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**Implementing Critical Thinking Skills in Teaching  
EFL Reading Comprehension  
(The Case of Ouargla Secondary Schools)**

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## **Dedication**

This work is dedicated to our nearest and dearest who have been a constant source of knowledge and to all those who inspired us to work hard for the things we aspire to achieve.

Fatima and Khaoula

## **Acknowledgements**

We would like to express our thanks to the Almighty Allah for giving us grace, courage and strength to complete this research work. Our utmost thanks and appreciation go to Dr. DridThouria for her guidance and help throughout the time it took us to complete this research.

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We must thank the members of the jury who are in charge of examining our work.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**K.W.L:** Know, Want to Know and Learned

**SUPLM:** Supplement

**AMBGTY:** Ambiguity

**MISTK:** Mistake

**SUBST:** Substitute

**SARS:** Select, Adapt, Reject and Supplement

**CBA:** Competency-Based Approach

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## **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. Aims of the Study
4. Research Hypotheses
5. Significance of the Study
6. Means of Research
7. Structure of the Dissertation
8. Definition of Key Terms

## **General Introduction**

### **1. Background of the Study**

Critical thinking is a term that dates back to the works of Dewey(1899)who emphasized the fact that schools should reflect society. From Dewey's viewpoint, traditional education set up the children to play a passive, receptive role in the educational process which urged him to argue that it was the job of education to encourage individuals to develop their full potential as human beings. In other words, learners should be engaged and motivated in the collaborative settings in which educators work. In this respect, it is said that teachers must know how to manage a mixed-ability class. If they fail to cover areas of weakness and encourage areas of strength within the class, a sort of unbalance and academic oppression will be created; thus, it will make learners uncomfortable and unable to be independent critical thinkers and citizens.

Most Algerian practitioners believe that the Algerian curriculum on the other hand prevents many teachers to assign reading tasks and activities that require involving critical thinking skills as it is quite demanding in terms of creativity, motivation, time and efforts from both parts (teacher and learner).

Most syllabi in the Algerian curriculum are said to encourage learners to acquire only what is prescribed for them, without questioning the content. They motivate them to blindly accept a pedagogy that does not implement critical thinking skills. This is but one among many other real problematic points of the educational system in the Algerian context. Hence, the objective of this study is to investigate the existence of critical thinking in the Algerian curriculum and the implementation of these skills in the EFL reading classes.

## **2.Statement of the Problem**

If an educational system does not teach critical thinking, this means it wants its learners to blindly accept pedagogy and a set of knowledge and ideas instilled by the government. Transmission mode of teaching is an example of the pedagogy of the oppressed (Freire, 1972). This pedagogy wants the learners to acquire only what is prescribed for them, without questioning the content.

## **3.The Purpose of the Study**

The purpose of this study is to explore the normalized pedagogy vis-a-vis new literacy which is all dependent upon the autonomy of learners. The latter seems to provide young learners with a better opportunity to engage in authentic and critical learning. In that way, we want to provide ways out of the 'dilemma' of learners being unable to think critically under traditional educational paradigm. The current study aims at investigating whether the Algerian curriculum involves critical thinking skills when teaching EFL reading and whether these skills are really implemented by the teacher in the EFL reading classroom.

## **4. The Research Questions**

This study attempts to address the following research questions:

- 1) Is critical thinking included in the curriculum through reading comprehension?
- 2) Are critical thinking skills implemented in the EFL reading classes?

## **5. Significance of the Study**

People are able to think critically, but defining what they are critical of and what standard of judgment is being used is the key. Many individuals are not reading as critically all the time perhaps because it requires so much brain power. Other times, most of what they choose to read does not rub against their established presuppositions. It is not until this occurs that they begin to be more critical. But even then, bias and presupposition will normatively have some say of which direction they go from there. This study investigates the implementation of critical thinking goals in English courses through reading. The rationale of this study is to find out whether there are defined goals and objectives in the Algerian curriculum related to critical thinking and whether critical thinking abilities and analytical skills of learners are sharpened and implemented in EFL reading classes.

## **6. Means of Research**

The tools used in the study are the following:

### **6.1. Teachers' Questionnaire**

In this study we elaborate a dichotomous and an open-ended questionnaire for EFL teachers at Ouargla secondary schools.

## **6.2. Classroom Observations**

Six classes are observed during reading comprehension sessions. All observations are to be collected, recorded and interpreted later. Participant observation is appropriate to collect natural behaviors in their appropriate contexts.

## **6.3. Textbook Evaluation**

This study uses a textbook evaluation document designed by secondary school teachers of Ouargla (2013).

## **7. Structure of the Dissertation**

The structure of this dissertation is as follows: Chapter One is about critical thinking and its skills along with its importance in the reading skill. Chapter Two is devoted to the reading skill and its relation to critical thinking. Chapter Three includes the methodology and discussions of the results. It describes, first, the research design of the study, along with the participants, instruments, data collection procedures, and data analysis procedures. Second, it offers a description and an interpretation of all the obtained results. Lastly, suggestions and recommendations are highlighted then the chapter ends with the limitations of the study.

## **8. Definitions of key terms**

**Critical thinking:** According to Glaser (1941) critical thinking is “The ability to think critically, as conceived in this volume, involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's

experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skills in applying those methods.” (p. 5)

**Reading:** Reading is far more than attempting to second-guess the intent of the author; it is a process of interpretation and negotiation from the locus of our lives and vicarious experiences at a moment in time. Comprehension, then, is the process of constructing personal meanings as a reader focuses on a particular text: the reader makes sense of the author’s language (Booth, 2008).

## **CHAPTER ONE: Critical Thinking**

Introduction

1.1. Definition

1.2. Critical Thinking Skills

1.3. Teaching of Critical Thinking:

1.3.1. The Role of Teacher

1.3.2. The Role of Student

1.4. The Importance of Critical Thinking for EFL Learners

Conclusion

## **Introduction**

This chapter discusses a brief history and different definitions of critical thinking and its application in teaching in addition to the taxonomy of Bloom. This chapter sheds light on the role of both teachers and learners and highlights the importance of critical thinking in EFL classes.

### **1.1. Definition**

Three academic schools had shaped the history of critical thinking; these schools are the philosophical school, the educational school and the psychological school. The philosophical and educational approaches were clearly traced by the works of Dewey(1999). Almost all theories and practices of modern education are influenced by the experiences and works of the latter. Recently, critical thinking ideas were developed by the works of Paul and Scriven(2003), who emphasized that the thinker improves the quality of his or her thinking by skillfully taking charges of the structures inherent in thinking or imposing intellectual standard upon them. Critical thinking is open to a wide range of definitions. It is an important component of education and a way of deciding whether something is true or false, right or wrong and agreed upon or disagreed upon. It is a process through which an individual can draw conclusions based on logical reasoning (Scheffer&Rubinfeld, 2001).(Elder and Paul, 1994, p.34-35) stated that:

"Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality."



Critical thinking is a process that teaches learners an entirely new way to face the challenges of the world. In brief, according to Paul and Scriven at the 8th Annual International Conference on Critical Thinking and Education Reform, summer 1987 critical thinking is:

*“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/ or evaluating information gathered from, or generated by: observation, experience, reflection, reasoning, or communication, as a guide to belief and action.”*

By adopting these definitions of critical thinking and applying them in educational contexts, learners can acquire a variety of ways to think critically.

