



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC
RESEARCH

Abdelhafid Boussouf University Centre- Mila



Institute of Literature and Languages
Department of Foreign Languages

18/06/2018
08:30

Branch: English Language

Teaching Critical Thinking to Improve Learners' Speaking Proficiency

The Case Study of First- Year Students at the Department of English in Mila University
Center.

**A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Language Sciences and Didactics of Foreign Languages**

Presented by

Dehbia DELLOUCHE
Imane ZAHRAOUI

Supervisor

Dr. Assia AZZIOUI

Board of Examiners

Chairman: **Ms. Rima MEDJDOUB**

Abdelhafid Boussouf University Centre, Mila

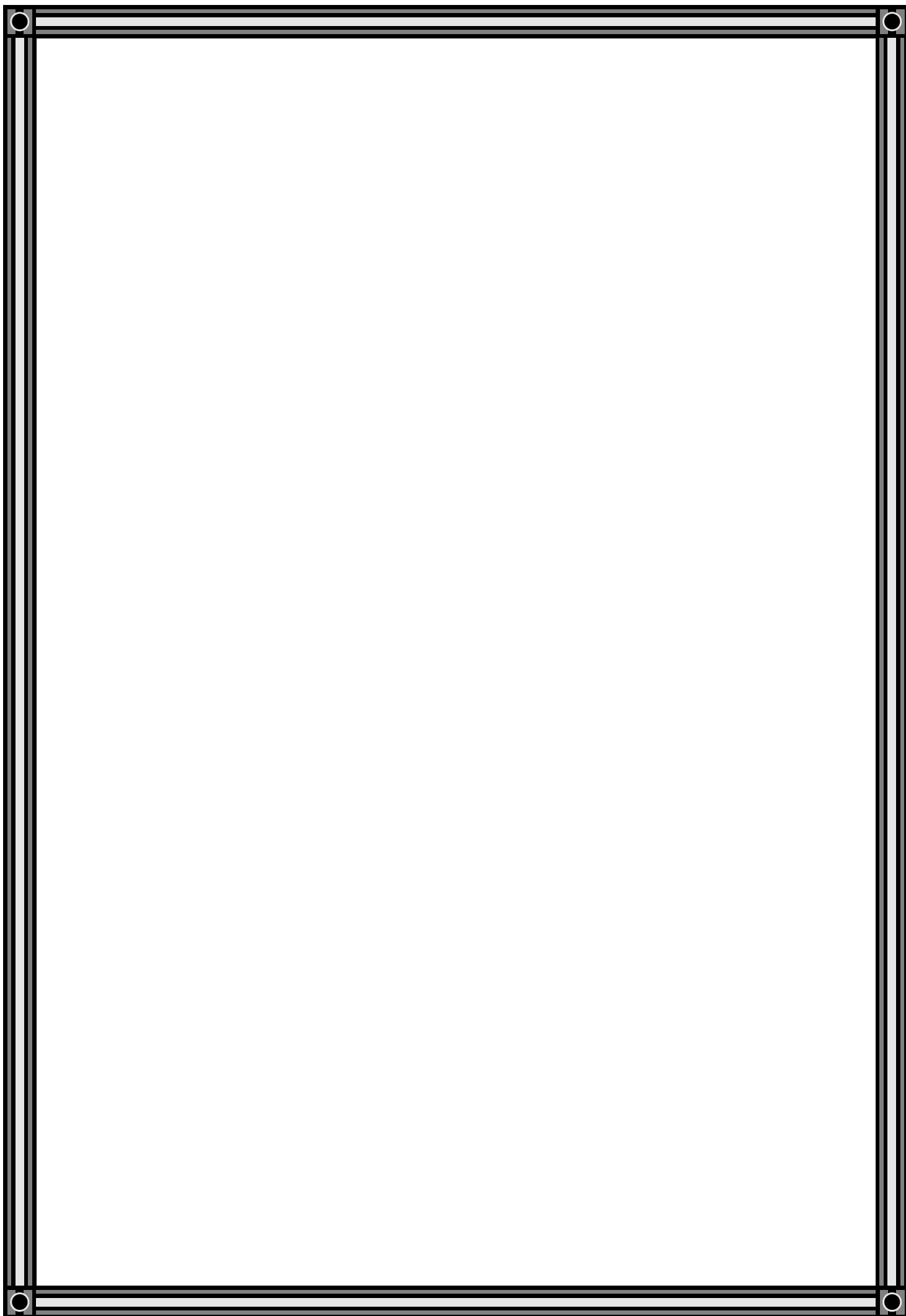
Supervisor: **Dr. Assia AZZIOUI**

Abdelhafid Boussouf University Centre, Mila

Examiner: **Dr. Rima HADEF**

Abdelhafid Boussouf University Centre, Mila

Academic year: 2017 - 2018



Acknowledgement

We are in debt to our supervisor **Dr. Assia AZZIOUI** for her guidance as well as for providing necessary information and her support in completing this work.

We would like to express our special gratitude and thanks to jury members. **Miss. Rima MEDJDOUB** and **Dr. Rima HADEF**; thank you for accepting read this modesty work.

We would like to express our gratitude to all our classmates and friends in developing our work and those who have willingly helped us out their abilities.

Also great thanks to all teachers of Abd AlHafid Boussouf Mila Center, those teachers who teach oral expression classes and first year English students who helped us accomplish this thesis through answering the questionnaires.

Dedication

This dissertation is dedicated to DELLOUCHE's and ZAHRAOUI's family, starting with our parents who have given us all the support to carry on with this research and who build on us the value of leaning and investigating new things. We cannot forget the very helpful sisters and brothers who try all the time to push us to the right way and who have motivated us with the needed advice and encouragement to finish up what we have already started. To our friends and classmates who are still the big support for us.

