b>40 points</b>	<b>29/40 points</b>	<b>35/40points</b>	<b>29/40points</b>	<b>27/40points</b>

Table 2.3: Groups' frequencies of the short story tasks according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skills

**2.3.3 Pupils' frequencies of the short story tasks according to Bloom's Taxonomy Lower - Order and Higher - Order Thinking Skills:**

The above scores are illustrated in the following figures :

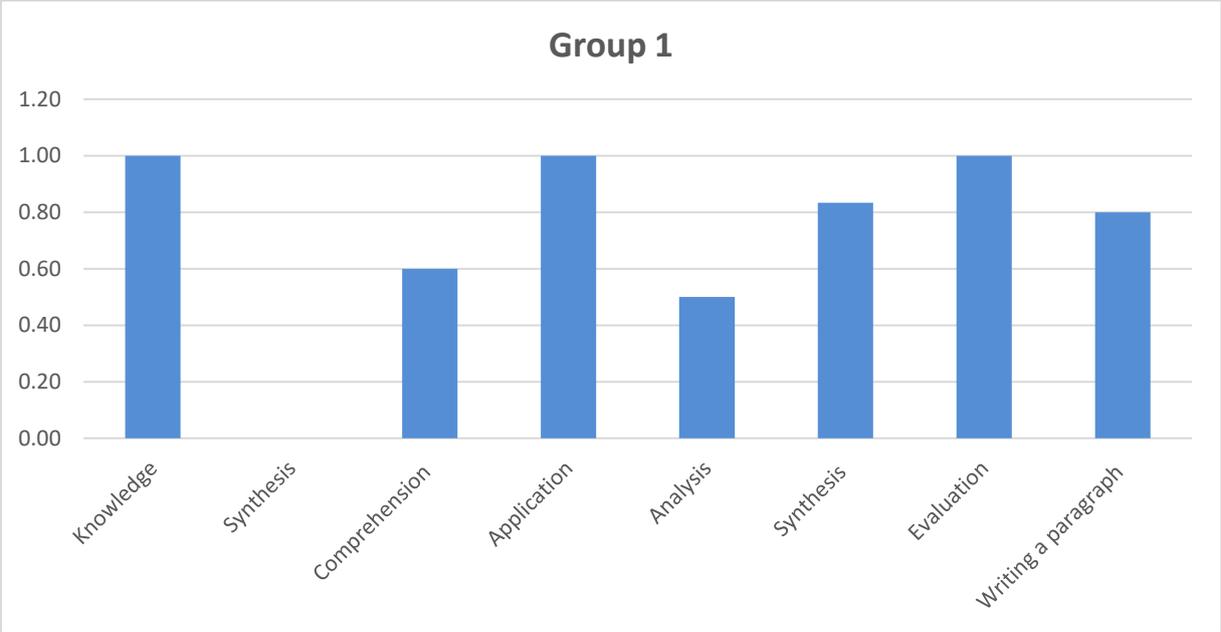


Figure 2.1 : Group 1 frequencies of the short story tasks ( Pre and post testing ) according to Bloom's Taxonomy Lower - Order and Higher - Order Thinking Skills:

This Bar-Graph represents the scores of the short story tasks (Pre and post testing ) according to Bloom's Taxonomy Lower - Order and Higher - Order Thinking Skill of Group 1.

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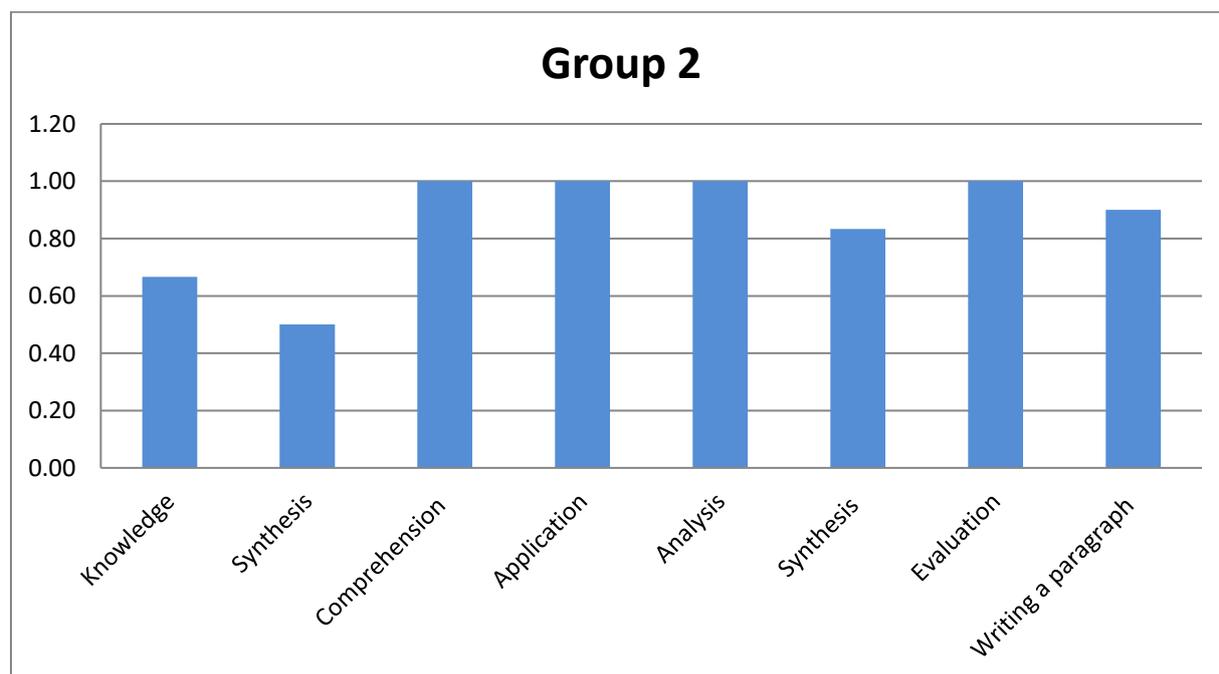


Figure 2.2 : Group 2 frequencies of the short story( Pre and post testing ) tasks according to Bloom's Taxonomy Lower –Order and Higher – Order Thinking Skills.

This Bar-Graph represents the scores of the short story tasks (Pre and post testing ) according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skill of Group 2.

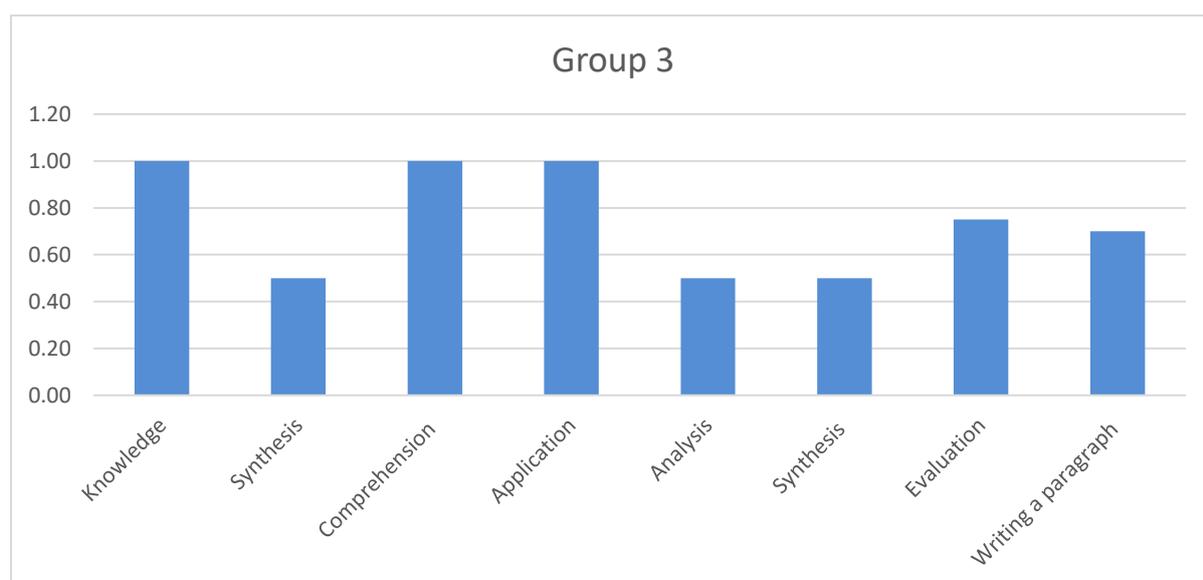


Figure 2.3 : Group 3 frequencies of the short story tasks( Pre and post testing ) according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skills.