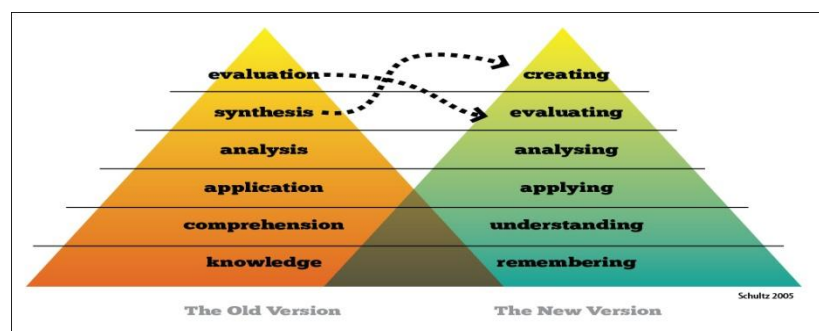
## **1.2.Critical Thinking Skills**

Bloom (1956) and his partners brought to light a taxonomy through which the objectives of learning could be achieved according to their cognitive skills. The skills of critical thinking are listed in Bloom’s Taxonomy (1956). For him, higher order thinking includes six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.

- a. **Knowledge:** focuses on recalling information by recognizing, listing, describing, retrieving and naming.
- b. **Comprehension:** focuses on comprehending and explaining ideas or concepts. It relies on interpreting, paraphrasing, summarizing and classifying.

- c. **Application:** focuses on judging according to a prior knowledge and social rules or criteria by implementing, carrying out, using, and executing.
- d. **Analysis:** focuses on breaking down wholes into parts to explore new wholes and relationships by comparing, organizing, deconstructing, interrogating and finding.
- e. **Synthesis:** focuses on putting things together and generating new ideas about the world. It relies on designing, constructing, planning; producing and inventing.
- f. **Evaluation:** depends on justifying the decisions and judging the merits of an idea. This goes by checking, hypothesizing, critiquing and experimenting.

However, the old version has been revised by a former student of Bloom, L Anderson, (2001) who stated that the two last levels of the taxonomy (synthesis and evaluation) must be reversed due to the fact that learners cannot successfully master the former before achieving the latter. Anderson (2001) suggested verbs instead of nouns to label the taxonomy levels. The reason behind this is to reflect the actions of the learners to successfully master the knowledge at each level. In sum, critical thinkers who are equipped with the aforementioned skills are seen to be very skillful, creative and successful individuals.



**Figure1:** Interpretation of Bloom’s Taxonomy (Schultz’s, 2005)

### **1.3. Teaching of Critical Thinking**

Today, most learners are not given the chance to think critically when they are asked to perform a certain reading task or activity. This is clearly explained by Cromwell (1992) who mentioned that one of the main goals of education, agreed upon by almost everyone, is the improvement of student thinking. And in the last decade there has been a growing concern that graduates at all levels do not demonstrate higher thinking abilities. In a world that is rapidly changing, the goal of education is to prepare social agents who can compete in real life situations. The latter is realized only when learners are motivated by the teacher to think critically.

#### **1.3.1. The Role of Teacher**

Much of the previous educational system was criticized because it prioritized the teacher's position and neglected that of the learner's role. Recently, communicative theories have placed so much emphasis on learner-centeredness. According to Harmer (2001), teachers may change their roles from one task to another. Thus, the teacher is not the only one who dominates the classroom; s/he plays several roles instead, such as:

- a. **Controller:** the teacher is supposed to guide the activity of the learners and direct them when necessary.
- b. **Organizer:** the teacher is in charge of explaining clearly the instructions and the ways of how tasks which need critical thinking should be done.
- c. **Assessor:** the teacher offers feedback and provides an ongoing assessment to check the learners' progress.

- d. **Prompter:** the teacher is the source of support and motivation in the sense that s/he encourages the learners in times of despair.
- e. **Participant:** the teacher is supposed to take part in learners' activities to create a sense of enjoyment and achievement of all the established objectives.
- f. **Observer:** the teacher must observe the learning process to make sure that all the gaps are bridged and all the cognitive skills are enhanced.

If the teacher paves the way to learners to be themselves, they will be able to act efficiently in the target situation.

### **1.3.2.The Role of Student**

As mentioned in almost all the definitions, critical thinking is a process that examines the abilities of learners, aims at incorporating creativity and thinking and guides them with discipline. The major element in this process is the learner. The latter learns through using critical thinking skills. According to Padget (2013) and D'Angelo (1971), for the learners to become critical thinkers, they have to acquire these personal, cognitive and social skills:

- a. **Rationality:** the learner is supposed to rely on reason and evidence rather than emotion. Therefore, conclusions are reached only when the evidence is presented.
- b. **Self-awareness and intellectual curiosity:** the learner is supposed to be aware of the motives and bias and to recognize their assumptions and views. In addition, s/he is required to ask questions and seek answers.

- c. **Honesty:** the learner is supposed to accept a statement that is said to be true even when it contradicts his/her own views and beliefs.
- d. **Open mindedness:** the learner is supposed to be open minded by evaluating all the existing viewpoints and accepting the alternative interpretations.
- e. **Discipline and respect for other viewpoint:** The learner is supposed to be comprehensive and avoid prejudgments.

By playing the aforementioned roles, the learners should be capable of doing new things and becoming creative thinkers.

#### **1.4. The Importance of Critical Thinking for EFL Learners**

Critical thinking skills are very important to be implemented and integrated in the curriculum because they create lifelong learners and develop their full potential as human beings who can engage in real life situations and meaningful social relations. For this reason, practitioners should be more effective by promoting critical thinking aspects in the classroom by engaging the learners in authentic reading contexts. This works well by designing materials that encourage them to think creatively and critically. Thus, learners will be able to monitor their own learning in a reflective way and make connections in and outside the EFL reading class. To sum up, Critical thinking is an essential tool for EFL learners for it paves the way to take critical actions and enhance the learning strategies. Furthermore, it makes learners think for themselves and become autonomous.

## **Conclusion**

In brief, this chapter discusses critical thinking and provides teaching the skills of critical thinking is therefore an important part of the educational system, for it builds up critical minds and democratic citizens. The role of a teacher is so much significant to create critical thinkers and promote their reading abilities.

## **CHAPTER TWO: Reading Comprehension**

### Introduction

#### 2.1. Definition of Reading

2.1.1. Literal Level of Comprehension

2.1.2. Interpretive Level of Comprehension

2.1.3. Applied Level of Comprehension.

2.1.4. Critical Level of Comprehension

#### 2.2. Strategies of Reading

2.2.1. Visualizing

2.2.2. Previewing, Scanning and Skimming

2.2.3. K. W.L: (Know, Want to Learn, Learned)

2.2.4. Jigsaw and Note-Taking

#### 2.3. Types of Reading

2.3.1. Intensive Reading

2.3.2. Extensive Reading

#### 2.4. Models of the Reading Process

2.4.1. The Top-down Model

2.4.2. The Bottom-up Model

#### 2.5. The Relationship between Critical Thinking and Reading

### Conclusion

## **Introduction**

This chapter discusses the reading skill starting by highlighting the definition of reading and its strategies. It also focuses on the types and models of this skill. Finally, it tackles the relationship existing between both critical thinking and the reading skill.

### **2.1. Definition of Reading**

Reading is a basic life skill which had been variously defined by many authors. Reading is far more than attempting to second-guess the intent of the author; it is a process of interpretation and negotiation from the locus of our lives and vicarious experiences at a moment in time. Comprehension, then, is the process of constructing personal meanings as a reader focuses on a particular text: the reader makes sense of the author's language.(Booth, 2008).According to Krashen (2004), reading is one of the most effective ways for language learners to acquire language skills in context. According to Paul (1993), critical reading includes the idea that it is an active, intellectually engaged process in which the reader interacts in an inner dialogue with the writer. one common way to define reading comprehension is in terms of its levels: Literal, interpretive, applied and critical (Blachovicz, 2008):

**2.1.1. Literal Level of Comprehension:** It focuses on what is on the lines by reading the words and concentrating on the structure of the reading passage. Reading here is a guided process.



**2.1.2. Interpretive level of Comprehension:** In this stage, the focus is on what is between the lines in the sense that it motivates the reader to make inferences and to be able to guess the intent of the author.