Abstract

Speaking is one of the four skills that contribute to L2 proficiency. There are different strategies to develop the speaking skill; one of the main strategies is critical thinking strategy. The main goal of this research is to examine the effectiveness of using Critical thinking as an instruction in the oral expression class to enhance the speaking skill of FL learners. The present study intends to know the teachers' and the students' attitudes towards the teaching of critical thinking to improve students' speaking proficiency at the institution of letters and foreign languages, Abdelhafid Boussouf University Center/Mila, during the academic year 2017-2018. To test the research hypothesis, two questionnaires were administered; one for teachers and the other for students. The data gathered demonstrate that first year English as Foreign Language (EFL) students at Mila university center have positive attitudes towards teaching them critical thinking though they do not use it frequently. Teachers of OE as well confirm the importance of CT and its impact on the development of students' speaking proficiency. The findings obtained allow validating the hypothesis in that the participants show positive attitudes towards the use of CT in the Oral Expression class to improve students' speaking skills. From the results, the research proves that more attention should be given to critical thinking in the OE classrooms and CT should be incorporated into the Algerian EFL syllabus. The overwhelming conclusion, reached from the results of this study, is that critical thinking has a significant impact on developing EFL students' level of the speaking proficiency.

List of abbreviations

CT: Critical thinking

CLT: Communicative Language Teaching

OE: Oral Expression

P: page number

ELL: English language learner

EFL: English as a foreign language

FL: Foreign Language

EG: For Example

OE: Oral expression

L2: Second Language

ELT: English Language Teaching

ESL: English as a Second Language

L1: First Language

i.e.: It Means

Etc.: et cetera

&: And

Q: Question

List of Tables

Table 2.1- Critical Thinking Intellectual Standards

Table 3.2- Teacher's Qualification

Table 3.3- Teacher's Teaching Experience

Table 3.4- Students' level in the speaking skill

Table 3.5- Teacher's preferred type of classroom activities

Table 3.6- Motivating students to participate in the oral discussion

Table 3.7- Do teachers give learners the opportunity to choose the speaking activities

Table 3.8-Teacher's opinions about teaching CT

Table 3.9- Teacher's views evaluation of their learners CT level

Table 3.10- Teacher's views of the benefits of CT in developing the speaking skill

Table 3.11- Teacher's opinions about teaching CT

.

List of Figures

Figure 2.1- Bloom's Taxonomy	
Figure 3.2- Students enjoy the speaking session	
Figure 3.3- Student's views towards the speaking skill	
Figure 3.4- Student's speaking frequency English outside the classroom	
Figure 3.5- Students' speaking problems	
Figure 3.6- Student's speaking problems opinion	
Figure 3.7- Student's preferable source of feedback	
Figure 3.8- Student's reaction to teacher's feedback	
Figure 3.9- Classroom speaking Activities preferred by the students	
Figure 3.10- Students' Views about the Development of their CT through Analysis, Evaluation and Asking Questions	

CONTENTS

General Introduction

1. Statement of the problem
2. Aims of the Study
3. Research Questions and Hypothesis
4. Research Means
5. Structure of the Thesis

Chapter one: The Speaking Skill

Introduction

- 1.1- Definition of the speaking
- 1.2- Historical overview on teaching the speaking
- 1.3- The Speaking and other skills
- 1.3.1- The Speaking Vs Listening
- 1.3.2- The Speaking Vs Writing
- 1.4- The components of the speaking
- 1.4.1- Grammar
- 1.4.2- Vocabulary
- 1.4.3- Pronunciation
- 1.4.4- Fluency
- 1.4.5- Appropriateness

1.5- Characteristics of the Speaking Skill

1.5.1- Clustering

1.5.2- Redundancy

1.5.3- Reduced forms

1.5.4- Performance Variables

1.5.5- Colloquial Language

1.5.6- Rate of Delivery

1.5.7- Stress, Rhythm and Intonation

1.5.8- Interaction

1.6- Learner's Speaking Difficulties

1.6.1- Pronunciation problem

1.6.2- Shortage of listening practice

1.6.3- Lack of grammar and vocabulary

1.6.4- Fluency

1.6.5- The use of the mother tongue

1.7- Classroom Activities to Develop the Speaking

1.7.1- Discussion and debate

1.7.2- Simulation and role play

1.7.3- Using videos

1.7.4- Oral Reports

1.7.5- Questionnaires

1.8-Feedback in the Speaking Class.....

1.8.1- During Accuracy Work

1.8.2- During Fluency Work
Conclusion

Chapter Two: Critical Thinking

Introduction

2.1-Definition of Critical Thinking (CT)

2.2-Standards of Critical Thinking

2.2.1- Clarity

2.2.2- Accuracy

2.2.3- Precision

2.2.4- Relevance

2.2.5- Depth

2. 2.6- Breadth

2. 2.7- Logic

2.2.8.-Significance

2.2.9-Fairness

2.3- Critical Thinking Dispositions

2.3.1- Interpretation

2.3.2- Analysis

2.3.3- Evaluation	
2.3.4-Inference	
2.3.5- Explanation	
2.3.6- Self-regulation	
2.4- Critical and Creative Thinking	
2.5- Critical Thinking, Problem-Solving and Decision-Making	
2.6- The Benefits of Critical Thinking	
2.6.1. In Life	
2.6.2. In Work Place.....	
2.6.3- In the Classroom	
2.7-Critical Thinking and Bloom’s Taxonomy	
2.8-Improving Critical thinking	
2.9-The correlation between Critical Thinking and the Speaking Skill	
Conclusion	

Chapter Three: The Field Work

Introduction

3.1.1-The Teachers’ Questionnaire	
3.1.1-The Sample	

3.1.2-The Description of the Questionnaire	
3.1.3-Analysis of the Questionnaire.....	
3.1.4- Interpretation of the Results	
3.2-The Students' Questionnaire	
3.2.1-The Sample	
3.2.2-The Description of the Questionnaire	
3.2.3- Analysis of the Questionnaire	
3.2.4- Interpretation of the Results	
3.3- Overall Discussion and Interpretation of the Results	
General Conclusion.....	
3.4- Limitation of the study.....	
3.5- Recommendations and Suggestions.....	
General Conclusion	
Bibliography	
Appendix(A) : Students' Questionnaire	
Appendix (B) : Teachers' Questionnaire	
الملخص	

INTRODUCTION

- 1. Statement of the Problem**
- 2. Aims of the Study**
- 3. Hypothesis**
- 4. Means of Research and Procedure**
- 5. Structure of the Thesis**

1. Statement of the Problem

There is a time when the traditional approach of teaching is adopted by most teachers, where students are used to learn relying only on the teacher as the main source of information. They are not given enough chance to practice speaking on their own; hence, critical thinking among students in the classroom is almost absent. Nowadays, however, this approach of instructions does not exist anymore in the language teaching classrooms, and the educational system is focusing on the students' critical thinking. Accordingly, critical thinking, as a teaching/learning approach, is thought to be a basic tool for improving learners' speaking skill. In fact, we think it is the schools and universities responsibility to train students to think critically, and analyse and evaluate their ideas and thoughts. Hence, we would like to see and raise teachers' and students' awareness of the importance of using this approach in the language class and also to see their attitudes towards it. Actually, critical thinking approach helps students become better learners. It is one of the most important and driving factor for students to reach good level in education. In the speaking class, the ability to think critically is an important skill learners have to develop to improve their speaking proficiency.

