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Faculty of Letters and Languages
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**The Motivational and Psychological Factors to Encourage
Critical Thinking Through Enjoying English Literature :
The Case of First Year English Students at Kasdi Merbah University, Ouargla**

**Thesis Submitted to the Department of Letters and the English Language in
Candidacy for the Degree of “Doctorat Es-Sciences” in Applied Linguistics**

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DEDICATIONS

To

The memory of my daughter

“Sirine”

A special thank goes to my beloved husband Youcef Boughrara for his continuous support and understanding, but also for his love, prayers, caring and sacrifices to complete this research work. I am extremely grateful and thankful for my husband caring about children and household activities day by day while I am working on this work. My special thanks also to my sweetheart children Fatma, Maram and Anis for cheering me up.

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ABSTRACT

The present study examines the motivational and psychological factors that encourage first year LMD students to think critically through reading literary texts. To achieve this aim, the researcher opted for a descriptive method in most of the field work phases. Both quantitative and qualitative approaches used to explore the teaching of critical thinking skills in higher education level. An interview was administered to three teachers from the department of English at Kasdi Merbah University, Ouargla, Algeria, during the academic year 2016/2017. The sample population of the interview tool was chosen according to the purposive sampling which focuses on literature teachers. The interview aimed to explore teachers' perceptions towards teaching critical thinking skills for university students. A questionnaire was conducted with 60 students of first year LMD students out of 220 registered in the department of English. The students were selected randomly to respond the questionnaire. The questionnaire' aim was to elicit the students' perceptions towards teaching critical thinking skills during the literature class. A classroom observation was used to observe the motivational and psychological factors that influence the teaching of critical thinking as a skill in an EFL classroom. The findings indicate that teaching critical thinking skills is not integrated in the official curriculum as a fundamental teaching skill. Teaching critical thinking through literary texts needs more focus on the teaching of critical thinking concepts for both teachers and students to be used effectively in the appropriate way.

Keywords: critical Thinking, motivational factors, psychological Factors, critical reading, Enjoying literature.

LIST OF ABBREVIATIONS

| | |
|----------------|--|
| APA: | American Psychological Association |
| CBA: | Competency Based Approach |
| CCTDI: | California Critical Thinking Disposition Inventory |
| CCTST: | California Critical Thinking Skills Test |
| CLA: | Critical Literacy Approach |
| CT: | Critical Thinking |
| EFL: | English as a Foreign Language |
| EI: | Emotional Intelligence |
| ESL: | English as a Second Language |
| EWCTET: | Ennis Weir Critical Thinking Essay Test |
| L2: | Second Language |
| LMD: | License-Master-Doctorate |
| PM: | Probe Methods |
| Q: | Question |
| RRA: | Reader Response Approach |
| S: | Strategy |
| SPSS: | Statistical Package for the Social Sciences |
| WGCTA: | Watson Glaser Critical Thinking Appraisal |

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Résumé

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1. Scope of the Study

Recently, the major concern of education has become preparing effective citizens who think productively in their society. This evidence is the result of rapid changes and serious challenges that threatened the new generation citizens. For that reason, teaching critical thinking skills should be a prominent goal of education, as revealed in Martin Luther King's saying "the function of education is to teach one to think intensively and to think critically". The first experience was the infusion of critical thinking as the core function of high school levels (Marin, 2011). Teaching critical thinking skills will enable students to be self-regulated in their personal lives. Moreover, they will be able to make decisions, solve problems, analyze evidence and cope with various perspectives. Lizarraga et al (2010), Swartz (2003) emphasize that critical thinking enables students to gain success in their everyday and professional lives, particularly higher education students. All those positive qualities, and others, will contribute to the benefit of the society. Hence, it is necessary to look for the appropriate techniques and strategies to create critical thinker citizens.

To attain this goal, reading is considered the best skill to go higher and higher. It is the suitable cradle of critical thinking skills. But, before that, some fundamental theories are needed to draw the convenient strategies for teaching critical thinking through reading literary texts. The present study on EFL students' critical thinking goes in line with such persistent interconnections between theoretical inquiry and reading literary texts. According to Phoebe Jackson (2005), students revise their thoughts when they read critically by "challenging their own thinking" (p.114). By using critical thinking skill when reading a literary text, students will be close to the text in order to analyze and understand its ambiguity.

Focusing on the Algerian higher education context, this study explores the motivational and psychological factors that create a joyful atmosphere to help first year EFL students to

read literary texts with a critical vision. The difficulties of reading literary texts are considered the prime factors that explain their problems in dealing with the literature subject. Additionally, the present study attempts to offer suggestions about the effective and attractive strategies in teaching literature to higher education students in general and to first year students in particular. On the whole, it can be said that teachers of higher education should look for the latest rigorous empirical methodology and training in order to ameliorate the quality of teaching, especially the literary subjects that need a different atmosphere to be taught with.

To reach the goals of this study, literature circle is adopted to be the appropriate method that students need to read and to promote their critical thinking skills through significant classroom discussions. Convincing this idea, Bean (1996) argues that fulfilling the course reading and engaging students in meaningful classroom discussion are the main concerns of university. Otherwise, feedback and assessment have a great role in improving students' academic achievement in order to seize their strengths and weaknesses. So, it is necessary to practice some practical tests such as standard tests to assess students' levels.

2. Rationale

Teaching literary subjects in English as a foreign language in the Algerian University setting and the deficiency of the adequate teaching circumstances are the major motivating factors of the present study.

-Theoretical Motivation

Teaching critical thinking has been strongly demanded by many educators for the aim of developing students' thinking (Kimmel, 1995). Besides, the fast growth of most of life fields causes many economical changes, social revolutions, political conflicts and educational

challenges. Taking altogether those reasons, the re-formulation of the educational system becomes a necessity to cope with globalization and modernization. Taking into account this respect, students need to become better critical thinkers in terms of overcoming the encountered difficulties and barriers, engaging and interacting with other different views and opinions, using the effective ways of analyzing and justifying. Then, they will be able to contribute in solving problems and to make decisions for the benefit of their society.

Teaching critical thinking in Algeria has roots to the implementation of Competency Based Approach (CBA) in 2002 which was a result of the re-formulation of the Algerian educational system. The Competency Based Approach was designed for primary, middle and secondary school levels, as a first step. And by the shift of the Algerian higher education from Classic system to the LMD system, the Competency Based Approach became the official curriculum of higher education. But, the focus was on teaching theoretical principles which have no relationship with the real world contexts. For instance, teaching critical thinking is not focusing on its philosophical background or identifying its concepts, but it is teaching “for and about” (Facione, 2000, p.80). This indicates that teaching critical thinking is mainly about the understanding of its characteristics and how to apply them in real life.

-Practical Motivation

The present study is also motivated by some practical issues that happened in the higher education context. First of all, in the English Department at the University of Kasdi Merbah, Ouargla; that the majority of students refuse to opt for the literature studies as a branch of the Master’s Degree after finishing their License Degree. When they are asked to justify their choice, they declared that literature is difficult and boring. This explains the reasons of the number of students in the literature specialty compared to the two other specialties (Linguistics and Translation). Second, first year License students who are the core

of this study, are not satisfied with their marks of the module “Introduction to Literary texts” which belongs to the national canvas of higher education “Common Core”. The present researcher who teaches the mentioned module often observed in her English literature class that some students have negative attitudes towards studying literature at the University which influences negatively their academic achievement. Whereas; other students were completely falling asleep in the classroom showing their boredom and exhaustion. Consequently of this situation, most of the students decide either to drop of studies or to change their field of study.

Regarding the aforementioned theoretical and practical respects, it becomes clear that there is a necessity of an in-depth study looking for the main factors and reasons behind the reluctance of higher education students to studying literature. Therefore, it is the moment to provide English foreign language (EFL) teachers in general and those of English literature in particular with a rigorous theoretical background in order to make teaching critical thinking effective and meaningful. This study aims at shedding light on the most important theoretical issues in teaching critical thinking on the one hand and making clear the best practices of critical thinking skills in EFL classrooms on the other hand.

3. Objectives of the Study

Focusing on the students’ negative attitudes towards the studying of literary subjects, the dilemma of meaningless methods and strategies used in teaching literature and the poor level of students in such subjects, the present study emphasizes the use of literary texts as a tool to teach critical thinking in a joyful setting that motivates students to read and to think critically. So, this study attempts to achieve the following objectives:

- To provide EFL teachers with appropriate strategies to teach critical thinking

in a joyful atmosphere.

- To explore the motivational and psychological factors which encourage first year LMD students to develop their critical thinking skills in the appropriate way.
- To propose some innovative instructional ways to improve the quality of thinking in higher education contexts.

4. Statement of the Research Questions

In the same line of the mentioned objectives, the following research questions are formulated:

Question 1: Are the Algerian EFL teachers aware of the importance of teaching critical thinking in higher education?

Question 2: Do university students use critical thinking skills when they study literature?

Question 3: What are the motivational and the psychological factors that encourage students' critical thinking abilities?

5. Research Hypotheses

The following hypotheses are formulated to answer the research questions:

Hypothesis 1: The Algerian EFL teachers are aware of the importance of teaching critical thinking in higher education.

Hypothesis 2: University students use critical thinking skills when they study literature.

Hypothesis 3: There are some motivational and psychological factors which encourage first year License students to think critically.

6. Research Methods

Three research methods are designed to confirm the suggested hypotheses and to answer the research questions. These research tools are: teachers' interview, the students' questionnaire and classroom observation.

- **Teachers' Interview**

The interview is used to examine the teachers' awareness towards teaching critical thinking at the university and its effectiveness on learners' academic achievement. The results of the interview are meant to answer the first research question.

- **Students' Questionnaire**

Students' Questionnaire is meant to examine the use of critical thinking abilities by students when they read a literary work. Also, the questionnaire is used to understand students' perception to teaching literature at university. The results of the questionnaire represent the answer to question 2.

- **Classroom Observation**

Classroom Observation is another tool of research used in the present study. Classroom Observation is meant to measure the motivational and psychological factors considered by literature teachers in the classroom and to examine their ways of interaction during the target class. The findings of classroom observation are the data of question 3 and question 4.

7. Structure of the Thesis

The present thesis is divided into two parts: the literature review part and the field work part. The former consists of two chapters that clarify in details the theoretical background of the study. The second part, which comprises three chapters, deals with the methodology and the findings of the study.

In the literature review part, the first chapter offers definitions to critical thinking and its key concepts. Then, some merits of teaching critical thinking in higher education are discussed, followed by critical thinking components and the main strategies used in teaching critical thinking. It deals with the relationship between critical thinking and the reading skill. It explains also the appropriate frameworks used in teaching critical thinking.

Additionally, this chapter reviews the teaching of literature in an EFL classroom, its approaches and models, besides the relationship between the reading skill and critical thinking skills. It seeks also to examine the fundamental principles of reading critically through working on a given literary text, while, the second chapter is devoted to seek the main motivational and psychological factors affecting the use of critical thinking.

In the second part; which is the field work; the third, the fourth and the fifth chapters investigate the research design the methodology, the analysis of the data of research, the discussion of the findings and suggesting some empirical implementations and pedagogical recommendations.

Chapter One: Critical Thinking, Teaching Literature and Critical Reading in an EFL

Classroom

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Chapter One: Critical Thinking, Teaching Literature and Critical Reading in an EFL Classroom

1.1 Introduction

Even though critical thinking is considered as a prominent skill by most researchers, still there is no precise definition. The notion of Critical Thinking is defined from different point of views according to its function and its context. In addition, the most outstanding feature of the study of critical thinking is its overlapping with other ancient disciplines such as philosophy and psychology. This chapter is intended to display an overall review of critical thinking considering its merits in higher education, types, and components. Also, the relationship between critical thinking and reading skill that is the core of this study. This is followed by a discussion of some strategies and approaches used in teaching critical thinking. Finally, a framework, revealed by previous studies, is suggested to encourage learners to think critically.

1.2 Critical Thinking Definition

Theoretically speaking, three major academic approaches are taken into account in defining critical thinking. The two first approaches are philosophy and psychology according to Lewis and Smith (1993) and the third aspect is education according to Sternberg's (1986) view.

To start with, asserting the critical thinkers' values and qualities rather than his actions and attitudes is the most important focus of the philosophical approach (Lewis & Smith (1993). Looking for an "ideal type" of a critical thinker, working under suitable conditions, is the basic concern of this school as Sternberg (1986) claims.

Both Mathew Lipman (1988) and Facione (1990) discuss the point of “good judgment” that makes the person able to consider the context, to correct him and to understand other conflicting point views.

Not far from the above mentioned definitions, Bailin, Case, Coombs & Daniels (1999) agree that critical thinking from a philosophical standpoint is mainly based on purposeful and directed goals on the one hand and logical reflexive thoughts on the other hand.

On the contrary to the philosophical approach, the psychological approach focuses on the way people think rather than the willing of thinking under particular conditions (Sternberg 1986). Moreover, it emphasizes the various attitudes and actions performed by a critical thinker rather than that of being an ideal thinker (Lewis 1993).

Taking into account the critical thinkers’ actions and attitudes, the psychological aspect enumerates a collection of some cognitive and intellectual skills that are related to the way of thinking. According to this argument, Watson & Glaser (1980) refer the ability of deducing, interpreting, recognizing assumptions and evaluating arguments to the critical thinking skills including knowledge and attitudes. Additionally, Bassham, Irwin, Nardone & Wallace (2010) define critical thinking by the willing of analyzing and evaluating arguments, overcoming personal prejudgments, reasoning and convincing conclusions and deciding intelligently about actions and beliefs.

Finally, discussing the educational aspect draws the attention to Benjamin Bloom and his fellows (1956). According to their taxonomy, critical thinking is called “higher order thinking”. This latter is a hierarchy in which “evaluation” is on the top and “knowledge” is at the bottom. This approach is beneficial in the classroom setting where it can be observable and practiced, according to Sternberg (1986). Whereas, Ennis (1989) criticized this approach in terms of instruction and ways of assessment.

In a word, the three aspects do show some different views as regard the nature of critical thinking but despite the existing disagreement, a common core does exist. The area of agreement between the three approaches emerge the following features:

- ✓ The willing of :
 - analyzing arguments
 - evaluating and judging
 - making inference through inductive and deductive reasons
 - make a decision and solve problems

- ✓ The tendency to be:
 - Open-minded
 - Fair-minded
 - Flexible
 - Reason-seeker
 - Well-informed
 - Respectful of others' views

1.3 Merits of Using Critical Thinking in Higher Education

Students of higher education need to think critically inside and outside university. This necessity of using critical thinking is due to the new circumstances and different conditions of nowadays life. They really have to improve the quality of their thinking according to Cromwell (1992). In other words, students of higher education are required to reconsider their way of thinking to be able to analyze the surrounding concepts.

In this context, Facione (2011) argues that higher education students who think critically are those who are able to state a clear question, to order their complex works, to explore the relevant information, to apply and to choose the reasonable criteria, to focus on the given task, to overcome the challenging tasks, and to cope with different and unexpected circumstances.

In contrast, Masduqi (2011) assumes that the current graduated students' performances lack critical thinking. That is to say that critical thinking is not the main goal of the majority of current higher education contexts. With regard to Facione's characteristics of critical thinker, it appears that university is the most suitable place to prepare effective citizens who think critically not only for their interests but for the benefit of their societies and nations. Besides, they will be able to cope with the new world issues.

From previous sections, it seems that critical thinking can be distinguished from different terms and key concepts that really need clarifications.

1.4 Key Concepts Related to Critical Thinking

There are some key concepts related to critical thinking that need understanding of each, especially for novice teachers to grasp the various issues of the target notion. Those key concepts are: motivation, creativity and metacognition. Each key concept will be discussed separately.

1.4.1 Motivation

A learner who has no ability to act or to perform a task is not able to think critically. According to Halonen (1995), motivation is behind the person's propensity to show his high-order thinking. Similarly, Facione (2000) argues that thinking critically needs an internal willing to solve problems and make decisions. In other words, motivation is considered as a power to human's mind to use critical thinking, and this is called "traits of mind", as Paul (1992) defends. Indeed, Turner (1995) supports the claim that smart students often tend to select the challenging tasks by which they demonstrate their high-order thinking.

Consequently, being a critical thinker does not need just a propensity or disposition but also an internal motivational power.

1.4.2 Creativity

Creativity is another key concept that is related to critical thinking in terms of the willing of creating and generating cognitive and intellectual outcomes, the ability of being critical, strategic and aware towards the goodness of the intellectual outputs. This complies with what Paul and Elder (2006) point out that both characteristics “good” and “purposeful” of thinking are two common features between critical thinking and creativity. Furthermore, creativity has no sense without critical thinking and vice versa, according to Bailin (2002).

1.4.3 Metacognition

The last key concept is metacognition which seems to have much in common with critical thinking since the former is defined as “thinking about thinking”. Also, most of definitions of metacognition include the term thinking implicitly or explicitly. For instance, Martinez (2006) states that metacognition is “the monitoring and control of thought” (p.296). Likewise, Kuhn(1999) considers critical thinking as a part of the components of metacognition. In the same line of thoughts, Halonen (1995) and Halpern (1998) agree that the quality of critical thinking is detected by metacognition, this is on the one hand.

On the other hand, some other researchers such as Facione(1990) and Schraw et al(2006) who connect critical thinking with metacognition in a common point which self-regulation. This appears in the component of self-regulation which includes cognition, metacognition and motivation. Critical thinking is included in the component of cognition which focuses on identifying, analyzing and drawing conclusions (Schraw et al, 2006).

1.5 Components of Critical Thinking

For the sake of helping teachers in teaching critical thinking, the American Psychological Association (APA) published a report in which the components of critical thinking skills are introduced in details. According to the mentioned report, critical thinking consists of six components including: interpretation, analysis, inference, evaluation, explanation and self-regulation. According to the APA (1990), the notion of critical thinking is understood to improve the most important life skills that are needed to evaluate, explain, interpret, analyze, and judge the surrounding phenomenon. In this respect, the suitable method of investigation is to use critical thinking abilities.

1.5.1 Interpretation

This component answers the question: what does this mean? It focuses on understanding the important ideas from a particular situation, subject, experience, event and so forth. For this aim, interpretation includes categorizing, decoding and clarifying which are its main sub-skills.

1.5.2 Analysis

Identifying the relationships between different elements of an intended issue is the definition of this component. By answering the question: why do you think that? , the sub-skills of analyzing are examining, reasoning, claiming and identifying arguments.

1.5.3 Inference

When starting with the question: what does the evidence imply? This means that deducing some consequences and information about a given element are needed. Therefore, a

student is not only able to draw a conclusion from a target fact or evidence but to think reasonably. So, it seems clear that deductive and inductive reasoning are sub-skills of this component.

1.5.4 Evaluation

Do we have our facts right? It is the main question of this component. Evaluating is to assess facts or evidence through deductive and inductive reasons. Also, it aims at assessing the quality of relationships between inferential facts, according to APA report.

1.5.5 Explanation

According to the Delphi report, explanation focuses on standing on a particular concept, method, text and so forth in order to convince others' ideas using logical reasons and arguments. Its sub-skills are demonstrating arguments and presenting results.

1.5.6 Self-Regulation

The sub-skills of the last components are self-monitor and self-correction. Self-Regulation is based on monitoring cognitive activities, analyzing and evaluating a person's results and reasons. Accordingly, critical thinking enables learners to gain effective skills that help them manipulate their surroundings. For this reason, teaching critical thinking requires appropriate and convenient strategies to be taught to improve the quality of teaching. The table below illustrates the critical thinking components as elaborated by Facione (1990).

| | |
|-----------------------|---|
| Interpretation | <ul style="list-style-type: none">➤ decoding significance➤ clarifying meaning |
| Analysis | <ul style="list-style-type: none">➤ examining ideas➤ identifying arguments➤ analysing arguments |

| | |
|------------------------|---|
| Evaluation | <ul style="list-style-type: none"> ➤ assessing claims ➤ assessing arguments |
| Inference | <ul style="list-style-type: none"> ➤ querying evidence ➤ conjecturing alternatives ➤ drawing conclusions |
| Explanation | <ul style="list-style-type: none"> ➤ stating results ➤ justifying procedures ➤ presenting arguments |
| Self-Regualtion | <ul style="list-style-type: none"> ➤ self-examination ➤ self-correction |

Table 01: Critical Thinking Components (Facione, 1990)

1.6 Strategies to Teach Critical Thinking

Due to the importance of teaching critical thinking, most scholars and educators suggest some instructional strategies that help teachers how to make critical thinking meaningful and purposeful. Richard Paul and his associates (1989) design a teachers' handbook in order to clarify the concepts and the principles of critical thinking on the one hand and to show the ways to make critical thinking teachable in different disciplines, on the other hand. They state

The following strategies, originally developed to help teachers remodel lessons and redesign instruction in the critical thinking. Handbook series indicate how critical thinking principles can be transformed into teaching strategies. The various strategies overlap, each illuminates a dimension of critical thought

(p.391)

In other words, the adoption of these strategies will permit teachers to reformulate their lessons and reconstruct their instructions according to the critical thinking functions in their specific contexts. These 35 strategies are divided into two categories depending on their functions; the Affective Strategies which include 9 strategies (from **S1-S9**) and the Cognitive Strategies which contain the rest of the strategies (26) (from **S10** till **S35**). In this second category, abilities are classified into two sub-categories: Macro Abilities are those from **S10**

till **S26** and Micro Abilities are those from **S27** till **S35**. Richard Paul et al (1989) justify this classification as follows:

the strategies listed below are divided into three categories, one for the affective and two for the cognitive. This of course is not to imply that the cognitive dimension of critical thinking should be given twice as much emphasis. Indeed, the affective dimension is every bit as important.

(p.393)

1.6.1 Affective Strategies

According to Richard et al (1989) the list of affective strategies includes the following skills:

- **S-1** thinking independently
- **S-2** developing insight into egocentricity or sociocentricity
- **S-3** exercising fair-mindedness
- **S-4** exploring feelings and thoughts
- **S-5** developing intellectual judgments
- **S-6** developing intellectual courage
- **S-7** developing intellectual good faith or integrity
- **S-8** developing intellectual perseverance
- **S-9** developing confidence in reason

1.6.2 Cognitive Strategies

The cognitive strategies are classified into two sub-skills: macro and micro skills:

1.6.2.1 Macro Abilities

- **S-10** refining generalizations and avoiding oversimplifications
- **S-I I** comparing analogous situations: transferring insights to new contexts

- **S-12** developing one's perspective: creating or exploring beliefs, arguments, or theories
- **S-13** clarifying issues, conclusions, or beliefs
- **S-14** clarifying and analyzing the meanings of words or phrases
- **S-15** developing criteria for evaluation: clarifying values and standards
- **S-16** evaluating the credibility of sources of information
- **S-17** questioning deeply: raising and pursuing root or significant questions
- **S-18** analyzing or evaluating arguments, interpretations, beliefs, or theories
- **S-19** generating or assessing solutions
- **S-20** analyzing or evaluating actions or policies
- **S-21** reading critically: clarifying or critiquing texts
- **S-22** listening critically: the art of silent dialogue
- **S-23** create connections between different fields
- **S-24** increase questioning
- **S-25** comparing perspectives, interpretations, or theories
- **S-26** evaluating perspectives, interpretations or theories.

1.6.2.2 Micro Abilities

- **S-27** making similarities and differences between ideals
- **S-28** using critical vocabulary
- **S-29** noting significant comparison
- **S-30** examining or evaluating assumptions
- **S-31** evaluating facts
- **S-32** predict and interpret
- **S-33** reasoning and evaluating evidence
- **S-34** recognizing contradictions

- **S-35** exploring implications and consequences

Recently, Moon (2008) suggests other strategies that help in the teaching of critical thinking. Moons' strategies include:

- **The Problem-Posing Strategy:** it focuses on proposing and justifying answers of an open-ended question or a disciplinary problem.
- **The Frame Strategy:** students will be able to generate ideas and to use them within a clear structure.
- **The Question-Generating Strategy:** students will be able to generate and explain question from a particular topic.
- **The Believing and Doubting Strategy:** it focuses on generating reasons and supporting arguments for and against a given statement.
- **The Evidence-Finding Strategy:** it focuses on using discipline-appropriate evidence. It is based on data-findings tasks.
- **The Case Strategy:** student will be able to make a decision and to justify an argument. It is based on decision-making tasks.
- **The “Rough Draft Workshop” Strategy:** it focuses on using peer review to stimulate global visions of drafts to improve ideas.
- **The Metacognitive Strategy:** students will be able to consider their own thinking and negotiate processes metacognitively.

It seems clear that the two lists of aforementioned strategies do agree on some skills that should be taken into account when teaching critical thinking. But in all cases, those strategies need to be taught carefully to get its positive results. To achieve this aim, the following section offers a functional model to help EFL teachers in teaching critical thinking in an effective way.

1.7 Functional Model to Teach Critical Thinking

Regarding the importance of critical thinking in the life of new generation learners, it seems clear that the teacher's role is becoming more difficult. The teacher is expected to make change in all other aspects of life starting from the quality of students who are the future citizens. For this reason, teachers are required to be aware of the latest innovative teaching methods and techniques. In this section, a functional model is demonstrated for the sake of encouraging students to become effective critical thinkers.

1.7.1 The Five-Step Model

The 5-step framework is suggested by Paul and Batell(1997a) on the basis of Bloom's Taxonomy(1956) which includes six levels of thinking abilities. The first three thinking abilities are considered as the "lower level" (knowledge, comprehension, application); while the other three thinking abilities are considered as the "higher level" (analysis, synthesis, evaluation). This model framework is appropriate to any context to help students become critical thinkers. The 5 steps of this framework are practical and they need to be implemented in the appropriate way. According to Paul and Batell (1997b) these steps are: determine learning objectives, teach through questioning, practice before you assess, review, refine and improve, and provide feedback and assessment of learning.

➤ Determine Learning Objectives

A teacher should outline the learning objectives that students should be able to do by the end of each session. These learning objectives should be organized and written carefully in order to achieve meaningful results. In drawing the learning objectives of a lesson, two

main aspects are respected in this step. Firstly, achieving these objectives will make the teacher think of students with low abilities. In this case, the teacher should start first with those less thinking levels in order not to be neglected during the whole class. Knowledge, comprehension and application are the three abilities which are considered in this first step in defining the objectives. Secondly, targeting the abilities of higher thinking level is the major concern in drawing the learning objectives. These objectives have to be concerned mainly with those gifted students who can easily move towards analyzing, synthesizing and evaluating abilities. To make this framework meaningful, it is useful to think about the learning activities that influence the acquisition of critical thinking abilities. This implies that activities should be drawn in parallel with the learning objectives.

➤ **Teach through Questioning**

The pivotal point in the learning process is questioning. In this respect, Elder and Paul (2003) argue that the prominent art in learning is the art of questioning. Thus, without this step of questioning, learners will not be able to do any task. Questions are the best techniques to involve learners in interactions with themselves or with teachers, to justify their arguments and reasons and to advocate their own ideas and beliefs. So, the teacher's lesson plan should include three essential objectives. In the first place, teachers focus on making learners know how to develop appropriate questions. Then, in the second place, the focus will be on using various questioning techniques to employ their questions. And in the last place, it is time to encourage learners to be engaged in interactive class discussions to use their questions and to evaluate the others' questions. In the area of critical thinking, the process of questioning enables learners to practice several skills whatever is the strategy. However, Clasen and Bonk (1990) point out that the teachers' questions influence directly the students' thinking level.

For them, considering the purpose of a single question and the type of questions to be realized in the class are the primary concerns in the teacher's lesson plan.

➤ **Practice before you Assess**

Practice before you assess, this idea is mainly about the integration of active learning in the teaching process. Most studies show that students become active and joyful within an active learning sphere, this is argued by Bonwell and Eison (1991) when they describe active learning as the main motive that makes students think about what they are expected to do through practicing active learning activities. Also, Fink (2003) states that most research confirm the positive students' attitudes towards the use of active learning by which they will have more opportunities to become active instead of being passive. Accordingly, teachers should opt for active learning but they have to think of using the active learning components through a set of well selected activities.

➤ **Review, Refine and Improve**

The teachers' lessons function is to help students develop their critical thinking skills. For this aim, it is necessary to examine whether these lessons fit its function or not. The only one technique is by refining and updating the lessons according to the student's feedback and trying to make the suitable changes. To reach that goal, teachers can use a diary in which the students' daily activities, students' daily participations and students' daily feedback are observed regularly. The use of this journal will ensure monitoring the class activities and collecting feedback from students in a systematic and a regular manner.

➤ **Provide Feedback and Assessment of Learning**

Providing feedback to students does not mean to focus on the negative side of students or to put students in embarrassing situations or even to grade their performance. However, the aim of feedback is to improve the quality of students' performances by showing

them how to overcome weaknesses and how to evaluate themselves in future tests. Through this mutual understanding of feedback, an interactive relationship will be built between the teacher and the students. In this line, Fink (2003) notes that the significance of feedback implies the teacher's ability to identify some criteria and standards to evaluate the students' performance. In this case, the aim of those standards criteria is not to control but to provide students with purposeful, specific and constructive, quantitative, prompt, frequent, positive, personal, and differential information about their improvement in a particular performance (Woldkowski and Ginsberg, 1995). In this last step, teachers have to use useful techniques to provide feedback to students, to create opportunities for peer and self-assessment and to use feedback as an adjustor to their instructional methods.

1.8 Critical Thinking Assessment

The notion of critical thinking is not only difficult to be defined but also is difficult to be assessed. This difficulty is mainly featured in terms of two reasons: reliability and validity of measured skills. Moss and Koziol (1991) point out that the difficulties of assessing critical thinking refer to the type of tasks and skills that belong to individuals may change over time. Also, Pithers and Soden (2000) claim that one of challenges of assessing critical thinking is the vagueness of its skills and concepts. Though all these challenges and obstacles, some particular standard tests have been organized to assess and measure critical thinking skills.

1.8.1 Aims of Assessing Critical Thinking

To achieve the main goals of critical thinking assessment, it is necessary to recognize the major motives behind having a particular test. In this sense, Robert Ennis (1986) suggests

some purposes to be taken into considerations when assessing critical thinking. For him, assessing critical thinking will:

- Determine and diagnose the level of students' critical thinking by demonstrating their strengths and weaknesses
- Evaluate the students' critical thinking through providing them with feedback.
- Motivate students to improve their critical thinking level by challenging to get positive results.
- Provide teachers with a feedback about the effectiveness of their instructions.
- Provide researchers with the appropriate approaches and methods to be used in testing.

In the field of assessing critical thinking, some standard printed tests are published to help assessing critical thinking.

1.8.2 Types of Critical Thinking Tests

Taking into account the aims of assessing critical thinking, many types of tests are revealed to be used in the process of assessment. In brief, the most well-known tests are:

- ✓ **The Ennis-Weir Critical Thinking Essay Test (EWCTET)**

This test is developed by Ennis and Weir in 1985 for high school and college-aged individuals. It is written in an essay format to measure the following critical thinking skills: responding appropriately, stating other's point of view, offering good reasons and seeing others' possibilities.

- ✓ **The California Critical Thinking Disposition Inventory (CCTDI)**

It is developed by Peter Facione and colleagues in 1992 for graduate and undergraduate students. It is based on answering the level of agreement from strongly to strongly disagree using the Likert-scale to analyze data. It aims to evaluate the learners' disposition and attitudes towards the critical thinking skills including: systematicity, inquisitiveness, analyticity, truth-seeking, self-confidence, maturity and open-mindedness.

✓ **The Watson-Glaser Critical Thinking Appraisal (WGCTA)**

This type is designed by Adams, Whitlow, Stover and Johnson in 1996 for the 9th grade and upward. It consists of 80-items written in multiple-choice format. It measures the critical thinking skills of interpretation, inference, deduction, evaluation of arguments and recognition of assumptions.

✓ **The California Critical Thinking Skills Test (CCTST)**

Recently it is the most frequent used test in many fields. It is developed by Peter Facione in 1994 for college students. It is considered from tests that cover more than aspect because it deals with inference, analysis, interpretation, evaluation, explanation and self-regulation skills. These are the skills accredited from the APA Delphi report of 1990. This test is based on 34-item multiple-choice questions assessed with Likert-scale tools.

Though this plethora of several tests, it is the teachers' and instructors' responsibilities to adopt the appropriate and effective tests to measure and evaluate their students' level.

1.9 Critical Thinking and Teaching Literature

Literature is the gate to discover other worlds, the passport to travel all over the universe and other many descriptions that make the infusion of literature in the educational setting becomes a necessity. With regard to the wide range of studies conducted in this respect, it is

believed that teaching literature has a vigorous role as a source of authentic materials used in the teaching of foreign and second languages in the educational context. But, the issues of what, why, how, when and where literature should be integrated in the teaching of language, still remaining as debatable points between educationalists. The following section attempts to seek out some answers for the how's conflicting points.

1.9.1 Defining Literature

The term 'literature' is difficult to be defined in terms of its wide-ranging, multi-disciplinary scope including many sciences, disciplines and fields. Scholars are divided into two major conflicting views in defining the word literature. Within the first view, scholars describe 'literature' from a narrow standard which include only those written materials that have values as art and not for pleasure such as poetry, drama and playwrights. As Rees (1973) defines literature from its narrow scope which focuses on written texts that demonstrate thoughts, feelings and attitudes about life. In contrast, the second broad standard, the word literature includes "anything that is written" according to Gyasi(1973). Broadly speaking, Boulton(1980) focuses on the R's perspectives that function imaginatively including: recognition, revelation, recreation and redemption. Then, Moody (1972) describes literature as a human being desire to express thoughts, feelings, and experiences in specific ordering of specific words. In the same line of ideas, Lazer's definition (1993) includes all what is said about literature. He notes that literature is a collection of feelings, emotions thoughts, fantasy, and horror written in "black and white".