**2.1.3. Applied Level of Comprehension:** It includes both the literal and interpretive levels due to the fact that the reader will make use of the obtained information and developing new information.

**2.1.4. Critical Level of Comprehension:** In this stage the reader is able to evaluate what is already read by making use of logical reasoning and judgment.

There are several sub-skills of reading comprehension through which readers can be involved in very meaningful situations and can be helped to respond to a given passage. Some of the sub-skills can be specifying the purpose of a certain passage; in other words, readers are asked to identify the functions of the reading passage. Another sub-skill is a classification of ideas into general or specific according to the provided content. Reading efficiency can be developed by the critical reading sub-skill which is all dependent on evaluating the content in hand (Mikulecky, 1990).

## **2.2. Strategies of Reading**

Many of our learners are said to be struggling readers, but this should not lead to a continuous state of frustration because there are several critical thinking strategies that can improve the reading skills and abilities of the learners.

### **2.2.1. Visualizing**

According to Kuta (2008), the aim of this strategy is to enable the learners to have an idea and a general picture about the purpose of the text. This strategy includes both predicting and making inferences. By doing this, learners will connect kinesthetically and act effectively in the target language. This strategy is often used at the beginning of a new course or unit to anticipate what is coming next. Many materials can be used in this strategy such as: images, handouts, videos and so on and so forth.

### **2.2.2. Previewing, Scanning and Skimming**

In this activity, learners are asked to scan through the text by using different techniques such as: observing, locating and recording key words and specific details. Additionally, learners skim through the text for general information by rectifying the conclusion to reflect the new data according to the comprehension level, the type and the purpose of the text. (ibid)

### **2.2.3.K. W.L: (Know, Want to Learn, Learned)**

It stands for what I know, what I want to learn and what I learned by activating learners 'schematic knowledge to improve the comprehension skills. In the "know step" the teacher interacts with the learner using their previous knowledge about a given text and uses a brain storm procedure to pave the way to the learners to express how and where they got familiar with the content. In the "want to learn step", the teacher interacts with the learners about what they want to learn from the content provided and asks them to jot down some questions about the areas in which they are interested. In the "what I learned step", the

learners are supposed to jot down what they have learned from the reading text and they are asked to check the questions that have previously been generated. (Lismayanti, 2014).

#### **2.2.4. Jigsaw and Note-Taking**

This strategy is one of the cooperative learning strategies that are used mostly to develop the learners' expertise about a certain text. In Jigsaw strategy the class is divided into several groups; each learner is required to contribute significantly and effectively to the problem solving situation. Each group works on the assignment provided by the teacher by pulling all the pieces together to form the whole picture of a given text. The good thing in this strategy is that each person is supposed to think critically and teach the rest what is already learned by urging the learners to take notes when receiving the text. The teacher in this stage creates an interactive classroom by providing credit and feedback to the groups and the participants involved in this task. (Johnson, 2012).

#### **2.2.5.Exit Slips**

One of the strategies that an EFL teacher uses to assess the level of comprehension among the learners is the exit slips. The latter helps the learners to reinvest what they have learned previously. It enables them to think critically about how they will use the present information in the future. In this strategy the learners are handed with exit slip printouts, small pieces of papers or index cards which they should use at the end of the reading process to express their understanding by responding to certain instructions prepared by the teacher. (Peggy, 2006)

## **2.3.Types of Reading**

According to Brumfit (1977), learners can be involved in the reading process intensively or extensively.

### **2.3.1.Intensive Reading**

The term intensive reading refers to the focused process which is mainly guided by the teacher. It takes place in the classroom where the topics and the genres are determined according to the specific purposes and the needs of the learners. In other words, the material in intensive reading is usually short and easy to grasp. In this type, learners are not supposed to only sum up a previous content but rather to answer some questions according to the text. In this stage, the dictionary is something necessary.

### **2.3.2.Extensive Reading**

The term extensive reading refers to reading which learners do away from the classroom. Learners read for pleasure and they are not always guided by the teacher. They might share their experiences and reviews with their peers. In this type, learners are expected to read lengthy texts for general understanding and pleasure. They are given the opportunity to choose a topic that interests them and they are asked to summarize or present what they have read before, so the dictionary in this stage is rarely consulted.

## **2.4. Models of the Reading Process**

According to Harmer (2001), for a reading text to be processed, the reader can either use the Top-down Model or the Bottom-up Model.

### **2.4.1. The Top-Down Model**

In this process, the reader reads for gist to get a general view about the passage, a prior knowledge is needed so as to allow the reader to make some expectations about the context and the outcomes. In the top-down processing, the brain features are connected to prior knowledge, experience or intention and activated during a high level thinking. In short, this process seems to be mostly linked to critical thinking due to the fact that learners need to possess higher capacities in order to decode the contexts of the reading passages.

### **2.4.2. The Bottom-Up Model**

In this process, the reader pays much attention on specific words and phrases so that they can build up a whole from several pieces of information. In the bottom up processing of a word for instance, the features are integrated in high level areas after a stimulus is sent to the brain.

## **2.5.The Relationship between Critical Thinking and Reading**

The effectiveness of a given text is determined by the amount of critical thinking skills integrated into it. According to Debbie and Richard (1986), if our ultimate goal in school is to nurture lifelong learning, we cannot better serve our children than by giving them the tools to do so. Thinking critically while reading moves us from “knowledge” to “knowing,” from being “informed” to being “enlightened”. Therefore, the critical thinking skills are crucial in our instruction and especially in the reading classes because reading is a vehicle for rebuilding new ideas from the previous ones. For the learners to be critical thinkers, variation in the reading skill strategies is vital for an outstanding comprehension at all the levels that

Bloom(1956) had suggested. The application of different inspiring strategies, as those mentioned earlier, invoke the learners' capacities and help to develop their higher-order thinking abilities. The learners in this stage are no longer dependent recipients but rather independent humans and responsible learners who can successfully manage complicated situations inside and outside the EFL reading classrooms. Thus, a critical reader is the one who reads and thinks critically by using a reasoned argument and advancing his/her understanding of a given text. Critical thinking skills are therefore promoted by varying the reading strategies and allowing the learners to become more engaged and active.

### **Conclusion**

In a nutshell, reading is a crucial process in the sense that it helps to enhance the critical skills of the learners and raise their awareness. Learners benefit more when exposed to different strategies and when given the opportunity to think about a certain text. For this reason, every teacher has to encourage learners' autonomy by being aware of different reading strategies because the latter, if taken into consideration carefully, will help the learners to interact securely and safely with any text.

## **Chapter Three: Methodology, Results and Discussions**

Introduction

3.1. Research Design

3.2. Research Instruments

3.2.1. Teachers' Questionnaires

3.2.1.1. The Sample

3.2.1.2. Description of the Questionnaire

3.2.1.3. Results and Discussion

3.2.2. Classroom Observation

3.2.2.1. Description of the Classroom Observation

3.2.2.2. Results and Discussion

3.2.3. Textbook Evaluation

3.2.3.1. Description of the Textbook Evaluation

3.2.3.2. Results and Discussion

3.3. Suggestions and Recommendations

3.4. Limitations of the Study

Conclusion

## **Introduction**

This study aims at investigating whether the Algerian curriculum involves critical thinking skills and whether critical thinking skills are really implemented by secondary school teachers in the EFL reading classes. This chapter shows the methodology followed to achieve the objectives of the study. It describes the participants and presents the instrument. Finally, the study provides the discussions of the results, the suggestions and the recommendations in addition to the limitations of the work.