2. Aim of the Study

The aim of this research is to get teachers' and students' views and attitudes towards the use of critical thinking in the OE classes as an approach to overcome the student's speaking problems in this module, and help students improve their speaking skills. In addition, this work intends to gain insight into whether critical thinking is taught at our university.

3. Research Questions and Hypothesis

The main questions of this research are:

1. Are teachers of OE in the Department of English, Abdelhafid Boussouf University centre in favour of using critical thinking as an approach of teaching to overcome students speaking difficulties?
2. In what way does the teaching of critical thinking lead student to perform better orally?

In the light of the present research concerns, we hypothesize that both the teachers and learners in the Department of English, Abdelhafid Boussouf University center have a positive views and are in favour of the use of critical thinking approach in the OE classes to improve students' speaking proficiency.

4. Research Means

To answer the research questions, and test our hypothesis a Teachers' Questionnaire and a Students' Questionnaire are administered to OE teachers and to 1st year students in the Department of Letters and English at *Abdelhafid Boussouf University Centre / Mila*. The questionnaires aim at gathering data about students and teachers point of views towards the use of critical thinking in Oral classes.

5. Structure of the Thesis

Our research is divided into three chapters; the first two chapters are theoretical. The third one is practical and forms the core of our work. Chapter one deals with the speaking skill, it defines the speaking skill and how to teach it, besides to the significance of speaking to students and presents the learners speaking difficulties. In addition, the chapter discusses the methods and strategies that promote the speaking skill. Chapter two deals with critical thinking, its nature, its definition, and its foundation; additionally, the chapter examines the teaching of critical thinking in relation to the speaking skill. The third chapter investigates

the hypothesis mentioned before via the questionnaires given both to teachers and students. The research is ended up by presenting some limitations of the study and pedagogical recommendations for both teachers and students in order to raise the degree of their awareness about the importance of applying such aspect for better achievement in speaking.

Chapter one: The Speaking Skill

Introduction	
1.1- Definition of the speaking	
1.2- Historical overview on teaching the speaking	
1.3- The Speaking and other skills	
1.3.1- The Speaking Vs Listening	
1.3.2- The Speaking Vs Writing	
1.4- The components of the speaking	
1.4.1- Grammar	
1.4.2- Vocabulary	
1.4.3- Pronunciation	
1.4.4- Fluency	
1.4.5- Appropriateness	
1.5- Characteristics of the speaking Skill	
1.5.1- Clustering	
1.5.2- Redundancy	
1.5.3- Reduced forms	
1.5.4- Performance Variables	
1.5.5- Colloquial Language	
1.5.6- Rate of Delivery	
1.5.7- Stress, Rhythm and Intonation	

1.5.8- Interaction	
1.6- Learner's Speaking Difficulties	
1.6.1- Pronunciation problem	
1.6.2- Shortage of listening practice	
1.6.3- Lack of grammar and vocabulary	
1.6.4- Fluency	
1.6.5- The use of the mother tongue	
1.7- Classroom Activities to Develop the Speaking	
1.7.1- Discussion and debate	
1.7.2- Simulation and role play	
1.7.3- Using videos	
1.7.4- Oral Reports	
1.7.5- Questionnaires	
1.8-Feedback in the Speaking Class	
1.8.1- During Accuracy Work	
1.8.2- During Fluency Work	
Conclusion	

Chapter One: The Speaking Skill

Introduction

Speaking is a core element taught in any language class since it is a means through which many language aspects could be learned. In addition, it is one of the best ways to communicate and expresses one's thoughts, feelings, and ideas. Therefore, this skill deserves a main attention in the language class. The aim of this chapter is to explore some insights about the speaking skill, its significance in teaching and learning FL, and its components. It also highlights the factors that affect students' speaking abilities, with some strategies to overcome such factors or difficulties.

1. 1- Definition of the Speaking Skill

Speaking is the action of conveying information or expressing feelings in speech. It is from the verb to speak, which means; say something, make a speech. So, the speaking according to Oxford basic English dictionary is, "to know and use a language" (Waters, 2006, p.364). Language generated by the learner's in either speech or writing, is considered productive, and language directed at the learners in reading and listening is known as receptive language. Modality refers to the medium of the language whether oral or written. According Nunan (2003, p. 48) the speaking skill is "The speaking skill is the productive oral skill; it consists of producing systematic verbal utterances to convey meaning". Whereas, Florez (as cited in Bailey, 2000, p.2) defines the speaking as an: "interactive process of constructing meaning that involves producing and receiving and processing information, it is often spontaneous, open-ended, and evolving".

Speaking a language involves using the right sounds, choosing the right words, correct grammar, vocabulary, and good pronunciation. In addition, it involves knowing how to speak, what to speak, and when to speak in different situations and contexts. For instance, what to speak in a party differs from what to speak in a funeral (Clare, 2001, p.36). Moreover, the speaking involves non-verbal language; “speaking involves not only the production of sounds but also the use of gesture, the movement of the muscles of the face, and indeed of the whole body” (Widdowson, 1978, p.59). Speaking entails as well interaction with one or more participants, which means that speaking involves listening (Harmer, 2001).