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This Bar-Graph represents the scores of the short story tasks (Pre and post testing ) according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skill of Group 3.

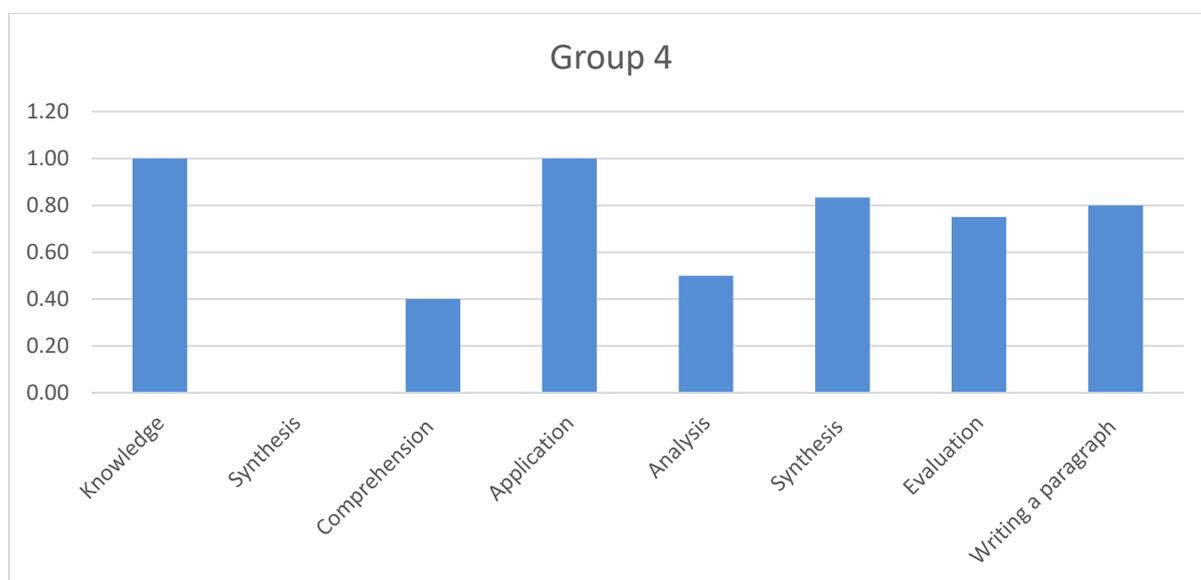


Figure 2.4 : Group 4 frequencies of the short story tasks( Pre and post testing ) according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skills.

This Bar-Graph represents the scores of the short story tasks (Pre and post testing ) according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skill of Group 4.

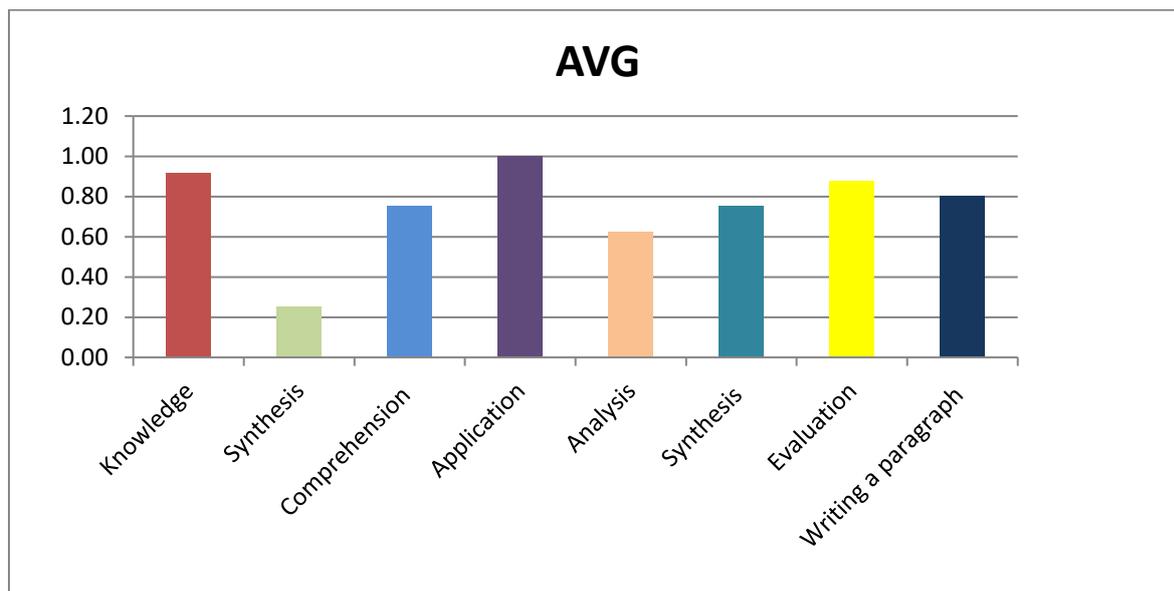


Figure 2.5 : The total of all pupils frequencies of the short story tasks ( Pre and post testing ) according to Bloom's Taxonomy Lower – Order and Higher – Order Thinking Skills.

## 2.4 Discussion of Results

In order to demonstrate if pupils 'critical thinking skills are improved and enhanced and how the pupils' answers fit into the lower-order and higher-order thinking levels categorized according to Bloom's Taxonomy, extracts from the groups' responses were used to code the written data. The number of sentences for each group response was counted and totaled to find out the score of response for each category. Those written responses were not corrected and were presented in the same way as the pupils wrote. Since the response statements were analyzed sentence by sentence, the responses were categorized in terms of the related level according to the checklist for Bloom's Taxonomy Stem .

### 2.4.1 Lower-Order Tasks :

For lower-order answers, the pupils reflected story-based information instead of reflecting their own feelings and thoughts or judging evoked during the reading process. These pupils' written responses mostly concentrated on guessing the story name and listing the characters. There are three types of lower-order response category: Knowledge, Comprehension, and Application.

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- ✓ **Knowledge** : Responses in this category are limited to recall some facts and information about the short story. The written responses which were categorized as knowledge tended to note only the name of the characters, setting, and the specific events, and places. Pupils earned ( 03) points in this category .
- ✓ **Synthesis** : I intentionally asked questions belonging to this category in order to test pupils cognitive abilities before moving on gradually to high order thinking level. But the result was not surprising because as I guess that they will not be able to answer such level of questions in pretesting stage .Therefore , some groups got (00/04) points.
- ✓ **Comprehension** : The written answers for the category of comprehension are expected to discuss the main idea of the short story, classify the words in the right column , explain some parts from the story proved that pupils started to activate their cognitive skills. Consequently, some groups got full mark (05/05) points. This pointed out the pupils' understanding of the short story, it showed also that the pupils' comprehension of the story was developing.
- ✓ **Application** : The responses in this category are not really expected to focus on the given information in the short story in a different way. The pupils could apply what they have learned and read into real and different situations. They got excellent marks (04/04) points.