### **3.1. Research Design**

To answer the two questions of the research work, this study follows a descriptive research design to collect both quantitative and qualitative data. The strength of this research is its ability to provide complex textual descriptions about the topic investigated. Since descriptive research is designed to determine the facts of current situation and thereby to clarify status, it is found that the descriptive method is suitable for this study. Thus, it is a situation that may be surveyed and interpretively described in terms of all available facts (Turner & Curry, 1971)

### **3.2. Research Instruments**

In this research, three descriptive methods are used to analyze the data of the research work. These instruments are a teachers' questionnaire, classroom observation and textbook evaluation.



### **3.2.1. Teachers ‘Questionnaires**

#### **3.2.1.1. TheSample**

The questionnaire was handed to thirty (30) EFL teachers at Ouargla secondary schools. The convenience sampling is chosen because of the proximity of the participants to the researchers. According to Cohen, Manion and Morrison (2007), convenience sampling involves “choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p.102).

#### **3.2.1.2. Description of Teachers’ Questionnaires**

The questionnaire (see Appendix A)used in this study is a dichotomous and an open - ended questionnaire. It involves an introductory paragraph which provides the teachers with a general idea about the investigated topic in addition to three sections. The first section includes background information of the participants. The second section contains nine questions that investigate the use of critical thinking skills through reading activities, whereas the third section contains three questions devoted to find out the most effective strategies used in an EFL reading class to promote higher order thinking, the difficulties faced by EFL teachers in teaching the reading skill and suggestions of EFL teachers about the need for trainings to overcome these difficulties.

The questionnaire was handed to EFL teachers atSix secondary schools on April 13<sup>th</sup> 2016. They showed a great help by answering all the questions. It took them about two weeks to answer the questions.

### 3.2.1.3. Results and Discussion

The technique used in the following analysis is the SPSS version20 (Statistical Package for the Social Sciences) based on percentages.

#### Section1: Background information

The first section of the questionnaire includes the background information of the participants.

**Table 1: Gender of Teachers**

	Options	Numbers	percentage	Valid percentage
Valid	Male	4	13.3	13.3
	Female	26	86.7	86.7
	Total	30	100.0	100.0

According to the data in Table1, there are 26 female teachers and 4 male teachers.

**Table 2: AgeofTeachers**

	Options	Numbers	percentage	Valid percentage
Valid	26-30	2	6.7	6.7
	31-35	4	13.3	13.3
	22-25	9	30.0	30.0
	+35	15	50.0	50.0
	Total	30	100.0	100.0

The results in Table2 show that most teachers participating in the study are more than 35 years old.

**Table3: Degree of Teachers**

Options	Numbers	percentage	Valid percentage
LMD	3	10.0	10.0
Valid Classic	27	90.0	90.0
Total	30	100.0	100.0

The results in Table3 show that (90 %)of the participants graduated from the classical system.

**Table4: Experienceof Teachers**

Options	Numbers	percentage	Valid percentage
5-10	5	16.7	16.7
Valid 1-5	10	33.3	33.3
Other	15	50.0	50.0
Total	30	100.0	100.0

The resultsin Table4 show that (50 %) of the participants are experienced teachers who have been working for more than 10 years. All the aforementioned personal details show that most of the teachers are females over 35 years old. They graduated from a classical system and most of them have an experience of more than ten years.

## **Section2: EFL Teachers and The use of Critical Thinking Strategies**

In this section, questions are asked to find out which strategies among the proposed ones are used by secondary school EFL teachers to promote their learners' critical thinking skills. The notations used in the data collection are interpreted as follows:

Yes	No	Always	Sometimes	Rarely	Never
1	0	4	3	2	1

**Q1:Do you think that your reading activities enable your learners to think critically?**

**Table 5: Reading Activities and Critical Thinking**

Options	Numbers	percentage	Valid percentage
No → 0	1	3.3	3.3
Yes → 1	29	96.7	96.7
Total	30	100.0	100.0

Most of the teachers (96.7 %) think that their reading activities enable the learners to think critically; they believe that the used strategies motivate the learners and build their critical abilities.

**Q2:How often do you use the following activities in teaching the reading skill before reading the text?**

The participants' responses appear in tables 6, 7, 8 and 9 to show the pre-reading activities used to teach the reading skill.

**Table 6: Visualizing**

Options	Numbers	percentage	Valid percentage
Sometimes →3	15	50.0	50.0
Always → 4	15	50.0	50.0
Total	30	100.0	100.0

The data show that visualizing strategy is always used by 15 teachers (50 %) and sometimes used by the others (50 %). This strategy is usually used to guide learners' imagination about the general idea of the reading passage and to activate their prior knowledge.

**Table 7: Activating Schematic Knowledge**

Options	Numbers	percentage	Valid percentage
Rarely → 2	1	3.3	3.3
Sometimes → 3	10	33.3	33.3
Always → 4	19	63.3	63.3
Total	30	100.0	100.0

Most of the teachers (63.3 %) always prefer to activate the schematic Knowledge of the learners. However, (33,3%) of them sometimes use it to teach whereas( 3,3%) rarely use it in their reading classes. The use of this strategy encourages the learners to speak up their minds and feel comfortable with showing their ability to think.

**Table 8: Questioning**

Options	Numbers	percentage	Valid percentage
Never→1	1	3.3	3.3
Rarely → 2	4	13.3	13.3
Sometimes → 4	11	36.7	36.7
Always → 3	14	46.7	46.7
Total	30	100.0	100.0

The data provided show that (46.7%) of the teachers sometimes use the questioning strategy in their reading classes and (36.7%) of them always question their learners to know what they want to learn from the reading passage. However, (13.3%) of the teachers rarely use this strategy and only (3,3%) of the teachers never use it. The use of this strategy by some teachers sustains the engagement of the learners and promotes their critical thinking abilities.

**Table 9: Think it over**

Options	Numbers	percentage	Valid percentage
Sometimes → 3	7	23.3	23.3
Always → 4	23	76.7	76.7
Total	30	100.0	100.0

Most of the teachers (76.7%) of the participants state that they enable their learners to think it over. On the other hand, only (23,3 %) of them sometimes make use of it in their reading class. This strategy paves the way to interpret a given picture and equip the learners with vocabularies related to the themes of the reading passages.

**Q3: How often do you use the following activities in teaching the reading skill while reading the text?**

The participants' responses appear in tables 10, 11, 12 and 13 to show the while-reading activities used to teach the reading skill.

**Table 10: Skimming**

Options	Numbers	Percentage	Valid percentage
Sometimes → 3	1	3.3	3.3
Always → 4	29	96.7	96.7
Total	30	100.0	100.0

Almost all teachers (96.7%) of them enable the learners to skim through the readings passages. Only one case (3.3%) does not make use of it. This strategy allows the learners to read for gist.

**Table 11: Reading Aloud**

Options	Numbers	Percentage	Validpercentage
Always → 4	2	6.7	6.7
Never → 1	7	23.3	23.3
Sometimes → 3	10	33.3	33.3
Rarely → 2	11	36.7	36.7
Total	30	100.0	100.0

Reading Aloud strategy is rarely used by (36.7%) of the teachers, it is sometimes used by (33.3%), never used by (23.3%). But, (6.7%) of the teachers always use it in the reading activities. This strategy trains the learners to read correctly and grasp the reading passage in hand.

**Table 12: Jigsaw**

Options	Numbers	Percentage	Valid percentage
Always → 4	1	3.3	3.3
Never → 1	6	20.0	20.0
Rarely → 2	8	26.7	26.7
Sometimes → 3	15	50.0	50.0
Total	30	100.0	100.0

Half of the teachers (50%) sometimes use Jigsaw to enable learners to solve problems of their reading activities, (26.7%) rarely include it in their activities, few of them (20%) never use it and only 1 teacher (3.3%) uses it. This strategy encourages cooperative learning and develops the learners' expertise about a certain text.

**Table 13: Scanning**

Options	Numbers	Percentage	Valid percentage
Sometimes → 3	1	3.3	3.3
Always → 4	29	96.7	96.7
Total	30	100.0	100.0

Almost all teachers (96.7%) enable the learners to scan through the readings passages. Only one case (3.3%) does not make use of it. Through the use of this strategy, learners are motivated to respond to a certain reading passage by reading for details.