1. 2-Historical Overview on Teaching the Speaking

Language is an important tool of communication, and a necessity in human life. We can communicate through different mediums like writing; however, speech was and is still the most used and effective means of communication. In language classes, the speaking has the same importance because it is a basic element of learning a language. In addition, the practice of speaking in the classroom is very important in order to enhance the FL; however, oral skills have not always been central in FL teaching methodologies. The grammar translation method for example does not really prepare students to speak a language. In fact, the grammar translation method is not completely appropriate for students who need to improve their communication in everyday life. In this method, students are exposed to analyze grammar and translate from one language to another (Bailey, 2000). According to Hammerly (as cited in Bailey, 2000, p. 16), in the grammar translation method students “developed an intellectual understanding a language structure and maybe the ability to read, but instead of gaining oral fluency they suffered from what could be described as second language mutism”. So, grammar translation method is useful for students who want to

develop their written work, but it has less usefulness in their speaking. The direct method is another method of teaching, which is based on the importance of practice in improving all language skills (reading, writing, listening, and speaking). In the direct method, students are allowed to use English in everyday situations speaking and listening are considered more important skills rather than reading and writing. Students should improve their speaking by practising responses to the teacher's prompts in order to help them say and pronounce correct sentences (Baker & Westrup, 2000, p.5).

Recently, however, scholars, teachers and curriculum designers have given a great value to the speaking skill. It is based on the way children learn their first language. The child via time will use language correctly. It does not focus more on accuracy, CLT emphasis language as a tool for communication. The principle of CLT was to make students use language forms appropriately in different contexts and for a multi purposes. The activities that we use in CLT allow students to use language in real communication such as role play and simulation, here, the students focus on the content they are speaking in not on the form of the language. So, the aim of CLT is to improve students' communication (Baker & Westrup, 2000; Harmer, 2001).

1.3- Speaking and Other Skills

1.3.1- Speaking Vs Listening

Exchanging information must be held between speaker and listener, which mean if a listener does not understand a message sent by a speaker, then this process cannot be described as communication because information was not transmitted accurately, so in many cases, listening should lead naturally into speaking; there is "a natural link between listening and speaking" (Brown, 2000, p.275). Both skills are so important in the learning and the teaching processes; accordingly, teachers and learners should pay them more attention.

Harmer (2001, p. 228) claims that “extensive listening can have a dramatic effect on a student’s language learning”. Speaking and listening skills strengthen each other. According to Clare (2001, p. 80), “listening and speaking are usually practiced together”.

1.3.2- Speaking Vs Writing

The Speaking and writing are productive skills because when we use these skills, we produce language. However, these skills differ in many ways. Van Lier (as cited in Bailey, 2000, p.14) outlines the following main differences between the spoken language and written language:

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress, intonation)	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	Unlimited planning, editing, revision

Despite the differences between these skills “Speech and writing are rooted in the same linguistic resources and can be used in many contexts to meet the same communicative goals. According to Gilbert (1991, p. 30), “speech is treated as the primary language mode, and writing as a technology which exists to give it permanence” (as cited in Azzoui, 2016, p. 17).

1.4-The Components of the Speaking Skill

Achieving proficiency in speaking performance needs the mastery of the different component that make up this skill. These aspects are as follow:

1.4.1- Grammar

Grammar is needed for students to arrange correct sentences in conversation. For Harmer (2001, p. 12), the grammar of a language is “the description of the ways in which words can change their forms and can be combined into sentences in that language”. So, the function of grammar is to arrange the correct meaning and structure of sentences based on the context. In addition, it avoids misunderstanding in each communication and makes the communication easy and accurate. So, grammar is a vital element in speaking languages.

1.4.2-Vocabulary

Vocabulary is fundamental to successful FL communication because without vocabulary, students cannot use the structure and function they have, and cannot express their ideas. Wilkins (as cited in Thornbury, 2002, p. 13) claims that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. It means that the words are the most essential key in the success of communication. Thornbury (2002, p. 14) defines vocabulary as “largely collection of items”.

1.4.3-Pronunciation

Pronunciation refers to the ability to produce comprehensible speech to fulfill the speaking test requirement (Hughes, 2002). It is crucial aspect in mastering a FL. Pronunciation is the way for students to produce clearer language when they are speaking. Harmer (2001) provides more factors related to pronunciation. He suggests pitch, intonation, individual sounds, sounds, and stress. Pronunciation is very important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding. Harmer

(2001) states that “Pronunciation not only makes students aware of the different sounds and sound features, but can also improve their speaking immeasurably” (p.183).

1.4.4-Fluency

Fluency is one aspects of the speaking skill. It is when learners can express themselves fluently without hesitating and stopping. Bailey (2000, p.5) defines fluency as “the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community”. There are two sides of fluency, the first one is physical, which means produce and connect English sounds and words in a fast smooth way. The second side is mental, which means to find the right words and build English sentences quickly and smoothly. Students need to work on both sides to improve their fluency (Oxford Online English, 2018). Fluency plays a crucial role in developing the speaking skill, when language learners speak quickly, fluidly without hesitation and applying the rules they have learned, their accuracy will increase, which means that they will make less errors in the speaking (Bailey, 2001, p.5). Hammerly (as cited in Bailey, 2000, p. 124) claims that “fluency means speaking rapidly and smoothly”.

1.4.5-Appropriateness

The term appropriateness is related to some variables. When learners are communicating, they have to know what affects the achievement of communication (Harmer, 2001, p.24). These variables are:

- Setting: we speak differently depends on the place where we are, we speak differently in classrooms from the way we do in restaurants and we usually use informal language outside with friends whereas we use formal language inside the classroom with teachers.

- Participant: in the process of speaking usually there are speakers and listeners.
- Gender: man and women, girls and boys usually speak differently.
- Channel: whether we are speaking face to face or on the telephone.
- Topic: in any speaking, there is a particular topic or subject to talk about.

1.5- Characteristics of the Speaking Skill

Brown (2000) identifies some characteristics of the spoken language that may make speaking easy as well as make it difficult in the student's learning process.

➤ 1.5.1-Clustering

Clustering is the task of grouping a set of objects in such a way that objects in the same group. It can be considered the most important unsupervised learning problem; during speaking, students may face this problem. They usually divide their speech into words or phrases and they may face the problem of organizing their speech, which leads to awkward and hesitant speech. Thus "fluent speech is phrasal, not word by word" (Brown, 2000, P. 27).