Based on the aforementioned definitions, it is clear that all of them agree that literature is a written or spoken material which inspires a human being to imagine the unseen experiences and to release his feelings and thoughts to live a moment using a particular attractive and an existing words and expressions.

Generally speaking, literature reflects all what human being hides as emotions, feelings, thoughts and so forth whatever the language is. More importantly, it is still necessary to know why literature is important to be taught.

1.9.2 The Importance of Teaching Literature in an EFL Classroom

There are many scholars' claims by which they emphasize the importance of teaching literature in an EFL classroom. In this respect, Langer (1975) identifies the positive impact of literature on the human beings' lives which mainly reflects his way of thinking, acting and reasoning. Thus, a literary person has a particular belief about his personality, his life and about the world where he lives.

Accordingly, literature is a reflection of one's thoughts, actions and beliefs through discovering one's self and others' selves and defining the surroundings. Not far from this angle, Cheng et al (2007) argue through developing the Centre's Curriculum that literature is mainly a useful tool to foster the learners' thinking skills abilities, their language proficiency, their cultural awareness and their reading habit. Moreover, literature can make a joyful and a lively reading class by which learners have the opportunity to enrich their vocabulary. (Cheng et al, 2007, p.114)

In a nutshell, the integration of literature in teaching is considered as a debatable issue between researchers and educationalist because of many challenges that occur while teaching it in an EFL classroom.

1.9.3 Challenges of Teaching Literature in an EFL Classroom

The following researchers Carter & Burton (1982), Mckay (1982), Maley&Moulding (1985), Brumfit and Carter (1986), Collie & Slater (1987) and Carte & Walker (1989) are the most known proponents who insist on the fact that literature should be taught for the aim to create an effective environment of learning. Also, they praise its great motivational, linguistic,

cultural and intellectual favor in improving the quality of teaching/learning process. In this respect, the claim of Mackay (1982) can be considered as an adequate argument of the proponents group. In this sense, he focuses on the benefits of literature in increasing the students' motivation to enjoy reading a foreign culture by using their imaginative abilities. By doing this task, students will develop their reading proficiency and their linguistic level as well as.

By contrast, there are other opponents namely Rivers (1981), Littelwood (1986), Showalter (2002), Savvidou (2004) and Hall (2005) who refuse the teaching of literature. For them, literature is difficult to be taught because of the following reasons:

- Language used in literary texts: Mckay(1986) argues that literary texts contain “unfamiliar vocabulary and complex syntactic structures” which are the main cause to make EF learners unmotivated to read. Besides, the difficulty of its lexis, phonetics and phonology and semantics which pose enormous barriers for EFL students in comprehending.
- Literature is not authentic: River (1981) refers this feature to the nature of the materials used in teaching literature in terms of its language and cultural perspectives.
- Literature focuses on one skill: teaching literature will not help students to develop their speaking or listening skills because it is basically devoted to help students to read rather than speaking and listening.
- Literature has no occupational goals: Mckay (1986) argues that the students' occupational interests will disappear by the teaching of literary texts since they will focus on reading texts or poems.

Despite all these disagreements of implementing literature in the teaching of a foreign language, literature still remains the only adequate source to be taken into account

while teaching in an EFL classroom. The following section will shed the light on some purposeful advantages of literature in the teaching/learning process.

1.9.4 The Advantages of Teaching Literature in an EFL Classroom

With reference to the important issues mentioned above, research in the field asserts set of advantages which are gained by using literature as a purposeful tool in language learning. In general, the list of advantages involves the following aspects: critical thinking, motivation, authenticity, intensive/extensive reading practice, cultural and intercultural knowledge, grammar and vocabulary knowledge, language skills and emotional intelligence.

1.9.4.1 Critical Thinking

According to Gajdusek & van Dommelen (1993), Ghosn (2002) and Van (2009), the appropriate tool for students to improve their critical thinking abilities is only literature. In other words, engaging students in reading literary texts will provide them with opportunities to interpret, analyze, infer, explain, evaluate and the opportunity to build their personalities. And other “Academic Literacy” which enables students to compare, contrast, look for cause-effect relations, evaluate and express their thinking in the language needed (Ghosn, 2002).

Thus, through the different genres of literature either poetry, drama or playwrights teachers will make their efforts to create the suitable conditions to help students read with pleasure and entertainment. The teacher’s valuable role is to make students live every moment of the chosen literary work whether to laugh, to cry or to imagine like this students will be eagerly motivated to attend the reading class.

1.9.4.2 Motivation

Due to its authenticity, literature becomes a motive factor to students to read literature. In this respect, Van (2009) declares that the authentic and meaningful context of literary texts makes students highly motivated. Also, Duff and Maley (1990) emphasize the role of

literature in motivating students by involving them in subjects of interest by which they are able to generate the knowledge acquired from a written text. Focusing on the students' interests when choosing a material will increase the eagerness of reading, this indicates that if students have the chance to choose their own materials that suit their personal interest, the average of motivation will increase. Motivating students to read will help them to show their abilities and skills such as the critical thinking skills.

1.9.4.3 Authenticity

It is argued that literature is a collection of humans' feelings, emotions, thoughts, behaviors and ideas about experiences from real life. Based on this fact, literature is mainly the best source of authentic materials that play an important role in the teaching of literature. It is through drama, students will deal with some expressions, dialogues and phrases that really related to their own lives. Not only drama can do that, novels also can describe realistic situations similar to those of students and then students will never forget them.

In its best sense, literature is a rich source of authentic materials that are purposeful for the teaching process in an EFL classroom. These authentic materials increase the student's desire to read literature.

1.9.4.4 Intensive/Extensive Reading Practice

Motivating students to read a literary text becomes the primary concern of any educational curriculum, because it is not an easy task to oblige a student to attend a reading class unless many factors should be taken into account. To engage students in reading practice class needs some intelligent and careful ways which are basically determined the psychology and needs of students. In this context, literature circles are the appropriate way to engage students in intensive and extensive reading practice. So, "the more students read, the better they read" (Allington, 2003). In practicing reading, poems may seem the best literary genre

that serves this aim. Teaching poems will make students read about the different musical sounds of a poem and its several elements which make students compare, analyze and evaluate.

1.9.4.5 Cultural and Intercultural Awareness

It is believed that literature is a window to the other world cultures. EFL students will know about the foreign cultures all over the world through its literary works. And then they will be able to distinguish similarities and differences between their culture and others' cultures. For instance, dealing with plays of Shakespeare will invite students not only to learn about the writer's background but also about the British society, culture, history and even political issues. This indicates that literature is a key to globalization in terms of using the same language and concepts on the one hand including nature, death, love, hate and so forth, it is "universal concepts" (Maley, 1989); and to understand the others' ideologies, mentalities, behaviors and traditions, on the other hand.

1.9.4.6 Grammar and Vocabulary Knowledge

Most of the recent research shows the positive effect of teaching literature in EFL context on both the students' grammatical knowledge and the students' vocabulary enrichment. Indeed, an exposure to a literary text is a great chance for students to learn new vocabularies and to grasp the grammatical rules. Extensive and intensive reading techniques are considered the main source of vocabulary and grammar knowledge by which students, especially those with low level, are engaged in activities to practice grammatical structures and to appreciate syntactic and lexical structures. In this point, Lazer (1994) asserts that literature is "a useful source because it can be exploited in numerous ways to increase students' language awareness, grammatical and lexical, particularly those at lower language levels." (p.123)

1.9.4.7 Language Skills

Starting from the point that literature is basically means a systematic order of words, phrases and sentences to express a specific idea; one can estimate that teaching literature in a foreign language class will help in improving the students' language skills. In convincing this fact, Carter (1982) notes that "literature is an example of language in use, and is a context for language use" (p.12); accordingly, students cannot be able to appreciate the language aspects unless they study it through a literary tool. Thus, literature can develop the students four skills (reading, writing, speaking, and listening) by its authentic sources, according to many researches such as Vandrick (1996), Belcher & Hirvela (2000) and Stern (2001). For instance, for the aim of improving the students' reading skill, literary tools as poetry and drama can be used as a mean to practice reading strategies in an effective way.

Hence, for any learner who wants to develop his/her language skills, Bassnett and Grundy's (1993) advice persons who desire to be skillful in using the language perfectly to read various literary texts.

1.9.4.8 Emotional Intelligence

Tackling the issue of Emotional Intelligence, pave the way on the EI theory for its pioneer Daniel Goleman (1995). In this theory, the emotional intelligent refers to the student's resistance ability to the difficult situations they may encounter while undertaking challengeable tasks. In other words, the focus is on the attitudes, feelings, emotions and anxiety when dealing with higher level of self-conscious and self-confidence. Therefore, teaching literature in an EFL context can

- Change the attitudes, views and opinions of looking at life, as Bettelheim (1986) reveals that the growth of development and the understanding of the real world are the results of teaching literature.

- Be an escape for adults from their daily worries and tensions by inviting them to express freely their hidden emotions.
- Wake up the tolerance and empathy qualities among students which will appear through their peaceful actions.

Taking into considerations the advantages of teaching literature, it appears that they can be categorized into three categories. The first category includes the advantages that have cultural aspect such as authenticity and the cultural and intercultural awareness. While, the second category consists of advantages of language focus such as language skills, grammar and vocabulary knowledge and intensive/extensive reading practice, whereas the third category is related with benefits of personal effects such as motivation, critical thinking and emotional intelligence. With regard to its valuable advantages, literature is fertile with rich sources to ameliorate the function of teaching in the educational setting. In fact, it is clear that without literature, teaching is meaningless. In order to pursue this fact, there should be a careful selection of the useful and appropriate teaching approaches to achieve the target goal. Regarding the main objectives of the present study, critical thinking will be considered the main standpoint in clarifying its relationship to the teaching of literature. For this aim, the next section will present some suggested approaches which based on critical thinking goals.

1.10 Teaching Literature Using Critical Thinking

The relationship between teaching literature and critical thinking is clarified widely in the previous sections. Due to many researchers, namely Maley, Amer, Van, Savvidou and others, numerous approaches are suggested to facilitate the teaching of literature. As far as the present study is concerned, the present researcher opts for approaches that are based on nurturing the critical thinking skills.

1.10.1 Maley's Critical Literary Approach

The Critical Literacy Approach (CLA) is developed by Maley in 1989. Since, the focus of this approach is the teaching of literary features and elements of a literary work; it is mainly addressed to college and high school students. This means that students are expected to use their critical thinking skills in order to interpret, to analyze and to infer using the target text. Additionally, they are asked to evaluate and to explain the text's background, motivation and psychology.

1.10.2 Reader Response Approach

The Reader Response Approach (RRA) is the second suggestion of Amer (2003a) after proposing the Story Grammar Approach which fosters the students' cognitive abilities. The RRA approach emphasizes the teaching about the text rather the text language; i.e., it is similar to the Critical Literacy Approach. According to Amer, by experiencing this approach, there will be many answers to just a single question because each student is expected to answer individually according to his/her point of view towards the same text. Drama, role-play, self-questions, reading logs, critical questioning and writing are some ways used to perform this approach (Amer, 2003b).

1.10.3 The Integrated Approach

Savvidou (2004) attempts to develop an approach that integrates the two aforementioned approaches (CLA and RRA); for this aim, he proposes the Integrated Approach which draws the attention of teaching literature through practice, experience and active rather than acquiring the language rules in a passive way. Duff and Maley (2004) prove the effectiveness of this approach in the teaching of literature. For them, there are three reasons to implement the integrated approach, namely the linguistic reason, the methodological reason and the motivational reason. This approach, therefore, means to enhance the students' language skills, cultural awareness and personal development in an

active environment. Getting ready, concentrating, primary answer, reinforcing practice and interpreting the specific answers are the fundamental six steps of the integrated approach to attain effective results, as Savvidou (2004) proposes.

1.10.4 Van's Critical Literacy Approach

Van (2009) proposes The Critical Literacy Approach which aims at developing the learners' critical awareness. By experiencing this approach, students' task is to read between the lines to understand the hidden meaning and to evaluate the texts' dimensions. Whatever the approach is aimed for, the appropriate selecting of the teaching approach to teach literature is the best indicator of the teachers' qualifications which ensures the students' lifelong learning, according to Whitehead (1985).

In short, teaching literature using critical thinking needs mainly to focus on emphasizing the reading skill by motivating students to explore their thinking skills appropriately.

1.11 Critical Thinking and Reading Skill

Theoretically speaking, reading is a receptive skill used to acquire information from a written material. It is based on two fundamental dimensions:

- Thinking dimension because a reader should be able to understand and to think about the information from a reading passage.
- A cognitive dimension because the reader should be able to analyze, to evaluate and to contextualize information of the reading passage.

This explains the claim of Crystal (1992) in which he considers the process of reading as the ability to understand and to grasp the meaning of a written material. Likewise, Moon(2008) clarifies the relationship between reading and critical thinking with “the mutual reinforcement” (p.10). In the following explanation of Paul et al (1989), it appears that critical thinking is mostly correlated with the student’s ability to read critically through asking themselves some critical questions. Paul and his follows point out that

“therefore, critical readers recognize that reading a book is reading one limited perspective on a subject and that more can be learned considering other perspectives. Critical readers ask themselves questions as they read, wonder about the implications of, reasons for examples of, and meaning and truth of the material. They do not approach written material as a collection of sentences but as a whole, trying out various interpretations until one fits all of the work, rather than ignoring or distorting statements that don’t fit their interpretation.”(p.429)

Discussing the nature of the relationship between critical thinking and critical reading, it is necessary to inquire about the technique used to combine both skills in application. Most studies consider “the literature circle” as a best technique to examine the impact of this relationship on the students’ academic achievement.

1.11.1 Critical Reading Definition

Three major debatable issues are considered in defining critical reading including: what does it mean? How to teach it? And what students will be able to do? In the first place, some scholars support the idea that the more students are familiar with the material, the more they are able to understand its difficulties. In this context it is necessary to mention Micheal Warners’s (2004) study on critical reading by which critical reading is defined as “the folk of ideology of a learned profession, so close to us that we seldom feel the need to explain it”

(p.14). Moreover, he supports terms such as “critical distance”, “self-conscious stance” (p.20) and both of them describe the nearby distance that should be between the reader and the text.

In the second place, most of educators try to simplify teaching critical reading by modeling it according to their students’ needs and interests. This idea is argued by Robert Scholes’s (2001) definition “simplifying and clarifying the ways of reading we have already learned to use” (p.215). In this respect, there were some educators who created their own ways to teach critical reading like Donahue(1987a) who suggests a sequence by which “students write an initial interpretation followed by multiple rereading, while reading considering along the way how prior assumptions about reading shape these interpretations” (pp.5-9). Also, Salvatori (2012) proposes the “Conversations” by which “students are asked to write responses to texts and then to write reflectively and evaluative about their response” (p.447). In the third place, Salvatori, Arlen Wilner and Patricia Donahue define critical reading in terms of what they want their students to do. For instance, Donahue (1987b) wants her students to pass “kind of misreading” in order to be able to contextualize the language of “wild dialogue”(p.2) While, others such as Chick Nancy.L, Holly Hassel and Aeron Haynie(2009) focus on “ reading complexity” (p.402) by asking students to re-read and revise their interpretations in order to develop complexity and multiple interpretations.

However, other scholars attempt to define critical reading in a general way, for instance in Pirozzi(2003) focuses on the abilities of interpreting, evaluating , inferring, and drawing conclusions of a written text which indicate the degree of comprehension; while, Kurland (2000) claims that critical reading refers to the ability to analyze a text after a careful and an active reading.

Taking altogether, it is argued that critical reading needs students to be able to contextualize, to analyze, to ask questions, to justify arguments, to evaluate and to interpret.

This implies that critical reading is completely embedded in critical thinking. So, what is the relationship between reading skill and critical thinking?

1.11.2 Techniques of Critical Reading

The present researcher, in her English literature class, has observed some prominent problems happened to students when they are engaged in reading classes. In the following table, some of students' problems accompanied with some helping strategies are enumerated by Moon(2008)

| Students' Problems | Helping Strategies |
|--|---|
| Poor reading problem | <ul style="list-style-type: none"> ▪ Give tests or writing assignments on readings that you don't cover in class. ▪ Require students to write expressively in response to texts (reading logs, summary/response notebooks). ▪ Require marginal notes. ▪ Show students your own reading process. |
| Failure to reconstruct arguments as they read | <ul style="list-style-type: none"> ▪ Assign summary writing. ▪ Have students make outlines, flowcharts, or diagrams of articles. ▪ Help students write "gist statements" in margins summarizing main points as reading progresses. ▪ Go through a sample text with students, writing "what it says" and "what it does" statements for each paragraph. |

| | |
|--|---|
| Failure to assimilate the unfamiliar; resistance to uncomfortable or disorientating views | <ul style="list-style-type: none"> ▪ Explain this phenomenon to students so that they can watch out for it; point out instances in class when students resist an unfamiliar or uncomfortable idea; draw analogies to other times when students have had to assimilate unfamiliar views. ▪ In lectures or discussions, draw contrasts between ordinary ways of looking at the subject and the author’s surprising way. ▪ Emphasize the “believing” side of Elbow’s “believing and doubting game”. |
| Limited understanding of rhetorical context | <ul style="list-style-type: none"> ▪ Create reading guides that include information about the author and the rhetorical context of the reading. ▪ Through lectures or reading guides, set the stage for readings, especially primary materials. ▪ Train students to ask these questions: Who is this author? Who is he or she writing to? What occasion prompted this writing? What is the author’s purpose? |
| Failure to interact with the text | <ul style="list-style-type: none"> ▪ Use any of the response strategies recommended in this chapter—reading logs, summary/response notebooks, guided journals, marginal notations, reading guides. |
| Unfamiliarity with cultural codes | <ul style="list-style-type: none"> ▪ Create reading guides explaining cultural codes, allusions, historical events, and so forth. ▪ Show students the function of cultural codes by discussing the background knowledge needed to understand cartoons or jokes |
| Unfamiliar vocabulary | <ul style="list-style-type: none"> ▪ Urge students to acquire the habit of using the dictionary. ▪ Create reading guides defining technical terms or words used in unusual ways. |
| Difficulty with complex syntax | <ul style="list-style-type: none"> ▪ Have faith that practice helps. ▪ Refer severe problems to a learning assistance center. ▪ Have students “translate” complex passages into their own words; also have students practice rewriting particularly long sentences into several shorter ones. |
| Failure to adapt to different kinds of discourse | <ul style="list-style-type: none"> ▪ Explain your own reading process: when you skim, when you read carefully, when you study a text in detail, and so forth. ▪ Explain how your own reading process varies when you encounter different genres of text: how to read a textbook versus a primary source; how to read a scientific paper; how to read a poem; and so on |

Table 02: The Reading Students’ Problems and the Helping Strategies

(Adapted from Moon, J. (2008). *Critical Thinking*.)

Considering problems demonstrated in Moon's list, it is assumed that such kinds of strategies are needed to teach critical reading to help students overcoming their difficulties in reading from a critical focus. For this aim, scholars as Axelrod and Cooper(2002), Hall(2004), Barton-Arwood et al(2005) and others propose some instructional strategies to help teaching critical reading. Most of them agree that these strategies should emphasize the development of particular skills including annotating, previewing, contextualizing, analyzing, outlining, summarizing, paraphrasing, questioning and reflecting. Not far from this view, Kuta (2008) suggests a list of strategies which considered by most researchers the most purposeful list in the critical reading field. Those strategies are recapitulated as follows:

- ✓ **Annotating:** it focuses on reading reactions and questions about the text.
- ✓ **Previewing:** it involves getting an overview about the text structure, cues, pictures and so forth.
- ✓ **Scan and Skimming:** it aims of looking for the gist or main idea of the text.
- ✓ **Facts Vs. Opinions:** it requires to seek concrete evidences, opinions, values or beliefs that can be argued.
- ✓ **Drawing Conclusions:** it focuses on clarifying clues in the text and thinking of predictions.
- ✓ **Monitoring:** it tests the understanding of the text meaning.
- ✓ **Summarizing:** it aims to write a short paragraph presenting the main ideas of the text.
- ✓ **Paraphrasing:** it requires rewriting a short paragraph restating and clarifying the main ideas using readers' own words.
- ✓ **Synthesizing:** it is to select ideas and to combine them with different texts.
- ✓ **Questioning:** it is based on asking set of questions and to answer them after finishing the last step. (Kuta, 2008)

Regarding the skills of these strategies, it is clear that there are three steps in critical reading. The first step is pre-reading which contains: annotating, previewing, scanning and skimming. The second step is reading the text which includes facts vs. opinions, drawing conclusions and monitoring. The last step is after reading that implies summarizing, paraphrasing, synthesizing and questioning. These steps are mentioned in Tovani's(2000) description of the reading process:

- ✓ (Before reading a text), observation of the text structure and key words.
- ✓ Comparing the target text with the reader personal experience and knowledge.
- ✓ Monitoring comprehension of the text; summarizing the key points when you finish reading.

1.11.3 Developing Critical Thinking through Reading Literature

It is argued by many educators that critical thinking and reading are related to each other in terms of the needed skills and abilities. As, Brown (2001) and Day(2003) describe this relationship with “a strong connection between reading and thinking”. From another angle, Carter and Long (1991) declare that the exposure of students to read literature in an academic setting will help students to acquire a critical literacy skill using a particular literary terms and expressions. In this respect, they state:

“involves reading literature within an academic, institutionalized setting for the purpose of abating qualification in literary studies. It involves considerable baggage of critical concepts, literary conventions and metalanguage and the requirement is often that students should show an ability to use such terms and concepts in taking writing about literature.”(p.3-4)

The impact of reading literary texts on developing critical thinking becomes clear in most of recent research. This impact seems to be positive because by reading, students will use their

critical thinking abilities. They will be able to interpret, to analyze and to synthesize. Here are some benefits of reading literary texts on the development of critical thinking skills:

- According to Lazer(1993), reading literary texts will help students to make hypotheses and to draw inference.
- According to Brandt (1990), reading literary texts will increase the students' metacognitive and affective abilities in terms of thinking about the text's structure, the plot, characters and the hidden meanings.
- According to Hayhoe and Parker(1990), reading will invite students to use their thinking abilities and to become independent readers;
- According to Zyngier(1994), reading fosters the students' skills speaking and listening skills.

There are numerous benefits of reading on the enhancement of critical thinking, but the problem is that what kind of literary text is adequate to be read? And what are the criteria for selecting a reading material?

1.11.4 Criteria for Selecting a Critical Literacy-Based Materials

To achieve positive results in the teaching process, a careful selection of the teaching materials is needed. Indeed, the selection of literary texts for students is considered by Mckay (1982) as the “key to success” in teaching literature in an EFL classroom. More importantly, a careful selection of the reading texts will motivate students to become excited about attending the reading class. Thus “careful text selection is fundamental to the successful use of any kind

of representational material.”(p.4), as McRae (1997) argues. For these aims and others, there are several criteria should be taken into account when selecting a text to be read by students.

Those criteria seem to be common between some educationalists such as Brumfit (1985) who suggests the criteria related to the “suitable linguistic level, cultural and social expectations of different groups of learners and length of the text, imagination and creativity.”(p.109). Lazer (1993) stresses on the students’ cultural, literary backgrounds and their linguistic proficiency; and then Collie and Slater (1994) focus on the students’ needs, cultural background and language level. Taking altogether these criteria, the present researcher summarizes them as follows:

➤ **The Student’s Cultural Background**

Taking into consideration the cultural factor, teachers should think about the negative effects of the chosen text on the students’ social and political interpretations. The irrelevant text will not help students to understand and to grasp the true meaning of the text. So, to avoid such kind of troubles, it is very important to choose a text which is familiar with the students’ culture in terms of its theme and source.

➤ **The Student’s Linguistic Proficiency**

In this sense, Mckay (1982) notes that “a text which is difficult on either linguistic or cultural level will have few benefits” (p.531); in other words, finding a text that matches the students’ proficiency level indicates how much the teacher is aware of the students’ level. Moreover, competent teachers always ask themselves questions such as:

-Is this text familiar with the usual norms of language use?

- Will students find the text enjoyable?

-How much of the language students will be able to understand?

-Will students feel unmotivated with the difficult language?

➤ **The Student's Literary Background**

The exposure of students to extensive and intensive reading classes in their mother tongues may help them to understand and interpret in a foreign language using the same conventions of reading. Besides, they will be able to achieve the same linguistic and literary competence degree as in their mother tongues.

➤ **Availability of Texts**

As far as the university library is the only one source close to the students, it will be better if teachers rely on it as a source of the lessons' tools. Thus, teachers should know the available books in the students' library by keeping in touch with librarians to provide them with the updated lists of books.

➤ **Length of Texts**

From the present researcher's experience in teaching literature, she always notices the students' reactions when they have a long text, and then their request whether the whole text is concerned or just a few selected parts. This case interprets that the length of text is another important factor that motivates students to read.

➤ **Exploitability of the Text**

Within this factor, it is useful to consider what Derrida(1976) thinks about the act of reading. Accordingly, “reading and interpretation are not merely acts of reproducing what writers express in a text.”(p.157); this means that once students finish reading the text, they will be able to re-produce it according to their voice of understandings and interpretations. By being able to exploit the selected text, students will have opportunities to become creative, open-minded and critical thinkers. This fact seems clear through Elliot’s (1990) focus on selecting texts that require the cognitive and the affective involvement of the students.

➤ **Fit with Syllabus**

The suitability of the syllabus seems to be the inclusive factor because it is inaccessible to choose texts that consider the students’ cultural background and linguistic level and do not consider the syllabus’ main objectives. Thus, when selecting a text to be read, it is useful to take into account the aforementioned factors and as well as the drawn syllabus’ objectives.

Considering those criteria of selecting the suitable literary material for students, one major question should be raised by an EFL teacher that is: will students enjoy the teaching of literature in the classroom? It is a very important issue which is the focus of the next section.

1.12 Enjoying Literature in Higher Education

“Why are our schools not places of joy? This question is not new; it was raised 20 years ago by John Goodlad. This implies that the issue of enjoying teaching was the main concern in the past decades. As far as critical thinking is required in the EFL context,

teaching in a joyful atmosphere is considered the most needed factor in the teaching/learning process. This fact is demonstrated in the most recent studies, namely Kohn's study (2004). Many researchers assert that teaching in a joyful classroom makes students motivated, less stressed and more excited. More importantly, students in such atmosphere will be able to remember what they learn and read when they have opportunities to participate in situations related to their real life experiences, attitudes and interests.

1.12.1 Defining Enjoying Literature in an EFL Context

Teaching literature is always related to the issue of pleasure and enjoyment which allows students to be motivated to deal with literary texts. In other words, the enjoyment of literature refers mainly to the extent of motivation considerations when teaching literature in the EFL classroom. Therefore, a definition of the term 'enjoying literature' is demanded for the sake of determining its sources and origins. The enjoyment of literature attributes the individual's satisfaction about the reading which should fit his/her interests and benefits (Clark and Rumbold, 2006). For them, the enjoyment of literature is beneficial to enhance the students' positive beliefs about literature, to facilitate the students' cultural awareness about the other cultures and to foster the students' self-confidence to participate later in the community affairs. However, Nell (1988) views the enjoyment of literature as the person's imagination ability to practice some specific roles and words. In the same vein, Grossman and Sachs (2007) state that the enjoyment of literature requires the involvement of imagination to test the events involved in the reading material.

1.12.2 Techniques to Enjoy Literature in Higher Education

It is argued that higher education students are able to make a distinction between the joyful task and the boring one (Guay et al, 2010). The former increases the higher education students' eagerness to read more books in competitions with themselves expressing their

joyful feelings by reading, according to Tovani (2000). Thus, for respecting the students' enthusiastic feeling, there should be some practical techniques that are used to create a joyful classroom:

- Choice: the enjoyment of literature depends on the chosen text which attracts students with its aesthetic structure (Rosenbaltt (1978); Purves(1988)). Likewise, Parkinson and Reid Thomas (2000) emphasize the students' personal enthusiasm rather than the content of the text. This fact is supported by Samara's (2002) experience who argues that reading is more important than acquiring information, communicating ideas or recording facts. In this respect, she insists the significance of the meaningful choice of texts for both "aesthetic enjoyment and creative and critical learning" (p. 93).
- Incentives and Rewards: students are highly motivated if they receive incentives and rewards from teachers. Clark and Rumbold (2006) find out that students' enjoyment depends on the connection of rewards with some essential desired behaviors.
- Use of digital teaching instruments: it is argued that teaching literature using technology has a great positive impact on both the students' perceptions towards literature and the classroom environment.

In general, the enjoyment of literature is the teachers' responsibilities to awaken the students' creativity and critical abilities. Teachers should be aware about the students' needs and desires to be enthusiastic and motivated. To reach enjoyment in the classroom, it is very necessary to understand its purposes by which education is improved and qualified. Enjoyment ensures the lifelong learning and seeks purposeful learning opportunities.

1.13 Conclusion

To conclude, this chapter tackles the teaching of critical thinking, teaching literature and critical reading in an EFL context. It aims to explore the significance of using literature as a mean to teach critical thinking skills for higher education students. With this aim, the focus of the first sections is to clarify and to identify concepts related to the critical thinking notion in order to provide both teachers and students with the needed theoretical knowledge about the exact definition of the concepts and components of critical thinking skills. The good determination of main concepts of a notion prohibits the misuse of such thinking skill inside and outside the learning context. The rest of sections highlight the teaching of literature, its approaches, its advantages and the strategies used to make students enjoy the teaching of literature using English as a foreign language. To achieve the aim of promoting the students' critical thinking skills, some important motivational and psychological factors that should be taken into account when teaching thinking skills in an EFL context. Those factors are the focus of the second chapter.

Chapter Two: The Motivational and Psychological Factors to Encourage Critical Thinking in an EFL Classroom

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Chapter Two: The Motivational and Psychological Factors to Encourage Critical

Thinking in an EFL Classroom

2.1 Introduction

With regards to the findings of some studies such as Brirdgel and, DiIulio & Morison (2006) which is carried out for the aim of exploring the main reasons behind the high average of students dropped out of schools; it is argued that the lack of motivation strains students to leave schools. Consequently, it is argued that one of the major challenges that face EFL teachers is motivating students in the classrooms. This difficulty is related to many internal and external factors that influence the students' interests and behaviors. This reveals that the vital role that teachers should play in shaping their classrooms environment and their way of teaching influence positively on the students' motivation. As far as the aim of the present study is concerned, it is necessary to recognize the relationship between motivation, psychology and critical thinking to provide teachers in general and EFL teachers in particular with some strategies and techniques that can lead to an effective teaching.

2.2 Defining Motivation

In general, motivation refers to some motives under which a task or an activity is performed. As Broussard and Garrison (2004) point out that "motivation is the attribute that moves us to do or not to do something" (p.106). Moreover, motivation can be referred to any behavior that occurs under any reason as Guay et al (2010) claim that motivation is the constellation of "reasons underlying behaviors" (p.712).

Theoretically speaking, motivation is defined by various approaches from different perspectives. Some of these approaches define motivation in relationship with the cognitive behaviors like self-regulation, monitoring, planning and so forth. In this respect, Turner(1995) connects motivation with cognitive actions such as "the voluntary uses of high-level self-regulated learning strategies including paying attention, monitoring and planning" (p.413).

Other approaches emphasize the non-cognitive aspects when defining motivation. Those non-cognitive characteristics include beliefs, attitudes, actions, perseverance and perceptions. And then, other approaches combine both cognitive and non-cognitive aspects in defining motivation. In this sense, Gottfried (1990) views motivation as “enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, challenging and novel tasks” (p.152).

2.2.1 Defining Motivation in Psychology

Psychologically speaking, motivation refers to the involvement of certain processes such as direction, arousal, behavior, perception and attitudes “towards a goal” (Paul Eggen and Don Kauchak, 1994). In other words, once the factors underlying motivation are clear; the accurate definition of motivation is achieved. Students may be motivated because they want whether to satisfy their personal desire such as to succeed in the study, to challenge friends or classmates and to enter a top institution or a college; or whether to satisfy their parents or family request. Considering Guay et al’s definition of motivation (mentioned in section 2.1), it seems clear that motivation is classified into two types depending on the surrounding factors and motives. Therefore, motivation is intrinsic when the reason or the motive is related to the one’s internal curiosity, personal interest and personal desire. As Deci et al (1991) note that intrinsic motivation “energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifesting behaviors such as play, exploration, challenge seeking that people often do for external rewards” (p.658). While, motivation is extrinsic when it is related to any external reason or motive such as parents, friends, society and so on. Most of researchers agree that extrinsic motivation is the result of the particular type of reinforcement given by the teacher; i.e; students are highly motivated

when they are positively reinforced. The converse is also true. The distinction between both types of motivation (intrinsic and extrinsic) is clear in Ryan and Deci words (2000):

“The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.” (p.55)

Conventionally, Broussard and Garrison (2004a) outline the notion of motivation in three fundamental questions:

- ✓ Can I do this task?
- ✓ Do I want to do this task and why?
- ✓ What do I have to do to succeed in this task?

Under the first question, a range of new theories are developed including self-efficacy, attributions and self-worth, as Bandura (1982), Stipek (1996), Miller and Meece (1997) and Eccles and Wigfield (2002) state. The second question covers the following theories including expectancy-value theory, the intrinsic motivation theories and the self-determination theory, according to Boussard and Garrison (2004b). While, the third question develops the theories that connect motivation with cognitive skills, those theories are volitional and self-regulation theories. In a word, motivation’s function can be concluded in three points according to Hamachek (1989). Motivation is the inner power that functions to 1) energize us to do a task, 2) direct us to a the pointing direction and 3) help us choosing the most appropriate behavior to accomplish a target task. (p.262). Otherwise, in the field of second language learning, motivation appears in the psychological view through the following theories: the expectancy-value theory (Wigfield, 1994), the attribution theory (Weiner, 1992), the self-efficacy theory

(Bandura, 1977), the self-worth theory (Covington, 1998), the self-determination theory (Deci and Ryan, 1985) and the goal theories (Locke and Latham, 2002). Each theory has its contribution in the field of the language acquisition.