**Q4: How often do you use the following activities in teaching the reading skill after reading the text?**

The participants' responses appear in tables 14, 15, 16 and 17 to show the after-reading activities used to teach the reading skill.

**Table 14: Exit Slips**

Options	Numbers	Percentage	Validpercentage
Always → 4	1	3.3	3.3
Never → 1	6	20.0	20.0
Rarely → 2	11	36.7	36.7
Sometimes → 3	12	40.0	40.0
Total	30	100.0	100.0

(40 %) of the teachers sometimes use the exit slips strategy to enable their learners respond to a given instruction, (36,7 %) rarely use it and 20 of them never include it in this stage. Only one case (3,3 %) always uses it. The use of this strategy helps the teacher to assess the learners' level of comprehension.

**Table 15: Reviewing**

Options	Numbers	Percentage	Valid percentage
Rarely → 2	13	43.3	43.3
Sometimes → 3	17	56.7	56.7
Total	30	100.0	100.0



Reviewing strategy is sometimes used by (56,7 %) teachers whereas (43,3 %) rarely ask their learners to summarize the reading passages. This strategy allows the learners to wrap up the reading class.

**Table 16: Know, Want to Know and Learned**

Options	Numbers	Percentage	Valid percentage
Rarely → 2	6	20.0	20.0
Always → 4	7	23.3	23.3
Sometimes → 3	17	56.7	56.7
Total	30	100.0	100.0

Most teachers (56,7%) sometimes use KWL strategy in order for the learners to interact and reinvest what they have seen in the previous reading activities, (23,3%) teachers always use this strategy whereas (20%) rarely make use of it. This strategy paves the way for more interaction and application of critical thinking skills to work on certain reading passage.

**Table 17: Class Discussion**

Options	Numbers	Percentage	Valid percentage
Rarely → 2	4	13.3	13.3
Always → 4	11	36.7	36.7
Sometimes → 3	15	50.0	50.0
Total	30	100.0	100.0

Half of the participants (50%) enable their learners to discuss the content of the reading passage, (36,7%) always use this strategy in their reading classes and only a few of them (13,3%) rarely provide a reading classroom discussion. The strategy is used to enable learners to express their thoughts confidently.

**Q5: Do you enable your learners to recall facts and basic concepts in order to understand a given content of a reading passage?**

**Table 18: Recalling Facts and Basic Concepts**

Options	Numbers	Percentage	Valid percentage
No → 0	4	13.3	13.3
Yes → 1	26	86.7	86.7
Total	30	100.0	100.0

Almost all teachers (86.7%) enable their learners to recall facts and basic concepts in order to understand a given content of a reading passage. This is by engaging learners in real life situations and asking them questions to deduce concepts related to the text. However, only (13,3%) do not do so.

**Q6: Do you enable your learners to explain and interpret given concepts related to the text?**

**Table 19: Explaining and Interpreting Concepts Related to the Text**

Options	Numbers	Percentage	Valid percentage
No → 0	6	20.0	20.0
Yes → 1	24	80.0	80.0
Total	30	100.0	100.0

Almost all teachers (80%) enable their learners to explain and interpret given concepts related to the text. This is done through discussions, interaction and interpretation to shed light on the targeted content or concept. It is also implemented after reading for reinforcement. However ( 20%)of them find it difficult to have their learners do so.

**Q7: Do you enable your learners to identify and analyze the motives and causes of a given text?**

**Table 20: Identifying and Analyzing the Motives and Causes of a Given Text**

Options	Numbers	Percentage	Valid percentage
Yes → 1	11	36.7	36.7
No → 0	19	63.3	63.3
Total	30	100.0	100.0

Most of the teachers (63,3%) do not enable their learners to identify and analyze the motives and causes of a given text due to some reasons such as learners are not highly motivated to think critically in addition to the fact that most of the reading passages are lengthy and very hard to grasp. Whereas, (36,7%) of them provided a positive response but under some conditions.

**Q8: Do you enable your learners to form new ideas on the basis of their prior knowledge?**

**Table 21: Forming New Ideas on the Basis of Prior Knowledge**

Options	Numbers	Percentage	Valid percentage
No → 0	5	16.7	16.7
Yes → 1	25	83.3	83.3
Total	30	100.0	100.0

(83,3%) of the teachers do enable their learners to form new ideas by asking them if they could enrich the existing ones. This work is mainly for argumentative texts, which are rare, and in the case when the given content does not appeal to our culture or traditions. But, the rest of teachers (16.7%) never do this in a reading class.

**Q9: Do you think that your learners are able to justify, judge and make decisions by checking and criticizing a given text?**

**Table 22:Justifying, Judging and Making Decisions by Checking and Criticizing a Given Text**

Options	Numbers	Percentage	Valid percentage
Yes → 1	7	23.3	23.3
No → 0	23	76.7	76,7
Total	30	100.0	100.0

This table shows that (23.3%) of the teachers provide their learners with an opportunity to justify, judge and make decisions by checking and criticizing a given text by choosing and supplementing their textbook with extra activities that enable the learners to reflect upon a certain passage. (76.7%) of the teachers never give their learners the chance to do so because they find it difficult to cope with their levels of comprehension together with the facts that the textbook lacks tasks that provoke their abilities and critical thinking skills. In short, it is shown in ( section2)that though EFL teachers seem to be aware of the above reading strategies and their importance in enhancing their learners’ critical abilities, most of them are not yet able to apply them in the classroom reading context. The latter is due to the low level of the learners and due to the nature of the themes included in the syllabus which does not suit learners interest nor does it provoke them to think critically.

### **Section 3: Difficulties Faced by EFL Teachers in Teaching the Reading Skill**

The participants’ responses appearing in tables 22, 24 and 25 explain the reading strategies, the difficulties and the suggestions of EFL teachers.

**Q1: According to you, what are the most effective strategies that you use to teach the reading skill?**

**Table 23: The Most Effective Strategies to Teach the Reading Skill**

Numbers	Percentage	Valid percentage
11	36.7	36.7
19	63.3	63.3
30	100.0	100.0

The data gathered shows that 19 teachers (63.3%) use some pre, while and post reading strategies that might not all include critical thinking skills. Whereas, 11 (36.7%) of them agree on the idea that the effective reading strategies are those which motivate the critical thinking of the learners such as: Jigsaw, reading aloud, note taking ... etc.

**Q2: What difficulties do you face when teaching the reading skill?**

**Table 24: Difficulties Faced by EFL Teachers in Teaching the Reading Skill**

Numbers	Percentage	Valid percentage
15	50	50
15	50	50
30	100.0	100.0

(50%) of the teachers agreed on the idea that while teaching the reading skill, they face problems of low achievers, mixed ability classes and lack of aids and materials while the rest of the teachers (50%) find it difficult to accomplish the reading skill in the time allotted. The other difficulty lies in the length and the nature of the themes designed to teach the reading skill. Finally, teachers are confronted with the lack of trainings that hinders the inspiration of involving critical thinking strategies.

**Q3: Do you think that EFL teachers need more training and support to overcome their difficulties of teaching the reading skill?**

**Table 25: Suggestions of EFL Teachers**

Options	Numbers	percentage	Valid percentage
No → 0	1	3.3	3.3
Yes → 1	29	96.7	96.7
Total	30	100.0	100.0

Almost all teachers (100%) agreed on the fact that EFL teachers are in need of more trainings and support to cope with the new teaching methods and strategies so that to improve the learnability and teachability of the reading skill. The results obtained in (section3) show that most of the participants use some common strategies such as predicting/guessing, Skimming/ scanning and reviewing/ discussing the reading passages. While doing this, teachers do face some difficulties in managing the time devoted to the reading skill. Moreover, the kind of reading that is imposed by the syllabus (the themes) makes it hard for learners to interpret, analyze or criticize a given text. Another difficulty is in the increasing number of low achievers which hinders teaching. For this reason, trainings and workshops are highly needed and recommended to cope with the difficulties they may face.