### 2.4.2 Higher-Order Tasks :

For higher-order responses, the pupils concentrated on more than story-based information. They put forward their own personal thoughts and emotions evoked during reading as well as making comments about the characters rather than just identifying their names. Besides, the responses focused on more creating something new or different. Moreover, the students tended to make judgments about the characters or establish links between the story and real life or their personal experiences. As it is seen, higher-order responses included data which needed the pupils' ability to analyze, synthesize, and evaluate.

- ✓ **Analysis** : Some of the answers which are considered in the category of analysis focus on analyzing the relationship between the parts of the story, comparing and contrasting

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the characters or situations. This shows that the majority of the pupils were unable to break down the story into parts in order to analyze them better in spite of their understanding of the story. The majority of pupils got ( 02/04 ) points. As it is understood from their answers that, character analysis requires more analysis and interpretation of the students than only identification of the names of the characters which was story-based information. The pupils have to describe their characteristics, and present their relations with one another in the short story.

- ✓ **Synthesis** : Unlike synthesizing in pretesting stage , in treatment stage pupils' written responses for the category of synthesis depend on putting the separate parts together to form a new structure. The responses which are categorized as synthesis are expected to note down creating new facts for the stories, changing the ending of the stories, or changing the roles of the characters so as to get different outcomes. Examining the points above, it is understood that the pupils critical thinking skills are improved .some groups got (05/06) points.
- ✓ **Evaluation** : The category of evaluation is the highest category in Bloom's taxonomy which includes all the other previous five categories. The pupils' answers are expected to focus on making judgments about the characters or events, evaluating the relevance of the story with real life, or comparing a character or an event to a person or an event in real life. For the category of evaluation, the pupils' full engagement with the story are required in order to put down their personal feelings and thoughts evoked while reading. The pupils' answers for the category of evaluation ranged from making judgments about a character, mentioning personal feelings and reactions about one of the characters to making associations between the story and their real life.
- ✓ **Writing a paragraph** : The results obtained from the pupils' posttests showed that pupils made improvement in their writing paragraphs in which many criteria were taken into consideration in correcting the paragraphs such as : organized ideas , creative thinking , correct grammar...ect . This means that literary text helped students somehow to improve their writing abilities

As a result, in contrast to lower-order tasks which basically focused on story-based information or which were interested in more content of the story; such as, identifying the characters, describing the setting, higher-order responses involved more personal feelings and thoughts of the pupils about the story. In higher-order tasks, most of the pupils did not only

identify or describe the characters but they noted the characters' inner thoughts and made judgments about their behavior, qualities and personalities. Besides, many of the answers included the personal feelings of the pupils related to the characters. The pupils mentioned whether they liked or disliked the characters or agreed or disagreed with the way the characters behaved. For example, the pupils criticized the characters' behavior if the characters were acting against the pupils' way of acting or praised the characters if they were acting in favor of the pupils' own standard of behavior. Moreover, some of the higher-order answers involved the students' favorite parts in the story which made the pupils surprised or excited most. In addition, few of the pupils could analyze or know how to break down the parts of the story, they need to improve their analyzing skills. Apart from all these, some of the pupils put themselves in the characters' place and guessed what they would do if they were in the characters' situation. Lastly, the pupils tried to make the story more meaningful by relating them to their own lives. They gave examples from their own experiences or people in general in real life. Such as, the pupils associated the characters and events in the story with someone they knew or an event they experienced. Drawing parallels between the characters in the story and people in real life let the pupils better understand the story and as a result, improve their higher thinking skills.

### **3. Teachers Interview**

#### **3.1 Aim of the Interview**

Qualitative data of this study was collected from interviews. Teacher interviews (see Appendix 5) were conducted to gather data regarding teachers' perceptions on Communicative Language Teaching Approach and its application in their classes. Also, in order to examine how EFL teachers perceive the idea of the teaching of communication strategies. Yin (2003) regards interviews as an essential source of evidence in a case study, as they enable the complex situations being investigated to be interpreted and reported through the words of the participant. They may also help the researcher identify other relevant sources of evidence. To mention some of the aims of interviews, the researcher can expect the interviewees to treat the questions more seriously than in questionnaires; there is less opportunity in interviews than in questionnaires for the respondents inadvertently to omit something; any ambiguities or misunderstandings of the questions can be clarified (e.g. respondents' first language can be

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used to interpret the meanings); during the interview, both the researcher and the respondents have the opportunity to ask for further information and go into in-depth understanding of both the researcher's and the research participants' perspectives or experiences.

### **3.2 Description of the Interview**

At the simplest level, interviews can be described as “the elicitation of data by one person from another through person-to-person encounters” (Nunan 1992:231). According to (Nunan 1992:231), there are three ways to conduct an interview. The first one is “Open/unstructured” interview provides the interviewee with broad freedom of expression and elaboration and often resembles informal talks. It allows greater depth, and one question leads to another without a pre-planned agenda of what will be asked. The second type is a “semi-structured “ interview which consists of specific and defined questions determined beforehand, but at the same time it allows some elaboration in the questions and answers ,there is no planned list of questions to ask but there is a control over what to ask, where to proceed next and what to expect from it. Lastly,” the structured interview”, as the name implies, follows a plan in which there are a set of structured questions to be asked in a predetermined order.

In this study, a semi-structured interview was done. As in many studies on language learning and teaching strategies, semi structured interviews are used to elicit information. The researcher prepared a set of questions he would ask during the interviews, but he was also flexible to change the wording of some questions or to add more questions during the actual interviews to cover all the important issues he aimed to investigate. In other words, the researcher was ready for any unplanned issues that might rise during the interviews.

### **3.3 Administration of the Interview**

The interviews have been designed for Mekkaoui Ali and Other Middle- School teachers of English of the academic year 2017-2018 .The interviews took period of 4 days, they were conducted from February 12–February16, 2018 in each participant's classroom . Four English teachers were interviewed individually and the medium was English. After I had briefly introduced myself and the purpose of the study, I started the interview questions. Each interview lasted between 20 and 30 minutes. Two interviews were recorded with the

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respondents' permission and some notes were taken during and following the interview. All teachers were asked the same questions, the flexibility of the semi-structured interviews format enabled the researcher to probe beyond the teachers' initial answers to gain further clarification or elaboration, and a greater depth of information.

The interviews contain 10 questions designed according to specific aims and purposes. They included some direct questions like: *Between fluency and accuracy in which area you give emphasize on and why?* At the same time, the researcher intentionally asked indirect questions in order to know if teachers are aware of CLT Approach and if they really implement it in their lessons.

### 3.4 Teachers' Interview Results:

Among Four teachers three have mentioned that they have idea about CLT but do not have any training on it. Concerning language used in English class, All the teachers have replied they use both Arabic and English in their English classes. Pupils are not able to understand if they use only English. One stated, *"I always speak about 80% in English because if I speak 100% the students cannot catch the point. To make the student understand I need to speak at least 20% Arabic"*. Another replied, *"I speak both Arabic and English in the classroom depending on the demand of the class and pupils."* When I asked about ways of teaching speaking, all the Teachers teach speaking orally through practicing dialogues on particular topics. But most of the times they give writing task for developing speaking skills such as pupils have to write dialogue or story instead of telling. One said, *"They practice speaking both orally and their writing skill. For acquiring a good command of language I put emphasize on grammatical terms and free hand writing."* Concerning the materials used, Besides textbook most of the teachers use various reference books as teaching learning materials. Few use multimedia projector. Only one teacher has mentioned he uses cue cards. One of the teachers answer is given below: *"Besides the textbook sometimes I handle multimedia visual projector by which the pupils participates in various games specially in tutorial sessions. If the pupils can give the correct answer he will get point. As English is taught through games, the pupils learn it subconsciously. Last of all in my view the utmost teaching material is to ensure English speaking environment."* When I asked them about