2.2.2 The Relationship of Motivation with other Academic Concepts

With reference to most definitions of some other concepts, it becomes clear that the notion of motivation is covered through implicitly or explicitly. Within this literature, it is necessary to highlight the relationship of motivation to the following concepts:

2.2.2.1 Metacognition

Metacognition is defined by “thinking about thinking”. Also, it is known by “the cognition about cognition” (Flavell, 1979) or by “a model of cognition” (Nelson, 1996). More precisely, metacognition is mainly linked to “one’s control of thoughts” (Martinez, 2006). In the context of motivation, metacognition appears in the students’ ability to monitor and to control their thinking to accomplish a challenging task inside and outside the classroom.

In this respect, Cross and Paris (1988) point out that “metacognitive strategies can improve persistence at challenging tasks”; moreover, using those metacognitive strategies can be developed through the use of the surrounding motivational factors in order to interact and to perform a target task in an effective way. More importantly, the more students tend to succeed in their personal and social life, the more they become confident to overcome the future difficulties.

2.2.2.2 Self-Efficacy

Self-efficacy is mainly related to the extent an individual believes that he/she is able to perform a given task and to exercise self-control in order to achieve certain outcome. In the educational context, self-efficacy makes students able to fulfill a challenging task and able to control its results. In other words, self-efficacy provides students with situations to be motivated to use their own learning style, (Zimmerman (1998); Boekaerts (1999); Pintrich (2000); Winne (2004)).

According to Bandura (1986), self-efficacy is connected to the development of self-subjective experience, awareness of the physiological status and affect. On the one hand, self-efficacy influences the students' ability to choose tasks to engage in, the expended efforts for each activity and the needed help to be accomplished. In the other hand, self-efficacy has an influential power on the students' motivation, feelings, thoughts and perseverance.

2.2.2.3 Self-Regulation

Self-regulation refers to the one's achievement of some planned personal goals using some practical strategies, actions, feelings and thoughts. Educationally speaking, self-regulation is mainly referred to the academic and motivational skills that are used to attain certain educational goals, as Zimmerman (2001) elaborates. As far as motivation is concerned, self-regulated students are those who are motivated to attain their intended specific goals. Considering academic achievement as a principle goal, it has been observed through a study done by Zimmerman and Martinez-Pons (1990) that self-regulated students use some specific learning strategies to achieve the academic success. Those learning strategies include "reviewing texts, environmental structure, seeking information and setting goals".

Amalgamating the three concepts together in relation with motivation, it is apparent that self-regulation embodies metacognition, self-efficacy and motivation. In other words, self-regulated students are highly motivated, are able to control their thinking and strongly confident about their abilities to succeed. In this context, Pintrich et al (1993) clarify that motivation in relation with self-regulation aspects and the usage of the metacognitive strategies and achievement are all interrelated with each other. This relationship can be illustrated in the following diagram:

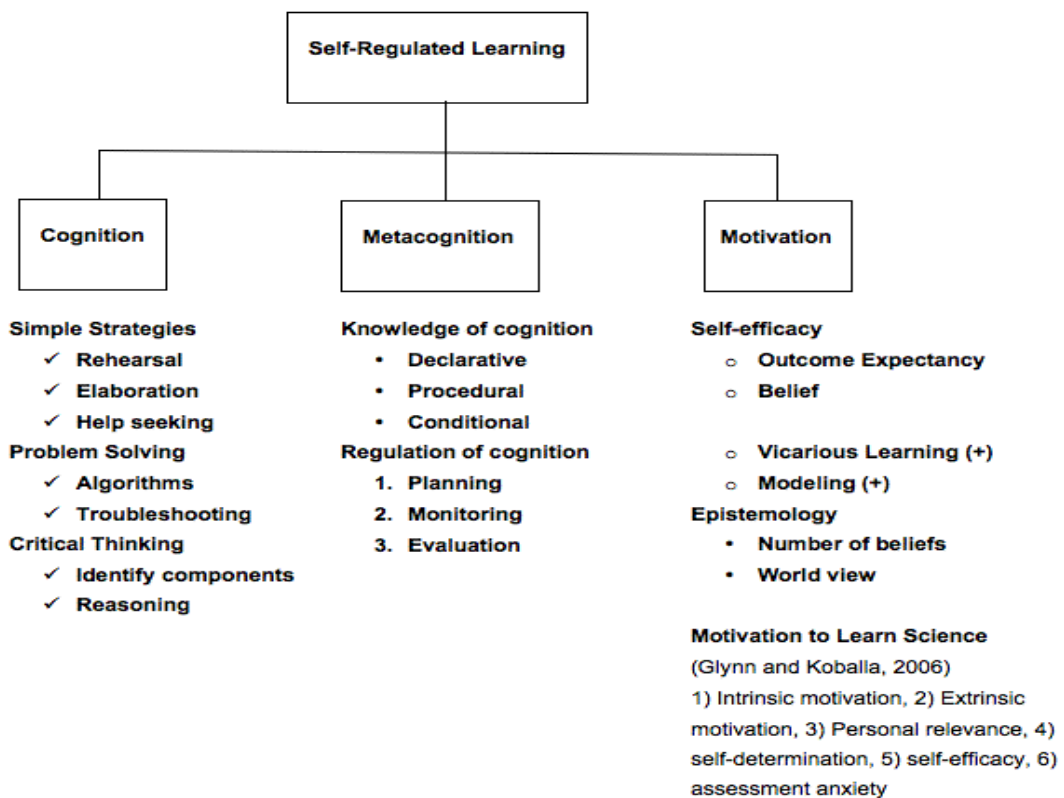


Figure 01: The Interrelationship between Motivation, Metacognition and Self-

Regulation

Consequently, students' motivation is closely tied to the self-learning process and the personal beliefs about abilities of performance; that is why motivation seems to be an important factor in the learning/teaching process in every level. For the aim of the present study, the next section illustrates the status of motivation in the higher education context.

2.3 Motivation in the Higher Education Context

The higher education level seems to be the deviation phase during any students' academic career in terms of some specific changes that may occur after getting the Baccalaureate Certificate. Hence, in this new phase, students' motivation decreases in their first year as a student at the university because he/she may feel confused with the choice of the department, or the problem may be with the way of teaching at this level. Additionally, living in the campus may influence the students' behaviors and attitudes. Thus, it is a necessity to reconsider the state of motivation in the higher education context.

Within the target context, students' academic performance is predicted by their degree of motivation (Bustao, Pins, Elshout and Hamaker, 2000). This latter is almost related to the students' age according to Gottfried (1990), Eccles and Wigfield(2002), Guay et al (2010). For them, old students' motivation is completely differentiate from that of young students. This indicates that students of higher education are under the exposure of many surrounding challenging situations. In this respect, Ames(1992) points out that "self-worth, attributions, related metacognitive beliefs and achievement goals" contribute in making changes in both the students' performance and the classroom context. Therefore, moving students to learn is closely related to the value of classroom context and to the students' willing to succeed using certain reasonable learning efforts.

2.3.1 Purposes of Motivation in Higher Education

Higher education students are considered the future citizens of any society because they are in the last phase of being ready to be engaged in the social life. In other words, University is described as the factory of effective citizens who work for the benefit of their societies. As visualized, motivated students are those who:

- Solve problems in a reasonable way
- Are cognitively self-regulated: According to Covington (2000a), students are cognitively self-regulated when they demonstrate their active learning style, their convenient analysis of a given learning task, and their ability of accomplishing a challenging practices.
- Use the cognitive and the metacognitive skills appropriately because the “one’s achievement goals are thought to influence the quality, timing, and appropriateness of cognitive strategies that, in turn, control the quality of one’s accomplishments” (Covington,2000b)
- Control their behaviors in contingencies situations.
- Design their learning strategies in the development of the academic achievement because motivation is the only one power to fail or succeed in schii, as Martin(2008) points out.
- Recognize their intrinsic/extrinsic motivational factors.

In a word, the more students are intrinsically or extrinsically motivated, the more their learning behaviors are purposeful in the learning process.

2.3.2 The Effects of Motivation on Higher Education Students' Reading Literature

Motivating higher education students to read a literary text becomes as the miracle achievement because of the technology invasion, the new way of thinking, the challenges of the real world in which they live and many other obstacles. Moreover, Hobson's study (2004) concludes that there are some reasons behind the students' refuse to accomplish a literary task.

For him, such reasons are a) the students' misunderstanding of motivational behavior) the students' weak relationship with the reading materials and c) the students' negative belief towards the reading activity. From the angle of connecting reading to motivation, Guthrie (2004) points out that being skillful in reading has no sense without the willing to read. In other words, it is not enough to teach students how to read but also teaching how to become able to read. Under this aim, many studies are conducted to examine the reasons of the students' reluctance to read on the one hand and to find some strategies to motivate higher education students to be engaged in reading literary works, on the other hand. In this respect, it is necessary to mention the studies of Sever(1990), Alderson(2000), Mori (2002), Trieman(2003), Guthrie & Wigfield (2005) and Guthrie (2006).

Regarding the aim of motivating students to read, numerous programs, strategies and techniques have been suggested in this context. For instance, Guthrie(2004) emphasizes three motivational aspects to engage students in reading. For him, a student is motivated depending on his/her:

- Interest: it is the fundamental issue when dealing with motivation. Students are motivated because they are enjoying their desire and interests.
- Dedication: students are motivated to read because they recognize the importance of reading, so they believe that they are able to read any assignment reading.

- Confidence: students are motivated to read because they believe in their abilities in achieving success. Then, they read because they want to build their self-confidence.

Other studies confirm that there is a relationship between academic achievement and intrinsic motivation (Gottfried, 1985) .Also, the way students read can be a very important motive (Guthrie, 2006) and the students' views towards practicing reading is another motive to students to read (Edmunds and Bauserman, 2006). Practically, Gambrell (1996a) in her article "Creating Classroom Cultures that Foster Reading Motivation" mentions six research basically factors that contribute in fostering the students' motivation to read literary works. These basic factors include:

- "The teacher as an explicit reading model": according to Cambrell, the successful teacher is the one who is able to share the love of reading with students. Also, teachers should teach students the importance of reading in their lives.
- "The reading environment": for Krashen (2004) the reading environment is "to encourage free reading" in the suitable, comfortable and quiet places in the appropriate time.
- "Reading aloud": this technique has an effective impact on the students reading experience because they will develop their reading competence and pleasure. For this aim, teachers can demonstrate their personal reading experiences through reading aloud, focusing on the interesting characters, themes or passages in the literary work.
- "Free voluntary reading": in this sense Krashen (2011) emphasizes the three following points: a) effective reading comes through the book language acquisition, b) language development appears in the effortless reading and c) the focus should be on the content rather than checking comprehension.

Furthermore, most of the researchers try to make students involved in reading by fostering their motivational habits. In this respect, Gambrell (1996b) suggests the “Engaged Reader” technique which focuses mainly on creating readers who are highly motivated, knowledgeable, socially interactive and strategic behaving.

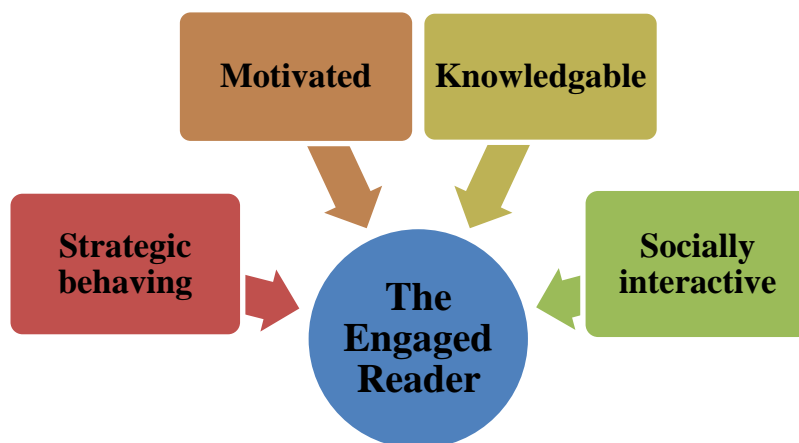


Figure 02: The Engaged Reader (Gambrell, 1996)

In the whole, the source of motivation in higher education context is the students’ own self. Since they are mature, they are able to recognize the surrounding world to which they belong. This evidence is demonstrated in Knowles (1994) words: “when a person becomes older, his motivation to learn comes from his own self” (p.12).

2.3.3 The Impact of Motivation on Critical Thinking of Higher Education Students

Regarding what is discussed about the merits of critical thinking in section 1.2, it becomes clear that critical thinking has a great impact on the behaviors, thoughts and attitudes of higher education students. Also, it is demonstrated in section 1.5 that critical thinking is based on the development of two major types of skills: affective and cognitive. With the affective skills, students develop the independent thinking, fair-mildness, self-esteem, self-regulation, self-efficacy and self-confidence. While by developing the cognitive skills, students become skillful in analyzing, questioning, evaluating, explaining and reasoning.

In reviewing the literature of the relationship between critical thinking and motivation, there have been little studies dealing with this relation. In this respect, it is important to mention the study of Garcia and Pintrich(1992) which confirms the positive relationship between motivation and critical thinking. For them: “this study lends support to the positive relationship between motivation, deep strategy use, and critical thinking. These relationships held true across different regression models”. (p.17). In the same vein, Halonen (1995) and Facione (2000) refer the disposition to thinking critically to the students’ involvement of their internal motivation. Similarly, Rugut and Chamosit (2009) emphasize the considerable influence of the students’ motivation by involving critical thinking skills through implementing a regression model.

Another recent study has been done by Fahim and Hajimaghshood (2014) in which they investigate the relationship between motivation and critical thinking. The participants of this study are 100 female and male freshman Iranian university students and they are between 18 and 34 years old. Those students are asked to answer two questionnaires: the motivation questionnaire and the critical thinking questionnaire in a half an hour. The findings of this study reveal that there is a relationship between the students’ critical thinking abilities and their motivation average. In other words, to help students being critical thinkers, it is absolutely necessary to raise their motivation to learn. In the same year (2014), Afshar, Rahimi and Rahimi examine the relationship between critical thinking, instrument motivation and autonomy. The results of this study indicate the significance of critical thinking with instrument motivation and autonomy. Generally, motivation has a great impact on the students’ critical thinking skills in terms of “critical school-related outcomes, including attention, efforts, goals, work quality, behavior, well-being, test scores, grades, and school completion” (Hardé and Sullivan, 2008 p.471). This implies that the exposure of students to motivational situations will result positively in the quality of their thinking abilities. In this

case, students of higher education will be able to think critically without recognizing that they are practicing the critical thinking skills.

2.4 Assessing Motivation

Motivation is considered as the essential key to succeed in the learning process, as Dörnyei (1998) claims that: “Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language (L2) learning.” (p.117). This notion should be assessed and measured in order to diagnose the students’ understanding and grasping of what they receive as information. For this aim, this section attempts to identify some crucial issues about the assessment of motivation, namely the challenges of assessing and the tools/instruments used in assessing the students’ motivation.

To start with, motivation is a psychological notion that is difficult to be observed in any context. To shed the light on the major limitations in assessing the students’ motivation, Madrid et al (1993) find out that the following features can make assessing motivation a challenging task: 1) the disability of direct observation which requires the observation of a particular individual’s behavior in a specific environment in which actions occur; 2) describing the mutual relationship between the individual’s behavior and his/her environment is the only way used to explain ways of students’ behaviors by using certain tools such as direct observation, interviews or questionnaires; 3) measuring the degree of motivation is related to the students’ interactions towards the amount of activities used in the classroom which determine the students’ behaviors; 4) the impact of the teachers’ behavior and ways of organizing the class on shaping the students’ personality; 5) the relationship of motivation

with other internal processes such as needs, intention, choice and objectives which influence directly the students' natural behavior while observing.

2.5 The Motivational Factors to Encourage Critical Thinking Among Students

The relation between critical thinking and motivation has been identified by many researchers of the field. For instance, Facione (2000) points out that “consistent internal motivation to engage problems and make decisions by using critical thinking” (p.65). Also, Halonen (1995) emphasizes that the demonstration of motivation is the mirror of students' tendency to involve their critical thinking abilities.

Regarding the most of studies carried out in this field, it is argued that there are some specific factors contributing in helping students to think critically. This section is devoted to examine the motivational factors that play an important role in developing the students' critical thinking abilities. So, for the aim of this study, the researcher endeavors to opt for the motivational factors that influence implicitly or explicitly the students' critical thinking skills, after reviewing the most studies that are related to this issue. Starting with Dörnyei's (1990) list of some factors underlying the following levels including:

- **The language level** which consists of the interactive and the instrumental motivational sub-system.
- **The learning level** which includes the need of achievement, self-confidence, self-efficacy and language use anxiety.
- **The learning situation level** which has the following sub-levels:
 - The specificity of the course which should be relevant expected and satisfied the students' interests and needs.

- The specificity of teachers in terms of their personality, qualifications and feedback.
- The specificity of groups which covers the classroom setting, the groups' consistency and the nature of rewards.

Similarly, William and Burden (1997) refer the motivational factors to some external factors including:

- **The significant factors:** parents, peers, teachers.
- **The nature of interaction with the significant factors:**
 - sharing the Learning experiences
 - the nature and amount of feedback
 - the nature of rewards and punishment.
- **The learning environment:** - comfort, timing, class size, materials.
- **The broader context:** - the family network
 - the education system
 - the cultural background
 - the social attitudes, behaviors
 - the multifaceted desires and interests.

In the same line of thoughts, Davis (1993) enumerates the contribution of eight features in the students' motivation, they are:

- The instructor's enthusiastic attitudes.
- The relevance and appropriateness of materials, courses.
- The nature of interaction and involvement between teachers and students.
- The appropriate selection of examples.

Recently, Williams and Williams (2011) in their article published in the journal of “Research in Higher Education”, (pp.104-122). The article entitles “The Five Key Ingredients for Improving Student Motivation” in which they distinguish a list of factors that may influence the student motivation. Their motivational factors are illustrated in the following table:

| Students | Teachers | Content | Methods/Process | Environment |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • Intrinsic and extrinsic motivation • Various individual and social factors • Hierarchy of needs • Perceived well-being • Efficient use of energy and focus • Purposeful connection with work • Conscientiousness And achievement | <ul style="list-style-type: none"> • Subject knowledge and motivational level • Teacher skills • Teacher qualifications • Test giving • Scientific management and human relations • Conscious of small details • Reach out to students • Know your | <ul style="list-style-type: none"> • Students experience success and achievement • Student ownership • Student choices • Build competency • Creativity and critical thinking • Students feel connected • Novelty • Timely and relevant to | <ul style="list-style-type: none"> • Incentives • Experiential learning or self-learning • Mutual goals or objectives • Verbal conformity • Flexible and stimulating just-in-time training and interactivity • Different types of framing • Objective criteria | <ul style="list-style-type: none"> • Create an effective environment • Individual and learning system design differences • Include the study of self information • Empowerment • Engagement and considering student and teacher opinions |

| | | | | |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • Public speaking competence • Study time and study habits • Lecture attendance • Comprehensive, Longrange educational plan | <ul style="list-style-type: none"> students and build on their strengths • Value and build relationship • Relational turning points • Enthusiasm | <ul style="list-style-type: none"> real life • Variety • Technology and information from the Internet such as websites, Facebook, Twitter, YouTube, and phone apps | <ul style="list-style-type: none"> • Encouragement And praise • Casework • Guided discussion • Reinforcement strategies • Positive social interactions • Storytelling • Enhanced lecture • Collaborative quiz | <ul style="list-style-type: none"> • Teamwork • Structures • Distance and Online learning • Emotionally literate environment |
|--|--|---|---|--|

Table 03: Williams & Williams (2011) Motivational factors

Within the plethora of numerous motivational factors and the major aim of this study, the present researcher highlights the factors that are related to the improvement of the students' critical thinking abilities. The following section explains the intended factors in details.

2.5.1 Factors Related to Students

Students are the pillar of the learning process; they need to be the primary concern in the educational system. If students do not feel comfortable, motivated and interested; they will not accomplish their learning objectives. In this sense, Lengnick-Hall and Sanders (1997) describe students as “the raw materials for education and the primary products of educational transformations; and most important...students are key members of the labor force involved in

creating education.” (p.1335); so, the quality of education depends on the quality of students. Therefore, there are some basic factors that should be respected in the teaching /learning process. These factors include: the students’ choice, needs, culture and previous experience/knowledge.

2.5.1.1 Choice

As far as the aim of this study is concerned, motivating students to think critically is basically related to their choice of the literary text that they are asked to read. In this sense, Cavasoz-Kottke (2005) estimates the value of the students’ choice by the powerful motive in the development of literacy among them. Moreover, Intrator and Kenzman (2006) point out the effects of providing students with the opportunity to choose the material in their ability to explore what they read in their personal experiences which has a positive impact on their learning levels. Besides, this process will foster the students’ self-confidence and autonomy which is the result of their choice, as Coles and Hall (2001) reveal aptly. This fact is proved from a critical view because students with strong cognitive skills are not motivated to read in case it is not their choice. Taking these facts together lead to collect some advantages of engaging students in selecting the literary material, namely:

- Students are intrinsically motivated (Wigfield et al, 1997)
- Students develop a positive feeling towards reading (Worthy, Turner and Noorman, 1998)
- Students become autonomous and confident (Wigfield et al,2001)
- Students increase the self-efficacy (Bandura, 1997)

Another important issue is that teachers should pay attention to some crucial points in case they choose the text; they should be aware of the following issue:

- The students' gender: "when choosing reading materials, teachers need to remember that boys read less fiction than girls and prefer texts that are more analytical and factual rather than narrative" (Taylor and Ntoumanis, 2007).

- The students' interests.
- The teachers' preferences.
- The nature of texts (the local texts).
- The text genre (the popular fiction)
- The students preferred reading themes.

- In general, Collie and Salter (1997) claim that teachers should choose materials that "are relevant to the life experiences, emotion, or dreams of the learner."

2.5.1.2 Needs

With this factor, it is very important to refer to Dörnyei's (2007) claim about the importance of focusing on the students' needs in the issue of motivation. Dörnyei states that "as long as we are aware of the vast repertoire of techniques that are at our disposal, it is up to us to choose the specific ones that we will apply, based on the specific needs that arise in our concrete circumstances."(p.730). In addition, the needs factor is included in Maslow's (1943) Hierarchy of motivation which classifies needs in a pyramid scheme from onward to upward and from self-satisfaction to self-actualization. This indicates that EFL teachers should take into account the needs of students from their lower need as physically readiness to their higher need which being emotionally comfortable and feel safe and relax which indicates that students are satisfied with the teaching environment to which they belong.

2.5.1.3 Culture

The issue of culture has a crucial influence of the students' motivation in terms of similarities, differences and familiarity. Culture is important to be included in the learning objectives because if teachers are not aware of the students' cultural background, they cannot recognize the motives that help to motivate students. In this vein, Crawford-Lange and Lange (1987) note that "culture is inseparable from language and therefore must be included in language study" (p. 258). This inclusion will cultivate the students' abilities to:

- Increase awareness about their own culture through seizing the similarities and differences. (Gajdusek, 1998).
- Learn the peoples' customs and traditions.
- Know the history and to predict for the future of a particular culture.

In the context of transmitting a new culture for students, the teacher should be cognizant of the interpretations of the introduced culture which may mislead the student. More importantly, in motivating students to become critical thinkers it will be better if teachers work in parallel with students when performing the skills of critical thinking which needs the teachers' control especially when interpreting, analyzing and evaluating passages from a foreign cultural context.

2.5.1.4 Previous Experience, Knowledge

Motivating students in an EFL classroom needs to be conscious of student's previous experiences and knowledge in order to know the nature of the target learning objectives. One of the major problems in this context is the students' diversity which is clarified in Weismantel and Fradd (1989) words as follows:

“Students from diverse language and cultural backgrounds differ in many ways. Some have had little preparation for school. Others have had extensive training in private schools and are from families in which educational achievement is the highest value”
(p. 5)

In this case, teachers will encounter difficulties in setting the intended learning objectives which may result in the reduction of the students’ achievement. Under the aim of the current study, motivating students to think critically through literature requires to engage students in critical tasks that need to explore their previous knowledge and experiences.

2.5.2 Factors Related to Teachers

It is intentionally to start from the contrary view; unmotivated teachers will diminish the student’s motivation. No one can deny that a young learner comes with a high motivated behavior in his/her first time entering school, but by time this highly motivated young learner becomes bored and less motivated. This decrease of motivation may refer to the contribution of some factors related to teachers such as: the teachers’ attitudes, enthusiasm, qualification and relationship with students. Therefore, to what extent those motivational factors that are related to teachers influence the improvement of the students’ motivation? The next section elaborates these mentioned factors.

2.5.2.1 Positive Attitudes Towards Teaching Literature/ Enthusiasm

Everyone still has a teacher in his/her memory as a model teacher who is the beloved one along the studying career. This implies that the teachers’ role is educating rather than giving restricted instructions. Precisely, motivating the students’ critical literacy is based on the teachers’ attitudes towards the teaching of literary materials; i.e.; a teacher with a negative

attitude will make students feel bad and exhausted, and the contrast is true. Since teaching literature is to make students feel what they read, it is very necessary to consider the teachers' positive interaction and enthusiastic behaviors. This latter can be featured by the teachers' body language, facial expressions, sharing of personal experiences, preparation of lectures in an amazing way, use of humor when teaching. Moreover, Murray (1938) adds other enthusiastic features such as: eye contact, moving around in the classroom, the inflection of voice and smiling while lecturing. By doing such actions, the teacher's enthusiasm will increase the students' cognitive skills (Kintsch and van Dijk, 19978). For instance, one of the ideas that help in the working with a literary text and that make a joyful, an enthusiastic and a lively classroom, teachers can choose a scene from the reading passage and act it with students. This activity has two benefits, the first one is that most of student will be motivated even those shy ones and the second benefit appears in the students' ability to memorize what they read for a long time. Thus, it depends on the teacher's willing in motivating students which will lead to have critical thinkers' citizens.

2.5.2.2 Knowledge

According to Weinstein (2010), students' motivation is related to the teacher's subject knowledge, to sense of humor, to the high quality of teaching, to the intellectual challenging tasks and to the teachers' academic help inside/outside the classroom. This indicates that the students' achievement is measured by some characteristics and qualities that teachers should have. In this case, Hanusek (1986) defines the smarter teacher by the "one who perform well on verbal ability tests" (p.1164). Therefore, the teacher's performance is measured by the teacher's effectiveness, as Eide, Goldhaber and Brewer (2004) state. However, a recent study carried out by Nadir Altinok (2013) on 14 sub-Saharan African countries has revealed that: "there is no strong correlation with a teacher characteristics and its level of knowledge in each

skill. Moreover, teachers with some higher education level do not have a higher knowledge in basic skills compared to other teachers.”

In short, the teacher is expected to have a rich background and information about his/her subject matter in order to avoid being embarrassed with the unexpected students’ questions about the intended subject. That is why, it is very important to teachers to be saturated with the needed knowledge of the subject matter.

2.5.2.3 Skills

The teachers’ skills do not refer to the teacher’s degree because there are some novice teachers who are more skillful than other teachers with high degrees. This means that the main teacher’s role is the effective and successful way to transmit the message rather than glorifying their personal degrees. Moreover, students perform well depending on the teacher’s experience and expertise. More specifically, teachers are skillful if they are able to teach peacefully without any clashes with students and if they are able to treat students equally without taking into considerations their social status and position. Also, teachers are skillful if they provide students with the safe and the joyful atmosphere where all students can interact and participate freely and easily.

2.5.2.4 Qualifications

Since teachers are the model of their students, they have to develop, gain and improve new qualities because of changes that occur in the students’ characters from one generation to another. According to Darling-Hammoud (1998), teacher’s qualification is measured by their certification and the amount of knowledge of their teaching field. Whilst, Ajayi (2009) conceptualizes the teachers’ qualification by the teacher’s ability to master the subject matter, to be organized, to clarify ideas, to motivate students, to use imagination, to engage students

in purposeful and challenging activities and to monitor the students' achievement through multiple tests and quizzes. In particular, Boyd et al.'s (2008) description of qualified teacher as the one who is able to improve students in the poorest schools. However, Nkwodimah (2003) goes further by featuring the qualified teachers with the creator of the future effective citizens.

2.5.2.5 Relationships with Students

“Does my teacher like me?” is a question that may be raised by any student. This essential request is viewed by Terry (2008) as “a fundamental question for a student” (p.1) which underlies “a rigorous, aligned curriculum” (p.1). However, the answer of such specific query appears in the teacher's “predictor of students' achievement” (p.1), as Terry states aptly. Similarly, Stipek (2002) emphasizes the great impact of the following elements namely the relationship between teachers and students, the teachers' care and supports and the teachers' perceptions on the students' motivation. Within the same angle, Walker (2003) and Whitaker (2004) argue that the students' academic motivation and performances decrease in case teachers neglect the students' existence in the classroom which influences negatively on the students' behaviors and beliefs. More profoundly, Whitaker (2004) deduces that the defect is “the people not the programs” (p.9). For the aim to solve this problem to foster the motivation process, he suggests “two ways to improve a school significantly: get better teachers and improve the teachers in the school” (p.9).

2.5.2.6 Students' Level

The first thing that teachers should be cognizant of, it is the differences of levels between students. Indeed, students differ from one another in terms of the attitudes and beliefs

towards teaching and learning, the level of motivation and the way of interaction in a particular context and environment. "Understanding Student Differences" is the title of an article published by Felder and Brent (2005) in the journal of Engineering Education, volume (94)1, pp57-72. In this article, they distinguish between three categories of students' diversity including a) the students learning style which includes the specific ways that are used to acquire information; b) the students' approaches to learning including the following approaches namely: the surface approach, the deep approach and the strategic approach; and c) the students' intellectual development focusing on the nature of the acquired knowledge and the way it is evaluated. In order to better explaining the differences between students' levels and how teachers can overcome this major obstacle, Gnida (1991) explains by stating:

"although the teachers appreciated that their students' expectations differed from their own, they did not generally feel that, as teachers, they should change their behavior in order to fulfill their students' expectations. One reason for this is that teachers felt that, by insisting that students change, they were preparing them for the expectations society would place on them once they left the classroom" (p.103).

Generally, motivational factors related to teachers need to be taken into account when teaching to achieve successful results in the development of the students' motivation.

2.5.3 Factors Related to Content of Materials

The matter of what to teach students in the classroom is an important issue that should be considered as a primary component in the learning/teaching process. According to Munby (1978), a motivated content aims at achieving the students' needs and interests. Moreover, the purposeful content makes students to feel connected with, competent and aware of their learning (Olson, 1997). The included content has to fit the following:

2.5.3.1 Students Desire and Interests

According to many studies, it is argued that considering the students' desire and interests is the major factor to motivate students. The desire and interests are considered the main extrinsic factors that affect the students' motivation, this is clear in Spaulding words (1992) "it exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged" (p.4). Most of students are extrinsically motivated because they have either the desire to learn, to be involved, and to acquire a new language, to gain a particular grade level or the interest of getting a good job or a specific social status. Therefore, it is necessary to clarify what empowers the students' desire and what suits the students' interests when including a material to be taught in the learning context. Additionally, Kong (2009) emphasizes the importance of implementing various interesting tasks that arouse the students' curiosity which reflects their motivational level.

2.5.3.2 Students Connection with the Material

Connecting students with materials becomes the prime concern in the teachers' objectives. According to Callahan (2001) and Tugrul Mart (2011), the teacher's role is to empower the relationship of students with the intended materials since the first day of the semester by clear stating of the learning objectives, course goals and the students' perceptions about the material. Perhaps, the "welcoming-email" can be the best way to establish this relationship, as Olson (1997) suggests. More specifically, for the aim to explore what students think about the course, the teacher can conduct surveys, tests or diagnostics in the first day before the starting of the semester.

2.5.3.3 Students Critical Thinking and Creativity Abilities

With regard to the aforementioned discussion in section 2.3.3 concerning the relationship of motivation with critical thinking, it is believed that critical thinking and creativity abilities are ultimately related with motivation. Under the factor of content, students are unmotivated to be creative and critical thinker if the content does not include affective and cognitive tasks that require students to analyze, to evaluate, to explain, to ask question, to generate ideas and to establish criteria (Olson, 1997).

2.5.3.4 Authenticity of Materials

Authentic materials are used to focus on the real world and to perform it in the everyday life, according to Kilickaya (2004). Moreover, most of research works reveal that students demonstrate greater motivation if the used teaching material is related to their real-life, experiences and everyday actions. That indicates that the use of authentic materials is a motivational factor in terms of their strong relationship with real-life contexts, (Nuttall, 1996; Richard, 2001). In this context, Wlodkowski and Ginsberg (1995) advise teachers to charge students to set the learning objectives of the course according to their personal real world goals. By doing that, students will be able to grasp and evaluate what they learn, (Callahan, 2010) and to know skills that are needed in a particular task, (Linda, 1994). To facilitate selecting authentic materials, Martin(2010) suggests some major questions that may help EFL teachers in their function. These questions include:

- What they can do in one subject is relevant to other subjects?
- What they can do in one lesson is related to what they do in the next or a later lesson?

- What they do at school is relevant to their lives?
- What they do at school is relevant to the world as a whole?
- What they do at school develops their thinking and analysis skills which help in other parts of their life?
- What they do at school gives variety? So, they can select what subjects to focus on in school, at college, or at university?