➤ 1.5.2-Redundancy

Redundancy is the act of using a word, phrase etc. So, it is possible for learners to repeat, rephrase and sometimes they may use some expressions such as "I mean" or "you know" so as to make the meaning clear.

➤ 1.5.3- Reduced Forms

Reduced forms are words used by native speakers, they are not written words but spoken ones. For example, gonna, gotta, wanna etc. so these reduced forms might be difficult for foreign language students who have studied a full forms of language. Bailey (2000, p. 14) claims that "reduced forms are actually systematic, rule governed variants that are natural in spoken English".

➤ **1.5.4- Performance Variables**

FL learners may face hesitation, pauses when they are speaking; thus, it is good for learners to think when they hesitate or stop of using “umm, uh, I mean etc. to have time to reorganize their thoughts. So, teachers should help their students learn how to pause and how to hesitate in order to overcome speaking difficulty. “One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena” (Brown, 2000, p.270).

➤ **1.5.5-Colloquial Language**

In oral performance, it is hard for learners to use the phrases of colloquial language such as idioms; slangs. The teacher’s role is to get students communicate using these forms.

➤ **1.5.6- Rate of Delivery**

Rate delivery is the number of words spoken by minute. FL learners may face the problem of communicative fluency in using a language as native speakers. Rate of delivery is one of the characteristics of fluency. So, teachers should speak and help their students use language faster or slower depending on the context and content of the speech. Exposing FL learners to authentic sources of spoken language reveals better results at the level of their utterances.

➤ **1.5.7- Stress, Rhythm, and Intonation**

Stress, rhythm, and intonation are the most important characteristics of English language pronunciation, and they are crucial in delivering and understanding one’s messages. These three features indicate the interlocutors’ mood, honesty, validity, and even quality of speech.

➤ **1.5.8- Interaction**

Interaction is also extremely significant for speakers; it plays a crucial role in developing speaking and discovering new words. When speakers interact with each other, they learn new expressions; they develop new speaking strategies, and build new relationships with different people.

1.6- Learners' Speaking Difficulties

During interaction, a FL learner may find some difficulties when delivering his/her message, especially when he does not master the language. Luoma (2004, p.1) reports that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". In teaching speaking, teachers should take into consideration students' Weaknesses and strengths of oral interaction and they must know what the speaking is, in addition of knowing how to develop students' speaking performances. In language teaching and learning, speaking is considered as a skill to be practised. To achieve proficiency in the speaking a FL learners face some difficulties:

1.5.1-Pronunciation Problems

Pronunciation is the way in which students produce clearer language when they speak. It is one of the most conspicuous features of a person's speech (Harmer 2001, p.183) claims that "Pronunciation not only makes students aware different sounds and sound features, but can also improve their speaking immeasurably". It means that the students can communicate effectively when they have a good pronunciation. Stress, rhythm, and intonation are the characteristics of English pronunciation and they are very important to convey meaningful speech. Good pronunciation makes students acquire English faster. In addition, it makes interaction easy without hesitations. Therefore, good pronunciation gives students "extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility" (Harmer, 2001, p.183).

FL learners' inability to pronounce well would affect their spoken performance and their participation in the classroom in front of their teacher and their classmates. Learners' pronunciation errors lead to unsuccessful communication. Clare (2001, p. 56) concludes that "bad pronunciation can be a serious problem, it negatively affects understanding". In learning any language especially the English language, the mispronunciation of a word may lead to misunderstanding and it will change the meaning of the word, especially for the words or sounds that have close pronunciation which leads to communication problems. Kelly (2000, p.11) states that "learners who mispronounce a range of phonemes can be extremely difficult for a speaker from another language to understand". Students mispronounce sounds which they are not familiar with. Pronunciation problems are also due to mother tongue interference, especially for Arab students they replace /p/ with /b/ for example the words "people" , " pen" , " paper". they pronounce them as : /bju:bl/, /ben/, /beibe / .

1.5.2-Shortage of Listening Practice

Harmer (2001, p.204) claims that "the more students listen, the more language they acquire, and the better they get at listening activities". When speaking, learners may face difficulties not only because of pronunciation problems, but also because of poor listening practice since listening to native speakers gives a great opportunity to students to develop their speaking skill. Lack of listening practices would lead to poor speaking competence, because of the strong relationship between these skills (listening and speaking) Besides, without the receptive skill; which is listening; students may not produce an utterance successfully Clare (2001, p. 80) says "listening and speaking are usually practiced together". In addition, Students who rely only on the teacher as a source of speaking would not benefit a lot, because teachers are not native speakers. Hence, learners should know and care about

the significance of the listening skill, and listening to native speakers in different contexts because it motivates them to acquire the sounds as pronounced by native speaker. So, successful listening leads to successful speaking as Harmer (2001, p. 271) argues “effective speaking also involves a good deal of listening”.

1.5.3-Lack of Grammar and Vocabulary

(Harmer, 2001, p.12) declares that “If grammar rules are too carelessly violated, communication may suffer”. The mastery of grammar rules and good knowledge of vocabulary are very important to speak a FL. However, the lack of grammatical rules may affect learners’ speaking, and makes them hesitate in speaking and design so many rules in their minds before speaking. Grammar competence has also a crucial role to convey meaning, it is very important for learners to be able to relate words, phrases, and sentences correctly while communication. Littelwood (1981, p.6) claims that “the learner must attain as high degree a possible of linguistic competence”. Lexis is as important as grammar and vocabulary, it is how words are combined together, and it is crucial in any language-learning syllabus (Harmer, 2001). Because the lack of grammar and vocabulary, students speak inaccuracy and feel ashamed, so they avoid speaking in the classroom in front of their peers.

1.5.4- Fluency

Fluency is one aspect of the speaking it is having a good general level of English. Fluency is speaking smoothly without hesitating and stopping, it is when a student can speak, produce, and connect English sounds and words in a fast and smooth way. Non-fluent students find many difficulties in speaking the target language because hesitation and stopping makes the communication breaks down.