### **3.2.2. Classroom Observation**

#### **3.2.2.1. Description of the Classroom Observation**

The classroom observation was done during the three semesters in six different reading classes at Ouargla secondary schools. These classes present first, second and third years literary and scientific streams.

The current study uses a structured classroom observation based on quality and effectiveness technique which is suitable for descriptive research. The strength of this instrument is that it evaluates the observed events and behaviors of teachers; the latter is mostly based on assessing the outcome of what is witnessed inside the EFL reading classroom (Wragg, 1999). The classroom observation checklist (see Appendix B) contains an introductory phase which includes information about the reading session attended. These pieces of information are: the level and the stream of the learners, the unit, the required materials, the lesson focus, the aims and objectives. The second part involves a set of notes through which the strategies used by the teacher are checked. This is done to find out if critical thinking skills are implemented to teach the reading skill. The last part includes an evaluation phase in which the observer evaluates the behaviors.

### **3.2.2.2. Results and discussion**

After attending EFL reading classes, the following observations were made: According to the criteria set in (section 3.2.2), It is observed that in the pre-reading stage, although all the observed teachers tried to use the strategies and the required materials to engage the learners in the reading activities, there were still some gaps especially in drawing the attention of slow learners who lack the amount of vocabulary and the ability to grasp some of the points. Besides to the inability of the learners to recall facts and concepts to understand a give reading passage because the teacher did not enable them to exploit reading to the end.

In the while- reading stage, most of the teachers succeeded to encourage the learners to skim and scan through the reading passages. This enables them to respond to a set of instructions. However, it was observed that learners were not highly motivated in thought

provoking questions; relying on skimming and scanning strategies will not really develop learners' mental abilities so the teacher is advised to utilize extra reading activities which enhance critical thinking by using context clues; making predictions and analogies and solving problems.

In the post- reading stage, it was observed that only excellent learners could reinvest what they have learnt by receiving a supportive feedback from their teachers whereas the rest of the learners could not contribute to the activities because of the hard nature of the content. Thus, the teacher had better use group work or pair work to motivate cooperative and critical learning so that all the learners could employ their cognitive strategies and take part in the classroom instructions and discussion.

All in all, the classroom observation showed that as far as the CBA (Competency - Based Approach) is concerned, the ability to integrate the learning skills is still missed in that we hardly ever see teachers who accomplish a reading task and then moves to a speaking feedback or a follow up. Besides, the motivating preparation, where the teacher smoothly urges his/her learners to read eagerly, is rarely noticed. What was observed as well is that learners should be encouraged to respond to the content of a reading text not just to the language. This can be achieved by a better long use to discuss the contents after reading because useful problem tasks that can make reading effective are not commonly dealt with.

Moreover, many teachers, even experienced ones, tend to ask reference questions including (WH/YES or NO questions). They neglect inference questions and refrain totally from asking about possible inferences for given words or statements of a text. So, the kind of reading is worth considering, a play extract, poems and stories may well enhance the learners'



critical minds but unfortunately our recent syllabus does not provide that kind of fruitful reading.

The classroom observation shows that many teachers ,especially the novice ones, seem unable to distinguish between testing and teaching when presenting a reading course in the sense that they cannot really exploit reading to the end and consider it as a sequence not just a lesson. Finally, Reading and writing should work hand in hand; therefore, a good teacher should reinvest reading by designing productive tasks for further activation of the learnt language. For instance, imaginative tasks are very motivating and worthy in after reading stage. However, many teachers feel at ease as they reach the after reading stage; thus, little care or time is provided.

### **3.2.3. Textbook Evaluation**

#### **3.2.3.1. Description of the Textbook Evaluation**

The document entitled *Textbook Adaptation and the Use of Digital and Interactive Technologies to Support Instruction* (see Appendix D) is adopted to investigate the two research questions asked in this study. This document contains a set of tables including all the modified reading activities of first, second and third year textbooks used in the Algerian secondary schools. The *Textbook Adaptation and the Use of Digital and Interactive Technologies to Support Instruction* was designed by EFL teachers of Ouargla in 2013.

#### **3.2.3.2. Results and Discussion**

The main reason for adopting the textbook evaluation document in this study (see Appendix C) is that on one hand, it suggests new efficient reading activities that help to enrich

learners to overcome their inability to engage in contextualized and authentic areas of reading. On the other hand, it enables the teachers to opt for the most appropriate reading activities which suit the learners' levels and interests. Efficient teaching depends not only upon the amount of knowledge about the syllabus but rather on what the teacher is supposed to do with the textbook in order to pass the content purposefully to meet the learners' needs and the lessons' objectives. For this very reason, EFL teachers are supposed to SARS (Select, adapt, reject and supplement) the reading activities of the text book according to the different reading situations they are conducting. This initiative from the part of the teachers enables the learners to reflect critically and think over the reading activities assigned in the EFL reading classroom.

The evaluation of the textbook appears to show an inadequacy and limitation to tackle the reading activities in the sense that it does not help learners to be themselves and think independently. Moreover, although EFL high school teachers have done great efforts to adapt the textbook, there are still some gaps that teachers should be aware of. The first gap is rejecting most of the writing activities which is not appropriate as it is necessary to integrate both reading and writing. In addition, the textbook sometimes presents inauthentic language since texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points that are often not representative of real language use. In this respect, EFL teachers ought to use a variety of teaching strategies and create useful resources to provide consistent models to suit the learners 'needs and interests.

In short, the instruments used in this study which are the teachers' questionnaire, the classroom observation and the textbook evaluation determine that the curriculum does not

include critical thinking skills and the latter are not really implemented by EFL to teach EFL reading comprehension.

## **Conclusion**

This chapter represents a methodology that investigates whether the Algerian curriculum involves critical thinking skills when teaching EFL reading and whether these skills are really implemented by secondary school teachers in the EFL reading classes. The chapter presents the data collection methods in addition to the data analysis procedures. Finally, it shows the results along with their discussion. These procedures showed that critical thinking skills are not clearly existent in the curriculum; as a result, EFL teachers could not be expected to automatically integrate these skills nor to assess them.

### **3.3. Suggestions and Recommendations**

Teaching reading should follow the pedagogy of discovery not the other way around. The teacher has to raise learners' awareness about the point, provide necessary input and then, ask purposive questions that might increase their engagement and urge them to be significantly involved that is they use their critical minds, negotiate the matter and draw conclusions for themselves. When Looking at a given reading content (its title or/and at an accompanying picture), learners should be trained to exploit these components by making use of their background knowledge (what they already know about the topic). Their experience will help them try and make hypotheses about the content.

This will certainly have an impact on their confidence and their ability to perform better and learn more. Moreover, teachers are recommended to be selective by not following the tasks as they appear in the textbook but rather by selecting, adapting, rejecting and supplementing. In this line, teachers should be careful of time mismanagement by setting a timeframe for each step. The steps of a lesson should be well-planned so as to involve all learners and have them discover the language and make use of it to comprehend a certain passage. Comprehension is not just understanding words, sentences, or even texts, but, it involves a complex integration of the reader's prior knowledge, language proficiency and their metacognitive strategies.

### **3.4. Limitations of the Study**

In order to reach the aims of this research work, the convenience sampling strategy was used because of its ability to save time, but one of the limitations was that the results were too close which makes the researchers scrutiny and report the results in a very detailed and

careful way. Another limitation was that while adopting a ready-made document (textbook evaluation) to support the current work, a little chance was given to discuss and report the results as it is not the researchers own discovery.