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accuracy and fluency, all teachers have mentioned that they think fluency and accuracy both are important. They emphasize in both area. But according to them accuracy comes first in terms of importance. One teacher replied, *'Accuracy is important at the primitive stage. Fluency will come subconsciously when they will be able to overcome the fear about this non native language. By acquiring the grammatical rules properly and by putting emphasize on guided writing they will find out an easy way which help them several ways.'* For communicative activities, most of the time teachers give question- answer; fill in the blanks and grammatical structure based activities. When I asked teachers about the implementing of CLT in their classrooms , all of them said that they faced many difficulties and challenges because of many causes among them :

- **Anxiety and hesitation in speaking English:** Teachers have noted that pupils feel very anxious in English class. They hesitate to present something or express their ideas. Because of restricted vocabulary and pronunciation problem they like to keep silent. One of the teachers answered, *"Whenever I ask them to speak in English in my class they remain silent even they do not ask me a single word on that day. May be they are conscious about their mistakes and afraid of being funny or criticized."* Another said, *"pupils are very much afraid of English. They suffer from inertia and also lack of vocabulary."*
- **Lack of time and expertise in material development:** The teachers feel that due to time constraint they are unable to develop materials for communicative classes. Some of the teachers mentioned they do not have any training or instruction to develop materials.
- **Continuous class:** All teachers mentioned they have to take classes in 5 or 6 consecutive periods with a little break of 10 minutes. This type of class taking creates tiredness and disinterest in them. One said, *"To be honest I actually lose my energy and interest after 3 consecutive classes."*
- **Traditional classroom setting:** All teachers agreed that classrooms are organized in traditional way .Eight pupils are sitting in each bench. Each classroom has three parts of about 10-15 rows of benches so they cannot arrange group or pair work easily. One of the teachers mentioned, *"if I try to arrange group work it makes pupils annoyed because there is no space to sit or stand in comfortable way for working in group or*

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*pair.” Another teacher said, “I cannot arrange group or pair work as it makes my classroom noisy and hampers neighboring classes.’*

- **Lack of equipment:** All teachers noted that there is no technology and facilities to support the adaption of CLT in classroom. Most of the teachers stated they neither have a tape recorder to practice listening nor modern teaching aids like projectors, microphones, CD/VCD facilities. Two teachers from one school reported their school has a multimedia projector but they cannot use it in class usually. If they want to use it they have to take permission from the administration
- **Testing system:** All teachers claim that our examination procedure does not include any listening and speaking test. So these skills are under negligence though CLT includes four skills. One replied, “ *We are always in pressure to finish the syllabus before exam by Ministry of Education . So we cannot give focus which is not included in the exam and syllabus. Pupils also are not so much interested in listening and speaking skills.’*

### 3.5 Discussion of Results

It is found that all the four teachers' English classroom are completely teacher-centered. I have observed that teachers talk time is 70-80%. They give lecture and pupils hear silently with few participation. Pupils always wait for teacher's instruction, words of approval, correction, advice. They do not have any chance to discuss with except teachers. Authentic communication requires use of language through four skills (reading, writing, listening, speaking). But according to the interviews with the teachers ,our teaching process is shaped according to exam which does not include listening and speaking skills. Teachers have mentioned that there is no separate practice session in classroom for listening and speaking. So, teachers encourage pupils to develop listening skill by their own effort hearing the news, watching movies and games in the tutorial sessions. Therefore, some teachers ignore the fact of enhancing four skills. Concerning the fluency and accuracy, it is found that fluency is still out of concern while accuracy is judging students competency. Teachers think that accuracy needs to come first in terms of importance. In the classroom there is no activity for developing fluency of writing or speaking. But according to Richards (2006) fluency may have to take on more importance than accuracy in order to keep the learners engaged in language use. From teachers interview ,it is found that learners have no chance to group or pair work or

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discussion. Teachers assign them individual work. So, learners are not so much engaged in the class. Concerning activities practiced in class, It is found that teachers give emphasize on pre-communicative activities such as question answer, forms and structure based activities. But the communicative activities like role play, debate are not introduced in their classes . From teacher interview it is found that classrooms are very large with around 40 pupils so teachers cannot arrange group or pair work. If they try it annoys pupils and makes the class noisy. This factor is considered as one of the barriers that hinder CLT implementation in the classrooms. This result is supported by Sharmeen (2008). She identifies that large class is a problem also for pupils. Beside Rahman (et al.,2006) shows setting arrangement is a great problem for implementing CLT in class. Most of the teachers in this research have noted that examination of our country does not include any listening and speaking skills. So they focus on reading and writing based on content of syllabi. Therefore it is not surprising that the examination format is a barrier for CLT adaption. It is also found that the schools lack appropriate facilities in the adoption of CLT. From teachers interview it is found that in most of the schools there is no technological teaching aid ( ICTs) like projector, microphone, CD/VCD, tape recorder. Only board and marker is provided by ministry of education. Teachers in this study have reported that pupils have fear of English or what we called Pupils' English phobia. Because of limited vocabulary, pronunciation problem, over consciousness of being criticized for making mistakes they hesitate to present or express their ideas in English. Their English phobia is one of the major challenges for teachers to conduct CLT based class.

### **Conclusion :**

This chapter presented the methodology followed in this study. It described how the research was conducted, the instrumentation, and how the data were collected, recorded and analyzed. In addition, it presented how classroom observations through storytelling based on Bloom's Taxonomy cognitive levels were verified and tested for performing the study. Then the interview with EFL teachers concerning the implementation of CLT Approach, its aim, description, population, sample, validity and reliability and the whole procedures of the study were discussed.

## **Chapter Three:**

# **Pedagogical Implications and Suggestions**

### **Introduction**

As it has been explained in chapter 2, the results of the current study reveal that Pupils' critical thinking skills are enhanced and improved but teachers' teaching strategies and activities do not really cater for the pupils' communicative skills . This can be considered as one of the problematic issues in many EFL classrooms because the researcher argued that although the participant learners were young adults who were able to think in depth but their English competence to express what they wanted to express was limited. Therefore, the results of this study may have some practical implications for teachers and educators, as well as some theoretical implications for further research. In order to help learners to better develop and improve their English language skills and cognitive abilities, it can be suggested that EFL teachers take advantage of the data obtained in the present study to expand their awareness of Bloom's Taxonomy ' cognitive domain and the principles of CLT Approach in relation to classroom activities that they use in teaching. Taking them into consideration in shaping ,adapting existing materials and planning lessons for pupils might improve learning and teaching processes, encourage pupils, and raise their interest and motivation.

### **1 Recommendations and Implications:**

Critical thinking and communicative teaching strategies are not concepts which can be taught in a short period of time but it needs to be infused in the curriculum. So, the integration of the development of critical thinking ability and communicative skills should be included in the curriculum. Besides, the assignments, appropriate tasks, activities, and materials that are used in the classes can improve speaking and critical thinking skills of the pupils in EFL classroom.