1.5.5- The Use of the Mother Tongue

Nonnative speaker usually use his mother tongue in oral performance. The use of L1 is a problem because students prefer to use their mother tongue when they interact with each other in order to express their ideas. According to Harmer (2001), there are some causes behind using the mother tongue in the classroom. The language required by the activity is one of the main causes why students use their mother tongue; the type of the activity or the task which is chosen by the teacher plays an important role in which language will be used by the students. First or foreign language; for example, if the teacher asks his students to have a free discussion about a particular topic which they are not familiar with and not capable of using English, here, the students use their L1 without thinking in order to express their ideas and thoughts because he has not enough linguistic repertoire of such topic. As Harmer (2001, p. 131) maintains “The use of task has made the use of L1 almost inevitable”. Another cause of using the mother tongue is that because L1 is an entirely natural code to use. Students generally prefer to use translation at any oral interaction unconsciously. “Code- switching between L1 and L2 is naturally developmental” (Eldredge, as cited in Harmer, 2001, p.131). Performing pedagogical tasks is another cause behind using mother tongue in the classroom. It usually happens when the students explain to others. The last cause of using L1 has to do with the learners’ styles and abilities; there are students who use their first language more frequently, and there are others who use English right from the beginning. So, the use of L1 may affect students’ speaking development and makes it difficult to speak in a correct and easy way. Harmer (2001, p. 132) asserts that “The use of L1 makes the act essentially pointless”. In the influence of mother tongue, the teacher should encourage students to use the foreign language rather than L1 in the classroom as much as possible, In addition to the selection of an appropriate topic, which fits the students’ level and interest. Al-Hosni (2014, p.55) identifies the following factors that cause speaking difficulties:

- Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
- Nothing to say. Students have no motive to express themselves.
- Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
- Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

There are the factors behind learner/speaker's difficulty in speaking. These factors are: knowledge factors; when the learner doesn't know the aspects of the language, skills factors; when the learner's knowledge is not enough to guarantee fluency, and affective factors; the learners' lack of confidence, Motivation, risk taking, anxiety, and so on (Thurnbury, 2008, p.39).

Under these circumstances, the teacher should try to overcome these hurdles and encourage student interaction. He should create a comfortable atmosphere, where students are not afraid to speak or make mistakes, and enjoy communicating with their teacher and their classmates and encourage them to use English inside and outside the classroom. Students as well, should practice the speaking skill as often as possible so that, they become able to speak English fluently and accurately.

1.6-Classroom Activities to Develop the Speaking

The Speaking is an important skill in any language which students should focus on. In fact, the aim of any second/foreign language learners is the mastery of speaking skill. It has always been a major focus of language teaching. Speaking usually was meant repeating after

the teacher, reciting a memorized dialogue. In relation to the activities for developing the speaking skill, there are many communicative activities to use in the classroom for enhancing oral skills. Communicative activities are any activities that encourage and require a learner to speak with and listen to other learners. Communicative activities aim to find information, talk about self, learn about cultures, turn English classroom into active and healthy place where the students can find themselves comfortable to communicate using language easily and learn what they need and want to learn. Communicative activities provide opportunities for students to use the language with one another because they are designed to be lively, fun, and interactive. The following are some of these activities.

1.6.1- Discussion and Debate

Discussion and debate are considered one of the most important activities for developing the speaking skill to second/foreign language learners. Discussion in foreign language classroom generally help foreign language learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized way and enables them to arrive at a conclusion besides it allows them to give their point of view. The teacher should give free topics to his students to talk about. They prepare a given topic then they discuss it in the classroom together. Debate, on the other hand, allows students to speak and express their ideas and their point of view. Here, one supports the idea and the other opposing it by giving arguments and evidences. So, there is no doubt that such activities will improve students' communication and conversation.

1.6.2-Simulation and Role Play

According to Bailey (as cited in Nunan, 2015, p.57) role play is “a speaking activity in which the students take the part of other people and interact using the characteristics of those people”. For developing speaking skill, role play and simulation considered to be good

activities in the classroom. They are practice activities in that they help students acquire the speaking skill and oral fluency because speaking requires more practice. Baker and Westrup (2000, p. 92) state that “role plays are useful because students have to think about how their character will react. Also, some students participate better when they are pretending to be someone else”. Simulation is “a real life encounter” (Harmer, 2001, p. 274). It is similar to role play, except that learners act as themselves rather than adopting the role of another character. Here, the student thinks of himself that he is a real participant in the simulation. They are very important in teaching speaking because they are practice activities and they give students an opportunity to practice communication in different social contexts and in different social rules. In role-plays, students are given different characters in different situations with different sentences to say. They may be assigned roles from different professions (doctor, teacher, president, parents, patient...etc.). Ur (1981 as cited in Ur, 1999, p.54) states that “The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in classroom”. Harmer (2001, p.247) maintains that “many students derive great benefits from simulation and role play”. He adds “simulation and role play can be used to encourage general oral fluency”. So, according to him, role play and simulation have three advantages; they make students’ interaction fun and motivating in addition, they help hesitant student to be more fluent and confident speaker because he do not take the responsibility of what he is saying. They also allow students to use varieties of language in different contexts and involve them in real communication (Harmer, 2001, p.275). Role play and simulation help students improve not only their interpersonal relations, but also they learn to work together.

1.6.3- Using Videos

The use of videos in the classroom has many benefits for students and for learning and teaching speaking. One of the main advantages of such usage is seeing language in use; here, it allows student not just to hear language, but to see it too. This adds more comprehension since they can see the gestures, body language, and facial expression. So, the student can interpret the text more deeply and easily. Cross-cultural awareness is another advantage from using videos inside the classroom; videos allow students to see and to know different cultures. The students can see how different people from different cultures speak and behave in different context. Videos also motivate students and make them interested in learning and speaking (Harmer, 2001).