## **General Conclusion**

This descriptive research investigates the curriculum involvement of critical thinking skills in teaching EFL reading and the implementation of these skills in EFL reading classes. Three main methods are used so as to highlight the importance of high order thinking skills in the EFL reading context. The findings of this study have yielded important insights. The questionnaire results expressed that in spite of the fact that EFL teachers do use the reading strategies, they are still unable to create an atmosphere where they could integrate a strategy together with a critical thinking skill that is highly needed to build an autonomous learner who is responsible for his/ her learning process and able to solve problems in the target language. The classroom observation data revealed that most observed teachers' behaviors reflect the misapplication of existent materials and the lack of the initiative from the side of teachers to build a classroom based upon an interaction mode that must lead to discuss, negotiate and evaluate different kinds of a reading content. In the Textbook Adaptation document, it was found that some themes are not adequate to suit the learners' needs and teachers' objectives. For this very reason, it is high time curriculum designers thought about concrete themes and activities which really promote learners' mental and critical abilities.

The study determines the reasons behind the inability of learners to think critically in the educational context and finds out the reasons behind the failure in applying critical skills in analyzing reading activities. As a result, for critical thinking skills to be implemented learners are in need of opportunities and support to learn the rules for analytical reading and teachers are recommended to teach pedagogically. They are advised to be selective whenever necessary and to integrate the skills to create a competent learner. Moreover, teachers are required to

make the reading activities more enjoyable and valuable to prepare learners for real life situations and to build a mind equipped to think critically.

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## Appendix A: EFL Teachers' Questionnaire

Dear teachers,

This questionnaire aims at finding out how the reading skill is taught in an EFL classroom. Information provided here will strictly be used anonymously for research purposes. You are kindly invited to answer the following questions by putting a tick (✓) in the appropriate box and commenting when necessary. Thank you for accepting to complete this questionnaire.

### SECTION ONE:

- **Gender**

a- Male

b- Female

- **Age**

a- 22 – 25

b- 26 – 30

c- 31 – 35

d- + 35

- **Degree**

a- Classical Bachelor's Degree.

b- LMD Master's degree

- **Teaching experience**

How long have you been teaching EFL?

- a- One year to five years
- b- Five years to ten years
- c- Other: .....

**SECTION TWO:**

1- Do you think that your reading tasks/ activities enable your learners to think critically?

- a- Yes
- b- No

2- How often do you use the following activities in teaching the reading skill **before reading the text?**

**a- Visualizing:**

To make learners draw a general picture about the whole reading passage.

<b>always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>

**b- Activating Schematic Knowledge :**

To enable learners use their prior knowledge to guess the context of the reading passage

<b>always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>

**c- Questioning:**

To ask learners a set of questions about what they want to know from the reading passage.

<b>always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>

**d- Think it over:**

To enable learners face new vocabulary and become acquainted with the new material.

<b>always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>

3.How often do you use the following activities in teaching the reading skill **while reading the text?**

**a- Skimming:**

To enable learners skim through the text for general information.

<b>always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>

**b- Reading aloud:**

To enable the learners read aloud the passage to practise pronunciation.

always	sometimes	rarely	never

**c- Jigsaw:**

To enable learners solve problems in groups and form the whole picture from small pieces of information.

always	sometimes	rarely	never

**d- Scanning:**

To enable learners scan through the text for specific information.

always	sometimes	rarely	never

4. How often do you use the following activities in teaching the reading skill **after reading the text?**

**a- Exit slips :**

To enable learners use handouts to respond to the teacher's instructions.

always	sometimes	rarely	never

**b- Reviewing:**

To enable learners summarize the whole reading passage.

always	sometimes	rarely	never

**c- Know, want to know and learnt:**

To enable learners interact about what they know, what they want to know and what they learned by reinvesting the previous ideas.

always	sometimes	rarely	never

**d- Class Discussion:**

To enable learners to discuss the content of the reading passage and correct their own misconceptions.

always	sometimes	rarely	never

5- Do you enable your learners to recall facts and basic concepts in order to understand a given content of a reading passage?

a- Yes

b- No



If yes, how?

.....

.....

.....

6- Do you enable your learners to explain and interpret given concepts related to the text?

a- Yes

b- No

If yes, how?

.....

.....

.....

.....

7- Do you enable your learners to identify and analyze the motives and causes of a given text?

a- Yes

b- No

If yes, how ?

.....

.....

.....  
.....

8- Do you enable your learners to form new ideas on the basis of their prior knowledge?

a- Yes

b- No

If yes, how?

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

9- Do you think that your learners are able to justify, judge and make decisions by checking and criticizing a given text?

a- Yes

b- No

If yes, how?

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

**SECTION THREE:**

1- According to you, what are the most effective strategies that you use to teach the reading skill?

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

2- What difficulties do you face when teaching the reading skill?

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

3- Do you think that EFL teachers need more training and support to overcome their difficulties of teaching the reading skill?

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

**Thank you**

**Appendix B: Observation Checklist:**

Unit: ..... Level &Stream : ..... Required materials:..... Lesson Focus : ..... Competencies : ..... Aims &Objectives :..... Time Allotted:.....					
Time	Lesson steps	Procedures	Yes	No	Needs improvement
10 Minutes	Pre reading	1) The teacher enables the learners to recall facts and basic concepts to understand a given content. 2) The teacher uses several materials to activate learners’ prior knowledge to elicit information. 3) The teacher asks the learners a set of questions about what they want to know from the reading passage. 4) The teacher is able to motivate the learners in order for them to exploit reading to the end.			
20 Minutes	While reading	1) The teacher enables the learners to skim and scan through the text. 2) The teacher asks thought provoking questions through strategies and interventions based on specific needs of learners and targeted skills. 3) Teacher asks questions using literal, inferential, and critical comprehension levels aligned to the multiple text structures. 4) The Teacher uses a variety of teaching strategies that enable the learners to identify and analyze the motives and cause of a given reading passage.			

20 Minutes	After reading	1) The teacher paves the way for the learners to reinvest what they have learnt. 2) The teacher uses a supportive feedback to motivate the learners produce and reflect on the reading passage. 3) The teacher encourages the learners to review and sum up what they have learnt through synthesizing the given reading context. 4) The teacher enables the learners to evaluate and create new concepts and ideas on the basis of the previous ones.			
---------------	------------------	---	--	--	--

Lesson Evaluation:.....

Date:.../.../.....

## **Appendix C: Samples of Textbook Reading Activities**

### **1) Sample1:**

**First year**

**Unit:Back to Nature**

**As you Read:**

- **Task1:**What is the reading passage about?
- **Task2 P145:** Read the text again and answer the following questions.
  - A- How do vehicles and factories poison the air?
  - B- Which gas is responsible for air pollution ?
  - C- What are the diseases caused by pollution in towns ?
  - D- What is the negative impact of modern agriculture on people's health?

### **2) Sample2:**

**Second year**

**Unit No Man is an Island**

- **Task01::** Look at the picture and guess to whom the women are taking food and why they are doing it.
- **Task02:** Read the newspaper report and check your answers to the questions above.  
There are some punctuation mistakes in the first paragraph, ignore them.

➤ **Task 03:** Punctuate the first paragraph of the article on the previous page to separate the reporter's thought from that of his informer.

**3) Sample 3:**

**Third year**

**Unit Three: Ethics in Business**



**As you read:** Skim through the text, and do task one.

➤ **Task One:** Match each paragraph with its corresponding title.

Paragraphs	Titles.
Paragraph 1	a- Counterfeiting has touched even car parts and medicines.
Paragraph 2	b- Definition Of Counterfeit.
Paragraph 3	c- The writer's conclusion.
Paragraph 4	d- The consequences Of Counterfeiting On The Europe Union.