Due to the great impact of using the chosen authentic material in the classroom, McGrath (2002) assures that an authentic material is not used in the classroom unless it fits the students' needs, interests, cultural background, cognitive and linguistics needs. Also, the authentic material should be effective, purposeful and easy to be exploited in the classroom.

2.5.4 Factors Related to Environment

Regarding the literature of this study, the environment refers to the safe and appropriate classroom where students learn, perform, and practice different challenging tasks. More precisely, Stipek (1996) determines the classroom's function in the arousal of the students' success, improvement, learning, working and the learning from their errors and mistakes in a natural and safe environment. On the one hand, Richard and Theodore (1988) ensure the importance of the suitable environment in the evolution of the students' motivation and achievement. On the other hand, Maehr and Midgley (1991) argue that students' self-regulation and autonomous are acquired under a safe ordered environment where teachers' role is just observing rather than controlling.

Taken together, the importance of the environment leads to many results for both students and teachers, this means that the appropriate environment should be characterized with the following criteria.

2.5.4.1 Effective Environment

The learning environment should be effective in terms of many features related to the teaching materials, the nature of tasks/activities, the type of instructions and to all other elements used in the classroom. Ames (1990) defines the effective environment in relation with the effective teachers in terms of goals, attitudes and beliefs that are contributed in involving the quality of learning. Practically, Rumsey (1998) suggests some procedural strategies that may contribute in creating an effective environment. These strategies focus on:

- a) the use of engaging real-life activities related to the students' own experiences;
- b) the creation of situations in which students interact, discuss, stimulate and perform effectively;
- c) the development of the students' motivation by stimulating creativity and productivity and
- d) providing students with critical opportunities to think critically through asking the following questions "what does it mean? Why, what if and how...?", and then students are able to make meaningful decisions.

2.5.4.2 Emotionally Literate Environment

The impact of emotionally literate environment appears in the students' behaviors in the classroom. This explains the way students behave either positively which appears in their satisfaction, motivation and enjoyment; or negatively which releases their dissatisfaction, boredom, anger and displeasure. This evidence is supported with the findings of most of studies carried out in the field, for example; Byrne (1994); Boyle, Borg and Falzon (1995); Travers and Cooper (1996) and Evertson and Weinstein (2006). The benefits of emotionally classroom can be illustrated in various types of theories that are used to examine the relationship between the students' motivation and the emotionally classroom; among these theories, the theory of Emotional Intelligence (Salovey and Meyer, 1990) which needs that teacher should be enough emotionally intelligent in order to be aware of their students' needs and interests. Another framework has suggested by Harmer (2007), the Teaching Through Interaction which underlies the following qualities of an emotionally classroom including the

teachers' perceptions towards the students' needs, the nature of relationship between teachers and students, the teachers' appreciation to the positive students' performance and the avoidance of ironic practices towards students. More specifically, the emotionally climate environment influences the students'

- Motivation, interests, enjoyment and engagement. (Marks, 2000; Curby et al, 2009)
- Less violent behavior. (Spratt, 2004)
- Coping strategies. (Ruus et al, 2007)
- School organization and academic achievement. (Ruus et al, 2007; Pianta, Belsky, Vandergrift, Houts and Morrison, 2008; Rudasill, Galldgher and White, 2010)

In the whole, the emotionally literate environment provides students with situations to practice the principle life skills and to be able to perform critical thinking, motivation, self-awareness and self-regulation.

2.5.4.3 Lively Environment

According to Raffini (1996), one of the primary components of learning is the desire "to have fun". This means that students have to learn in a classroom atmosphere where their needs and desire are realized in a funny and a joyful manner. Teachers should be cognizant of the matter of creating a lively classroom in which students are able to analyze, to solve problems, to make a decision and to ask questions freely without fear (Ruggiero, 1998). Hence, in a lively classroom, students can act a scene from a story, play roles of different characters of the reading material, move around the classroom, sit in circles, display posters, make workshops and work in teams and many other ideas and situations that make fun and joy in the classroom. By doing such techniques, students will be excited to attend the lecture regularly. For this aim, teachers should be aware of the new teaching materials and tools that are needed to create a lively classroom.

2.5.4.4 Students/Teachers Participation

The interaction between students and teachers in the classroom becomes a crucial matter in the learning/teaching process. In case teachers do not aware of this issue, students may feel that their teachers do not care about them when teaching. This fact is proved by numerous educators such as Darr (1996) who elaborates that students' evaluation of instructions is mainly the result of the teachers' behavior; similarly, Teven and McCrosky (1997) argue that the impact of the teachers' caring on the students positive learning levels. From another view, Long (1985) asserts the necessity of engaging students to participate has a greater impact on the students' acquisition of the intended language in order to ensure the comprehensibility of the input.

2.5.5 Factors Related To Methods/Procedures

Theoretically speaking, a method is the way by which specific instructions are used to present a particular content. Through the implementing of such method, students are involved in various tasks to fulfill the learning objectives of the chosen method. A meaningful and purposeful method is the one that makes those reluctant students engaged in the lesson (Daniels, 2010). Theobald (2006) asserts that students' interests appear when the teaching material is deeply connected to what they have a personal background about it. This explains the skillfulness of the teacher in the selection of the integrated methods that suit all most different learning styles of students which results in a) the students' curiosity to learn; b) the creation of motivational and competitive atmosphere; c) the growth of the students' cognitive abilities (Wiseman and Hunt, 2001). This section attempts to identify the different characteristics of the methods and procedures that are used in motivating students.

2.5.5.1 Flexible in Training and Interactions

Flexibility of the chosen method is the key factor of students' performance and interaction. In other words, teachers should incorporate methods and procedures that can be adjusted and exploited in time of teaching which allow students to train the activities and to interact with both the teacher and classmates. According to Gordon (2014) the term "flexibility" in learning refers to three major components including: a) Pace: it refers to the average of rapidity of the target teaching program or framework; b) Place: it includes the learning setting and environment where teaching occurs; and c) Mode: it encompasses the procedures by which technology is integrated in teaching. Under the aims of facilitate the students' training and interaction in higher education context, Ryan and Tibury (2013) propose the six-components framework which illustrates the role of flexible learning in changing the dynamic of interactions. This model framework consists of:

- The learner empowerment: it focuses on the re-viewing the relationship between teachers and students in terms of "participatory, transformative and active learning".
- Future-facing education: it emphasizes the ability of students to think critically and creatively about their future prospects and projects related to their future life. This means that students should learn about the life skills that help in evaluating positively the current situation and making meaningful and positive decisions about the coming phase.
- Decolonizing education: to achieve this, students need to be aware of the surrounding world in which they face different cultures, political, social and economic changes.
- Transformative abilities: by acquiring such abilities, students will be able to reformulate learning depending on their cognitive and affective capabilities. Students become able to act differently in the same situation

which occurs in different place and context. Students are not just imitating but creating.

- Crossing boundaries: students understand the inter-disciplinary process which allows them to learn from others' experiences by exchanging and training.
- Social learning: students are engages in social interaction by the integration of technology which provides an informal learning with other learning spaces and places. Students create their own social relations through a particular open window on the world.

2.5.5.2 Self-Learning

Students learn by themselves when the teaching method used by the teacher has its positive results on the students' experiential learning. In this case, students become able to direct and become responsible of their learning. In this respect, Bergamin et al (2012) point out that when students are cognizant of the content of the teaching material as well as its time and pace, then students will be skillful and succeed in their learning community. Therefore, Kolb (1984) distinguishes four types of the students' self-learning styles, namely: a) the convergent learning style; b) the divergent learning style; c) the reflective/assimilator learning style and d) the doer/accommodator learning style. Though these learning styles differ in the way of performing and preferences, but in fact all of them refer to the combination of most of students' beliefs, behaviors, attitudes, experiences and interests (Saunders, 1997). They are equal in its value because it represents students' personal style (Komarraju and karan, 2008).

2.5.5.3 Encouragement and Praise

First of all, there is a distinction has been made between encouragement and praise by Dreikurs (1963), as cited in Cope (2007). For Dreikurs, encouragement is only done by

democratic teachers who reinforce their students' efforts in order to improve the students' behaviors. While, praise is used by authoritarian teachers who focus on the students' outcomes rather than process which has negative results on students' behaviors and self-esteem. In other words, praise leads to make students understand that the teacher focuses on the students' marks without caring about the way they get them. This wrong process will provoke students to become problem makers and risk-takers in the classroom (Robins, 2012) and to think of cheating to get good marks.

To avoid such rigorous problems, it is very important that teachers should encourage their students by reinforcing their efforts and appreciating their performance whatever is this work in order to foster their self-confidence and self-esteem (Ames, 1993; Linnenbrink and Pintrich, 2003). More specifically, Infantino and Little (2005) emphasize the necessity of privacy when praising students' good works and appropriate behaviors. Or, to use the formal praise system that improves the students' behaviors (Wheatley et al, 2009).

In general, Weller (2005) asserts the impact of rewards on the students' self-motivation in terms of their satisfaction about their learning community in which they learn and explore new issues.

2.5.5.4 Reinforcement Strategies

The positive Reinforcement is a double-edged sword. It has a greater influence on the students' behavioral skills (Miltenberger, 2008) and their level of motivation (Morgan et al, 2005). Within the same vein, Wheatley et al (2009) find out that the improvement of students' behavior is mainly related to the effective use of positive reinforcement either with in individual or group work tasks. However, the misuse of the reinforcement strategies works negatively and becomes a threat to the classroom management, this fact is clear in Witzel and Mercer (2003) words : "The most controversial issues in behavior management have been the

use of rewards to motivate and teach students to follow classroom rules and routines and to complete academic assignments" (p. 88).

For helping teachers to successfully use of the reinforcement strategies in the classroom, it is important to consider the Carrel and Menzel (1997) significantly use of two strategies in reinforcing the student. The first one based on the reviewing of concepts delineated on the study guide and the second one focuses on the class notes of the silent reading activities. Or, to use of Infantino and Little's (2005) strategy by which teachers and students create an agreement that includes the conditions and types of rewards used in the reinforcing phase in the whole academic year. They state that "Students and teachers need to agree mutually upon incentives that are realistic and deliverable from a teacher's viewpoint." (p.504)

Consequently, the effects of negative reinforcement appear in the students' negative behaviors including social problems, social rejection, academic failure, drug addiction, and so forth. The reduction of such negative behaviors is in the teachers' awareness of the importance of positive reinforcement not only in changing the students' behavioral skills but in saving the society from serious social problems.

2.5.5.5 Positive Social Interactions

According to Tino (1993); Springer, Stanne and Donovan (1999); Pascarella (2001) studies, the development of the students' social skills, the high persistence and the low dropping out level are the consequences of the positive social interactions between teachers and students or between students themselves. In this sense, Palmer (2007) confirms the importance of the positive social interactions in providing students with various learning situations in which they are engaged. Practically, the positive social interactions aim to teach students the specific skills that are needed when working in group activities, participating in group discussion or presenting a project work.

2.5.5.6 Collaborative Quiz/Activities

Motivating students to work in collaborative activities seems to be a challenging task because the teacher's role is to make students work in the same pot though their diversity and different preferences. This does not mean that working in collaboration to fulfill an activity or to answer a quiz has no meaningful consequences on the students' achievement. However, most of researches confirm that working in a collaborative atmosphere provide students with opportunities to:

- Foster curiosity and interest through exchanging experiences.
- Learn from successful students the correct way of success
- Being responsible of the group performance and results (Turner, 1995)
- Enhance individual thinking and learning skills through social interaction.
- Share learning strategies and perspectives
- Reach the desired goal through the praised group performance (Vygotsky, 1978)

When dealing with a reading task; the teacher ensures that students read the given text and they are working collaboratively to answer the quizzes under the monitor of the teacher in order to control the dominant students and to be fair in grading the members of the group (Quinn and Echerson, 2010).

2.5.5.7 Group Discussion

Group discussion is considered as one of the creative teaching methods that are used to increase students' motivation (Brewer, 1997; Brewer and Burgess, 2005) and to spur the students' performance (McGonigal, 1994). Moreover, the effectiveness of group discussion over lecturing in reaching the highest level of students' motivation is supported by the

findings of Richardson, Kring and Davis's study (1997). For the aim to make group discussion meaningful, Stipek (1996) advises teachers to pay attention to both the group components and tasks. For the group components, Stipek insists the use of mixed-abilities groups including students with different abilities but with the same succeeding prospect. In the group tasks, Stipek recommends to create a competitive learning atmosphere, so that all students work on efforts and rewards for both the individual and group performance. The effectiveness of group discussion on the students' motivation is discussed in many studies has been carried in this field, namely: Salvin (1978); Kagan (1989); Springer, Stanne and Donovan (1999) and Johnson and Johnson (2002). For them, group discussion has a greater influence on the students' cognitive, affective-motivational and social abilities. The benefits of group discussion appear in the following features:

- The cognitive benefits include the students' individual learning which explains the high level achievement (Springer, Stanne and Donovan, 1999; Johnson and Johnson, 2002)
- The affective-motivational benefits appear in a) the students' behaviors in a cooperative learning community (Lazarowitz and Karsenty, 1990); b) the students' intrinsic motivation (Nicholls and Miller, 1994); c) the students' high self-esteem (Lazarowitz, Lazarowitz and Baird, 1994) and d) the students' reduction of anxiety (Burron et al, 1993).

In a functional context, Sass (1998) and Davis (1999) distinguish the following eight factors that influence the students' motivation including :1)the instructor's enthusiasm, 2) the relevance of the material,3) the organization of the course, 4)the appropriate difficulty of the material, 5) the active involvement of student, 6) the Variety, 7)the rapport between teacher and student and 8) the use of appropriate examples which are understandable and concrete .

With regard to all above mentioned factors, the researcher opts for some motivational factors that fit the aim of the present study. The chosen factors play a great role in motivating students to think critically through a given literary material. In this case, students are engaged in situations which allow them to use their critical thinking abilities; such as analyzing, interpreting, evaluating, explaining and inferring in the appropriate way. The factors are written under the main question: Does your teacher consider the following factors to motivate you? Students have to choose answers from the following list:

- Your choice
- Your needs
- your level
- Your critical thinking skills and creative abilities
- The teacher's positive enthusiasm
- Your psychology to enjoy the literature class
- The lively classroom environment
- The group discussion inside/outside the class
- The positive encouragement and praise
- The flexibility in classroom interactions
- The relationship between the teacher and the student

Within this plethora of motivational factors, the teacher should be cognizant with the factors that students absolutely need to be motivated to learn because motivation functions for the past, the present and the future of those students (Linnenbrink and Pintrich, 2002). The teacher should ask the question "how do I motivate my students?" the answer is to look for new techniques and methods to stimulate the students' motivation in the EFL context.

2.6 Psychology in Higher Education

Higher education phase is the shift point in the learners' studying career from adolescence to adulthood. At this level, students become responsible of their learning while teachers should know how to engage those students in situations to enhance their knowledge and competences since they are no longer young learners. To make issues clear, this section attempts to define the following fundamental concepts: psychology, education and educational psychology. Moreover, the relationship between educational psychology and critical thinking is discussed to focus on its role in encouraging the higher education students' critical thinking.

2.6.1 Definition of Psychology

Generally speaking, psychology refers to everything is related to human being. It focuses on the human beings' thinking, attitudes, behaviors and beliefs. In this sense, some definitions of psychology are selected to better clarify the term 'psychology':

- Reber (1995) defines psychology in terms of
“ what scientists and philosophers of various persuasions have created to understand the minds and behaviors of various organisms from the most primitive to the most complex. It is an attempt to understand what has so far pretty much escaped understanding, and any effort to circumscribe it or box it in is to imply that something is known about the edges of our knowledge, and that must be wrong.” (p. 617)
- Woodworth (2010) views psychology as:
“a part of the scientific study of life, being the science of mental life. Life consisting in process or action, psychology is the scientific study of mental processes or activities. A mental activity is typically, though not universally, conscious; and we

can roughly designate as mental those activities of a living creature that are either conscious themselves or closely akin to those that are conscious. Further, any mental activity can also be regarded as a physiological activity, in which case it is analyzed into the action of bodily organs, whereas as "mental" it simply comes from the organism or individual as a whole. Psychology, in a word, is the science of the conscious and near-conscious activities of living individuals.” (p.32)

- Guilford (1946) theorises that psychology is
“the science of mental activity of living organisms, with an emphasis upon the individual as its natural unit. Mental activities are distinguished from others by the fact that they tend to unify or integrate the individual, and refer to the interplay between the individual and his/her environment.” (p.19)
- Finally, Craig and Zinkiewicz’s (2010) view about psychology is that
“is distinctive in the rich and diverse range of attributes it develops, drawing as it does on skills that are associated with studying the humanities (critical thinking, essay writing) and the sciences (hypothesis testing, numeracy). (p. 9)

Accordingly, the term ‘psychology’ can be summarized in three dimensions: 1) the scientific dimension includes the various tools and instruments that are used in collecting information about a particular subject of research. These tools are observations, experimental investigations and surveys ;b) the mental dimension attributes the processes of mind including perception, cognition, reasoning, thinking, problem solving, making decisions , and c) the behavioral dimension refers to the individuals’ actions and reactions and to the individuals’ knowledge, attitudes and thinking (Leagans, 1961)

2.6.2 Defining Education

With the aim to find a clear definition of the term 'education', it is necessary to mention the following claims:

- Good (1973) in the Dictionary of Education, education is viewed as:the constellation of processes which enable persons to develop abilities, attitudes, behaviors and social values.
- The social process which refers to the acquired social competences and individual development from the environment to which an individual belongs.
- Another definition of Dewey (1916) by which education is viewed as “ the process of the reconstruction of experience, and increases the ability to direct the course of subsequent experience, giving it a more socialized value through the medium of increased individual efficiency" (p.89-90)
- And Peters(1967) who considers education as the process that allows the learner to acquire specific qualities and habits in an intelligent way that helps in increasing the desire to learn.

Therefore, it is difficult to define education because it can change all the humans' behaviors.

2.6.3 Defining Educational Psychology

It is argued that psychology is the scientific study of mental process and its manifestations in social contexts related to humans or animals. From other side, education is the process by which skills and information are transmitted to develop human beings mentally and emotionally to live better life. By the combination of the two definitions, a new term is created which is 'Educational Psychology'.

According to Woolfolk (1995) who notes that the application of psychological methods and theories is what is called the educational psychology. This means that this latter is based on both science and practice (Calfee, 1999; Shuell, 1996). Moreover, the useful

explanation of the scientific methods in order to improve the learning/teaching process is the principle application of educational psychology (Coll, 1998). The relationship between practice and theory indicates that educational psychology is the bridge that bridges the gap between teachers' information and students' performances. This implies that educational psychology has great functions in the EFL classroom.

2.6.4 Educational Psychology Functions

First of all, it is necessary to highlight the scope of educational psychology. In this respect, Chauhan (1983a) summarizes the scope of educational psychology in the following points:

- The application of psychological research findings in educational setting.
- The systematic study of individual's development in education.
- The scientific study of human beings' life stages from birth to death.
- The teachers' effective performance in the learning/teaching process.

According to Chauhan (1983), Dosajh (1982) and Mangal (1993); the scope of educational psychology is mainly aimed to answer some specific matters related to two fundamental elements in this discipline. The learners' incomes in terms of the nature of the learning process and the effectiveness of the used teaching strategies and the teachers' outcomes underlying the nature of the learning content to be taught and the procedures used in evaluating and grading the learners' outcomes in the classroom. Hence, the scope of educational psychology can be figured as follows:

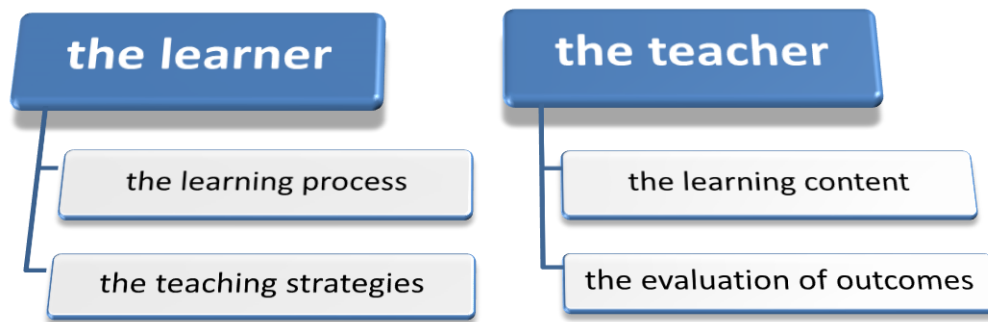


Figure 03: The Scope of Educational Psychology

Under this umbrella of the scope, the orientation of research in the field of educational psychology is absolutely towards the investigation of programs, the methods of teaching, the tools of assessment, the learning environment, the challenges of teaching and the learning process. Also, the orientation of the research in this field indicates that the function of educational psychology which basically focuses on major aspects including the nature of teaching, the effectiveness of teaching and the exploitation of practical research findings in the target field. Therefore, the function of educational psychology can be illustrated as follows:

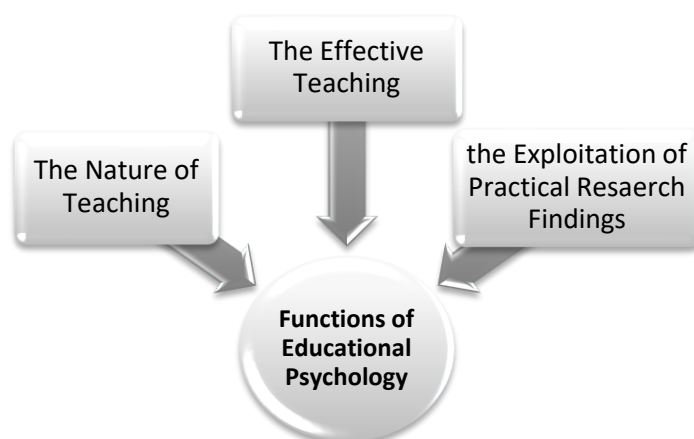


Figure 04: The Functions of Educational Psychology

Consequently, the function of educational psychology is mainly to improve the quality of teaching through the involvement of effective teaching methods to attain successful results in the learning process in general. Particularly, the teachers' purposeful teaching is basically the results of the teaching methods that are derived from the learner's cognitive, affective and social relations, as Ausubel, Novak and Hanesian (1978) aptly claim. In other words, educational psychology functions to create the democratic environment that helps students in shaping strong personalities. Also, it functions to create the social environment by which students acquire number of abilities like self-confidence, problem solving, decision making and leadership. At last but not least, educational psychology creates solid bridges between students and teachers through guidance and counselling which allows teachers to understand their students' emotional and physical development.

2.6.5 Educational Psychology in Higher Education

Starting from the key point of Henson and Heller (2000) that determines the major mission of educational psychologists in education by understanding the learners, adopting an effective teaching method and identifying the instructional strategies used in the application of that method. And by taking into account the basic functions of educational psychology, Ausubel et al (1978) confirm that these functions can be considered as effective learning theories that may be used in various learning contexts when they are involved in the appropriate way. So, the contribution of educational psychology in higher education appears in the different learning theories that are used by both teachers and students in order to accomplish a learning objective in its effective context.

Within the aggregation of learning theories, Coll (1996) asserts that they reach its main goal if they are effectively handled and when they are implemented together under the same learning objective. This reveals that students can unconsciously use more than one learning theory in

accomplishing one task. For this reason, the inclusion of educational psychology in higher education is absolutely necessary by taking into considerations the abovementioned learning theories.

2.6.6 Eduactional Psychology and Critical Thinking

Overall, psychology and critical thinking are connected with each other in the issues of cognitive and effective aspects. According to many studies in the field; such as (Sternburg, 1987; Bransford, Sherwood and Sturdevant, 1987; and Halpern, 1996); have deduced their own psychological theories based on critical thinking relationship with other cognitive and affective skills like problem-solving, making-decision and reasoning and then each theory has its model or framework.

Indeed, the power of critical thinking comes from its position in the educational system because the more critical thinking is considered as a vital axis in the educational objectives, the more the outcome is purposeful and successful (Dewey, 1933) . This fact indicates the importance of teaching critical thinking in higher education which enables producing well-educated citizens who are qualified with their quality of working and their ability to think critically and well-reasoning. The necessity of such skills and abilities in higher education context is confirmed in Perkin's (1989) words:

examine the factors impinging on a situation, forecast the outcomes of possible courses of action, evaluate those outcomes and weigh them relative

to one another, and try to choose so as to maximize positive outcomes and minimize negative ones. Further, the beliefs we hold, and consequently the inferences we later make and attitudes we later assume, depend in part on our reasoning about the grounds for those beliefs. Accepting beliefs wisely serves the ultimate end of later sound conduct as well as the more immediate end of sound belief itself. (p. 175)

Most of recent studies done by Goodlad (1984); Kennedy (1991); Paul (1993) and Goodlad and Keating, (1994) have documented the disability of nowadays universities in challenging students to think critically and to make decisions about the surroundings new difficulties and challenges. For this aim, Mayfield (2001) argues that questioning and discussion are the most appropriate techniques to make students aware of their critical thinking ability; that is why engaging students explicitly in conversations will help them to perform and practice depending on their own way of thinking. Through these practices, teachers are provided with opportunities to give feedback and to evaluate the students' performances.

Therefore, by the infusion of educational psychology in the teaching of critical thinking in higher education level, many researchers(Levy, 1997; Bensley, 1998; Fisher, 2001; Halpern, 2003 and Birjandi and Bakherkazemi, 2010) agree about the critical thinking qualities that students can acquire; according to them, critical thinkers' students are those who:

- Have a sense of curiosity
- Ask pertinent questions
- Assess arguments and reasons
- Are interested in finding solutions

- Are able to provide with feedback
- Are able to define and analyze a criteria
- Distinguish between valid and invalid inference
- Determine the truth or falsity of an assumption
- Anticipate consequences of alternative issues
- Distinguish evidence from opinions and facts
- Draw inferences

The importance of higher education level comes across of being dealing with adults who are mature so that they are able to reflect their abilities through different views and judgements by which they justify their behaviors and beliefs (Brookfield, 1987; Garrison, 1991). Under the aim of clarifying the psychological factors that influence the students' behaviors and attitudes, the following section endeavors to highlight them in details.

2.6.6.1 The Psychological Factors to Encourage Critical Thinking among Students

Conventionally, critical thinking is a process which encompasses some principle procedures and needs that are based on a constellation of skills including analysis, interpretation, inference, explanation, evaluation and self-regulation to be used in solving challenging problems, according to Zohar and Dori (2003). However, these skills may be influenced either with internal or external factors that diminish the normal flow of these thinking abilities. One of the primary sources of these effecting factors is the psychological aspect which plays a greater role in the development of the critical thinking skills.

In this respect, the present researcher spotlights the findings of some studies in the field that find out various psychological factors which influence the students' critical thinking skills. From studies carried out by Lahey (2001); Woolfolk (2004) and Santrock (2009), they insist that the students learning styles and their way of thinking are reflections of the psychological

behavioral and personality qualities. They refer these behaviors to the three main psychological factors which are:

- The attitudes towards learning: according to Zimbardo (1999) and Bernstein et al (2006) these attitudes are demonstrated in the students' satisfaction or dissatisfaction about the teacher in the classroom environment, the courses, the activities and classmates.
- The students' motivational achievement: McClland (1961) and Woolfolk (2004) refer the students' high performance to the students' willingness, eagerness, intention and efforts to learn.
- The students' internal locus of control: this explains the students' self-awareness to succeed even in case they failed they keep trying, as Rotter (1990); Stajkovic and Luthans (1997) point out.

Other researchers like Jackson (2003), Wade et al (2002) and Campbell and Glimore (2007) focus on the role of family in encouraging their children to be successful critical thinkers. They mention the following factors:

- The democratic parents style: it reveals the caring methods parents use with their children and the democratic and reasoning rules by which they interact (Baumrind, 1996 and Steinburg, 2001)
- The parents' support: Ghate et al (2000) argue that students are not able to develop their skills and to achieve their learning objectives unless they feel the support of their parents which includes their assistance, encouragement, guidance and their efforts to provide them with the suitable and comfortable learning climate to learn.

With another point view, Siegel (1988), Bailin (1998) and Robertson & Callinan (1999) find out that there are other psychological factors that make students reluctant to think critically. Their psychological factors include the following:

2.6.6.1.1 Treating Students with Respect as Persons

As Emmerson says the secret of education is respecting the pupil. This implies the nature and type of relationship should be between teachers and students. This respectful relationship has its fruits on the students' outcomes. Therefore, Roorda et al (2011) and Chong (2012) argue the positive influence of the mutual respectful relationship on the students' self-confidence, self-efficacy and self-awareness. The same ideas are supported by the findings of studies done by Johnson et al (2008), Maulana et al (2011).

Treating students with respect as persons explains the teacher's moral requirement which contributes in making students independent persons, with their own beliefs and attitudes. It is explained in Maslow's (1970) words "respect for another person acknowledges him as an independent entity and as a separate and autonomous individual." (p. 196). In addition, students will build strong personality so they can express themselves in well-educated manner. Therefore, it is the teacher's mission to foster the students' critical thinking abilities through thinking about the surroundings and try to find reasonable solutions. So, the teachers' way of treating students can make a great change in the students' behaviors inside and outside the learning environment.

In order to help teachers treating the students with respect, the following are some useful tips for that aim. In this case, a teacher should

- Smile and greet students
- Be proud of his/her students

- Avoid insulting students
- Listen to students
- Avoid harshness or punishing when practicing

The application of these tips and others depends on the teacher's volition to provide students with the positive climate to feel that they are human being.

2.6.6.1.2 Preparing Students for Adulthood

As far as higher education level is concerned, the preparation of adulthood is the main function of the teachers since they deal with students who are by the end of their adolescence development. At this level, the teaching of critical thinking becomes a necessity because students are directly exposed to real life challenges inside and outside the University. In this sense, Benesh (1999) and Atkinson (1997) assert that the most important component of critical thinking is the social practice which allows students to explore their thinking capacities in the different social contexts that they may be engaged in.

2.6.6.1.3 The Students' Family Support

Strayhorn (2010) states that "one way in which family plays a role in the academic success of students is through parental involvement" (p. 181). Parents support is the power of students in their academic success. Parents support does not mean material tools like money but it means the caring, the guidance, and the involvement in schools; also parents should be cognizant of their children needs and improvement. This evidence is the result of Foster and Tillman's (2009) investigation about the relationship between parental involvement and students' success. Likewise, Guiffrida and Douthit (2010) investigate the influence of parental

emotionally, academically and financial support on students' high-achieving grades. However, Morales (2010) emphasizes the positive impact of active parental involvement in some African American students' academic achievement.

2.6.6.1.4 The Students' Personality

Generally, personality is what an individual produces as a behavior, a feeling, a reaction through dynamic and adjusted characteristics according to the psychological system (Allport, 1937; Carver and Scheier, 2000; Ryckman, 2004). Additionally, it indicates the individuals' interactions with others and the nature of reactions within a particular context (Robinson, 2001). So, all what students manifest as a psychological reflection reveals their personality in terms of specific traits and qualities.

2.6.6.1.5 The Students' Curiosity and Purpose

From psychological perspective, curiosity refers to the persons' intentional behaviors to be engaged in novel, complex and ambiguous tasks that impulse both an effective thinking and meaningful learning (Kashdan, Rose and Finchman, 2004). More profoundly, curiosity is an intrinsic motive that requires personal interests and desires (Deci, 1975) that leads to improve learning and academic success (von Stumm, Hell and Chamorro-Premuzic, 2011). Regarding its purpose, curiosity in the 'Principles of Psychology' by James (1890) is classified into instinctual or emotional response which results in exploring something new and scientific curiosity and metaphysical wonder by which the brain's knowledge is discorded.

In contrast, Berlyne (1960) finds out two other types of curiosity. The former deals with specific curiosity which focuses on understanding just a particular object or problem, i.e, it seeks to obtain a specific amount of information from a specific experience using a specific activity. This type of curiosity increases the amount of certainty and reduces tension when

dealing with novel activity (Day, (1971); Loewenstein, (1994)). Whereas, the second type of curiosity deals with various new challenging sources; it is called the diversity curiosity. It is clear that this type determines the persons' tendency to take risks, to search for novel experiences and adventures.

As far as practicality is concerned, curiosity can be used to create the curious classroom through the implementation of Chalukian's (2015) production which is known by the 'Pedagogy of Curiosity'. This latter engages the students' learning, thinking and inquiry in an active curious environment which is based on active participation, active thinking, active questioning and active collaboration. This reveals that this pedagogy can be organized in the form of workshops that provide teachers with a functional framework to rethink about their instructional practices that are used to develop the quality of teaching/learning process.

'Curiosity and Powerful Learning' is another proposed framework to create a curious classroom. Hopkins and Craig (2015) have suggested this action planning which is a part of a teaching manual which contains ten theories of action learning.

2.6.6.1.6 Preparing Students for Democratic Life

By the end of the twentieth century, the American National Education Goals Panel (1992) reports that higher education students are not able either to think critically or to contribute in the democratic life. This explains the outburst of interest in considering critical thinking as an educational goal in higher education (Halpern, 1998) and to develop their critical competence in order to take part in their democratic society (Ten Dam and Volman, 2004). Taking into account Maslow's (1970) point of view, motivating students of higher education to think critically about a social or a political issue will make them able to practice the democratic spirit, so that :

“They can be and are friendly with anyone of suitable character regardless of class education, political belief, race, or color. As a matter of fact it often seems as if they

are not even aware of these differences, which are for the average person so obvious and so important. They have not only this most obvious quality but their democratic feeling goes deeper as well. For instance they find it possible to learn from anybody who has something to teach them-no matter what other characteristics he may have.” (Pp.167-168)

That is to assume that the critical pedagogy is the best way to prepare higher education students who are aware of their democratic responsibilities which allow them to express themselves effectively. This fact often has resulted on the preparation of future leaders due to the higher education which “trains the leaders of the future”, as Jet Bussemaker states.