Many things were observed through classroom observations and teachers 'interviews. Starting by classroom observations , Mixing questions at different cognitive levels of Bloom's Taxonomy( lower-order questions and high-order questions) are very important in terms of developing critical thinking skills among learners, that means lower-order questions are helpful for teachers in diagnosing to what extent their learners are prepared to move up to

## Chapter Three: Pedagogical Implications and Suggestions

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higher-level understanding. If learners lack the essential knowledge upon which further opinions are based, their discussions may not be reflective and meaningful. What students learn by responding to lower-order questions forms the basis for answering higher-order questions that lead to learning at higher-order levels. Providing pupils sufficient time to think is also very necessary, especially when learners are asked to exercise cognitively more demanding thinking skills. Therefore, the time that teachers provide so that learners can think may play an important role in question-answer interactions in language classrooms. Using group work can help learners enhance their participation in question-answer interaction more actively. In this study, the teachers used group work during observations, and continue to use group work may benefit learners. As researchers (Brown, 2007; Davis, 2001; Larsen-Freeman & Anderson, 2011) claim, the use of group work can lower their anxiety, and enable learners to talk more actively in English. In addition, the use of group work can provide more sufficient thinking time during which learners can construct their ideas. One of the things observed in the pupils' written answers was that the more the pupils had something common with the story, the more they were engaged with the story. For Tomlinson(2003:13), humanizing materials is "adding activities which help to make the language learning process a more effective experience", and finding "ways of helping the learners to connect what is in the book to what is in their minds" If the materials chosen for the pupils deal with familiar and real-life situations, these materials can allow the pupils to increase their interest and participation. Thus, this will promote the pupils' use of critical thinking skills. Moreover, since critical thinking is an abstract concept, it is not easy to implement it in the courses. Hence, in order to enable the pupils to acquire the critical thinking skills, teachers can be exposed to different training programs on how to design their lesson plans and lesson materials. Furthermore, the teachers can ask open-ended questions which include "*why*" or "*what if*" type questions instead of "*yes/no*" type of questions in their examinations in order to make the pupils use their critical thinking skills by letting them make comments and add their personal thoughts. This study argued that although the participant learners were young teenagers who were able to think in depth but their English competence to express what they wanted to express was limited. This is what led me to conduct interviews with many English teachers from different schools .

On the other hand , many things were observed through teachers' interviews . There has been a dying need for a well-structured training program for the English teachers of Middle

## Chapter Three: Pedagogical Implications and Suggestions

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School. Although some of the teachers I interviewed have training to teach English but a few of them are trained in CLT. Some of them do not have clear idea about CLT approach and how to apply it in classroom to develop learners' communicative competence. So , EFL teachers need to receive in-service training in applying CLT principles. A shift should be made from non-communicative to communicative EFL classroom. The current Algerian textbook includes some instructions related to communicative task. Teachers need to follow these instructions and tasks to make pupils more creative and communicative. If the activities are confined within gap-filling, matching, ticking and teach them grammatical structure, the learners will not able to acquire communicative competence. The teachers should arrange and adapt the textbook by adding some activities which will be helpful for the learners to develop their listening and speaking skills. For a long time, English classrooms at Middle school are dominated by the teachers in Algeria. They always stand in front of the whiteboard, talk all the time and pupils listen to them. This kind of classroom setting is in favor of using Grammar-Translation Method. There is no interaction between teachers and pupils in these classes. In order to acquire communicative competence in English language; the pupils need to participate in different activities. The learners can play role or present a topic after discussion with other students given by teachers. Teachers need to assign pupils in different types of group or pair work or group discussion and tell them to discuss in English. Moreover , Ministry of Education need to provide all the equipment related to increase the four skills among the pupils like- audio-video and visual materials, projectors, tape-recorder etc. so that teachers can use those materials in class and learners also be motivated and feel interested in English language classes but large class is the core of all the problems. As there are too many pupils teachers could not give emphasis on listening and speaking skills. Instead 40 pupils in class, it is better to make classes consisting of a maximum 20 pupils. another important point is that English teachers need to encourage their pupils to speak in English without any hesitation. They have to make pupils realized that learning through making mistakes is natural.

## 2 Suggestions:

### 2.1 Instructional Strategies and Methods to enhance Critical thinking skills:

Once the teachers establish the learner-centered classroom and create a framework for incorporating thinking skills into lessons, they can then consider strategies and methods that can enhance students' thinking ability.

- **Instructional Communications :** To reduce the risks of ambiguity and confusion and improve student attitudes about thinking tasks, the teacher should provide students clear instructions for assignments. For this reason, careful lesson planning is essential. Factors to consider in lesson planning include organization of activities, clarity of explanations, modeling of thinking skills in action, examples of applied thinking, feedback on student thinking processes, instructional alignment of objectives and activities, and adaptations for diverse student needs.

Kauchak and Eggen (1998) found that the following strategies contribute to the particular kinds of instructional communications necessary for developing higher order thinking skills.

1. Align learning goals, objectives, content ideas and skills, learning tasks, assessment activities, and materials and aids.
2. Establish organized activities and routines.
3. Prepare a task analysis of the thinking skill to be learned: identify the particular thinking skill to be learned, the prerequisite knowledge and skills, the sequence of related subskills, and the readiness of students to learn (diagnosis of prerequisite knowledge and skills).
4. Prepare sample problems, examples, and explanations.
5. Prepare questions that go beyond simple recall of factual information to focus on advanced levels of comprehension, such as How? Why? and How well?

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6. Plan strategies for diagnosis, guidance, practice, and remediation.
  7. Explain and follow established routines, such as starting on time and following the planned sequence of activities.
  8. Convey enthusiasm, genuine interest in a topic, warmth, and a businesslike approach with thorough preparation and organization, minimal transition time between activities, clear expectations, and a comfortable, nonthreatening atmosphere.
  9. Explain the task clearly.
  10. Introduce tasks with a clear and simple organizing framework such as a diagram, chart, preview, or one paragraph overview.
  11. Introduce key concepts and terms before further explanation and study.
  12. Use questions that focus attention on important information.
  13. Give emphasis with verbal statements, nonverbal behaviors, repetition, and written signals.
  14. Make ideas vivid with pictures, diagrams, examples, demonstrations, models, and other devices.
  15. Give transition signals to communicate that one idea is ending and another is beginning.
  16. Provide feedback at frequent intervals with a corrective feedback to clarify incorrect or partially incorrect responses.
- **Scaffolding** : Scaffolding involves giving students support at the beginning of a lesson and then gradually turning over responsibility to the students to operate on their own (Slavin, 1995). This limited temporary support helps students develop higher order thinking skills. However, scaffolding must be limited to “only enough support so that learners make progress on their own” (Kauchak & Eggen, 1998, p. 313). Too much or too little support can interfere in the development of higher order thinking skills.

- **Learning and Thinking Strategies :** Learning strategies, sometimes referred to as cognitive strategies, include rehearsal, elaboration, organization, and metacognition to assess and regulate one's own thinking (Crowl et al., 1997). They may involve skills such as highlighting, diagramming, visualizing, or using mnemonics. Some learning strategies are more complex, such as "multipass," a strategy used to improve reading comprehension. Multipass also would apply to the initial learning of new concepts, rules, and principles by means of written information. In the first "pass," students survey material for a general idea of what the information covers and how it fits together. In the second "pass," students size up the important points, looking for "contextual cues to important information." In the third "pass," students attempt to answer questions about a passage.
- **Questioning Strategies :** Questioning is an important way to stimulate students to think critically. Teachers' questions can be classified into two general categories: lower-level questions and higher-level questions. Lower-level questions, also known as factual or literal questions, call for recognition or recall of factual information previously presented by the teacher in the field study. Questions at the higher level, on the other hand, require students to manipulate previously learned information to create a response; these questions go beyond memory and factual information and require students' greater effort to infer, analyse, and evaluate. The level of student thinking generally relates to the level of questions that the teachers pose; if teachers systematically raise the level of their questions, students tend to raise the level of their responses correspondingly (Orlich et al., 2013). In English language teaching, much-discussed are closed/open questions and display/referential questions. Closed questions often elicit one or a small number of possible responses, while open questions can have various responses as acceptable answers. For display questions, the teacher already knows the answers; on the contrary, referential questions seek new information from students and the teacher does not have the answers in mind (Wu, 1993). Studies (Nunan & Lamb, 1996; Wu, 1993) have indicated that language teachers in general tend to ask more lower-level closed/display questions which elicit restricted and less linguistically complex responses; on the other hand, the higher-level open/referential questions are less commonly used. While acknowledging the

pedagogical values of lower-level questions, Tan (2007p. 100) posits that predominance of lower cognitive questions “places the students in a passive position by depriving them of opportunities to think independently and critically”. Another strategy to engage students in critical thinking is asking follow-up probing questions, sometimes known as “Socratic questioning”. In an EFL classroom, Wu (1993) found that probing was an effective questioning technique which elicited longer and more complex responses. The detailed list of probing questions presented by Paul and Elder (2006) can be applied to English language classrooms: questions for clarification (e.g., “Could you please explain further?”); questions about different viewpoints or perspectives (e.g., “What would someone who disagrees say?”); and questions to challenge or probe students’ assumptions, reasons, evidence, implications, and purposes.