➤ **Task One:** Scan through the text and answer the following questions:

1. Why is it difficult to distinguish between genuine and fake product?
2. Why are counterfeit medicines harmful?
3. What are the negative consequences of counterfeiting?
4. Do you agree with the writer' view about counterfeiting?

**REMARK:** The pages which are not mentioned in each unit table are kept as they are.

**1<sup>st</sup> Year Activities**

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
20				Screenshots are too old (facebook page)			
21	1+2+3		Question: C				
22		Task1+2+3: (focus Just on FrqcyAdvs) * Act3 write 2 sentences	Tasks 4 & 5 (pupils will get used to Question_ naires in Unit 3				

**Unit 1 : Intercultural Exchanges**

**1<sup>st</sup>YearActivities**

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
54			Tasks1&3	Task4 (the			



				<b>Wordsare</b>			
				<b>well</b>			
				<b>well chosen)</b>			

**UNIT 2 : Once Upon a Time**

**1<sup>st</sup>YearActivities**

**Unit 3: Our Findings Show**

<b>PAGE</b>	<b>SELECT</b>	<b>ADAPT</b>	<b>REJECT</b>	<b>SUBST</b>	<b>SUPLM</b>	<b>AMBGTY</b>	<b>MISTK</b>
83		<b>Question D</b>					
84			<b>Task3</b>				

**1<sup>st</sup> YearActivities**

**Unit 4: Eurica**

<b>PAGE</b>	<b>SELECT</b>	<b>ADAPT</b>	<b>REJECT</b>	<b>SUBST</b>	<b>SUPLM</b>	<b>AMBGTY</b>	<b>MISTK</b>
116		<b>Task2(after</b>  <b>using ‘how_</b>  <b>ever’, rewrite</b>	<b>Task3</b>				

		the stees using 'though 'although' or 'even though'					
117			Task3				

**1<sup>st</sup> Year Activities**

**Unit 5: Back to Nature**

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
144					Video (pollution2)		

**2<sup>nd</sup> year Activities**

**Unit 1 : Signs of The Times**

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
17					T/F		
19	5+write it Right(1)						

20	1+3						
21			1+2	Suffixes			
				task			
24					Compreh		
					ension		
					activity		
25	4+5						
26		Write it on	Tasks:6+7				
27					teach		
					contrst+		
					consqnce		
					before task 2		

## 2<sup>nd</sup> Year Activities

### Unit 2 : Make Peace

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
39					T/F or MCQ before task 2		
41			*				
48					T/F before task 2		
49	task 2						

## 2<sup>nd</sup>YearActivities

### Unit 3 : Waste not Want Not

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
61					T/F before task 2		
63			*				

69					More activities		
----	--	--	--	--	--------------------	--	--

2<sup>nd</sup>Year Activities

Unit 5 : News and Tales

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
101							GR.DESK  Sentence «a  Also in the  Text p 100

2<sup>nd</sup>Year Activities

Unit 6 : No Man is an Island

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
131			Task 2				



37						-video(ancient Egyptian civilization)	
40			Writing developme				

3<sup>rd</sup> Year Activities

Unit2:Ethics and Business

PAGE	SELECT	ADAPT	REJECT	SUBST	SUPLM	AMBGTY	MISTK
55		Task 1 Sentence A			-video (counterfeit Drugs) Gram Expl 1 +cause		
56							Them in bold

							<b>instead of</b>
							<b>must</b>

**3<sup>rd</sup> Year Activities**

**UNIT 3:Education**

<b>PAGE</b>	<b>SELECT</b>	<b>ADAPT</b>	<b>REJECT</b>	<b>SUBST</b>	<b>SUPLM</b>	<b>AMBGTY</b>	<b>MISTK</b>
86			<b>Task 3</b>		<b>Connector</b>  <b>“neither... nor” for</b>  <b>task 1</b>		
87							<b>Task1 “the Teacher’s Instructions not in bold</b>
89			<b>Task 2 Thin</b>  <b>/pair/share</b>				
98			<b>Task1</b>		<b>Provide</b>		



					<b>Punctuation</b>		
					<b>to the text</b>		

**3<sup>rd</sup>Year Activities**

**UNIT 4 :Safety First**

<b>PAGE</b>	<b>SELECT</b>	<b>ADAPT</b>	<b>REJECT</b>	<b>SUBST</b>	<b>SUPLM</b>	<b>AMBGTY</b>	<b>MISTK</b>
117						<b>The answers</b>  <b>Suggested</b>  <b>In the teache</b>  <b>Book are for</b>  <b>The 1<sup>st</sup> text</b>  <b>book</b>	
119				<b>Rhyming</b>  <b>Pairs instea</b>  <b>of tasks 1,2</b>			
130					<b>Expressing</b>  <b>Concession</b>		

					<b>&amp; Reporting</b>  <b>&amp; letter</b>  <b>Writing</b>  <b>technics</b>		
--	--	--	--	--	--	--	--

**3<sup>rd</sup> Year Activities**

**UNIT 5 :Astronomy**

<b>PAGE</b>	<b>SELECT</b>	<b>ADAPT</b>	<b>REJECT</b>	<b>SUBST</b>	<b>SUPLM</b>	<b>AMBGTY</b>	<b>MISTK</b>
142					<b>Activity:</b>  <b>Matching</b>  <b>Ideas with</b>  <b>paragraphs</b>		
143							<b>Pluto is no</b>  <b>more</b>  <b>considered</b>  <b>as a planet</b>
146		<b>Gram expl</b>					

		<b>4:stative</b>					
		<b>verbs</b>					
148					<b>Table for</b>		
					<b>Task 3</b>		
156					<b>Introducing</b>		
					<b>The words</b>		
					<b>ETs, UFOs</b>		
					<b>and aliens</b>		
					<b>in the</b>		
					<b>warming up</b>		
159			<b>Task1</b>				

## Abstract

The study aims at Investigating whether the Algerian curriculum involves critical thinking skills when teaching EFL reading and whether these skills are really implemented by the teacher in the EFL reading classes. The Descriptive approach (qualitative and quantitative treatment) is used through classroom observations, dichotomous and open-ended Teachers' questionnaire and textbook evaluation. Thirty EFL secondary school teachers are used as a sample of this study. The results of the study showed that there is a kind of failure in applying critical components in reading tasks and activities due to the fact that some teachers are unaware of the importance of implementing critical thinking strategies to teach the reading skill. Additionally, this study found out that the Algerian curriculum designers did not take too much care of preparing learners to be independent. Thus, this work attempted to suggest and recommend some of the points to enrich and help those on need of it.

## المخلص

تهدف الدراسة إلى التحقق مما إذا كان المنهج الجزائري يبين تطوير تعلم مهارات التفكير الناقد عند تدريس مهارات القراءة في اللغة الإنجليزية كإحدى أهدافها إذا كان يتم تطبيق هذه المهارات في الواقع من طرف أساتذة اللغة الأجنبية. بتأخذ المنهج الوصفي (المعالجة النوعية والكمية) من خلال ملاحظات وصفية لقسم اللغة الأجنبية، استبيان أساتذة القارئ الأسئلة والفتوح. عينة الاستبيان شملت أساتذة اللغة الإنجليزية للتعليم الثانوي حيث أن نتائج الدراسة أظهرت أنها كنوع من الفشل في تطبيق المكونات الأساسية للتفكير الناقد في تدريس أنشطة القراءة و يعود ذلك إلى حقيقة أن بعض المدرسين غير مدركين لأهمية تنفيذ استراتيجيات التفكير الناقد لتعليم مهارة القراءة. بالإضافة لذلك، وجدت هذه الدراسة أن مضمون المنهج الجزائري يلم بأخذوا بعين الاعتبار إعداد المتعلمين ليكونوا مستقلين. وهكذا، حاول هذا الجهد المبذول في الدراسة إدراج اقتراحات و توصيات ببعض النقاط لإثراء ومساعدة هؤلاء المتعلمين.