From another perspective, it is argued that critical is a crucial aspect in the higher education field. For that reason, the acquisition of critical thinking skills need some important tools for the sake of making it meaningful and successful. According to the following researchers, these tools include:

- Questioning, argumentation and communicative competence (Seker and Komur, 2008)
- Role playing to explore others’ perceptions and point views(Yildirim and Ozsoy, 2011)
- Working in novel environments such as international setting and prisons (Kirkham et al, 2005)
- Setting challenging and problem-solving tasks (Ten dam and Rijlaarsdam, 2008)

In fact, these tools are not meaningful unless the teacher is aware of his/her effective role in the classroom.

2.7 The Teacher's Role in Motivating Students to Think Critically

Though, there are numerous factors that have great impact on the students' motivation, the teacher factor is the most potent which effects the students' motivation "in ways that either facilitates or impedes learning" (Svincki, 2005, p.1). The teacher plays a vital role in the teaching /learning process; s/he is the source of change in the students' motivation degree either positively or negatively. Before dealing with the teacher's role in helping students to think critically, it is very necessary to make teachers aware of two crucial themes in teaching critical thinking: modeling and flexibility. The former refers to the teachers' ability to design the appropriate teaching curriculum for students supported with project-based activities, problem-solving tasks and the questioning classroom practices. The importance of modeling is clear in Gabler and Schroeder (2003) words for both teachers and students; they state

"as you model for your students or set up modeling situations with students who model procedures for their peers, you are also teaching yourself what is required of you as a facilitator along with what is required of your students as active participants in learning" . (p. 22)

More importantly, this process allows teachers: a) to contemplate and theorize, b) to accept a variety of ideas and opinions, c) to promote active involvement of students in the learning process, d) to provide the students with a risk-free environment with no possibility of ridicule, e) to express the belief in the ability of all students to make critical judgments, and (s) he should appreciate critical thinking."(Steele et al, 2002, p. 9) The second is defined by Ayer (1967) as "the opportunity for discovery and surprise" (p. 94) because teachers are able to innovate and create new strategies and techniques to motivate their students.

Based on what is discussed in the previous sections, teachers can choose many ways to motivate students to explore their critical thinking skills. Teachers may allow students to choose the materials used in the course, involve students in setting the teaching goals for the language learning, engage students in practical academic activities to use the language inside and outside the learning environment and provide students with challenging situations that allow using critical thinking skills. For these aims, teachers should rethink about the program of higher education teaching critical thinking in order to be more effective. In general, teachers are expected to prompt high-quality teaching in terms of active meaningful content, purposeful acquiring knowledge, developed and effective way of teaching.

2.8 Conclusion

This chapter discusses the motivational and psychological factors that affect the students' critical thinking skills. In the first part, most of the motivational factors are related to students, teachers, the learning environment, the teaching materials and the teaching curriculum. While, the psychological factors include the teachers' awareness about the students' personality, curiosity, adulthood, democratic spirit and parents support. More importantly, the teacher should respect the student as a human being.

Chapter Three: Research Design and Methodology

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Chapter Three: Research Design and Methodology

3.1 Introduction

The present study aims at exploring the motivational and psychological factors that encourage EFL students to think critically through enjoying English literature and attempting to propose some efficient techniques to teach critical thinking in an effective and an appropriate ways. The first part has covered the major theoretical background information that reviews the relevant research literature of this study. This second part, which is the field work, consists of two chapters. This first chapter addresses the research design and methodology used to investigate the intended topic. Then, a description of the methods applied in collecting data. Moreover, the sample of the subjects is described through the discussion of sampling and the participants contributed in the study.

3.2 Research Design and Methodology

First of all, research is conducted for the aim of solving problems, discovering new products; hence, the researcher's task is to design some tools and instruments to fulfill the target research. This step is known as the research design which is defined in Burn's and

Grove's (2001) words as follows: "a research design is the blueprint for conducting a study that maximizes control over factors that could interfere with the validity of findings."(p.223)

The present study is a descriptive research with a combination of quantitative and qualitative approaches. The descriptive research is "designed to provide a picture of a situation as it naturally happens", according to Grove and Burns (2003). It is also referred to the description of characteristics of situations, groups or phenomena. For the aim of this research work, this type of research is used to obtain a picture of teaching critical thinking in an EFL classroom with a view of clarifying the almost motivational and psychological factors that contribute in fostering the students' critical thinking abilities.

Combining the qualitative and quantitative approach in the same descriptive study has its effective results and worthy conclusions. In the first place, the use of qualitative approach focuses mainly on describing the collected data without involving any type of experiments, numbers or statistics. In this respect, Mckey and Gass (2005) point out that qualitative approach "is not set up as experiments; the data cannot be easily quantified, and the analysis is interpretive rather than statistical" (p.2). Moreover, Hollway and Wheeler (2002) state that "the qualitative approach is a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live." (p.30). Additionally, Dawson (2002) defines qualitative approach in terms of "exploring attitudes, behaviors and experiences through interviews or focus groups and getting an in-depth opinion from participants." (p.14). under the umbrella of the aforementioned quotes, it seems clear that the qualitative approach is characterized by the following attributions:

- Non-experimental research design.
- Non-quantified data.
- Interpretive analysis.

- Social enquiry that interprets the peoples' experiences, attitudes and behaviors.
- Small sampling size.

In the second place, the quantitative approach is defined by Mackey and Gass (2005) as “an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out.” (p.2). According to Walliman (2011), the data of quantitative approach

“can be measured, more or less accurately because it contains some form of magnitude, usually expressed in numbers. You can use mathematical procedures to analyze the numerical data. These can be extremely simple, such as counts or percentages, or more sophisticated, such as statistical tests or mathematical models.

(p.72)

Accordingly, the qualities of the quantitative approach are the following:

- Experimental research design.
- Statistical analysis
- Quantified data using numbers, percentages, mathematical models...
- Related to business, economics, engineering, sciences...
- Large sampling size.

It is mentioned earlier that this piece of research attempts

- To provide EFL teachers with the appropriate strategies to teach critical thinking in a joyful atmosphere.

- To explore the motivational and psychological factors which encourage first year LMD students to develop their critical thinking skills in the appropriate way.
- To propose some innovative instructional ways to improve the quality of thinking in higher education contexts.

With this respect of these objectives, the researcher opts for multiple methods of searching in order to attain effective results. This procedure is known by “triangulation”. Generally speaking, the term ‘triangulation’ refers to the combination between both approaches: qualitative and quantitative. For Dawson(2002)“triangulation is a good way of approaching research as it enables you to counteract the weaknesses in both qualitative and quantitative research.”(p.20); additionally, triangulation is the best technique to demonstrate validity especially in a qualitative study, as Campbell and Fiske (1959) claim. From the six types of triangulation which are they: “time triangulation, space triangulation, combined levels of triangulation, theoretical triangulation, investigator triangulation and methodological triangulation”, Denzin (1979). Taking into account the objectives of this work, the appropriate type of triangulation is the methodological type which involves the use of different research instruments. Visualizing the triangulation form of the intended objectives reveals to illustrate the combination in a scheme in which the inter-relationship between the qualitative part and the quantitative part results on embodying the main objective of the target work.

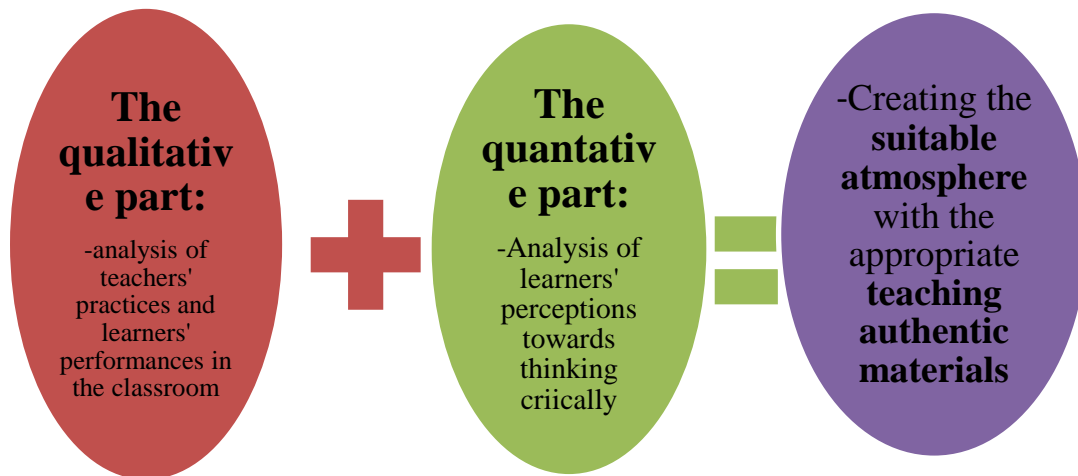


Figure 05: The Triangulation of Research Methods

3.3 Participants

The two fundamental elements in the teaching/learning process are the participants of this study; i.e. teachers and students. The first element (teachers) consists of three teachers of literature who provide data on teaching critical thinking in an EFL classroom. Two of the teachers are senior teachers specialized in literature and the third one is an assistant teacher who teaches only for two years in the English Department. Whereas, the second element which involves students of first year LMD at the English Department at Ouargla University.

3.4 Research Setting

Theoretically speaking, the research setting refers to the place where the data are collected. The current study is based on a case study carried out in one of the Algerian Universities, so, it is “the study of an instance in action”, as Adelman et al (1998) claim. By handling one simple case, the reader is provided with a general overview about the theory and principles of a specific case namely its roles, effects and functions. Thus, the case study attempts to answer the question “what is it like?” in order to pick up the appropriate description and to be more close to the real situation of the case under study. (Greetz, 1973)

The case study of the present research is the English Department at Kasdi Merbah University in Ouargla. The target department has existed for twenty-six years, starting from a small section till a large department which contains more than one thousand students. In 2008, the department of English copes easily with the introduction of LMD (License-Master-Doctorate) system in 2008 by which the Algerian University has undergone a radical change in the higher education teaching.

3.5 Research Methods

The researcher of the present study opts for three research instruments in collecting data. These three research instruments are different in purpose but they are oriented to the same groups of participants. The first instrument is a teachers’ interview addressed the EFL teachers of Literature; the second instrument is a students’ questionnaire designed to draw out the students’ perceptions towards the teaching of critical thinking in an EFL classroom; while the third tool is a classroom observation intended to observe the teaching of critical thinking skills in the EFL classroom.

3.5.1 The Teachers' Interview

3.5.1.1 Objectives of Using an Interview

Generally, an interview is used to collect information from people through recording their responses to some particular questions (Monette et al, 1986, p.156); so, an interview “involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.” (Kothari, 2004, p.97). This means that an interview is a face to face conversation or between two or more persons about a specific issue, as Burns (1993) states. In a similar vein, vale (1996) defines an interview by “a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” (p.174) taking into account the interpreted meaning of the described phenomena. Moreover, McNamara (1999) views interviews as the useful tool that are used to elicit the participants' experiences, to collect in-depth information about the topic and to investigate the respondents' responses. Likewise, Cohen et al (2000) distinguish the purposes of an interview in the following points:

- Evaluating or assessing a person in some respect
- Selecting or promoting an employee
- Effecting therapeutic change, as in the psychiatric interview
- Testing or developing hypotheses
- Gathering data, as in surveys or experimental situations
- Sampling respondents' opinions, as in doorstep interviews. (p.268)

From another angle, Tuckman (1972) theorizes that an interview is not just interacting but it is to access inside the person's head in order to measure the amount of the person's knowledge and information and to point out his/her values, preferences, attitudes and beliefs. Whatever is the type, interviews allow the researcher a) to examine the following unobservable phenomena like attitudes, perceptions, values and beliefs (Mackey and Gass, 2005; Tuckman, 1997); b) to be accurate in recording the respondents' answers

(Hermanowicz, 2002); c) to control the order of responses in a natural and comfortable way and d) to involve reality about the observed phenomena (Brown, 2001). More importantly, interviews are considered among the powerful qualitative tools that are flexible in collecting data in terms of the spontaneous use of the verbal, non-verbal, spoken or heard channels in order to response about any type of issues (Cohen, Manion and Morrison, 2007, p. 349)

With regard to its naturalistic interactive way (Blaxter et al , 2006) and its access to the person's head (Tuckman, 1997), an interview is designed in this piece of research to survey the nature of instruments and instructions used by the EFL teachers in teaching critical thinking skills in the higher education context.

3.5.1.2 Respondents to the Interview

In the Department of English at Kasdi Merbah University, the total number of teachers who teach literature as a module is eleven. Taking into considerations the researcher's targeting a particular group of students, only three teachers are selected to be interviewed. So, the sample of this study is known as a non-probability or purposive sample which represents just one particular population in an action research or a case study (Cohen, Manion and Morrison, 2007). Each teacher of the three selected teachers has two groups of students which indicate that students of first year LMD are divided into six groups, each group includes between 35 and 45 students.

3.5.1.3 Description of the Interview

There are various types of interviews, for instance Patton (1980) determines four types of interviews which are informal conversational interview, interview guide approaches, standardized open-ended interview and closed quantitative interview. While, LeCompte and Piessle (1993) outline six types of interviews including the standardized, in-depth, ethnographic, elite, life history and focus groups interviews. Besides, the semi-structured and

group interview (Bogdan and Biklen, 1992), structured interviews (Lincoln and Guba, 1985) and the exploratory interviews (Oppenheim, 1992). With the same line, Mckey and Gass (2005) differentiate between the structured and unstructured interviews as follows:

“In structured (also known as standardized) interviews, researchers usually ask an identical set of questions of all respondents. Structured interviews resemble verbal questionnaires and allow researchers to compare answers from different participants. In unstructured interviews, on the other hand, no list of questions is used. Instead, interviews develop and adapt their own questions, helping respondents to open up and express themselves in their own terms and at their own speed.” (p.173)

However, Dörnyei (2007) describes the structured interview by the interview schedule which comprises of a written list of pre-prepared closed or open-ended questions designed to be used by an interviewer. In such type, both the interviewer and the interviewee are expected to answer in close format which makes it similar to the self-administered questionnaire. Due to its standardized features, the structured interview assures the internal comparability of results. While, the semi-structured interview enables the interviewer to be flexible in choosing and ordering the questions that are used as a guide. Accordingly, Rubin & Rubin (2005) note that semi-structured interviews “allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses” (p.88). In contrast to structured interviews, unstructured interviews are considered by Gubrium and Holstein (2002) as “an open situation through which a greater flexibility and freedom is offered to both sides (i.e. interviewers and interviewees), in terms of planning, implementing and organizing the interview content and questions (p. 35). Accordingly, this study combines between the two first types of interviewing, i.e.; the structured and the semi-structured interview. The

former functions to quantify information about the research target population and the second seeks “in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study” (Berg, 2007, p. 39). This means that the present researcher opts for the semi-structured interview to cover various issues about this study.

To provide a comprehensive view of the teaching of critical thinking in the Algerian higher education, the written list of pre-arranged questions is divided into four sections:

- **Section One (Q1- Q2):** this section includes two questions about the respondents’ information and their teaching experiences in teaching literature in higher education. It represents the structured part of this interview.
- **Section Two (Q3 – Q6):** it is about the context of teaching literature in higher education including the respondents’ perceptions towards the teaching of literature, the strategies/approaches used in teaching literature for first year LMD students, the syllabus and the motivational strategies used to stimulate students to attend the literature class.
- **Section Three (Q7 – Q10):** the questions are about the teaching of critical thinking in an EFL context. These questions aim of eliciting the respondents’ knowledge about the notion of critical thinking; namely its components, advantages and teaching strategies.
- **Section Four (Q11 – Q16):** this section contains concluding questions which deal with the motivational and psychological factors to help students explore their critical thinking skills by using a literary text. The interviewees are expected to state their personal recommendations and solutions in the field.

3.5.1.4 Piloting the Interview

In general, the piloting of a study indicates that the researcher has a clear vision about his/her research subject, questions and research instruments. The piloting of a study is described by Blaxter (1996) as the “reassessment without tears” (p.121) which allows the researcher to adapt or to modify the instruments’ procedures. Accordingly, Blaxter stresses the necessity of piloting because it is insufficient to

“think that you know well enough what you are doing, but the value of pilot research cannot be overestimated. Things never work quite the way you envisage, even if you have done them many times before, and they have a nasty habit of turning out very differently than you expected”. (p.122)

In the present study, the intended interview was piloted with one interviewee in order to assure the comparability of data and to improve the quality of interviewing. The results of piloting lead to the readjusting of allotted timing and the order of the interview sections.

3.5.1.5 Administration of the Interview

To guarantee the conformity of the interview, it is obviously necessary to determine that interviews are not just tools for collecting data but they are social and interpersonal encounters. For this aim, Kvale (1996) illustrates some specific quality criteria to ascertain an ideal interview which characterizes by:

- The extent of spontaneous, rich, specific, and relevant answers from the interviewee.

- The shorter the interviewer's questions and the longer the subject's answers, the better.
- The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers.
- The ideal interview is to a large extent interpreted throughout the interview.
- The interviewer attempts to verify his or her interpretations of the subject's answers in the course of the interview.
- The interview is 'self-communicating'- it is a story contained in it is that hardly requires much extra descriptions and explanations. (p.145)

Under the same vein, Field and Morse (1989) warn the researcher to avoid a) interruptions from outside such as telephone calls; b) asking embarrassing questions; c) jumping from one topic to another; d) being too superficial; e) giving advice or opinions; f) handling sensitive matters and g) closing off too early. In a systematic procedure, Tuckman (1972) elaborates the following step while administering an interview. Within this process, the interviewer should introduce the nature and the purpose of the interview by making the respondent feels comfortable and at ease. Also, the interviewer should clarify from the beginning whether the interview is recorded or taped so that the respondent will accept or refuse. In similar line, Walker (1985) proposes two principle practical practices while conducting an interview; considering the physical positioning of the interviewer and the interviewee (sitting side-by-side or face-to-face) and the manner by which the interview is going to be recorded. In this respect, Walker insists the significance of tape-recording in collecting linguistic data.

In the present study, the intended interview is administered with considerations to the following key elements which are categorized by Cohen and Manion (1994) and Spradley (1979) into two sessions: briefing/explanation and questioning. In briefing and explanation,

the interviewer establishes the relationship with the interviewee in order to provide a brief explanation about the used materials and the covered issues. It is a pre-phase session by which a general introduction is provided. While, by questioning a variety of questions are designed in order to increase the respondents' recounts of their own experiences and opinions.

The administration of the research interview was the week preceding the beginning of the second term of the academic year 2016/2017. The briefing and explanation sessions aim to obtain the respondent assent to be interviewed and they were face-to-face encounters lasted between 10 to 15 minutes without recordings. The questioning sessions were conducted either in the classroom or the staff room where the recordings occur. The sessions of participant 1 and 2 took place in the staff room without any interruptions and lasted one hour. Whereas, the sessions of participant 3 took place in the classroom for the whole hour, noise and interruptions of students who are outside the classroom affected the continuity of the interviewing phase.

3.5.1.6 Data Analysis Procedure

The procedure of analyzing of data interview differs from one researcher to another depending on its specific designed event (Schurink et al, 2011). Additionally, the qualitative data of semi-structured interview is analyzed using the qualitative content analysis process (Creswell, 2009; Marshall and Rossman, 1999) which involves the following procedure:

- **Data recording:** the audio recording is used to record then by taking notes is served to provide the interview context.
- **Verbatim transcription:** the responses of the interview are transcribed to analyze and interpret the original interview. For the aim to provide the complete picture it is important to use symbols and comments while the transcription, as Henning et al

(2004) point out. This process ensures the reliability and the validity by presenting the verbatim transcription.

- **The coding process:** it consists of three-stage coding as follows:
 - Open coding:** (initial coding) it involves a subset of data through the identification and naming of meaningful segments related to the research topic. By this coding, the researcher uses the descriptive manner to focus on wording, phrasing, context, consistency, frequency and specificity of comments.
 - Axial coding:** the focus of this coding is on reviewing, examining and comparing categories, subcategories and patterns in terms of causality, context and coherence.
 - Selective coding:** (focused coding) in which the focus is on selecting codes from the initial coding that are identified for contrast, comparison and connecting to the research topic.
- The process of qualitative content analysis is concluded by the description of the thematic relationships between codes and patterns which ensures the development of the appropriate instrument research.

To make the qualitative content analysis process better clear, Schurink et al (2011) illustrate its different steps in the following figure:

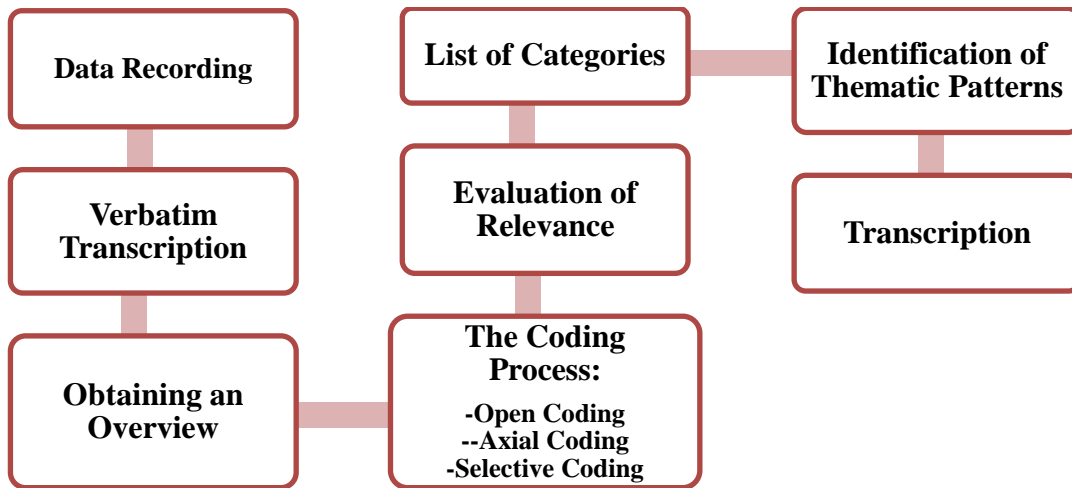


Figure 06: The Qualitative Content Analysis Process

By conducting the coding process, the present researcher explores line by line the initial stage of open coding which refers to the analytical stage. By the useful utilities of Microsoft Word program in terms of copying and highlighting, all data are organized in a comprehensive manner which makes possible connections between categories and sub-categories. This enables the conducting of the axial coding which establishes the causality relationships between the different categories by which the main categories of each unit are determined. And by the selective coding, the sub-categories are identified that are related to the core theme of this research.

3.5.2 The Student's Questionnaire

3.5.2.1 Objectives of Using the Student's Questionnaire

The questionnaire is the second research instrument used for collecting data in the present study. Wolf (1997) defines this research tool as “a self-report instrument used for gathering information about the variables of interests to an investigator” (p.422). Moreover, Kothari (1990) points out that a questionnaire consists of “a number of questions printed or typed in a definite order on a form or set of forms.” (p. 100). Besides, Wilson and Mclean (1994) argue the significance of this investigating tool in providing numerical data even when the researcher is absent. When conducting a questionnaire, Kumar (2011) invites the researchers to take into account the following aspects:

“in the case of a questionnaire, as there is no one to explain the meaning of questions to respondents, it is important that the questions are clear and easy to understand. Also, the layout of a questionnaire should be such that it is easy to read and pleasant to the eye, and the sequence of questions should be easy to follow. A questionnaire should be developed in an interactive style. This means respondents should feel as if someone is talking to them. In a questionnaire, a sensitive question or a question that respondents may feel hesitant about answering should be prefaced by an interactive statement explaining the relevance of the question.” (p.138)

Accordingly, Cohen, Manion and Morison (2005) outline some factors that may affect the use of the questionnaire; namely the questionnaire itself, the approaches used to the respondents, the questionnaire explanations, the data analysis and the manner it is reported.

3.5.2.2 Respondents to the Student’s Questionnaire

The respondents of the present research are students of first year LMD students of the Department of English at Kasdi Merbah University in Ouargla; they are between 17 and 37 years old. In first year level, students are divided into six groups, each group contains between 35 to 45 students. For the present study, the researcher opts for the random sample or the probability sampling which enables the wider population of being selected for the research. Moreover, this type of sample gives the equal chance of all population members, so that results can be generalized. The number of respondents of this study is 60 students representing two groups of first year level.

3.5.2.3 Description of the Student's Questionnaire

With regard to Kothari's (1990) classification of the questionnaire, three types are determined: structured questionnaire, semi-structured questionnaire and unstructured questionnaire. In the first place, this type of questionnaire enables the researcher to anticipate the most possible respondents' expected answers. In the second place, this type consists of a mixture of both closed and open questions on one hand and a combination between qualitative and quantitative research approach on the other hand. In the third place, the unstructured questionnaire focuses on the free answers of the target respondents. However, the researcher should design a meaningful questionnaire by raising some particular issues about the purpose of such research tool. From another respect, Kumar (2011) emphasizes the importance of the forms and wording of questions used in the questionnaire. In this sense, it is very necessary to choose the appropriate, relevant and effective structures and wording in order to ascertain the quality of information obtained from the respondents. According to Kumar, the open-ended and closed questions are the most common used questionnaire items in the scientific social research. To design purposeful questionnaires, it is better to distinguish between the type of questions used and the purpose of choosing such type. For this aim, it is argued that

“closed questions are extremely useful for eliciting factual information and open-ended questions for seeking opinions, attitudes and perceptions. The choice of open-ended or closed questions should be made according to the purpose for which a piece of information is to be used, the type of study population from which information is going to be obtained, the proposed format for communicating the findings and the socioeconomic background of the readership.” (p.144)

Under the same types of questionnaire items, Wilson and McLean (1994) consider the following types of questions as **closed questions** including “dichotomous, multiple choice, constant sum, rank ordering and rating scales that are quick to complete and straightforward to code (e.g. for computer analysis), and do not discriminate unduly on the basis of how articulate respondents are.” (p. 21). Accordingly, **the dichotomous questions** require the ‘yes’/‘no’ responses; **the multiple choice questions** involve to opt for the right choice to response a given statement; **the constant sum questions** in which respondents are asked to distribute a number of points between a range of items; **the rank ordering questions** which ask respondents to identify priorities between a range of items and **the rating scale questions** by which some rating scales (Likert scales, semantic differential scales, Thurston scales and Guttman scaling) are used to measure the degree of intensity of responses. While, Bailey (1994) insists the usefulness of **open-ended questions** to the exploratory questionnaire in which answers are anonymous. This type of questions is useful in generating items from subsequent questionnaire. More profoundly, Cohen, Manion and Morrison (2007) confirm the importance of choice of vocabulary, concepts and information used in a questionnaire. They argue

“it is essential that, regardless of the type of question asked, the language and the concepts behind the language should be within the grasp of the respondents. Simply

because the researcher is interested in, and has a background in, a particular topic is no guarantee that the respondents will be like minded. The effect of the questionnaire on the respondent has to be considered carefully.” (p. 322)

The questionnaire of the present study is an exploratory questionnaire which is designed to address first year LMD students of the Department of English at Kasdi Merbah University in Ouargla. It consists of 16 items divided into three sections, as follows:

- **Section One (Q1 – Q 7):** this section includes 7 closed questions covering the students general information about their age, gender, years of studying English and their level of English.
- **Section Two (Q8 – Q13):** in which 5 closed questions are used to explore the status of critical thinking in the EFL context through the teaching environment, the teaching methods used in the class, the learning objectives that focus on the development of critical thinking skills.
- **Section Three (Q14 –Q16):** there are 2 closed questions and 2 of Likert scale questions. “A Likert scale (named after its deviser, Resins Likert 1932) provides a range of responses to a given question or statement” (Cohen, Manion and Morrison, 2007). This last section contains 2 of Likert scale questions dealing with the motivational and psychological factors to encourage critical thinking in the EFL context. Respondents are asked to give their opinions about a given statement by mentioning ‘always’, ‘sometimes’ or ‘never’.

3.5.2.4 Piloting the Students’ Questionnaire

To design a successful questionnaire, it is crucial to pilot the questionnaire in order to ensure its reliability, validity and practicality. The merits of piloting a questionnaire are enumerated by Oppenheim (1992), Morrison (1993) and Wilson & McLean (1994) as follows:

- to check the clarity of the questionnaire items, instructions and layout;
- to gain feedback on the validity of the questionnaire items, the operationalization of the constructs and the purposes of the research;
- to eliminate ambiguities or difficulties in wording;
- to gain feedback on the *type* of question and its format (e.g. rating scale, multiple choice, open, closed etc.);
- to gain feedback on response categories for closed questions, and for the appropriateness of specific questions or stems of questions;
- to gain feedback on the attractiveness and appearance of the questionnaire;
- to gain feedback on the layout, sectionalizing, numbering and itemization of the questionnaire;
- to check the time taken to complete the questionnaire;
- to check whether the questionnaire is too long or too short, too easy or too difficult, too unengaging, too threatening, too intrusive, too offensive;
- to generate categories from open-ended responses to use as categories for closed response-modes (e.g. rating scale items);
- to identify redundant questions (e.g. those questions which consistently gain a total 'yes' or 'no' response (Youngman, 1984:172)), i.e. those questions with little discriminability;
- to identify commonly misunderstood or non-completed items (e.g. by studying common patterns of unexpected response and non-response (Verma and Mallick, 1999:120))

- to try out the coding/classification system for data analysis.

However, Oppenheim (1992) insists that “*everything*’ about the questionnaire should be piloted; nothing should be excluded, not even the type face or the quality of the paper!”(p.48) For the present, the students’ questionnaire was piloted two weeks preceding the starting of the second semester of the academic year 2016/2017 with 20 students, without analyzing the responses. The piloting was done to readjust the wording, the number of items and the context of each section.

3.5.2.5 Administration of Student’s Questionnaire

In general, most of researchers like Kothari (1990), Cohen et al (2005; 2007), and Kumar (2011) agree that a questionnaire can be administered as:

- **Mailed Questionnaire :(Postal questionnaire)** “The most common approach to collecting information is to send the questionnaire to prospective respondents by mail. Obviously this approach presupposes that you have access to their addresses. Usually it is a good idea to send a prepaid, self-addressed envelope with the questionnaire as this might increase the response rate. A mailed questionnaire *must* be accompanied by a covering letter. One of the major problems with this method is the low response rate. In the case of an extremely low response rate, the findings have very limited applicability to the population studied.” (Kumar, 2011, p.140)

- **Collective Administration:** “One of the best ways of administering a questionnaire is to obtain a captive audience such as students in a classroom, people attending a function, participants in a program or people assembled in one place. This ensures a very high response rate as you will find few people refuse to participate in your study.

Also, as you have personal contact with the study population, you can explain the purpose, relevance and importance of the study and can clarify any questions that respondents may have.” (Kumar, 2011a)

- **Administration in a public place:** “Sometimes you can administer a questionnaire in a public place such as a shopping center, health center, hospital, school or pub. Of course this depends upon the type of study population you are looking for and where it is likely to be found. Usually the purpose of the study is explained to potential respondents as they approach and their participation in the study is requested. Apart from being slightly more time consuming, this method has all the advantages of administering a questionnaire collectively.” (Kumar, 2011b)

For the present study, the collective questionnaire is the appropriate type since it takes place in the classroom with a group of students. The students’ questionnaire was administered during the second week of the second semester in the academic year 2016/2017. It took place in the amphi theatre in the Department of English at kasdi Merbah University and it lasted one hour. The students are asked to response the given questionnaire freely and without any pressure. The present researcher was obliged to add twenty minutes for students who come late. The questionnaire copies were collected after the end of the allotted time for this practical phase. The present researcher tried to explain to the students that their answers have no relation either with their TD marks or continuous evaluation marks. This step was very necessary after the students demonstrating their astonishing behavior towards the surprising questionnaire.

3.5.2.6 Data Analysis Procedure

The procedure of analyzing data collected from a questionnaire leads directly to deal with quantitative data analysis which requires large and small scale research in order to code

the collected data. This latter involves considering two major elements including the measurement scale of variables and the way the findings will be communicated. (Kumar, 2011). For the first element, the research variables are measured using one of the following scales:

- **The Nominal Scale:** this scale denotes mutual categories which have no numerical meaning. It is a non-parametric scale.
- **The Ordinal Scale:** it is not just to classify but also to introduce an order into the data. It serves to ask about attitudes and opinions by using rating scales and Likert scales. It is a non-parametric scale.
- **The Interval Scale:** it functions to introduce a metric and regular interval between each data point. Cohen and Holliday (1996) view the significance of this type in distinguishing the interval between the investigation focus and the individuals, the objects and the events. In case the interval is the same, this type is called the equal-interval scale.
- **The Ratio Scale:** it does not function to order, to classify, to measure the interval but adds a fourth powerful feature, the true zero enables the research to determine the propositions easily.

In this respect, it is clear that the type of questions whether closed or open-ended affect the type of the measurement scale used to measure the variables. Moreover, the study of the respondents' answers of a questionnaire needs to classify them into three classes: a) quantitative response, b) categorical responses and c) descriptive responses.

The analysis process of the quantitative responses requires considering numerical values called **codes** in order to be analyzed manually or by computers. In the numerical analysis of a questionnaire some particular software packages are used such as the Statistical Package for Social Sciences (SPSS) which is based on computations.