1.6.4- Oral Report

Oral report is the act of giving a piece of information to somebody. This technique encourages learners to interpret utterances through which they can initiate their own language and put it to communicative use. Also, there is an exchange of information to the extent that there is a great deal with the subject during the session. It is a very important technique in English foreign language classrooms since it is the students' words and speech. In this technique, the teacher proposes some topics or gives free topics to present in the classroom by students. It is better to let students choose the topic they like. A good oral report happens when the topic has chosen by the students themselves, because it allows students to use ideas from their own experience and knowledge. Here, the student should select an extremely interesting topic, and then he should prepare himself in advance for presentation. When coming to the classroom, a student can use a poster, blackboard or he can use data-show in order to attract students' attention. The student who presents should invite his classmates to say their opinions and views in order to make the lesson vivid. When

students are familiar in doing presentation, they will speak comfortably and fluently (Baker & Westrup, 2000, p.97).

1.6.5-Questionnaires

Questionnaires are useful as communicative tool in the classroom. They develop students' speaking skills, they ensure that "both questioner and respondent have something to say to each other" (Harmer, 2001, p.274). In this activity, the students can design questions on any topic that is appropriate, then the questioner asks and the respondent answers.

So, in order for students to develop their speaking skills, they have to practice as often as possible, because speaking is a practical skill not a theoretical one and it is not an academic subject, it is not something you read from the book. Finally, practice makes students perfect in achieving speaking not only inside the classroom, but also outside the classroom.

1.7- Feedback in the Speaking Class

Feedback can be very useful for students during oral work. Teachers should not deal with all oral production in the same way. The teacher gives the feedback depending on the stage of the lesson, the activity, the type of mistake, and the student who made that mistake. When the teacher gives feedback, he relies on whether the students are expected to complete accuracy or to use language fluency. The teacher should know whether the given activity is a "communicative" or a "non-communicative" activity. Since non-communicative activities are planned to guarantee correctness of grammar, vocabulary, and pronunciation, communicative activities intended to improve language fluency. Thus, during speaking, teachers should know when and how to correct mistakes during accuracy and fluency activities (Harmer, 2001, p.104-9).

1.7.1- During Accuracy Work

It is necessary to point out and make correction of the students' mistakes in the right moment. Correction is most often made up of two stages; in the first stage, the teacher should show for student that he has made the mistake whether in grammar, vocabulary, or pronunciation and let him correct the mistake by himself. This stage is called showing incorrectness. In the second stage, if it is needed, teachers help student to do something about that mistake, this stage called getting it right.

A. Showing incorrectness: helps student to be able to correct themselves whenever the mistake has been made. Showing incorrectness can be done in the following different ways:

- **Repetition:** Here the teacher asks the student to repeat what s/he has said by saying for example (again? Is it correct to say like that? Or could you repeat please?) To point out that there is something incorrect.
- **Using Facial Expressions:** If both students and teacher know each other well; facial expressions and some gestures can work to indicate the mistake. For example, when the student made the mistake, the teacher may move his finger to indicate the mistake.
- **Reformulation**, as well plays an important role in pointing out the mistake, here, the teacher simply reformulates sentences by repeating what the student has said correctly. E.g.,

Student: the driver of the car were killed in the collision.

Teacher: was killed in the collision.

Student: ... was killed in the collision.

- **Echoing:** is another way of showing mistake, here, the teacher repeats what the student has said focusing on the part that was wrong. For instance, the student says “she go to London”, the teacher says “she GO to London?” with a questioning intonation.
- **Statement and Question:** as well is another way of showing students’ incorrectness. The teacher may say “that’s not correct” or “Is it correct to say it like that?” to show that there is something incorrect needs to correctness.

B. Getting It Right: In this stage, if the student is unable to correct himself, the teacher would correct him and explain the grammar rules in more details. For instance, “not go” listen “I go, you go, they go, we go, but with she, he, and it goes” so, “She goes to London” then, the teacher asks him to repeat the correct utterance. E.g.2. Look, “I ‘am, you were, they were, we were. With She, He and It was”. So, it is “the driver of the car was killed in the collision”. In this stage, the teacher also can ask another student to correct his classmate by saying: can anyone help your mate? According to Harmer (2001), student to student correction is better than teacher to student correction. He says “student to student correction works well in classes where there is a genuinely cooperative atmosphere” (p.107). However, it might negatively affect the student who made the mistake; he feels that he is the only one who does not know grammar, vocabulary, or pronunciation. In this case, the teacher should encourage him/her and use the appropriate procedures trying not to motivate that student.

1.7.2-During Fluency Work

During communicative work or fluency work, the teacher should not interrupt students when they are speaking, and he should not correct the mistakes students commit. Interruption hinders students’ ability to express the meaning they want to convey; as well, it

makes students stressful, hesitating, and demotivated which leads to communication breakdowns. The teacher should not correct students when they made mistakes immediately Lynch (as cited in Harmer, 2001, p.105) argues “the best answer to the question to when to intervene in learner talk is: as late as possible”.

Conclusion

In this chapter, we have attempted to provide an overview about the speaking process in EFL classes. This process is considered as the most difficult skill among the others (listening, reading and writing). In addition, we have tackled the main challenges that face EFL students in learning speaking skills that stand as an obstacle in their learning process. We have also highlighted how the teacher gives feedback during oral works, whether it is within fluency or accuracy activities. In order to develop students' speaking skills, we have suggested various speaking activities used in the classroom such as, using discussions, role plays and simulation, questionnaires, and presentation.

Chapter Two: Critical Thinking

Introduction

2.1-Definition of Critical Thinking (CT)

2.2-Standards of Critical Thinking

2.2.1- Clarity

2.2.2- Accuracy

2.2.3- Precision

2.2.4- Relevance

2.2.5- Depth

2. 2.6- Breadth

2. 2.7- Logic

2.2.8.-Significance

2.2.9-Fairness

2.3- Critical Thinking Dispositions

2.3.1- Interpretation

2.3.2- Analysis

2.3.3- Evaluation

2.3.4-Inference

2.3.5- Explanation

2.3.6- Self-regulation	
2.4- Critical and Creative Thinking	
2.5- Critical Thinking, Problem-Solving and Decision-Making	
2.6- The Benefits of Critical Thinking	
2.6.1. In Life	
2.6.2. In Work Place.....	
2.6.3- In the Classroom	
2.7-Critical Thinking and Bloom’s Taxonomy	
2.8-Improving Critical thinking	
2.9-The correlation between Critical Thinking and the Speaking Skill	
Conclusion	

Chapter two: Critical Thinking

Introduction

Critical thinking becomes an issue in modern education. Many researchers and psychologists gave a great importance to critical thinking (CT). In this chapter, we are going to focus much more on critical thinking by giving different definitions of the term which made by a number of researchers, educators, scholars. In addition, we focus on a number of standards of CT which make the concept easy to be understandable. Furthermore, we are going to shed the light on two concepts which seem alike, but they are different in meaning and each one may complete the other (i.e. critical and creative thinking). Critical thinking, problem-solving and decision-making are also illustrated and explained in this chapter. In addition, we have conversed Bloom's taxonomy in terms of its relation to CT skills. Then this chapter ends with the benefits of CT in different domains and its relationship with speaking skill.