- **Giving Feedback** : Feedback informs learners of their progress. The following strategies for providing feedback are effective.
  - a. Use informal checks such as thumbs up or thumbs down to show who got a problem right (Rosensine & Stevens cited in Kauchak & Eggen, 1998).
  - b. Provide immediate, specific, and corrective information, using a positive emotional tone (Brophy & Good; Rosenshine & Stevens; all cited in Kauchak & Eggen, 1998).
  - c. Avoid expressions of low expectations such as “That was a good first effort” (Crowl et al., 1997).
  - d. Avoid insincere feedback or excessive praise because they do not work except for very young children (Kauchak & Eggen, 1998). Praise is effective only when students believe they have earned it. Use praise to help students “develop their own standards for success” (Crowl et al., 1997).
  - e. Adjust feedback to response. For correct quick, firm answers, use short, general praise (e.g., “good answer”). For correct but hesitant answers, respond with encouraging feedback and explanation (e.g., “Yes, the apostrophe in this case indicates a contraction, not a possessive. We see there is no possession

suggested in the sentence”) (Kauchak & Eggen, 1998, p. 280). For incorrect answers due to carelessness, simply correct the error. For incorrect answers due to misunderstanding, provide more explanation and questioning, but do not overexplain. Take this approach with every student. For a number of incorrect errors by several students, reteach the material. When a student is unable to respond, prompt the student until an acceptable answer is given—do not redirect the question to another student (Kauchak & Eggen, 1998). Reinforce desired behaviors, and at the same time, use appropriate behavioral strategies to eliminate undesirable behaviors (Crowl et al., 1997).

- **Group Work Activities** : Group size must be limited to six or fewer for group work to remain manageable and focused. Before they can work well in teams or groups, students must learn skills such as listening carefully, maintaining focus, and providing support and encouragement (Kauchak & Eggen, 1998). Students must also receive challenging tasks, encouragement to stay on task when grappling with open-ended questions, and ongoing feedback about their progress (Crowl et al., 1997). Team or group work facilitates knowledge construction through social interaction. Team and group work profit from careful strategic planning, including development of tasks, group procedures, materials, and assessment methods (Kauchak & Eggen, 1998). Student performance improves with monitoring of student activities and minimized transitional periods from one activity to another (Brophy; Crawford; both cited in Crowl et al., 1997). The forms of group work found to be effective for the development of thinking skills include group discussions, cooperative learning and reciprocal peer questioning .

1. **Group discussion** : Students discussions “stimulate thinking, challenge attitudes and beliefs, and develop interpersonal skills” (Kauchak & Eggen, 1998, p. 250). When organized and managed well, discussions allow students “to develop critical thinking abilities and investigate questions that don’t have simple answers” (Kauchak & Eggen, 1998, p. 250). For best results, assure the presence of student background knowledge before using discussions. Begin with moral dilemmas to develop understanding and clarification of values or use other types of dilemmas to develop other critical thinking and problem-solving skills. Arrange

groups for face-to-face discussion, such as in semi-circles or circles, so that the teacher is included as part of the semi-circle or circle (Kauchak & Eggen, 1998).

2. **Cooperative Learning** : Cooperative learning is effective for developing cognitive, affective, and interpersonal skills through individual accountability. It involves more students and teamwork than peer tutoring and capitalizes on student diversity by placing students on learning teams and rewarding the group's planning and inquiry performance. Cooperative learning increases motivation, time on task, and student involvement and improves student self-esteem. Learning tasks should require cooperation and communication. Provide useful resources for study such as the Internet, textbooks, and reference books.
3. **Reciprocal Peer Questioning** : Reciprocal peer questioning is recommended as a useful strategy for promoting critical thinking and critical reading skills. In reciprocal peer questioning, students work in pairs or small groups, taking turns to pose their prepared questions and answer each other's questions. Questioning and sharing responses in small groups could help students improve critical analysis and understanding of texts (Simpson, 1996). The experimental study by King (1992) found that students in peer questioning groups asked more critical thinking (vs. recall) questions, produced higher-level elaborated explanations and greater learning achievement than students using questions individually or engaging in group discussions without such question prompts.

### 2.2 Instructional Strategies And Activities Used To Develop Communicative Skills:

Communicative activities have an important role in creating o opportunities for students to use the language for communicative purpose, generally communicative activities are “fluency based activities” (Teat, 2001, 1) which encourage students to use FL in an interactive learning. However, for a successful implementation of communicative activities the classroom must be “Learner-centred” and the activities must be interactive, authentic and contextualized (Richard and Rodgers, 1982, 163).

- **Teacher Uses Authentic Materials:** The use of authentic materials help learners to experience the feel of the language as a real language used for real life.

- **Information Gap Activity** :Conveying information is considered to be one of the important aspects of CLT and it provides student with extensive talks where the students give each other information. Harmer (2001:85) described information gap activity as “a key to the enhancement of the communicative purpose and the desire to communicate.” information gap activity is defines as; “A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc.”(Gower.et al. 1995:211). In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language. Every learner has an important role in this activity because the activity cannot be achieved unless all the participants give the pieces of information they have.
- **Role Play Activity** : Role plays are very useful kind of activities that are used by many teachers in EFL classes to develop students’ oral competence. The students may be asked to perform dialogues using the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to practice the language and improve it. According to Livingstone (1983:3) role play is “a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom.” Furthermore, role play is a good technique for providing interaction in the classroom.
- **Group Work** :Group work is a form of cooperative learning, it helps in the development of communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistakes because they engage in a debate with their friends. Teachers can provide learners with different roles and responsibilities to motivate them to work in groups in orders to promote their confidence and develop their different skills (Baker and Westrup, 2000:135). Brown (2000:177) defines a group work as “a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.
- **Gaming Activity** : Another communicative activity, which is considered as the best way to reduce the stress and anxiety inside the classroom. A game is “activities in

which people agree to abide by a set of conditions in order to achieve a desire state or end” (Shirts, 1972, cited in Sharan and Sharan, 1976: 188). Many writers have agreed on the importance of using games in the classroom. Finocchiaro and Brumfit (1983) insists that games can be used as “an enjoyable change of pace while reinforcing language”.

### **Conclusion**

Recent trends in English as a foreign language (EFL) have highlighted the significance and necessity of developing critical thinking skills and communicative abilities as an integral part of English language curriculum . Within Algerian education system, there has been staggering attempts ( especially with second generation ) to integrate higher-order thinking skills in the curriculum in which students need critical thinking skills to read beyond the literal, to write convincing essays, to express their ideas with adequate supporting evidence, and to challenge the others’ position using the target language. As Kabilan (2000) argues, merely using EFL and knowing the meaning are not enough; proficient learners must be able to display critical thinking through the language. However , different language teaching methods have been introduced in order to improve the quality of teaching and learning and achieve the desire impact on students’thinking. Among these methods: communicative language teaching (CLT) or communicative approach which has been widely accepted as an effective way of teaching language in English foreign language contexts.