For this study, the researcher analyses data using the following procedure depending on the type of questions in each section of the students' questionnaire. Concerning the first and the second sections in which the items are closed questions, the data analysis procedure is based on the SPSS using the nominal and ordinal scales. While in the third section in which items are Likert's scales, the data analysis procedure focuses on the **frequency distribution** by which data are summarized and displayed into distinct categories illustrated in graphs and data analysis techniques. (Creswell, 2008)

3.5.3 The Classroom Observation

3.5.3.1 Objectives of Using the Classroom Observation

The "Black box" (Ellis, 1994) is the description of the classroom which is the natural learning environment for both teachers and learners in which the learning/teaching process takes place. For the aim to discover what is inside that black box, a classroom investigation is absolutely necessary. Accordingly, the classroom observation is the best tool that is used to explore the learning climate in terms of the teacher's and students' behavior inside the classroom, the teaching methods used, the lesson planning, the learning objectives and the skills focus.

The necessity of classroom observation results in the appearance of "new issues" (Edward and Talbot, 1999). Furthermore, Morrison (1993) points out that classroom observation functions to observe:

- The physical setting which observes the organization of the physical environment.

- The human setting by which people, individuals and groups are observed in terms of age, gender, classes.
- The interactional setting by which the nature and type of interaction is observed whether formal, informal, planned, unplanned, verbal and non-verbal.
- The program setting which focuses on the teaching resources, the pedagogic styles and the curriculum.

Under the same vein, Cohen, Manion and Morrison (2000) identify other functions of classroom observation. They claim that:

“Observation is a useful tool for providing direct information about language, language learning or the language-learning situations. It is also the best data collection for obtaining information into the subject in a very natural environment” (p.305)

In addition, Kumar (2011) argues that observation is the best instrument for collecting information when the research topic focuses on the individuals’ behavior over their perceptions. In other words, the researcher uses observational techniques to collect data describing the way practices occur without interrupting the teaching events.

For this study, two major motives are behind the use of classroom observation. The first motive is that through classroom observation, the present researcher is able to determine the classroom characteristics through the integration of critical thinking instructions. Such characteristics include the type and the manner of the students’ motivation and involvement in class activities, the teaching materials and the learning environment setting. The second

motive refers to the relaxed and comfortable climate that classroom observation creates. Moreover, students and teachers interactions present the data of the observation as a tool of searching.

3.5.3.2 Respondents to the Classroom Observation

The respondents of classroom observation are the stakeholders of the learning/teaching process: a teacher and students, i.e., one teacher and a group of students. Respondents belong to the same Department of English and the same University.

3.5.3.3 Description of the Classroom Observation

Classroom observation is described by Mason (1999) as “methods of generating data which involve the researcher immersing (him or herself) in a research setting, and systematically observing dimensions of that setting interactions, relationships, actions, events, and so on, within it.” (p.60); basically, these mentioned factors lead to various sorts of observation depending on its structure. Accordingly, Patton (2002), Bailey (1994) and Mackey & Gass (2005) distinguish three types of observation: structured, semi-structured and unstructured.

- **The structured observation:** it is systematic by which the researcher is able to generate numerical data that help in making comparisons between setting and situations or in calculating frequencies, patterns and trends. The observation is based on a schedule. To ensure the quality of structured

observation, Dyer (1995) outlines the following features that should be taken into account when conducting such type: the choice of environment, the clear measuring process, the precise number of variables and participants and the kind of the schedule to be used.

- **The semi-structured observation:** it focuses on an agenda of issues which will be systematically illuminated after gathering data from an observed situations.
- **The unstructured observation:** the main characteristic of this type is that the focus or purpose of observation is not determined. Thus, the researcher observes the existing situation before deciding on its significance for the research.

From another respect, Kumar (2011) distinguishes two types of observation; namely **the participant observation** by which the researchers participates in the observed activities as if s/he is a member. The second type is **the non-participant observation** in which the researcher does not take part in the observed activities. S/he seats in the back watching and listening in order to draw conclusions. The classroom observation designed in this study is a non-participant structured observation. It is used to observe the teacher's and student's behavior inside the classroom while lecturing.

3.5.3.4 Piloting the Classroom Observation

The piloting of classroom observation enables the researcher to rethink about the following features: a) the focus of the observation including people and events, b) the frequency of the observation, c) the length of the observation period, d) the kind of behaviors to be observed and e) the nature of coding system. (Cohen et al, 2007).

The classroom observation was piloted by the end of the beginning of the first semester of the academic year 2016/2017. The piloting was for the aim to determine the focus of field notes used and its type on the one hand and to identify the timing allotted to the video recordings, on the other hand.

3.4.3.5 Administration of the Classroom Observation

“Classroom Observation as a tool of Professional Growth” is the title of an article written by Pham Viet Ha (2004) in which she distinguishes four steps in the process of administering a classroom observation. This conducting process includes:

- **Initiation:** in this initial stage, the observer asks some specific questions about the teaching practice, the learning process, the learning environment and the students’ motivation.
- **Preparation:** in this second stage, the focus is on the preparation of knowledge and skills. Besides, the teacher’s role as observer needs to prepare data recording and observation skills. Moreover, the teacher should communicate with the involved students about the observation objectives, procedures, timing, places and the duration of the observation. More specifically, the number of observers, the manner of observation, the observer’s position and the level of participation in class are factors that should be taken into account when preparing for a classroom observation.
- **Observation:** this third stage indicates the beginning of the classroom observation using the data recording methods and techniques to identify the intended objectives.

These recording methods and techniques are selected depending on the observer's purpose and the needed data. In this stage, the checklist and the structured observation form work together to record more focused and specific information.

- **Feedback reflection and utilization:** this last stage makes classroom observation functions as an assessment activity which allows making decisions and judgments about the teaching/learning process and the teaching curriculum. The data is often analyzed to be generated. The quality of collected data depends on the teacher's ability to clarify and to explain what, how and why things occurred which decreases the misleading conclusions.

In the process of observation, some materials such as video-recorders and cameras are used in collecting data. In this line, Collier & Collier (1986) describe cameras by the "instrumental extension of our senses" (p.7) that enables the observer to "see more and with greater accuracy" (p.5). There are other materials like minutes of meeting, memoranda, magazines and maps, according to Spradley (1980).

For the present study, the classroom observation is administered during the second semester of the academic year 2016/2017 in a very natural setting. Each semester consists of 12 weeks but the observation sessions are conducted in 10 weeks because the first week of the semester students are absent and the last week is the period of exams. So, the total number of the observation sessions is about 10 sessions. To administer the classroom observation, the researcher divides the observation sessions into four stages. The first stage is the pre-stage which occurs before the beginning of the class and takes place in the staff room. In this pre-stage, a discussion is held on between the researcher and the teacher; the researcher outlines a list of some important questions that help in identifying principles of the teaching/learning process.

The second stage refers to the preparation in which the researcher prepares the students by explaining the procedures, objectives, timing and the duration of the observation. During this stage, the researcher meets the students and tries to answer most of their ambiguous issues. In the third stage, the observation starts in parallel with the course class. The researcher seats in the back and records everything happened in the field notes and by the use of video recordings. In the last stage which represents the feedback stage, the researcher invites the teacher and students to discover their errors while observation, then the researcher helps the teacher to correct these academic errors through the practice of learning activities.

3.5.3.6 Data Analysis Procedure

First of all, Polit and Hungler (1993) mention two useful tools that are used for collecting data from an observation; namely logs and field notes. According to them; logs are used to record daily actions or conversations while the field notes represent the analytical and interpretive picture of an event. These taken notes are called the ‘condensed version’ if they have been taken during the observation practice and they are ‘expanded version’ if they are written after each observational session (Spradley, 1980).

Conventionally, the number of data collected and the kind of participants involved in the observation are considered the main affecting factors on the procedure of analysis. To avoid the misleading analysis, Becker and Geer (1960) suggest some systematic steps that are needed in the data analysis procedure including:

- Comparing different groups simultaneously and over time
- Matching the responses given in interviews to observed behavior

- Analyzing deviant and negative cases
- Calculating frequencies of occurrences and responses
- Assembling and providing sufficient data that keeps separate raw data from analysis.

Theoretically, LeCompte & Preissle (1993) argue that the findings can be generated by the end of the data collection process which occurs simultaneously with the analysis procedure when conducting a qualitative research. This bridges the gap between describing and generating truths which basically depends on the researchers' field notes. The classroom observation of the present study is based on the following procedure:

- **The typological analysis:** This focuses on the classification process of data by creating groups and categories on the basis of some specific criteria such as behaviors, participation, settings and activities. This type of analysis also is known with the **secondary coding**, as Miles and Huberman (1994) state. This process relies on **the descriptive codes** which are classified into sub-categories. According to Lofland and Lofland (1984), the typological analysis represents more than one single category and type. It functions to observe the participants' behavior in a particular issue, the strategies used and variations between ranges of instances.

This process of analysis is based on the following observational tools:

- **The observation field notes:** Jackson (1985) publishes an article entitled '*I am a Field note*' in which field notes refer to the written form which represents the 'raw' data of an observation. This presenting process of the collected data takes place as soon as possible after the end of the observation session in order not to forget any details. Field notes are **descriptive** if the observer focuses on describing the classroom setting and activities, the students participating (teachers/students) and the recordings of exact comments and quotes. In case the observer focuses on the ideas, paragraphs, the answered questions and the misunderstanding/clarification points, then the field notes are **reflective**. According to

Chiseri-Strater and Sunstein (1997), Field notes include: a) date, time and place of observation, b) numbers, specific facts and details related to field site, c) sensory impressions such as sounds, textures, smells, taste and sights, d) personal responses to the fact of field notes and e) specific words, phrases, language and summaries of observation.

The researcher of the study uses field notes in combination with video recordings.

- **The video recording:** this allows the researcher having an extension eye on the observed phenomena and being able to memorize and illustrate all what happened in the field of observation. By recording, the researcher is able to recognize the different categories and sub-categories.

The present researcher takes into account all the above mentioned processes in analyzing the data collected through the observation. A descriptive analysis is used to accomplish the intended objective.

3.6 Conclusion

The objective of this chapter is to discuss the methodological framework including the research setting and the research design. With the aim to collect valuable data, the present researcher opts for the mixed-methods or the triangulation which allows the researcher to use more than two tools of research. Also, this chapter deals with the combination between the qualitative and the quantitative approaches in searching. The research setting where the research takes place is determined in order to clarify the circumstances surrounding the field work. In the last part, the participants and research methods are discussed in-depth.

Chapter Four: Analysis of Data

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Chapter Four: Analysis of Data

4.1 Introduction

The development of higher education students' critical thinking is the main goal of this study. This chapter aims at presenting the analysis of data collected by the three research instruments: the interview, the questionnaire and the classroom observation. The sections of the mentioned instruments are analyzed one by one and then the results are discussed and interpreted covering the main issues for each research tool.

4.2 The Teacher's Interview

As mentioned in section 3.4.1, the thematic analysis is used for the data analysis procedure. The results of such process are illustrated through the teachers' interview sections as follows:

4.2.1 Section One

The aim of the first section is to collect general information on teachers of literature module in the Department of English at Kasdi Merbah University in Ouargla. The analysis of the two questions items of this section indicates the following:

Q1: How long have you been teaching at the university?

Table 04

Teachers' General Information

| Main Ctegories | Partcipant 1 | Participant 2 | Participant 3 |
|--------------------------|---------------------|----------------------|----------------------|
| Degree | Magistère | Magistère | Magistère |
| Experience | 2 years (Full-time) | 6 years (Full-time) | 8 years (Full-time) |
| Status | Assistant Lecturer | Assistant Lecturer | Assistant Lecturer |
| Doctoral Research | Post-Doctoral | Post-Doctoral | Post-Doctoral |
| Speciality | Literary Texts | Literary Texts | Literary Texts |

Accordingly, it seems clear that the participants of this study are Magisterial Degree holders and their experience in teaching at higher education range between 2 and 8 years. The first participant is a new recruited teacher at university level. However, the three participants

are full-time teachers who have the same doctoral research and status but with different specialties.

Q2: What about your experience in teaching literature at higher education for LMD students?

Table 05

Teachers' Experience in Teaching Literature at University Level

| Main Categories | Participant 1 | Participant 2 | Participant 3 |
|---------------------------|----------------------|----------------------|----------------------|
| Experience | 2 years | 6years | 8 years |
| Levels | 1 | 1 | 1 |
| Training | None | None | None |
| Educational System | LMD | Classical/LMD | Classical/LMD |

The results indicate that the participant 2 and 3 teach literature for first year students in both systems classical and LMD, while the participant 1 has a shorter experience in teaching at university level. Unfortunately, the three teachers did not receive any training courses.

4.2.2 Section Two

The focus of questions items in the second section is on the teaching of literature in the EFL context. The analysis of the teachers' responses indicates the following:

Q3: What can you tell us about the advantages of teaching literature at a higher level?

Table 06

Advantages of Teaching Literature at a Higher Level

| Main Categories | Sub-categories |
|----------------------------|--|
| Cultural awareness | Learn from the foreign culture |
| Learning vocabulary | Using dictionaries Rewriting with their words |
| Motivated to read | Reading short stories/novels/poems Reading collectively |

The teachers of literature determine three main advantages of teaching literature in higher education level including a) cultural awareness, b) learning vocabulary and c) motivated to

read. The participants explain how can teaching literature increases the students’ cultural awareness, this is clear in the participant 2 words:

“ from my own experience, I have noticed teaching literature English to my students has greater influence on their way of thinking and attitudes. Every time, students show their cultural awareness which indicates that They can cope with any foreign culture.... ”(Participant 2)

While, participant 1 emphasizes the significance of teaching literature in :

“the students’ ability to learn new vocabulary..... I have noticed that by the regular use of dictionaries while dealing with a literary text really enables students to learn new words and they try to discover strange and old words... Also, I insisted to choose a passage from the given text and try to rewrite It using their words...” (Participant 1)

In the issue of motivation, participant 2 clarifies:

“ After my literature class, I always ask my students to choose any short story in order to read it and then re-tell it in front their friends in the last phase of the course... by doing so my students become motivated to read (Participant 2)

Q4: What is your adopted approach in teaching literature at a higher level?

Table 07

Adopted Approaches/Models in Teaching Literature at a Higher Level

| Main Categories | Sub-categories |
|----------------------------------|---|
| Learner-centered approach | The students/teachers interactions The students’ participation |
| Integrated approach | The teacher’s instructions The students’ involvement |
| Reader-Response approach | The students’ responses The reading ability |

The responses of literature teachers show the variation of using approaches to teach a literary text. They agree that teachers should vary their way of reaching from time to time to fulfill the students/teachers interaction and the students’ participation. Participant 3 explains:

“ ... the students’ mixed abilities makes the teacher to choose the suitable approach of teaching. In my class, I prefer to focus on the students in the classroom in order to give the students the chance to participate and interact with his/her classmates and me. This approach has a positive effects especially with the students of first year.... ” (Participant 3)

Further, this variation enables teachers to opt for other approaches, for instance, participant 1:

“... in my classroom, I prefer to use the integrated approach by which both students and teachers are involved in the classroom . Also, the teacher tries to choose instructions that enable students, especially these new comers students to participate easily...”(Participant 1)

the third literature teacher emphasizes the use of the reader response approach in the class when dealing with a literary text:

“... in my literature class, I use the reader response approach when the lesson is to read a text or even with other parts of the lesson. This approach helps students to improve their responses while reading and to develop their reading abilities.....” (Participant 3)

Q5: What are the teaching aspects of literature for first year level?

Table 08

Aspects of Literature for First Year Level

| Main Categories | Sub-categories |
|----------------------------|--|
| Teaching genres | Prose Drama Playwrights Short stories |
| Teaching approaches | Reader-Response Literacy approach Integrated approach |
| Reading skill | Reading comprehension Analysis Interpretations explaining |

The teaching aspects included in the curriculum of first year students are based mainly on the following categories: teaching genres, teaching approaches and reading skill. The participant 2 clarifies that

“...teaching the genres of literary text is very useful to make students Distinguish between the different types of reading materials. Each genre lasts four sessions.....” (Participant 2)

another issue is covered in the program of first year students is the teaching of the different approaches of teaching literature this claim is supported in the participant 1 response:

“ it is very important to teach the different approaches of literature this enables students to have an idea about the ways literature taught..” (Participant 1)

While, the reading skill is the main idea of the participant 3 claims:

“ teaching literature cannot be meaningful if the students does not know how to read a text... for me my first goal is to provide students techniques that help them reading correctly.by doing this a student becomes able to understand easily, to interpret, to explain and to analyze ...” (Participant 3)

Q6: How do you motivate your students to attend your class?

Table 09

Motivating Students to Attend the Literature Class

| Main Categories | Sub-categories |
|-------------------------|---|
| Group work | Debates Discussions |
| Using technology | Data-show Internet sites Loud speakers |
| Lively classroom | Role playing Stimulation Games playwrights |

In response to question 6, the literature teachers suggest three main motivational strategies to motivate first year students to attend the literature class. According to participant 1, he uses group work as a motivational strategy through creating debatable situations which need group discussions. The use of technological instruments such as the data-show, the internet sites and the loud speakers are the best ways to make students attend the course, as

participant 2 states. Whereas, participant 3 focuses on creating active and lively classroom where students can play roles, games and stimulate some scenes from a reading text.

4.2.3 Section three

Q7: What do you think about the teaching of critical thinking for first year students?

Table 10

Teachers' Perceptions to Teach Critical Thinking for First Year Students

| Main Categories | Sub-categories |
|-----------------|--|
| Necessity | Students' awareness Students' high quality thinking |
| Importance | Good citizens Good adults |

As table 10 Shows, respondents agree about the necessity and the importance of teaching critical thinking for first students. Participants 2 and 3 stress the importance of such skills at higher level; for them these *'life skills'* are important to create *'good citizens'* and *'good adults'*. For participant 1, the critical thinking skills are necessary to enhance the *'students' awareness'* and to improve the students' *'quality of thinking'*.

Q8: In your opinion, what are the skills/components of critical thinking?

Table 11

Critical Thinking Components

| Sub-categories |
|---------------------|
| Logical thinking |
| Rapid comprehension |
| Self-confidence |
| Self-motivation |

As shown in table 11, all teachers try to identify to the components of critical thinking skills. They mention the *'logical thinking'*, *'rapid comprehension'* and *'self-confidence'* as skills used to increase the students' critical thinking abilities. For *'Self-motivation'* is the response of participant 1 who states:

“ ...critical thinking skills help students to be motivated by looking for facts or showing the eagerness to learn, for example, even the text is difficult, he or she tries to read and to understand students become self-motivated...” (Participant 1)

Q09: What are the teaching strategies of teaching critical thinking in the EFL context?

Table 12

Strategies to Teach Critical Thinking

| Sub-categories |
|------------------------------|
| Careful planning of lectures |
| Suitability of texts |
| Selection of questions |

The response of question 9 indicates that the main teaching strategies used in teaching critical thinking in the EFL context include three fundamental elements: the lecture/course, texts and questions. In this respect, participant 2 confirms:

“teachers must plan their lectures carefully they must select suitable texts , suitable question” (Participant 2)

4.2.4 Section Four

Q10: What are your teaching strategies to increase critical reading?

Table 13

Strategies to Increase Critical Reading

| Main Categories | Sub-categories |
|------------------------|---|
| Tasks | Challenging Competitive |
| Questioning | Thinking questions Reflective questions Difficult questions |

It seems clear that literature teachers focus on the nature of tasks used in the classroom and the type of questions to increase the students’ critical thinking. For participant 1,

“ as a literature teacher, i always work to make my students read beyond the lines. For this aim, i prepare some difficult tasks that really prove the students’ critical view or i ask them questions about the text to examine their understanding”

(Participant 1)

“ I ask them to read then i ask them questions about the text. The questions are may be for thinking focus or may be they are reflective”

(Participant 2)

Q11: What are the criteria for selecting a text for your students?

Table 14

Criteria for Selecting Reading Texts

| Main Categories | Sub-categories |
|----------------------------|--|
| Students’ choice | The genre of the text Respect the students’ list |
| Students’ level | First year level Achievement level |
| Cultural background | Intercultural issues Traditions/customs Religion |
| Timing of sessions | The length of text |

It is shown in table 14, the three respondents agree that the following criteria should be taken into account when selecting a literary text for the students: 1) the students’ choice when they are asked to do so, *“for this point, my students have their own lists of their choice. This list, we call it “my preferred text” ...”* as participant 3 explains; 2) the students’ level by which *“the teacher selects a text that makes every student, in the classroom, participates..”* as participant 1 states. This criterion is very important especially with first year students who are in their first grade of achievement. Furthermore, participant 3 mentions

“ the cultural background which requires to respect their traditions and customs and specifically their religion belonging. The timing of sessions is another criterion that should be considered because the length of the text means a lot for a first year student”

(Participant 3)

Q12: What are the activities of critical thinking used in your class?

Table 15

Critical Thinking Activities

| Sub-categories |
|-----------------------|
| Role play |
| Quizzes |
| Diagrams |
| Thinking tasks |

According to table 15, the responses of the literature teachers mention the different types of activities used in the classroom. From these activities: role play, quizzes, diagrams and thinking tasks which are used for the purpose to help students think critically. Participant 2 organizes these activities

“ by the end of each sessions by asking students divide themselves into groups of four or five students and choose one activity to work on...”

(Participant 2)

“ students are asked to Fill in KWL table / complete diagrams / act (dramatic script)...”

(Participant 1)

Q13: What are the motivational factors to help your students think critically?

Table 16

Motivational Factors to Encourage Critical Thinking

| Main Categories | Sub-categories |
|-----------------------------|---|
| Teachers | Relationship with students Positive attitude Enthusiasm Qualification Personality |
| Learning environment | Lively Active Group work Workshops Competitive |
| Teaching materials | Suitable Appropriate Up-dated |

| | Available |
|----------------|---|
| Content | Students' needs Meaningful Suitable Students' desire Students' choice |

For the main purpose of the present study, respondents distinguish four ranges of motivational factors that have an impact on the students' critical thinking abilities. The fourth ranges are: 1) the teacher, 2) the learning environment, 3) the teaching materials and 4) the content. The respondents state that a teacher should

“ have a good relationship with his students, also, he should demonstrate his enthusiasm and positive attitudes, so that students are able to interact easily, without fears from the teachers' negative reactions. I personally insist on this point because I feel that they are still young... ” (Participant 1)

From other perspectives, participant2 and 3 mention the teachers' personality which affects the students' involvement in the course. Also, they insist the teachers' ability to transmit the message in an effective way.

Moreover, participant 3 adds

“ the suitability of the learning environment which needs to be lively, active in which students work in groups, workshops. The learning environment needs the appropriate teaching materials with the meaningful content which fits the students' desire, interests and choice.”

(Participant 3)

Q14: What are the psychological factors to help your students think critically?

Table 17

Psychological Factors to Encourage Critical Thinking

| Main Categories | Sub-categories |
|----------------------------|---|
| Emotions support | Living in campus First time at university Fears of failure Social struggles Positive feedback |
| Environment climate | Relaxed Comfortable Joyful Positive relationship with the teacher |
| Age | Maturity Adolescence Physiological development Adulthood |
| Personality | Strong Weak Self-confidence Respect |

As shown in table 17, the literature teacher consider some psychological factors that should be taken into account in teaching critical thinking at higher education level. For participant 2,

“ teachers should support their students emotionally by considering their living conditions in the campus and that they are living alone without their families. I personally tries to be with my students when they have problems in the campus or with their room partners.... I always consider their age because some of them are still adolescent Who really need to take care of them ” .(Participant 2)

While, the personality factor and the learning environment are the primary concerns of participant 1 who explains

“.. the classroom climate is the very important place where students should feel relax, comfortable and at ease. By providing this safe climate, students will build a strong personality due to their self-confidence I challenge everyone who refuses to respect that kind of students.. ”(Participant 1)

Q15: What are the techniques/strategies to make your students enjoy your literature class?

Table 18

Techniques to Enjoy the Literature Class

| Sub-categories |
|----------------------------|
| Entertainment tasks |
| Music |
| Creative activities |
| Movies |
| Acting roles |

There are numerous techniques to make students Enjoy the literature class, as shown in table 18. According to the teachers' responses, these techniques are:

- Establishing entertaining tasks by which students feel pleased (participant 2)
- The use of music when it is the reading class (participants 1 and 3)
- Ask students to create activities about the lesson (participant 2 and 3)
- Set a particular sessions to watch meaningful and purposeful movies that are selected carefully (participant 3)
- Ask students to choose a scene and to act it in the classroom (participants 1,2 and 3)

4.2.5 Discussions and Interpretations

According to the analysis of data collected by the teachers' interview, a number of practical findings are assumed to reply the core question of this piece of research about the motivational and psychological factors that help higher education students to explore their critical thinking abilities. From what has been discussed in the previous section, it becomes clear that teaching critical thinking skills for higher education students should be integrated in the official curriculum as a model of teaching in higher level. The practical findings tackle the teaching of critical thinking in the EFL context, the teachers' perceptions towards the teaching

of critical thinking, the motivational and psychological instruments used in teaching critical thinking in higher education setting.

4.2.5.1 Teaching Critical Thinking in the EFL Context

According to what aforementioned, the necessity of teaching critical thinking in the EFL context becomes the primary concern of the higher education all over the world. However, this fact is not the case of the Algerian higher education context which needs to teach such type of skills for the adult students who are expected to be the future generation. Regarding the interviewees Responses, the teaching of critical thinking has not that great importance in the Algerian University. The answer of the questions about the syllabus and the strategies of teaching indicate that critical thinking is not the target objective during the academic year program. It is very necessary to mention that a consensus of teachers' opinions to consider the following issues as the course objectives of the official syllabus of the module of *'Introduction to Literary Texts'*:

➤ The Course Objectives

- 1- Students are able to acquaint with the basic elements and characteristics of the three main genres of literature (prose/poetry/ drama)
- 2- Students are able to identify and understand the literary genres elements (plot/character/theme/mood)
- 3- Students are able to develop cultural sensitivity by acquainting with the cultural context of the text
- 4- To know how to read/understand/interpret
- 5- Students improve their English language skills (vocabulary, pronunciation, oral and written reading, cultural competence)

Moreover, it appears that teachers at university do not yield to in-service training, they encounter serious problems with the teaching at higher level especially in case they are charged to teach lectures for large number of students. The fact of the significance of training for teachers to cope with the new circumstances is clear in the claim of the European Community (2000):

Teachers throughout the world are experiencing an unprecedented transition in their role and status and demands on them are becoming increasingly multifaceted... Many teachers do not have the training or experience to cope with this changing role (p. 40).

Therefore, the demand of in-service training ensures the teachers' in service development and improving the quality of teaching programs. For this aim, Brown (2004) insists the linking between the critical thinking and the language development and the ideal purposeful programs.

4.2.5.2 The Teachers' Perceptions and Attitudes towards the Teaching of Critical Thinking in Higher Education

The data analysis of the teachers' interview demonstrates the teachers' positive perceptions towards the teaching of critical thinking in the higher education context; this means that literature teachers do agree to integrate such skills among their learning objectives. Traditionally, EFL teachers think that their major role is to cover all the subject matter issues by making students recite what they learnt as knowledge. Now, it is the appropriate moment to make these teachers rethink about their teaching beliefs and to focus their goals on creating critical thinkers. This aim depends on the integration of critical thinking in the educational aspects and on the preparation of model teachers who are cognizant of the effectiveness of critical thinking strategies (Walsh & Paul, 1988). Therefore, the Algerian Higher Education Ministry should work hard to encourage EFL teachers to have positive attitudes towards the

teaching of critical thinking which is the main factor affecting the students' thinking quality. More precisely, department must provide EFL teachers with the required time, resources and materials which result positively on the growth of the students' academic achievement.

4.2.5.3 The Teachers' Motivational Instructions

According to the responses of participants in the fourth section, literature teachers attempt to require some instruments or strategies that motivate higher education students to think critically. It is argued that motivation is the essential objective of any teacher with his or her students. The literature staff at the department of English suggests some motivational factors that should be taken into consideration including four factors: the teachers, the learning environment, the teaching materials and the content. Most of EFL teachers believe that the students' success cannot be achieved unless the factors of motivation are determined.

According to the target staff, the teacher factor is the most important one comparing with the learning environment, the teaching materials and the content. In many situations it has been observed that effective content, a meaningful teaching materials and an active classroom have no results without the teacher's effectiveness in the classroom. As Svinicki (2004) considers the teacher as one "of the factors that influence student learning, motivation is surely one of the most potent. Teachers can affect student motivation in ways that either facilitate or impede learning." (p.1), another factor is the students' satisfaction of the environment where learning occurs, the teaching materials used by the teacher and the content of what they learn as information. Indeed, the classroom atmosphere has a greater impact on the students' motivation (Toohey, 1999)

4.2.5.4 The Teachers' Psychological Instructions

From the other perspective of psychology, literature teachers mention very important issues that affect the development of the students' motivation. From their responses, the staff teachers identify the emotional support, the environment climate, the students' age and personality as the primary psychological factors that should be taken into consideration. The three interviewees express how much the emotional support affects the students' involvement, especially with those students who live in the campus and who are far from their small families. According to the participants' reports, those students who are expected to react as adults for the first time relying on themselves to organize their lives, to choose their friends, and to manage their time in the appropriate way. For the aim of helping those newcomers to cope with the university, the department of English organizes some specific tutorial sessions animated by teachers from the department and sometimes from the department of psychology to contribute with their beneficial views about this issue.

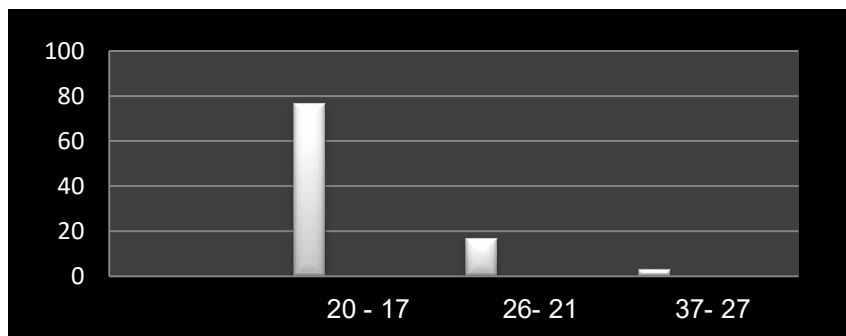
The next factor deals with the nature of the learning environment which makes the students familiar with the place they use in their everyday learning. In this crucial space, students should feel comfortable and relax because they need to feel that they are in safe. The factor of age is the one which shows the teacher's ability to deal with adult learners who are difficult to make them satisfied with their learning. These special categories of adult learners, who are in the beginning of their maturity phase, need a special care, too. They are confused in shaping their personality which may be affected by the surroundings inside and outside the circle where they exist. In short, teaching in higher education is not an easy task.

4.3 The Student's Questionnaire

4.3.1 Section One

This section deals with determining the general information about students involved in the study. It tackles their age, the number of years studying English, their choice to learn English, their level of English and their desire to attend the literature class. This section consists of four closed questions and three open-ended questions. The analysis of the students' responses indicate the following results:

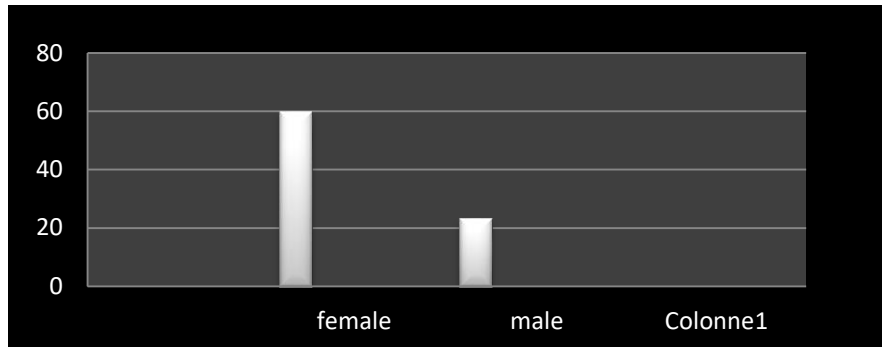
Q1: Age



Graph 01: Students' Age

As clear in graph 01, the majority of students are between 17 and 20 years old and few of them are between 21 and 26; while many few of them are in their latest adulthood. This results indicates that the population of this study are students who are in their first stage of maturity and the physiological change.

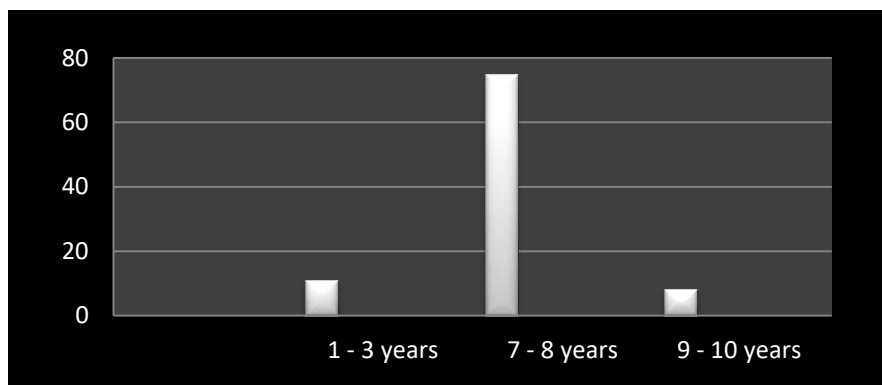
Q2: Gender



Graph 02: The Students' Gender

This item of question aims to determine the type of the participants' gender. It is clear from graph 02 that the female are the dominant gender in the population of this study (60%). This explains the human composition of the department of English at Kasdi Merbah, Ouargla.