### **General Conclusion**

In the context of globalization, the growing demand for English as a means of access to modern sciences, technological and economic development led to interesting changes in the Algerian educational system. Nowadays, English is taught as a foreign language, it is a compulsory subject matter in the curriculum all over the Algerian schools. The primary goals for teaching English language are to help learners to develop the ability to communicate in the target language with those who speak English, either as their mother tongue or second/foreign language. In addition to that, learning English can help in promoting intercultural understanding and developing exchanges of ideas across nations and construct critical readers and thinkers. Thus, This work focused on the field of education in general and on English language teaching and learning in particular.

This research was a sum of three chapters. The first chapter was divided into two parts. The first part is concerned with the most important learning theories related to critical thinking and its integration, development, and importance in education in general and Algerian context in particular, the second part discussed The Development of Foreign Language Teaching Approaches and Methods particularly Communicative language Teaching Approach. The second chapter represented the field work of the study. Throughout it, we described the instrument used to collect data from EFL students through classroom observations using storytelling based on Bloom's Taxonomy cognitive levels and teachers' interview in order to investigate English teachers' perception on CLT approach. The results that we have come with that within Algerian education system, there has been staggering attempts (especially with second generation) to integrate higher-order thinking skills in the curriculum. In this, I have chosen classroom observations which are considered as an effective tool in closely examining what is occurring in real classroom practice (Dörnyei, 2008). Therefore, the purpose of classroom observations is to examine the cognitive levels of pupils through questions that the teacher asks for learners in order to examine how learners respond to teacher questions of different cognitive levels in English and these questions are used to support the gradual thinking process which passes from lower to higher level of thinking based on Bloom's Taxonomy (1956) of questions. I went gradually from asking about direct

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facts in the story “Cinderella” moving to analyzing, synthesizing, and evaluating. It is worth noting that each question had a specific and clear objective and led to another one. I used the storytelling technique in helping the pupils to enhance their critical thinking skills because short stories are included in fourth year syllabus as “ File 6 Fact and Fiction “.As a result , pupils ‘critical thinking skills were enhanced and improved .In the second part teachers’ interviews were conducted , The interviews had been designed for Mekkaoui Ali and Other Middle- School teachers of English of the academic year 2017-2018 .The interviews took period of 4 days, they were conducted from February 12–February16, 2018 in each participant’s classroom . Four English teachers were interviewed individually and the medium was English. The interviews contain 10 questions designed according to specific aims and purposes. They included some direct questions at the same time , the researcher intentionally asked indirect questions in order to know if teachers are aware of CLT Approach and if they really implement it in their lessons. The results showed that CLT is not used effectively at the middle school because it is not implemented properly. Teacher’s authority is absolute in the classroom and students are not so much engaged. Our teachers still prefer using Arabic over English as a medium of instruction. Listening and speaking are neglected by all. Teacher’s CLT implementation in classroom is affected by various factors such as power of exam, students’ English phobia, lack of facilities to support CLT, classroom environment. The results of this study led us in the third chapter to suggest some practical implications for teachers , as well as , some teaching strategies based on CLT approach and critical thinking theories and taxonomies because taking them into consideration in shaping ,adapting existing materials and planning lessons for students might improve learning and teaching processes, encourage students, and raise their interest and motivation.

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## Appendices

### Appendix (1) :

#### The story of Cinderella



Once upon a time there was a beautiful girl called Cinderella and she had two ugly stepsisters who were very unkind who made her do all the hard work. She had to sweep the floors, do all the dishes, while they dressed up in fine clothes and went to lots of parties.

One day a special invitation arrived at Cinderella's house. It was from the royal palace. The king's only son was a truly handsome prince was going to have a grand ball. Three girls were invited to come. Cinderella knew she wouldn't be allowed to go to the ball. But the ugly sisters, , they were excited. They couldn't talk about anything else.

When the day of the ball came, poor Cinderella had to rush about upstairs and downstairs. She fixed their hair in fancy waves and curls. She helped them put on their expensive new dresses. And she arranged their jewels just so. As soon as they had gone, Cinderella sat down by the fire and she said.

"Oh I do wish I could go to the ball". The next moment, standing beside her was a lovely old lady with a silver wand in here hand. "Cinderella, she said " I am your fairy godmother and you shall go to the ball. But first you must go into the garden



and pick a golden pumpkin, then bring me six mice from the mousetraps, a whiskered rat from the rat trap, and six lizards. You'll find the lizards behind the watering can. So Cinderella did so. The fairy godmother touched them with her wand and the pumpkin became a golden coach, the mice became six grey horses, the rat became a coachman with the most enormous moustache, and the lizards became six footmen dressed in green and yellow, then the fairy godmother touched Cinderella with the wand and her old dress became a golden dress sparkling with jewels while on her feet was the prettiest pair of glass slippers ever seen. Remember said the fairy godmother you must leave the ball before the clock strikes twelve because at midnight the magic ends. "Thank you fairy godmother" said Cinderella and she climbed into the coach.



When Cinderella arrived at the ball she looked so beautiful that everyone wondered who she was! Even the ugly sisters. The Prince of course asked here to dance with him and they danced all evening. He would not dance with anyone else. Now Cinderella was enjoying the ball so much that she forgot her fairy godmothers warning until it was almost midnight and the clock began to strike. One. Two. Three. She hurried out of the

ballroom. Four. Five. Six. As she ran down the palace steps one of her glass slippers fell off. Seven. Eight. Nine. She ran on toward the golden coach. Ten Eleven Twelve. Then there was Cinderella in her old dress. So Cinderella had to walk home and by the time the ugly sisters returned home was sitting quietly by the fire. Now when Cinderella ran from the palace, the prince tried to follow her and he found the glass slipper. He said, "I shall marry the beautiful girl whose foot fits this slipper and only her.

In the morning the prince went from house to house with the glass slipper and every young lady tried to squeeze her foot into it. But it didn't fit any of them. At last the prince came to Cinderella's house. The ugly sisters tried to put their feet into the slipper. But they were too wide and fat. Please said Cinderella, let me try. "The slipper won't fit you", said the ugly sisters. "You didn't go to the ball!" But Cinderella slipped her foot into the glass slipper and it fit perfectly. The next moment standing beside her was the fairy godmother. She touched Cinderella with the wand and there she was in a golden dress sparkling with jewels and on her feet was the prettiest pair of glass slippers ever seen. The ugly sisters were so surprised that, for once they couldn't think of anything to say. But the Prince knew what to say. He asked Cinderella to marry him. And then there was a happy wedding. Everyone who had gone to the ball was invited, even the ugly sisters. There was wonderful food, lots of music and dancing. And the Prince of course danced every dance with Cinderella. He would not dance with anyone else.



Appendix (2):