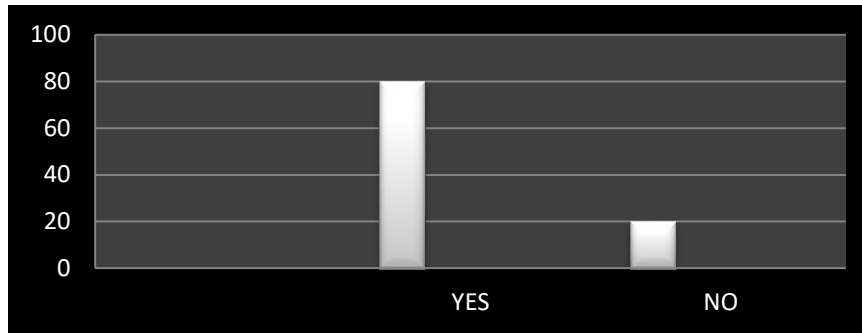
Q3: How long have you been studying English?



Graph 03: The Number of Years Studying English

This item question aims to know the number of years of studying English as a foreign language. The results indicate that most of students study English for 7 or 8 years divided into four years in middle school and three years in high school; the eighth year is for those who fail in their Baccalaureate Exam, so they repeat again.

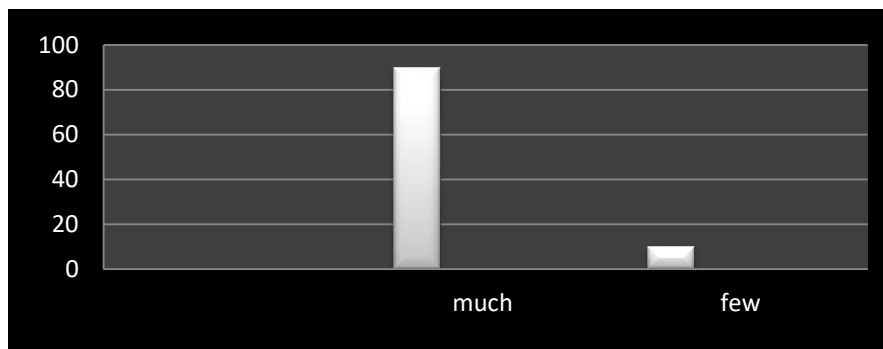
Q4: Was English your first choice?



Graph 04: The Students' Choice of English

It is apparent that English was the first choice for the majority of students of first year. This implies the students' academic achievement refers to their willing to learn a foreign language (details of these results in the discussion section).

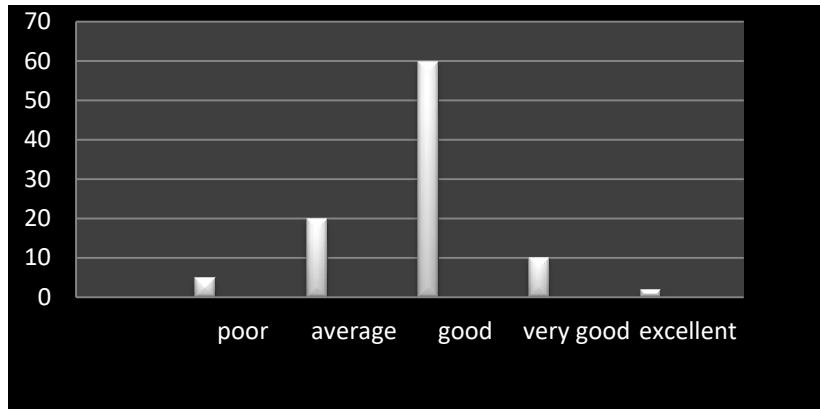
Q5: To what extent does your level of English enable you to understand a literary text?



Graph 05: The Students' Ability to Understand a Literary Text

As graph 05 presents, the students' ability to understand a literary text is high; this is mainly related to the item question 04 which quests students whether they choose to study English or it was the system choice. Students demonstrate their learning through their high motivated behavior which enables them to read and understand any literary text.

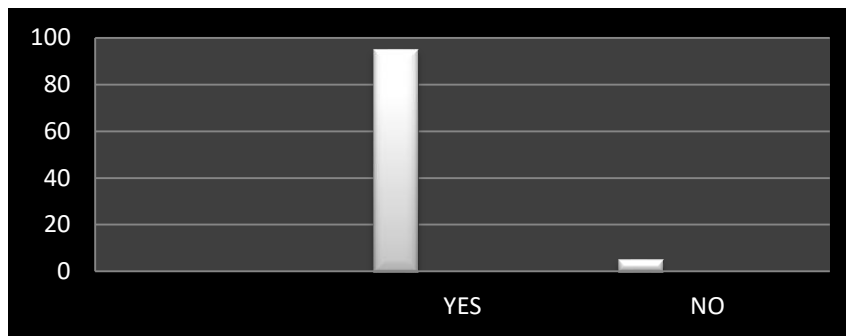
Q6: Is your level of English?



Graph 06: Students' Level of English

The sixth item question examines the students' level of English. Students are asked to evaluate their level of English whether poor, average, good, very good or excellent. More than 60% of them view that their level of English is good, 20% see that their level is average, 10% evaluate their by very good and only 2% who see their level of English is excellent.

Q7: Do you like attending the literature class?



Graph 07: Students' Attendance the Literature Class

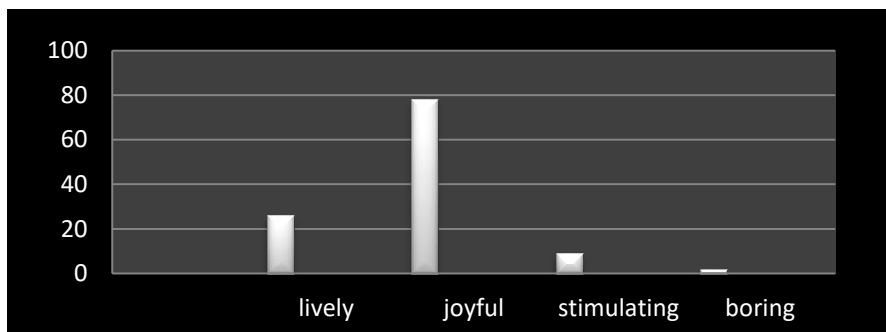
In response the question about the attendance the literature class, students' answer was positive with more than 90% for yes. These results explain the students' positive perceptions towards the teaching of literature in the department of English at Kasdi Merbah, Ouargla. This is to indicate so much about the teachers' attitudes inside the class.

-if no, please state why?

The students who opt for no represent 10% of the population's study, this implies that the reluctant of those students of attending the literature class refers to their dissatisfaction about the way of teaching literature in the class. The reasons are discussed in the discussion section.

4.3.2Section Two

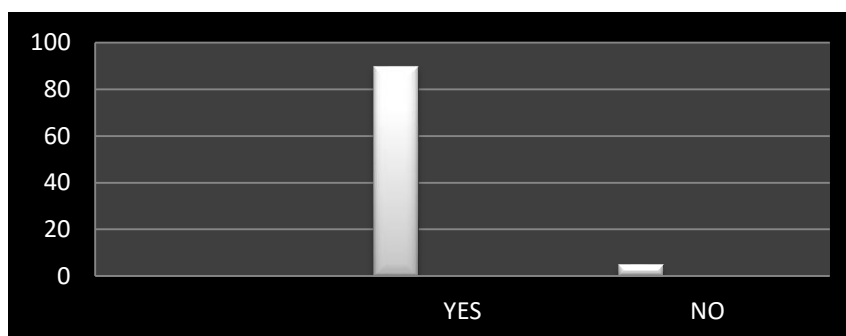
Q8: How would you describe the atmosphere of your literature class?



Graph 08: Descriptions of the Literature Class Atmosphere

The graph 08 presents the students' description of their literature class atmosphere whether it is lively, joyful, stimulating or boring. It is shown that more than 70% of students who view that literature class has a joyful atmosphere, more than 20% of students who describe the class by a lively space, others (9%) see the class is stimulating and just 1% students who feel boring in the literature class.

Q9: Do you read English literary texts?



Graph 09: Students' Reading English Literary Texts

By this item question about the reading of literary texts, students show their readiness to read any literary text. Over 90% of students opt for yes which indicates their motivational behavior towards literary texts.

-if no, please state why?

For the no option, just few students who express their disability to read a literary text, those students have their own reasons which make reading a difficult task for them.

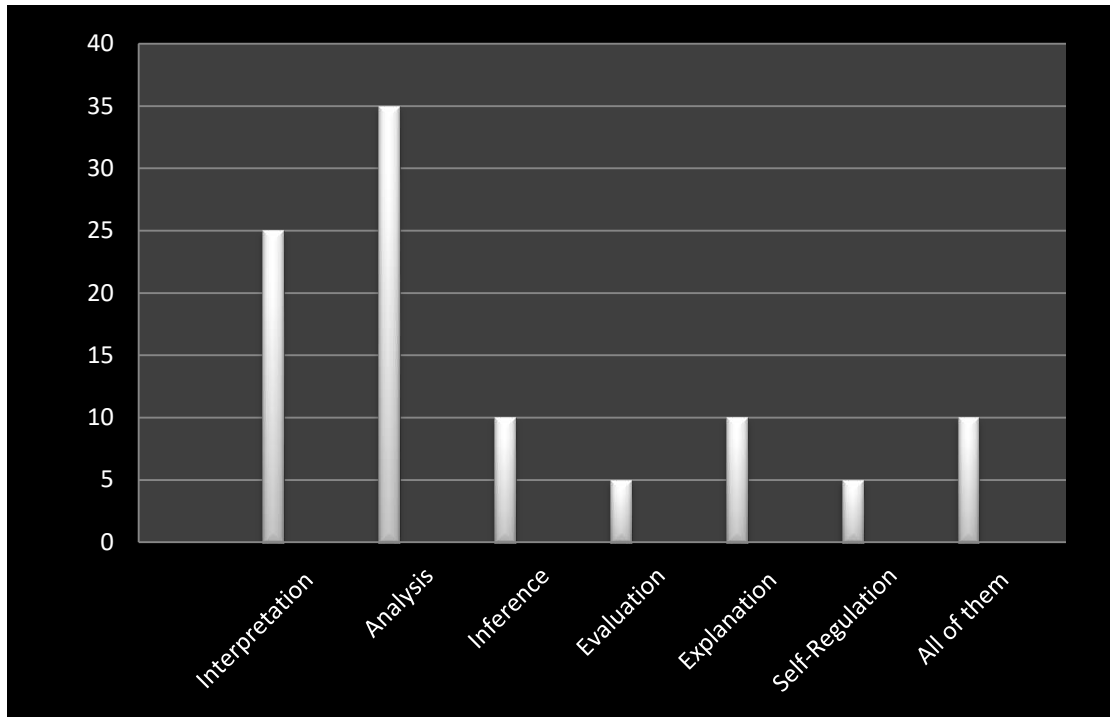
Q10: How often does your literature teacher help you to become a critical thinker?



Graph 10: Teacher's Help to become a Critical Thinker

This item question is to examine the students' perceptions towards the teachers' help in making them critical thinkers. Based on graph 10, students' responses show the students awareness about the teacher's main goal to develop the students' critical thinking abilities. More than 80% of students answer a positive answer for the teacher's effective help, while about 10% of students who are not cognizant by the teacher's help in the improvement of critical thinking skill.

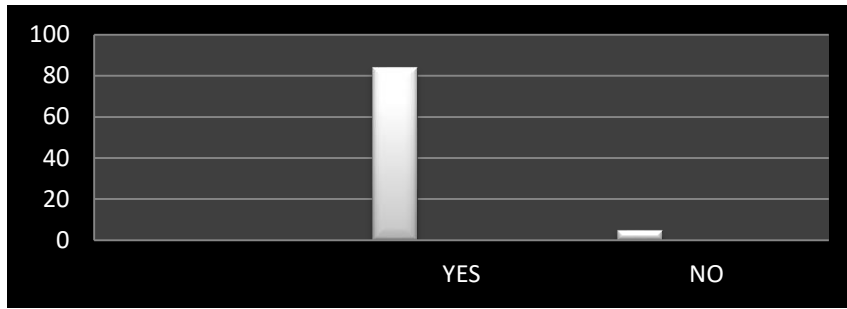
-if always, which critical thinking skill does your literature teacher focus on?



Graph 11: Teachers' Focus on Critical Thinking Components

Graph 11 identifies the most important critical thinking skill used by the literature teacher. From the results displayed in the graph, the skill of analysis is ranked in the first place by 35% then the interpretation comes in the second place by 25%; while the other skills are ranked as follows: inference, explanation, evaluation and self-regulation. However, 10% of students opt for all the skills indicating that all the sixth skills of critical thinking are involved in the literary course.

Q11: Are you satisfied with the techniques of teaching literary texts used by your teacher?



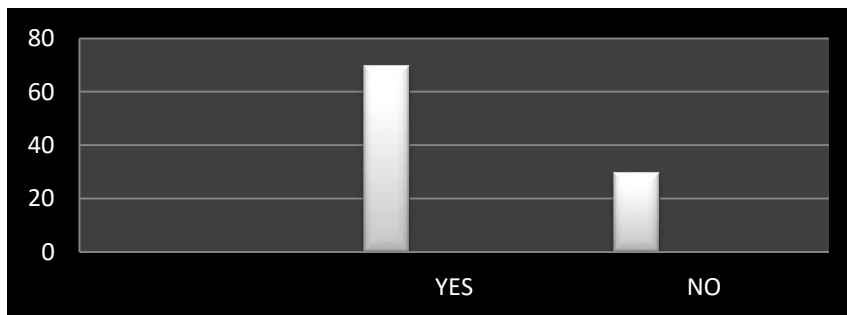
Graph 12: Students' Satisfaction with the Teaching Methods Used to Teach Literature

According to responses of item question 11 displayed in the above graph, over 80% of first year students pick out the yes option and only 8% of students whose answer is no.

-if no, please state why?

For the no answer which represents 8% of the total of answers, this percentage indicates that just few students who find difficulties in grasping the teaching methods used in teaching literature in higher education. Students claim that teachers ask them to read and to understand not to practice. They attend the class just to listen to the teacher explaining a text.

Q12: Does your literature teacher train you to read critically?



Graph 13: Teachers' Focus on Teaching Critical Reading

In response to question 12, the results of graph 13 explain the students' perceptions towards the teaching of critical reading in the literature class. Responses give 70% percent for yes and 30% for no which indicates that students are aware of the strategies used to teach reading tasks.

-if no, please state why?

Students, whose answer was negative, mention some reasons to this answer. They report that teachers do not motivate them to read so they feel bored during the reading session. In addition, students are satisfied with the chosen text to be read because these texts are difficult.

Q13: If your literature teacher wants to change the way of teaching, what do you suggest?

By responding this question, the majority of students show their assent if the teacher changes the way of teaching. Students argue that the teacher is more experienced and he is the only one who knows what students need to learn. In general, in case, the teacher is asked to change the way of teaching, students suggest:

- To focus more on questioning
- To rethink of the order of the genres of text (e.g. short stories than drama)
- To use funny ways while lecturing
- To use direct methods of teaching reading
- The flexibility of teaching (avoid the academic way)
- Spaces of classroom discussions
- Listening sessions to natives readings
- Use videos and movies

The students' suggestions are stated in various ways but all of them try to propose what they think is better for them. However, 35 students do not suggest because they are satisfied with their teacher's way of teaching, while 10 students do not response the question.

4.3.3Section Three

The third section tackles the motivational and psychological factors used by EFL teachers to help higher education students to think critically. This section includes two closed questions and two open-ended questions. The respondents' responses analysis reveals the following results:

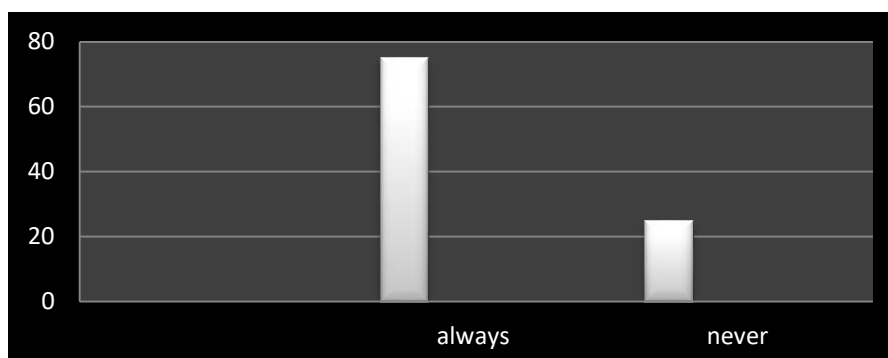
Q14: You attend your literature class because you are motivated or obliged?



Graph 14: Students' Motive to Attend the Literature Class

Graph 14 displays the results of the item question which inquires whether students are motivated or obliged to attend the literature class. Students' responses opt for the positive answer with 90% and 10% for the negative answer. These results explain the students' motivational attitudes towards the session of literature and their satisfaction with the teaching methods used by the teacher.

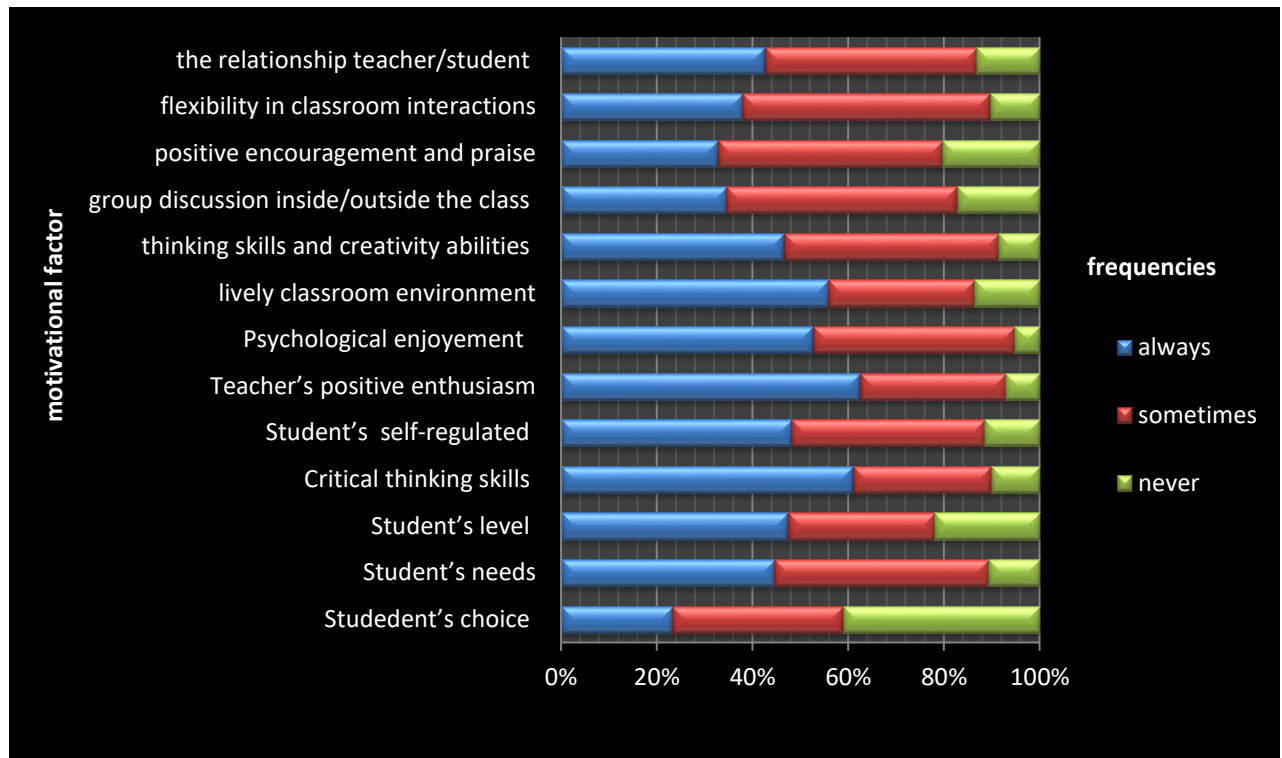
Q15: Does your literature teacher work to make you enjoy the literature class?



Graph 15: Teachers' Perceptions towards the Joyful Class

The item question 15 aims at exploring the students' awareness about the teacher's perceptions towards making students enjoy the literature session. Based on the results shown in graph 15, students note more than 70% for yes option and 30% for no option. This means that literature teachers' main goal is to make first year students enjoy reading literary texts.

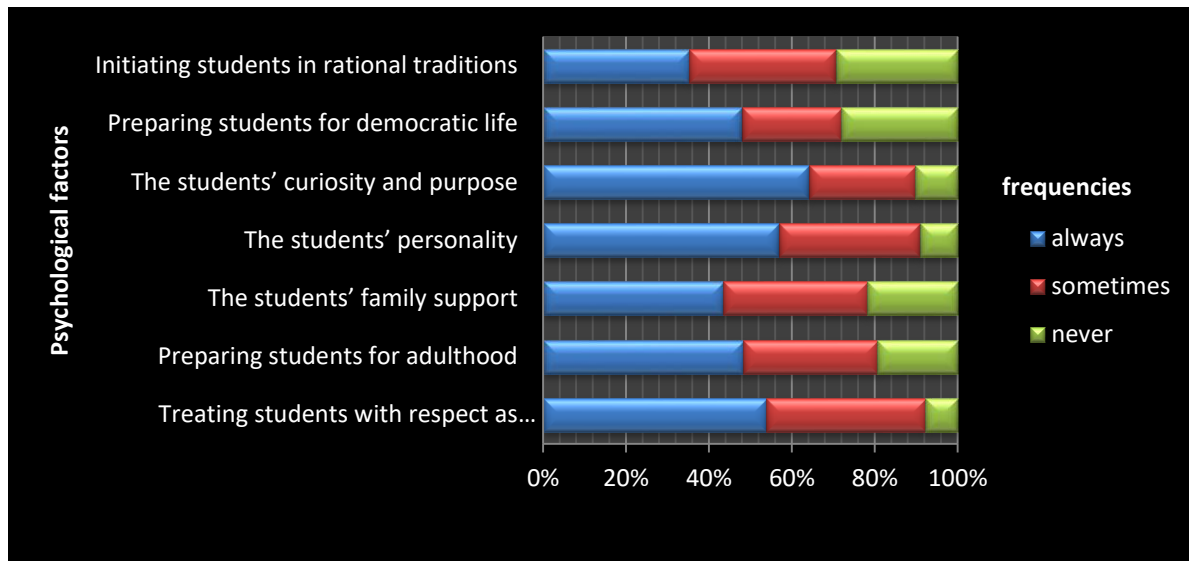
Q16: Does your literature teacher consider the following factors to motivate you?



Graph 16: The Teacher's Motivational Factors

Question 16 used to ask students whether the teacher considers their choice, needs, level and critical thinking abilities in planning the course objective. Additionally, the question is about to know whether the teacher has a positive attitudes and enthusiasm while teaching, uses encouragement and praise, makes a lively and a joyful teaching atmosphere. And other factors including the teachers' relationship with students and his/her flexibility in interactions. The students' responses as displayed in graph 16 indicate that students agree that the teacher always (50%) considers the mentioned factors in order to motivate them to explore their critical thinking skills, while students note 35% for sometimes and 15% for never.

Q17: Which of the following psychological factors can influence your critical thinking?



Graph 17: The Teacher's Psychological Factors

From graph 17 seems clear that the most affecting psychological factor is the factor of students' curiosity desire and purposes 60% of the total of answers. In the second place comes the factor of the students' personality with 30%, in the third place treating students with respects as persons. The factor of preparing students for adulthood takes the fourth place with 20% and the rest of percentages are divided between the factors of the students' family support, preparing students for democratic life and the factor of initiating students in rational traditions comes in the last place. These results imply the following notes:

- Students' awareness of the relationship that should be between the teacher and the student
- Students' awareness of the role of teachers' in shaping their personality
- Students' sensibility of their role in the social democratic life
- Students do not consider the family factor which has relation with the knowledge of their families.

4.3.4 Discussions and Interpretations

The data analysis of the students' questionnaire has revealed various crucial facts about students' awareness of the importance of teaching critical thinking, their awareness of the teaching methods used by teachers and their perceptions towards the teaching in higher education, in general.

4.3.4.1 The Students' Awareness of the Critical Thinking Skills

As far as critical thinking is considered as the primary goal of this study, students show their abilities to recognize what critical thinking means and how it can affect their academic achievement. It is argued earlier in this study that critical thinking is related to other important concepts such as motivation, self-efficacy, creativity and metacognition which enable students to acquire high-quality thinking by being able to monitor their own thoughts and reasoning. In addition, these learning outcomes work together with critical thinking to improve the students' ability to critically evaluate the intellectual tasks and to promote their thinking processes. Regarding the students' responses for the questionnaire items, students demonstrate their awareness of the importance of critical thinking skills through the careful selection of statements related to such thinking tasks. They believe in the significance of teaching literature in making them to read and to think critically by being able to read a literary text beyond its lines and words. For this aim, the role of the teacher is to make students know that critical thinking is not an impossible or a hard task, it just needs to know exactly how and why to use it for. In this sense, teachers should engage students with more practices of critical thinking tasks, so that they are perfect in. therefore, an infusion of the teaching of critical thinking in the official syllabus is absolutely necessary, and being explicitly taught as a fundamental teaching unit.

4.3.4.2 The Students' Attitudes towards the Teacher's Teaching Strategies

Based on the students' answers of the questionnaire, it is assumed that the teaching strategies used in the classroom are the important issue for students. Through the questionnaire, students want to say to their teachers that your strategy and method of teaching is the only one way to provide us with the needed knowledge. Thus, teachers should know the learning strategies used vary from each other depending on the students' needs and interest; in case of teaching critical thinking, teachers should know what to teach about critical thinking, why to teach critical thinking and how to make the teaching of critical thinking effective. The answers of such crucial matters require the teachers' instigations which allow them to create new effective and purposeful teaching process. In this study, the teaching of critical thinking is combined with the teaching of literature, i.e., critical thinking is the output and the literature is the input. This combination allows the use of many teaching strategies to teach literature such as the use of technology, the group discussion sessions, the closed reading sessions and other many ways that change the students' negative attitudes towards the teaching of literature. The best ways to achieve this aim is to make students connected with the teaching materials that should be authentic and reflect the students' real life. The text interaction, the direct instruction and the text questioning are among the effective strategies that can be used to improve the students' critical thinking abilities. The teachers' function is to consider the teaching of critical thinking among the primary concerns in the EFL context.

4.3.4.3 The Students' Perceptions towards the Teaching of English in Higher Education

The main target audience of this study is first year students of higher education level who are the future generation of the society. For this aim, this study attempts to shed light on the principle issues in this productive level. The analysis of the students' questionnaire indicates that first year students believe that teaching at the university means the self-learning process. This latter requires the students' autonomous spirit in learning, the students' curiosity

and purposes, the students' involvement and the students' self-efficacy behaviors in studying. The current students are completely different from those of past years in terms of their new demands, their specific type of awareness and their desire to benefit as possible as they can from what is around. These essential matters arouse the necessity of finding some urgent solutions to fulfill the higher education difficult task. Therefore, the higher education's role is 1) to be cautions of students choice and purpose, 2) to be aware of the students' expectations of employability and the future vision, 3) to understand the students' perceptions by ensuring effective relationships with them, 4) to be aware of the students' perceptions of looking for the quality of the policy of teaching and 5) to understand the way higher education students think and reflect.

In general, it is noticed that students of higher education have a positive perceptions towards the higher education setting, but this does not mean that they do not have some specific expectations in their minds which need to be provided with the appropriate support to be achieved in reality. This aim requires some evaluation instruments that help to probe the students' perceptions and expectations.

4.4 The Classroom Observation

4.4.1 The Classroom Observation Sessions

As discussed earlier, there are two motives behind the conduction of classroom observation. The first one is to observe the significance of integrating critical thinking as an instructional strategy in the EFL classroom; the second one is to identify the appropriate learning environment where critical thinking should be taught. The classroom observation is administered in a very natural setting during the second semester of the academic year 2016/2017. The classroom observation takes place in the classroom for the whole hour, the observer (the researcher) asks for the permission of recording during the lesson for ethical purposes. The sessions of the 'Introduction of Literary Texts' are scheduled every Wednesday

morning from 9h30 till 11h10. As mentioned in section 3.4.3.5 about the administration of the classroom observation, the observer starts by discussing with the teacher of the module about the lesson of the day, the main learning objectives drawn and the procedure of the stages of observation by which the teacher follows the observer's guides. The teacher enters the classroom where students are waiting, they are preparing the two essential learning tools that the teacher insists to be prepared on the table: the handouts of the required text which were distributed two days before and the dictionary which is the most important tool. After checking, the observer asks the teacher to prepare students before starting the stage of observing in which video recordings start to function. The observer uses the smart phone camera which functions in a discreet way in order not to disturb the students' attention. When observation occurs, the observer seats at the back of the classroom using the field notes to record everything happens in the classroom without interrupting the lesson flow. By the beginning of the second semester, poetry which is the second genre of literary texts is introduced after dealing with short stories as a first literary genre; for poetry the teacher chooses the '*Daffodils*' as a required text to deal with(Appendix IV). In the field notes the observer mentions the date, the time, the subject matter, the teacher's objective learning, the procedure of the lesson, the teacher's questions, the students' answers and reactions, the teacher/student participation, the classroom climate, the materials used by both the teacher and the students and the teacher's behaviors in explaining and answering (Appendix III). With the aim of the teaching of critical thinking skills using a literary text, the observer focuses on determining the verbs used by the teacher during the lesson; the verbs should include the critical thinking skills by which the student is able to interpret, to analyze, to infer, to explain and to evaluate; moreover, the observer identifies the teacher's focus on engaging students in tasks by which they demonstrate their self-regulated behaviors. After each three sessions, the observer provides the teacher with the feedback of the field notes analysis and the way that

the results can be utilized for the benefit of the lesson objectives and planning. By reaching the ninth sessions, the classroom observation comes to the end; the observer' analysis of the field notes and the video recordings has revealed the following results:

- The teacher attempts to teach students how to deal with a poem
- The students seem motivated and excited during the lesson
- The teacher uses the data show in teaching the poem
- Students ask questions to understand or to clarify about a point
- The teacher asks 'WH' questions such as: what does this mean? What is the difference between? How does the poet explain? Who is/are the? What is/are.....?
- The teacher asks some challenging questions about the poet's opinions, attitudes, thinking and arguments.
- Students' answers indicate their desire and curiosity to understand
- Students read the poem with an attractive way using gestures and acting.
- The teachers encourages and praises the students' participation
- The teacher engages students in group discussions about some debatable issues such as the teacher says '*it is said that romanticism is related to woman more than men, what do you think?*' students are divided into two groups(boys and girls) and every group defends themselves using their own thinking, arguments and opinions.

The classroom observation findings are discussed and interpreted in the following section.

4.4.2Discussions and Interpretations

The observation of the teaching of critical thinking has revealed various significant results about the students' critical thinking skills in the classroom, the teachers' perceptions towards the students' critical thinking abilities, the classroom environment, the teaching materials and the teaching curriculum.

4.4.2.1 The Students' Behavior in the Classroom

The classroom observation conducted in this study aims to observe the teaching of critical thinking skills using a literature in an EFL classroom. Starting from the idea that reading a literary text involves students in analytical situations that need some necessary critical thinking skills (Mendelmen, 2007); the focus of teaching literature in the observed classroom is limited on reading, interpreting and inferring. It seems clear that the analysis phase is completely neglected which implies that students' exposure to critical thinking tasks is not considered as a primary concern of learning. However, teaching critical thinking requires more exposure and practice for the sake to make students being able to think, to analyze, to evaluate, to reason and to reflect. The students of the intended classroom seem that are practicing critical thinking unconsciously by asking questions about the authors' point of view as well as about the deeper meaning of such expressions or phrases used in the given text. This fact gives the impression that students lack the knowledge of concepts which allow them to explore them in the appropriate way. In other sense, when students are taught to think critically through literature they will be to “interact with the text skillfully analyzing the message, comparing that message with their previous knowledge, considering alternate positions, and synthesizing the information gained into a richer knowledge base” (p.326), as Pesctore (2007) argues. More profoundly, the focus of conceptualization enable students to ‘interconnected logic of any subject or specialty and to think with discipline and skill within that logic’ (Elder and Paul, 2008, p.88)

Broadly speaking, the teaching of critical thinking in an effective teaching framework should be the major goal of higher education in order to ensure the high quality of citizenship.

4.4.2.2 The Teachers' Behavior in the Classroom

The classroom observation indicates that the teachers' perceptions influence the students' learning abilities. The teachers' perceptions depend on his/her teaching experience, the learning objectives and techniques used to achieve those objectives. Furthermore, this requires that teachers should be cognizant of their students' behaviors in the classroom which involves the appropriate techniques and methods. For this study, the teacher is not aware about the critical thinking skills and how to be taught in the classroom; this indicates that the teacher does not know how to incorporate critical thinking in the lesson. So, it becomes a challenging task to be taught, as Lauer (2005) aptly states; in this case, Lauer emphasizes the significance of incorporating some facilitating specific teaching techniques to teach critical thinking in a purposeful way. The discussion of the study findings has revealed the necessity of boosting the conceptualization approach which diminish the misusing of critical thinking concepts and to assure the effective comprehensible teaching of critical thinking skills. Another issues is related to the use of the meaningful instructional strategies for the sake to simplify the grasping of the subject matter.

4.4.2.3 The Classroom Environment

It is argued that the classroom environment has a greater influence on the student's involvement and engagement in the class activities. The classroom observation has revealed that students find difficulties in participating easily because of the conditions and the structure of the classroom. Specifically, in case of group work, students find it difficult to be done because the chairs are immutable and fixed which make the group work impossible. According to most studies, the learning environment should be safe and clean which encourages the students' participation and involvement.

4.4.2.4 The Teaching Materials

From the classroom observation sessions, teaching literature in the department of English yielded to various modern and new techniques such as data show, flash cards, loud speakers and other digital instruments that make learning literature meaningful and joyful. In addition, using such digital tools help in increasing the students' creativity and independence because they are familiar with them.

4.4.2.5 The Teaching Curriculum

The focus on the content of the teaching curriculum of literature designed for first year students seem to respect the students' needs and interests. This fact is supported by the learning drawn objectives and the selection of required texts, since it is an 'Introduction to Literary Texts' which tackles the very simple information about the literacy genres. In case of developing the students' critical thinking abilities, it is very necessary to focus on the content delivered to be taught using a structured teaching approach.

4.5 Conclusion

This chapter presents the analysis of data collected from the teachers' interview, the students' questionnaire and the classroom observation. The procedure of analysis varied from one tool to another depending its function, structure and administration. The results of analysis of data for the teacher's interview indicate that EFL teachers lack experiences in teaching critical thinking skills. The analysis of students' responses of the questionnaire implies their satisfaction of the way of teaching literature in the target department but they still need to be motivated to think critically. The classroom observation analysis emphasizes the necessity of taking into account some motivational and psychological factors to improve

the students' thinking abilities. While, the second part of this chapter endeavors to interpret and discuss, in-depth, the findings revealed from the three research tools used in this study.

Chapter Five: Implications for Motivational and Psychological Factors to Encourage the Students' Critical Thinking

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Chapter Five: Implications for Motivational and Psychological Factors to Encourage the Students' Critical Thinking

5.1 Introduction

Motivating higher education students to think critically needs to know the major concepts of such skill. The teachability of critical thinking skills indicates many issues about the teacher's qualification in teaching this difficult task. For this aim, this study attempts to provide EFL teachers in general and literature teachers in particular with a lesson plan that may help in stimulating the students' critical thinking abilities; besides, some other teaching strategies that are used to make teaching in higher education effective and meaningful.

5.2 Suggested Lesson Plan to Foster Critical Thinking through a Literary Text

As mentioned earlier, the present researcher explores the teaching of a poetry text for first year students. The "*Daffodils*" by William Wordsworth (1804)(Appendix IV) was the target poem in dealing with poetry texts; its aim is to enable students to know the elements of poetry and to understand the different meanings of this poem. The goal of this section is to suggest a course plan which can be adopted by literature teachers in teaching literary text. This course outline is based on the 5-step model by which teachers tackle various thinking skills when teaching a poem.

➤ Step 1: Determine Learning Objectives

- by the end of the course students will be able to:
 - listen, read and understand a poem
 - ask/develop/employ questions
 - analyze/interpret/evaluate a poem
 - express their critical thinking point of view

-predict and read between lines

Step 2: Questions about the poem (10 minutes)

-the teacher shows the students the picture of “Daffodils”:



Q1: What does this picture refer to?

Q2: Do you name the name of these flowers?

Q3: Do you know a poem under this title?

Q4: Who is the poet of the poem?

Step 3: Practice before you assess (20 minutes)

Activity One: (What is it about?)

Students are divided into groups of 5 students. Printed Copies of the poem are distributed. Each group read just one part (stanza). Then, the teacher writes the following questions on the board:

Who is William Wordsworth?

What is the main idea of the poem?

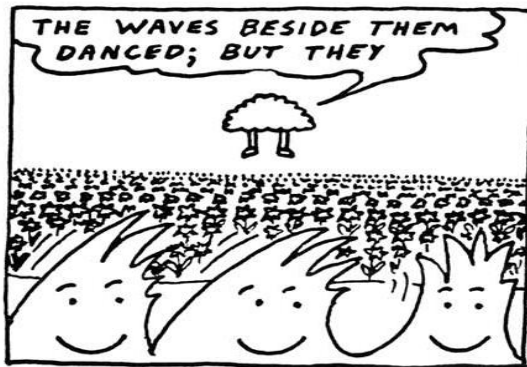
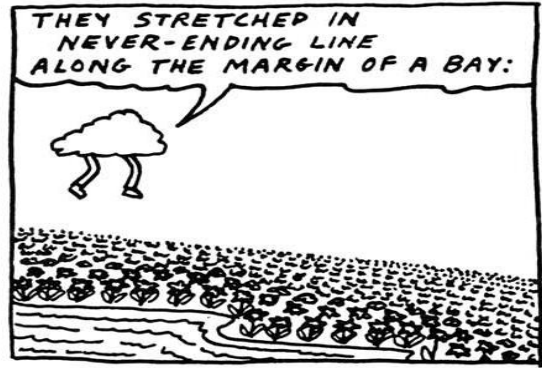
How does the poet describe the nature?

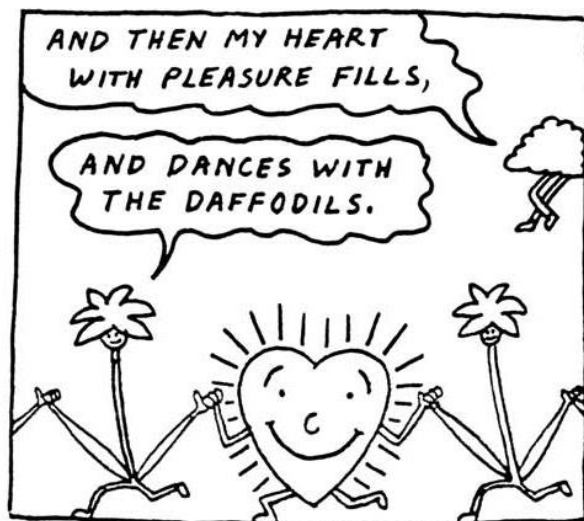
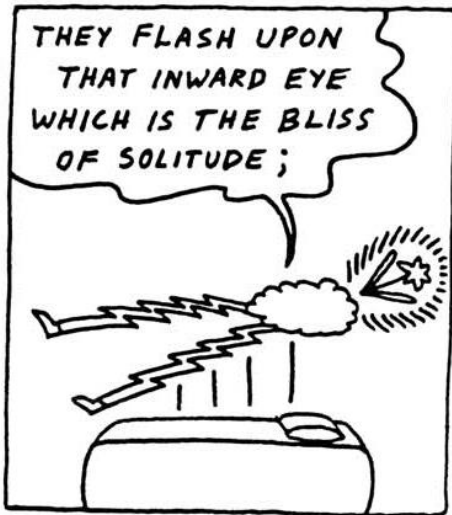
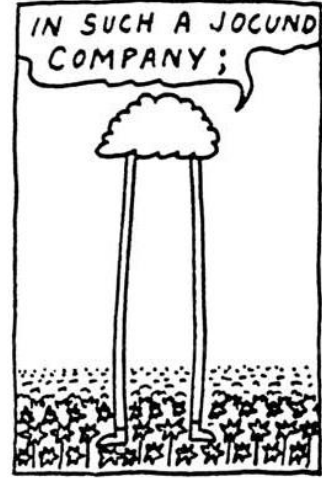
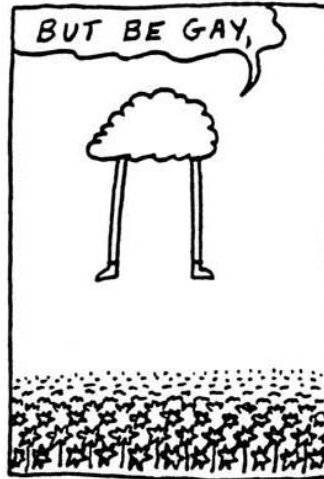
In your opinion, which words best describe the poet’s feeling about nature?

Activity Two: (find the meaning)

Within the same groups, the teacher provides students with comic scripts of the “Daffodils” (adapted from McGraw-Hills, 2003). Students are asked to:

- find the key words of each script
- find adjectives used in each script
- find the expressions of happiness and sadness
- find the meaning of each script**





END

Step 4:Review, Refine and Improve (20 minutes)

Activity three: (reading between the lines)

Considering the students answers of activity two about writing the meaning of each script; the teacher asks each group to write a short paragraph depending on the meaning they deduce.

The teacher gives 7 minutes to accomplish the task.

Activity four: (I am a poet)

The teacher shows the students the picture of the “Palm tree” and asks each group to write a short poem about it as William Wordsworth did.



Step 5:Provide Feedback and assessment of learning

Activity five: the teacher collects the poems of each group. Then, asks each group to choose one of the members to read loudly the poem in front of the other groups. The teacher asks students to evaluate each poem. When the groups finish reading, the teacher writes this statement on the board: “I have noticed that girls read poems better than boys”. The purpose of this statement is to engage students in debatable discussions by which every student expresses his/her opinions using some communicative language items on one hand; and to demonstrate the way of thinking and reasoning. This activity lasts more than ten minutes.

5.3 Suggested Activities to Enhance the Students' Critical Thinking Abilities

The following activities are suggested by John Hugues (2014) to teach critical thinking in an EFL classroom:

➤ **Activity One: Developing the Critical Mindset**

-Critical thinking aim: introducing basic awareness of critical thinking

-Language aim: expressing opinions, agreeing and disagreeing.

-Rational: it is useful to introduce the students the idea of “critical thinker”

-Procedure: write a statement on the board to provoke the students' reaction, ask students to express their own opinions either for or against the given statement and by the end, a list of possible answers is displayed from which students choose answers that fit his or her personal opinion.

➤ **Activity Two: Critical Questioning**

-Critical thinking aim: developing the students' critical questioning skills

-Language aim: practicing the language of asking closed and open questions.

-Rational: it is useful to introduce the students the idea of “effective critical thinker”

-Procedure: students work in pairs to answer a list of questions; student A asks the first closed question and student B answers yes or no. Then, student A changes the closed question into an open question using the same words. For higher level students, open questions can be more focused on critical thinking answers.

➤ **Activity Three: Practicing The Language Of Critical Thinking**

-Critical thinking aim: expressing views about a reading topic

-Language aim: expressing the functional language of discussing

-Rational: it is useful to introduce the students the idea of “self-confidence” and to provide students with the language used in discussing.

-Procedure: write expressions on slips of papers. With groups around the table, every student picks up one slip; by the end, students have the same number of slips. A debatable topic is written on the board, students are asked to discuss the topic using only expressions written on the slips. One student will start and another one on the left will continue with a logical argument. In case, one student uses a word or an expression which is not included in the slips, he/she will leave the turn. When the groups finish, the activity can be done again with a debatable topic.

➤ **Activity Four: Reading between Lines**

-Critical thinking aim: identifying hidden assumptions and meanings.

-Language aim: identifying connotation and denotation

-Rational: it is useful to introduce students the idea of ‘connotation’ and ‘denotation’ and to make them being able to read between lines

-Procedure: give students statements with bold words which need to be replaced with a positive or negative word from a list of proposed words.

➤ **Activity Five : Find The Expression**

-Critical thinking aim: analyzing the text structure

-Language aim: expressions for structuring a text.

-Rational: it is useful to introduce the students the written text structure and to write their own essays.

-Procedure: ask students to match the functional headings with the expressions used for each function. Then, give students a text to find more words and expressions used to express different functions.

➤ **Activity Six: Predicting The Content Of The Text**

-Critical thinking aim: 1) comparing previous knowledge and expectations with the content of the target text, 2) to evaluate the relevance of the arguments.

-Language aim: preparing students' schema before listening and reading

-Rational: it is useful to introduce the students the idea of prediction, to improve the listening and reading skills and to develop reading comprehension.

-Procedure: from the title of a reading text, students are asked to work in groups and Tick the information they expect to read or hear. Then, students listen or read the text and put a cross next to the corrected predictions. Within their groups, students try to discuss the ideas which were not included.

5.4 The Probe Method as an Effective Method to Motivate Students to Think Critically

The probe method (PM) refers to the students' exposure to construct a project or to solve a problem. Shepherd (1998) proposes the Project-based and Problem-based models which allow students to active participant using their own learning styles. This active teaching model functions to promote students' motivation and to develop students' critical thinking skills.

The probe method is based on providing students with situations from real-world environment by which students learn how to use their thinking skills in solving problems and to become motivated to learn from the involved challenging tasks.

5.5 Literature Circles as Reading Activity to Improve Critical Thinking

There are many reading activities that aim at developing the students' critical thinking skills. These activities engage students in tasks that are related to a given text by which students are expected to read and answer a list of questions about the text. As far as the development of critical thinking is concerned, the literature circles techniques are opted to achieve the intended goals.

5.5.1 Literature Circles Definition

It is due to Harvey Daniels (1994) who introduces the term "Literature Circles" for the aim to help readers, especially novice readers, to be independent readers, to gain the spirit of group working and to interact with others' thoughts. The roles of the literature circles are summarized in Daniels's (1994) definition to this literature circle model as follows:

"Literature circles are small, temporary discussion groups who have chosen to read the same story, poem, article, or book. While reading each group-determined portion of the text, each member prepares to take specific responsibilities in the upcoming discussion, and everyone comes to the group with notes needed to help perform that job."(p.03)

The literature circles have regular meetings are organized to discuss the

" roles rotating each session. When they finish a book, the circle members plan a way to share highlights of their reading with the wider community; then they trade members with other finishing groups, select more reading, and move into a new cycle. Once readers can successfully conduct their own wide-ranging, self-sustaining discussions, formal discussion roles may be dropped." (p.13)

Later on, Daniels (2002) proposes five basic roles which can students play while engaging in literature circles activities including:

- **Connector:** by this role, students will connect what they have read from the reading material with their personal lives, their schools and their community. They also will build a bridge between themselves and other groups and persons in order to share ideas about the book. Focusing on fostering the students' critical thinking skills, students are asked to think of an end or the reasons behind writing such passages or expressions.
- **Questioner:** students are provoked to raise questions about what they have read. The questioner is the one who leads the discussion by encouraging the group members to ask questions about different ideas from the reading book and try them to focus on the same idea.
- **Literary Luminary/Passage Master:** the student's job is to pick up from the reading book a funny idea, an interesting puzzle or controversial issue. This choice should be justified in order to be meaningful. Then, students will share it with the whole group members.
- **Illustrator:** this role is also called the artist because the student's mission is to create illustration from the reading passage. The illustrator can choose a particular idea, a symbol or a character to introduce it in a format of diagram, cartoon, picture or sketch.

Within literature circles, students will learn skills that may help them in their future lives and careers. They will be able to be aware about their positive contributions towards their community by practicing the critical thinking skills in the adequate manner. With considering the functions of literature circles, it becomes that they have worthy benefits in the teaching/learning process.

5.5.2 Benefits of Literature Circles in Developing Critical Thinking

As mentioned in the previous section, the roles of engagement, choice, responsibility and research are the most important abilities that students need in the process of literature circles. Accordingly, these roles will help students to foster other major skills such as: interpreting, inferring, evaluating, analyzing, explaining and self-regulating. Therefore, it seems clear that advantages of literature circles in developing critical thinking are the following:

- Interaction with other perspectives, views and opinions (within groups, students discuss, express and exchange idea)
- Making decisions (students are responsible of their choice of groups, materials, place, time) as Lin(2008) within literature circles, students become active learners by creating ideas and making decisions.
- Evaluation of the information about the given materials
- Explanation of arguments, ideas, statements
- Analysis of data from a specific problem or element
- Goal direction through being self-regulated
- Inference by drawing conclusions and justifying reasons.

Generally speaking, literature circles are described to be “ an ideal environment” (Stien and Beed(2004) in which students are invited to share, to negotiate, to think and to get involved on other tasks that may change their lives.

5.5.3 Literature Circles in Practice

Literature circles are active activities which need to be implemented in a careful way, because, such kind activities will have a negative influence on both the students’ perceptions towards the teacher’s teaching abilities and the classroom environment. But, by the teachers’ foresights and planning, literature circles will function positively in changing the students’

reading habits. To attain their goals, teachers should think of some important points before start working with literature circles activities. First of all, students should be divided into groups of five members. In this case, teachers should know whether students' groups are made according to their reading level, interests of reading or their choice of groups. Teachers should be intelligent in making groups because this will influence the literature circles' results. Another point which seems to be important is the reading materials' choice; i.e.; teachers should know the genre of the chosen texts whether it is a short story, a poem or a playwright. Besides, the reading and discussion's schedule and the allotted time for activities and practice are other effective points that should be taken into consideration before engaging in literature circles activities. Moreover, teachers can create a folder for each group which contains information about the group members that are related to their meeting's calendar, their functions and actions within the literature circles and so forth. With regard to Daniels's (2002) definition of literature circles, students' roles within such kind of activities are:

- Discussing within small groups
- Being responsible of a specific task within the group
- Choosing his own group and material
- Searching for information from the intended material

In addition to these roles, Daniels (1994) identifies the following effective steps to make literature circles more beneficial,

- Each group discussion should choose to read the same story, poem, article or book.
- While reading, each group-determined portion of the text,
- Each member prepares to take specific responsibilities in the upcoming discussion,
- Everyone comes to the group with notes needed to help perform that job.

- Each group has regular meetings, with discussion roles rotating each session.
- When they finish a book, the circle members plan a way to share highlights of their reading with the wider community
- They trade members with other finishing groups, select more reading, and move into a new cycle.”(p. 13)

Furthermore, researches such as Roser and Martinez (1995), Gambrell and Almasi (1996) and Daniels (2002) describe literature circles activities in terms of some particular features including: the group’s choice of the reading material, the group’s meeting schedule, the nature of tasks and the reference used, the students’ roles, the teacher’s role, the addressed strategies and the assessment of literature circles practices. In this latter feature, they emphasize the use of the teacher observation, group evaluation and self-evaluation as the useful research tools for assessing literature circles. In this sense, they enumerate the following characteristics:

- Students have choices in their reading material;
- small temporary groups are formed that read different books;
- students meet in discussion groups to collaboratively negotiate the meaning of the text;
- groups schedule discussions to meet periodically to discuss what has been read since the last meeting;
- students respond to the literature;
- the teacher’s role is that of facilitator;
- skills and strategies are addressed using the book as a reference point; and
- assessment consists of teacher observation, group evaluation, and self-evaluation.”

Based on the discussion above, literature circles seem to be the adequate tool to teach students the spirit of team, of sharing and of communicating. Within this active and joyful

environment, students will be motivated to participate, to speak freely, to express their ideas and thoughts and to change their thinking habits.

5.6 Suggested Functional Motivational Strategies to Promote Literacy Critical Thinking

The aim of this section is to provide EFL teachers with some practical strategies that may fit the teachers' help and the students' interests and desire. In this context, Callahan (2010), Bonwell & Southerland (1997), Wlodkowski (1990) and Brewer (1997) suggest some practical teaching strategies for the sake of increasing the students' motivation.

- Clear learning objectives, course objectives and students' expectations for the course.
- Students' needs and personal goals are explicitly stated.
- Students' curiosity is capitalized with the an enthusiastic warming up to the course
- Conduct class surveys to get a sense of students' beliefs about the course
- Various teaching methods
- Active learning approaches
- Incorporating problem and project-based learning
- Collaborative learning and experiments.
- Authentic focus teaching materials
- The use of technology
- Positive encouragement and feedback
- The Self-Directed Learning
- Autonomous students' learning

5.7 Conclusion

To sum up, the purpose of this chapter is to evolve some practical and purposeful teaching strategies for the change towards meaningful teaching of critical thinking skills through enjoying literary texts. These teaching strategies and techniques have been carried out for the sake to diminish difficulties that make the teaching of critical thinking a challenging task. This is merely a simple step towards encouraging higher education students to explore their thinking abilities in the appropriate ways. So, it is believed that the suggested strategies need to be in practice rather than in theory.

General Conclusion

The present thesis has been an attempt to investigate teachers' motivational and psychological factors that are used to encourage first year LMD students to think critically. Moreover, this study shed light on the teachers' perceptions towards the teaching of critical thinking in higher education context. Besides, the present study emphasizes the need of active research which enables researchers to be cognizant about the everyday practices in the teaching of literature for the sake of developing the critical thinking abilities.

This study is divided into two parts. The first part focuses on the theoretical knowledge which requires EFL teachers with the major principles of teaching critical thinking, teaching literature and critical reading. The first part is devoted to clarify the standing points in teaching critical thinking skills in relation with literary texts which help students to read with a critical view; besides, the factors that motivate EFL students intrinsically and extrinsically are determined for the sake to make teachers aware of the difficulties encountered by students. While the second part is the field work which tackles the methodological framework, the research setting, participants and research methods. In this study, it is hypothesized that literature teachers are aware of the motivational and psychological factors that encourage higher education students to think critically. This hypothesis is the answer of the following three main research questions of the present study:

- 1) Are the Algerian EFL teachers aware of the importance of teaching critical in higher education?

2) Do university students use critical thinking skills when they study literature?

3) What are the motivational and psychological factors which enhance students' critical thinking abilities?

To answer the research questions and to test the research hypothesis, the present researcher opts for the mixed-methods research which includes three instruments of research: the teachers' interview, the students' questionnaire and the classroom observation.

The issue of critical thinking becomes a necessity in the teaching at the higher education level. This necessity stimulates teachers and educators to rethink about the methods of teaching in order to update their knowledge and information about the new generation of students. Under this umbrella, this study attempts to cast light on the most important issues that are needed in the teaching of this skill life. From this study, many conclusions can be supplied. Yet, the most important one is the absence of critical thinking in the official curriculum of the literature module which means that teachers are not aware about its significance in the teaching of literary texts; however some teachers may teach critical thinking indirectly without recognizing its main concepts and components. This does not mean that teachers do not do their bests to make the teaching of literature effective. In addition, university students are aware about their personal learning in terms of asking questions, engaging in challenging tasks and participating in the social practices.

Based on the findings of this study, university teachers have shown their positive attitude towards the inclusion of critical thinking skills in the teaching of literature. Those teachers recognize the benefits of literature in developing the students' critical thinking abilities by providing them with the suitable opportunities to think about challenging problems and situations. EFL teachers believe that the exposure to the culture of others will enable students' to change their way of thinking and to respect the others' opinions, decisions

and beliefs; therefore, the students' motivation is mainly related with the teachers' qualification and his/her positive attitudes towards the teaching at higher education level.

The findings of this study are exploited to design a lesson for teaching critical thinking skills through the use of literature. The major goal of this lesson is to bridge the gap between the theoretical background and the practical functions of the teaching process. Yet, some practical strategies and techniques are proposed to improve the quality of teaching literature and to benefit from the teaching of skills.

Despite the researchers' considerable efforts to reach objectivity in reviewing the literature, conducting the research instruments and analyzing the gathered data, there are some limitations that deduce the objectivity, the reliability and the validity of the research work. The present study is limited by the small number of teachers teaching literature for first year students which indicates that these results cannot be generalized on the other literature teachers. Another limitation is concerned with the administration of research tools especially the students' questionnaire and the classroom observation. For the first one, students want to answer the questionnaire in a collectively not individually by which makes the teacher asks the help of other teacher to control students while working with the questionnaire. For the classroom observation, some students' attention was interrupted by the use of video recordings, so they feel shy to participate; while, other students do not care about the existence of the camera, and they participate easily.

As a result of accomplishing the specific objectives drawn in this study, the present researcher views other new perspectives of research. It is proposed that the future research may investigate the influence of gender in acquiring critical thinking skills at the higher education EFL context. This type of research may give the explanation of the noticeable phenomenon in nowadays classes in which girls are the dominant. Also, it is suggested to

generalize this study in all the Algerian Universities. At last, it is time to say that practices indicate better than theories because in the field realities are not the same as theory.

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APPENDICES

Appendix I: Teachers' Interview

Appendix II: Students' Questionnaire

Appendix III: Observation Field notes

Appendix IV: The Poem 'The Daffodils'

Appendix I: Teachers' Interview

Section One: General Information

Q1: How long have you been teaching at the higher education level?

Q2: What about your experience in teaching at higher education for LMD students?

Section Two: The Context of Teaching Literature

Q3: What can you tell us about the advantages of teaching literature at higher education?

Q4: What is your adopted approach in teaching literature at a higher level?

Q5: What are the teaching aspects of literature for first year level?

Q6: How do you motivate your students to attend your class?

Section Three: Teaching Critical Thinking in the EFL Context

Q7: What do you think about the teaching of critical thinking for first year students?

Q8: in your opinion, what are the skills/components of critical thinking?

Q9: What are the teaching strategies of teaching critical thinking in the EFL context?

Section Four: Motivating Students' Critical Thinking Skills Using Literary Texts

Q10: what are your teaching strategies to increase critical reading?

Q11: what are the criteria for selecting a text for your students?

Q12: what are the activities of critical thinking used to your class?

Q13: what are the motivational factors to help your students to think critically?

Q14: what are the psychological factors to help your students to think critically?

Q15: what are the teaching techniques/strategies to make your students enjoy your literature class?

Thank you for your cooperation

Appendix II:

Students' Questionnaire

Dear student,

In order to investigate the motivational and psychological factors that enhance your critical thinking through enjoying studying English literary texts, we would be very grateful if you answer the following questions.

Section One: **General Information**

Q1: Age:

Q2: Gender:

a- Male

b- Female

Q3: How long have you been studying English?

..... (Months, years)

Q4: Was English your first choice?

a- Yes

b- No

Q5: To what extent does your level of English enable you to understand a literary text?

a- Always

b- Never

Q6: Is your level of English?

a- Poor

b- Average

C- Good

D- Very

E- Excellent

Q7: Do you like attending the literature class?

a- Yes

b- No

-if no, please state why?

.....
.....

Section Two: Critical Thinking in the EFL Context

Q8: How would you describe the atmosphere of your literature class?

(You can select more than one answer)

a- lively

b- joyful

c- stimulating

d- boring

Q9: Do you read English literary texts?

a- Yes

b- No

-if no, please state why?

.....
.....
.....

Q10: How often does your literature teacher help you to become a critical thinker?

a- Always

b- Never

-if yes, which critical thinking skill does your literature teacher focus on?

a- Interpretation

b- Analysis

c- Inference

d- Evaluation

e- Explanation

f- Self-regulation

g- All of them

Q11: Are you satisfied with the techniques of teaching literary texts used by your literature teacher?

a- Yes

b- No

-if no, please state why?

.....
.....

Q12: Does your literature teacher train you to read critically?

a- Yes

b- No

-if no, please state why?

.....
.....

Q13: If your literature teacher wants to change the way of teaching literature, what do you suggest?

.....
.....

Section Three: The Motivational and Psychological Factors to Encourage Critical Thinking in the EFL Context

Q14: You attend your literature class because you are

a- motivated

b- obliged

Q15: Does your literature teacher work to make you enjoy the literature class?

a- Yes

b- No

-if no, please state why

.....
.....

Q16: Does your literature teacher consider the following factors to motivate you?

| | always | sometimes | never |
|---|---------------|------------------|--------------|
| Your choice | | | |
| Your needs | | | |
| Your level | | | |
| Your Critical thinking skills | | | |
| Your self-regulated | | | |
| The teacher's positive enthusiasm | | | |
| The psychological enjoyment | | | |
| The lively classroom environment | | | |
| Your thinking skills and creativity abilities | | | |
| The group discussion inside/outside the class | | | |
| The positive encouragement and praise | | | |
| The flexibility in classroom interactions | | | |
| The relationship teacher/student | | | |

Q17: Which of the following psychological factors can influence your critical thinking?

| | always | sometimes | never |
|--|---------------|------------------|--------------|
| Treating students with respect as persons | | | |
| Preparing students for adulthood | | | |
| The students' family support | | | |
| The students' personality | | | |
| The students' curiosity and purpose | | | |
| Preparing students for democratic life | | | |
| Initiating students in rational traditions | | | |

Thank you for your cooperation

Appendix III:

Observation Field notes

Date: 21/02/2017.

Time: 9:30 - 11:10

Field notes / observation (N002)

Lecture: elements of Poetry. Level: 1st year LMD.

- The teacher asks students to show the handouts and dictionaries. The handouts are about "introduction to poetry". The chosen poem is "The Daffodils" by William Wordsworth. The teacher asks students to read the first paragraph about "diction" and try to give a definition. Students answer individually - some of them ask about the words used in the paragraph. The teacher asks questions of interpretation about the poem and questions of explanation:

- What is "daffodils"? / How the poet describe the daffodils?
- What are the words used to describe? / Who is the ...?
- How do you find words selected to describe the nature?

After many questions and answers, the teacher says that the choice of words by a poet is called "Diction".

The participation teacher / students is active, there is an interaction.

- Some student sitting at the back do not participate.
- The teacher is always explaining.

- The classroom seems to be active.

- The same procedure done to pick up the definition of "unity".

- by the end, the teacher uses the data-show and presents

the poem to students.

- students listen carefully to the poem and try to read the words written on the screen.

- the teacher asks students to read in one voice.

- the teacher asks students to read loudly one by one.

- students seem happy.

- by the end, the teacher insists to take by heart the poem, it is the text.

Appendix IV: The Poem

Daffodils

By William Wordsworth

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed – and gazed – but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.*

ABSTRACT

The present study examines the motivational and psychological factors that encourage first year LMD students to think critically through reading literary texts. To achieve this aim, the researcher opted for a descriptive method in the most phases of field work. Both quantitative and qualitative approaches are used to explore the teaching of critical thinking skills in higher education level. An interview was administered with three teachers from the department of English at Kasdi Merbah University, Algeria, Ouargla during the academic year 2016/2017. The sample of the interview tool was chosen according to the purposive sampling which focuses on the literature teachers. The interview aimed to explore the teachers' perceptions towards the teaching of critical thinking skills for higher education students. A questionnaire was conducted on 60 students of first year LMD students out of 220 registered in the department of English. The students were selected randomly to respond the questionnaire. The questionnaire's aim was to elicit the students' perceptions towards the teaching of critical thinking skills during the literature class. A classroom observation was used to observe the motivational and psychological factors that influence the teaching of critical thinking as a skill in an EFL classroom. The findings indicate that teaching critical thinking skills is not integrated in the official curriculum as a fundamental teaching skill. Teaching critical thinking through the literary texts needs more focus on the teaching of critical thinking concepts for both teachers and students to be used effectively in the appropriate way.

Keywords: Critical Thinking, Motivational factors, Psychological Factors, Critical Reading, Enjoying Literature.

Résumé

La présente étude examine les facteurs motivationnels et psychologiques qui encouragent les étudiants de LMD de première année à penser de façon critique en lisant des textes littéraires. Pour atteindre cet objectif, le chercheur a opté pour une méthode descriptive dans la plupart des phases de travail sur le terrain. Des approches quantitatives et qualitatives sont utilisées pour explorer l'enseignement de la pensée critique au niveau de l'enseignement supérieur. Une interview a été reçue avec trois professeurs du département d'anglais à l'Université Kasdi Merbah, Algérie, Ouargla durant l'année académique 2016 / 2017. L'échantillon de l'outil d'interview a été choisi selon l'échantillonnage raisonné qui met l'accent sur les professeurs de littérature. L'entretien visait à explorer les perceptions des enseignants à l'égard de l'enseignement de la pensée critique pour les étudiants de l'enseignement supérieur. Un questionnaire a été réalisé sur 60 d'étudiants de première année LMD sur 220 inscrits dans le département d'anglais. Les étudiants ont été sélectionnés au hasard pour répondre au questionnaire. Le but du questionnaire était d'amener les élèves à percevoir l'enseignement de la pensée critique pendant le cours de littérature. Une observation en classe a été utilisée pour observer les facteurs motivationnels et psychologiques qui affectent l'enseignement de la pensée critique en tant que compétence dans une classe d'EFL. Les résultats indiquent que l'enseignement de la pensée critique n'est pas intégré dans le cursus officiel en tant que base d'enseignement fondamentale. L'enseignement de la pensée critique à travers les textes littéraires doit être davantage axé sur l'enseignement des concepts de la pensée critique, à la fois pour les enseignants et pour les élèves, afin qu'ils soient utilisés de manière appropriée.

Mots-clés: Pensée critique, Facteurs motivationnels, Facteurs psychologiques, Lecture critique, s'amuser de la littérature.

المخلص

تهدف هذه الدراسة لفحص العوامل التحفيزية والنفسية التي تشجع طلاب السنة الأولى من التعلم العالي للتفكير النقدي عند قراءة النصوص الأدبية. ولتحقيق هذا الهدف، اختار الباحث المنهج الوصفي في معظم مراحل العمل الميداني. واستخدم المنهج الكمي والنوعي لاستكشاف تدريس التفكير النقدي على مستوى التعليم العالي. وقد تم الاعتماد في ذلك على ثلاث أدوات للبحث. الأداة الأولى فهي مقابلة مع ثلاثة أساتذة من قسم اللغة الإنجليزية في جامعة قاصدي مرباح بورقلة خلال العام الدراسي 2016 / 2017. وقد تم اختيار عينة من الأساتذة عن طريق اخذ عينات هادفة والذي يركز على أساتذة الأدب الإنجليزي. وكان الغرض من المقابلة هو استكشاف تصورات الأساتذة لتدريس التفكير النقدي للطلاب في التعليم العالي. و أما الأداة الثانية فهي إجراء استبيان على 60 طالبا من طلاب السنة الأولى من قسم الآداب و اللغة الإنجليزية من أصل 220 مسجلا في قسم اللغة الإنجليزية. وأما الأداة الثالثة فقد استخدمت الملاحظة في الصف لمراقبة العوامل التحفيزية والنفسية التي تؤثر على تدريس التفكير النقدي كمهارة تعليمية. كما كانت تصورات الطلاب الإيجابية لطرق التدريس المستخدمة لتدريس الأدب في قسم اللغة الإنجليزية. والتعرف على طبيعة بيئة الفصول الدراسية على عوامل محددة يمكن أن تساعد طلاب السنة الأولى لاستعمال التفكير النقدي

الكلمات المفتاحية: التفكير النقدي، العوامل التحفيزية، العوامل النفسية، القراءة النقدية، الاستمتاع الأدبي