## Bloom's Taxonomy Question Stems :

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>
<ul style="list-style-type: none"> <li>• What happened after . . . ?</li> <li>• How many . . . ?</li> <li>• Who was it that . . . ?</li> <li>• Can you name the . . . ?</li> <li>• Described what happened at . . . ?</li> <li>• Who spoke to . . . ?</li> <li>• Can you tell why . . . ?</li> <li>• Find the meaning of . . . ?</li> <li>• What is . . . ?</li> <li>• Which is true or false . . . ?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you write in your own words . . . ?</li> <li>• Can you write a brief outline . . . ?</li> <li>• What do you think might happen next . . . ?</li> <li>• Who do you think . . . ?</li> <li>• What was the main idea . . . ?</li> <li>• Who was the key character . . . ?</li> <li>• Can you distinguish between . . . ?</li> <li>• What differences exist between . . . ?</li> <li>• Can you provide an example of what you mean . . . ?</li> <li>• Can you provide a definition for . . . ?</li> </ul>	<p>Do you know another instance where . . . ?</p> <ul style="list-style-type: none"> <li>• Could this have happened in . . . ?</li> <li>• Can you group by characteristics such as . . . ?</li> <li>• What factors would you change if . . . ?</li> <li>• Can you apply the method used to some experience of your own . . . ?</li> <li>• What questions would you ask of . . . ?</li> <li>• From the information given, can you develop a set of instructions about . . . ?</li> <li>• Would this information be useful if you had a . . . ?</li> </ul>
<b>Synthesis</b>	<b>Analysis</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Which events could have happened . . . ?</li> <li>• If . . . happened, what might the ending have been?</li> <li>• How was this similar to . . . ?</li> <li>• What was the underlying theme of . . . ?</li> <li>• What do you see as other possible outcomes?</li> <li>• Why did . . . changes occur?</li> <li>• Can you compare your . . . with that presented in . . . ?</li> <li>• Can you explain what must have happened when . . . ?</li> <li>• How is . . . similar to . . . ?</li> <li>• What are some of the problems of . . . ?</li> <li>• Can you distinguish between . . . ?</li> <li>• What were some of the motives behind . . . ?</li> <li>• What was the turning point in the game . . . ?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you design a . . . to . . . ?</li> <li>• Why not compose a song about . . . ?</li> <li>• Can you see a possible solution to . . . ?</li> <li>• If you had access to all resources how would you deal with . . . ?</li> <li>• Why don't you devise your own way to deal with . . . ?</li> <li>• What would happen if . . . ?</li> <li>• How many ways can you . . . ?</li> <li>• Can you create new and unusual uses for . . . ?</li> <li>• Can you write a new recipe for a tasty dish?</li> <li>• Can you develop a proposal which would . . . ?</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a better solution to . . . ?</li> <li>• Judge the value of . . . ?</li> <li>• Can you defend your position about . . . ?</li> <li>• Do you think . . . is a good or a bad thing?</li> <li>• How would you have handled . . . ?</li> <li>• What changes to . . . would you recommend?</li> <li>• Are you a . . . person?</li> <li>• How would you feel if . . . ?</li> <li>• How effective are . . . ?</li> <li>• What do you think about . . . ?</li> </ul>

**Appendix( 3 ):**

Do the following tasks :

**Task 1:** choose the best answer(3pts)

1.What does the picture on the board represent ?

\*a princess \*a teacher \* a doctor

2.who is the character in the picture?

\*Snow white \*Mowgly \*Cinderella

3 where does the setting take place ?

\*forest \*school \*palace

**Task 2 :**

What is the main theme of the story ? (2pts)

\*poverty \*patience \*sadness

\*What is the author's purpose in this story?

**Task 3;choose the best answer and match the following traits with the characters :(5points)**

-What did Cinderella lose?

\*Her shoe \*her dog \* her glasses

-hard worker-selfish-kind-ugly-beautiful-handsome-

Cinderella	The prince	stepsisters

**Task 4 : Imagine that Cinderella lived in Algeria and she had to do chores around the house.**

**Try to think of your every - day chores that are relevant to where you live. so that you can compare the different kinds of work done in countries around the world. ( 4 points )**

To help you started, consider the following questions. For example: If Cinderella were in Algeria What kind of jobs would she have to do at home? What kind of Algerian foods would she have to cook? If Cinderella were in Canada, she would have to dust all of the time because of the sand storms that blow in from Africa ?

Write Four full sentences .

**Task 5: answer the following questions. ( 4 points)**

\*Analyze Cinderella's reasons for not telling the Prince her true identity ?

\* Did Cinderella have the same qualities as her stepsisters ? why?

\* How is Cinderella different from other girls in the ball ?

**Task 6 : answer the following question.(6points)**

\*What is the theme of Cinderella?

\*What is the author's purpose in this passage?

\*What would happen if Cinderella had not lost her shoe?

**Task 7 : answer the questions and justify your opinions.(4points)**

\*Was Cinderella right to deceive the Prince?

\*What would you do if you lived with someone like Cinderella's stepmother?

-write a paragraph (10points)

## Appendix ( 4)

Compare your answers thin the correction :

**Task 1:** choose the best answer(3pts)

1.What does the picture on the board represent ?

\*a princess \*a teacher \* a doctor

2.who is the character in the picture?

\*Snow white \*Mowgly \*Cinderella

3 where does the setting take place ?

\*forest \*school \*palace

**Task 2 :**

What is the main theme of the story ? (2pts)

\*poverty \*patience \*sadness

\*What is the author's purpose in this story?

Cinderella's character teaches us that they have choices. When treated unkindly, they do not have to copy bad behavior and act in the same fashion she was so patient to get a happy end .

**Task 3;choose the best answer and match the following traits with the characters :(5points)**

-What did Cinderella lose?

\*Her shoe \*her dog \* her glasses

- -hard worker-selfish-kind-ugly-beautiful-handsome-

Cinderella	The prince	stepsisters
hard worker - beautiful	kind - handsome	Selfish - ugly

**Task 4 : Imagine that Cinderella lived in Algeria and she had to do chores around the house. Try to think of your every - day chores that are relevant to where you live. so that you can compare the different kinds of work done in countries around the world. ( 4 points )**

To help you started, consider the following questions. For example: If Cinderella were in Algeria What kind of jobs would she have to do at home? What kind of Algerian foods would she have to cook? If Cinderella were in Canada, she would have to dust all of the time because of the sand storms that blow in from Africa ?

Write Four full sentences .

If Cinderella were in Algeria , she would cook Coucous every Friday

If Cinderella were in Algeria, she would do the chores and paint the house before Ramdan is coming .

If Cinderella were in Algeria, she would wear Blouza in weddings

If Cinderella were in Algeria, she would not go outside alone at the midnight as she did in the story

**Task 5: answer the following questions. ( 4 points)**

\*Analyze Cinderella's reasons for not telling the Prince her true identity ?

She fears the reaction of her step mother and her step sisters .

\* Did Cinderella have the same qualities as her stepsisters ? why?

No, When she treated unkindly, she did not have to copy bad behavior and act in the same fashion

she was so patient to get a happy end .

\* How is Cinderella different from other girls in the ball ?

She was the prettiest and the most beautiful

**Task 6 : answer the following question.(6points)**

\*What is the theme of Cinderella?

Patience

\*What is the author's purpose in this passage?

Cinderella's character teaches us that they have choices. When treated unkindly, they do not have to copy bad behavior and act in the same fashion she was so patient to get a happy end .

\*What would happen if Cinderella had not lost her shoe?

She would never marry the prince

**Task 7 : answer the questions and justify your opinions.(4points)**

\*Was Cinderella right to deceive the Prince?

No, she hasn't the right to deceive the prince but she was obliged to do so because she was afraid of her step mother to punish her .

\*What would you do if you lived with someone like Cinderella's stepmother?

I think I have faith, I remain strong and continue to show my stepfamily *love*, despite their cruel treatment of me, that goodness eventually come to my life. Kindness—even in the smallest form—can make a lasting impact and impression on others. I will continue to show others this kindness, even when they did not treat me in the same fashion.

-write a paragraph (10points)

Appendix (5) :



Teachers' Interview



**Researcher:** *Bentadjine Mohamed Amine*

**Years of teaching**

**experience:**.....

*“Completion and return of the interview implies your consent to use the data for research purposes.”*

*Please, read the following questions and answer them to best describe you and your teaching experience. Feel free to add any relevant information for each question.*

1. Do your students talk to you always in English? If not then what can be the reason behind it?
2. In which language you conduct your class and why?
3. How do your students practice speaking?
4. Do your students participate in group or pair work? Why?
5. What activities you give your students to do in class?/ How do you engage students in class?
6. Do you give feedback after checking students' script?
7. Between fluency and accuracy in which area you give emphasize on and why?
8. Do you have training or idea about communicative language teaching (CLT)?
9. What difficulties you face in teaching to apply CLT?
10. Do you use any other teaching material beside textbook? If not then why? If yes then what do you use?

*Thank you very much for your cooperation and contribution to this research.*