2.1-Definition of Critical Thinking (CT)

The word "critic" for many is something negative, but this is just a misunderstanding of the concept. The word "critic" came from the Greek word "kriticos" which means judgment and Latin word "criticus" in 16th century (Online Dictionary, 2018). Critical thinking had emerged 2000 years ago it dates back to the time of Socrates and other philosophers. John Dewey is supposed to be the father of critical thinking, he used the term "reflective thinking" to refer to critical thinking. In Dewey's definition, critical thinking is active process which individuals can raise questions by themselves, thinking by themselves without receiving information from someone else's and be passive recipients. Another definition given by Robert Ennis the most used and influential in tradition, Ennis (1987, P.2) defines critical thinking as "reasonable, reflective thinking that is focused on deciding what to believe or do". In both

definitions, critical thinking is reasonable, reflective, in addition to decision making. Paul and Elder (2006, P.6) define critical thinking as “a process of analyzing and assessing thinking with a view to improve it. Critical thinking entails knowledge the most basic structure of thinking”. The most influential components of critical thinking include elements of thoughts, thinking abilities, affective traits, and intellectual standards” Paul (1993, P.8). Paul’s definition points out that teachers or researchers in the field of education see that the only way to enhance one’s critical thinking are “thinking in one’s thinking”. All definitions, share common points which are: critical thinking is reasonable, rational, analyzing, evaluating, synthesizing that describes human being thinking. Critical thinking is using cognitive skills and making conscious effort to solve certain problems, decision making, calculating, judging. one definition can sum up all previous definition, this definition is given by Russel. Russel (as cited in d’anglo 1971, p.60) summarizes the definition of critical thinking saying that critical thinking is “a process of evaluation or categorization of some standard, this seems involve attitude plus knowledge of facts plus some thinking skills” his equation was Attitude + Knowledge + Thinking skills = critical Thinking.

2.2-Standards of Critical Thinking

Critical thinking is a set of intellectual skills. We can evaluate other’s way of thinking by applying certain standards such as clarity, accuracy, precision, relevance, depth, breadth, logic, significance and fairness. Paul and Elder in their book Critical Thinking: concepts & tools (2007) put standards for learners to apply such standards in classroom setting or daily life. And learners later on perceive the usefulness of critical thinking in learning.

2.2.1- Clarity

People sometimes cannot express themselves clearly; this failure prevents others to understand them. Critical thinkers look for clarity in thoughts not only clarity in language they

speak or use. Clarity makes learners more realistic, understanding and solving real life issues. Besides statement should be clear stated otherwise, it has no accuracy or relevance. (Paul and Elder, 2006, p. 92).

2.2.2- Accuracy

A statement or a sentence can be clear, but not accurate. According to Paul and Elder (2006, p. 93-94), “to accurate is to represent something in accordance with the way it actually is. People often present or describe things or events in a way that is not accordance with way things or events actually are”.

2.2.3- Precision

Precision is vital; statement can be clear and accurate, but not precise. Precision means give details which are necessary to understand or be understandable by someone else. “To precise is to give details necessary for someone to understand exactly what is meant. Some situations don’t call for detail”. In many cases specifics are essential to good thinking (Paul & Elder, 2006, P.94-95).

2.2.4- Relevance

“A statement can be clear, accurate, precise, but not relevant to the question at issue... Something is relevant when it is directly connected with and bears upon the issue at hand” (Paul & Elder, 2006, p.95-96).

2.2.5- Depth

“A statement can be clear, accurate, but superficial-lack depth. When we think deeply, even when we deal with complexities in a question. We might find difficult to address. Still, our

thinking is working better when we recognize the complicated of the question and address each area in the complexity of the question” (Paul & Elder, 2006, p. 97.98).

2. 2.6- Breadth

A statement can be relevant, clear, but lack breadth. Breadth means fail to consider all relevant viewpoints (Paul & Elder, 2006, p. 99).

2. 2.7- Logic

“To think logically is to reason correctly. To think critically we need accurate and supported beliefs. We need to be able to reason from those beliefs to conclusions that logically follow from them” (Bassham, Irwin, Nardone & Wallace, 2011, P.6).

2.2.8.-Significance

When we reason through issues, we focus on most important information and take into consideration the most important concepts (Bassham, et al., 2011, p.8).

2.2.9-Fairness

Finally, fairness needed to be in our thoughts. To be justified is to think fairly in context and in accord with reason.

The table below summarizes the standards of critical thinking

Clarity	Understandable, the meaning can be grasped	Could you elaborate? Could you give me example? Could you illustrate what do you mean?
---------	--	--

Accuracy	Free from errors and distortion, true	How could we check on that? How could we find out if that is true? How could we verify or test that?
Precision	Exact to the necessary level of detail	Could you be more specific? Could you give me more details? Could you be more exact?
Relevance	Relating to the matter at hand	How does that relate to the problem? How does that bear on the question? How does that help us with the issue?
Depth	Containing complexities and multiple interrelationships	What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?
Breadth	Encompassing multiple viewpoints	Do we need to look at this from another perspective? Do we need to consider another point of view? Do we need to look at this in other ways?
Logic	The parts make sense together, no contradictions	Does all this make sense together? Does your first paragraph fit with your last? Does what you say follow from the evidence?
Significance	using on the important, not trivial	Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?

Fairness	Justifiable, not self-serving or one-sided	Do I have any vested interested in this issue? Am I sympathetically representing the viewpoints of others?
----------	--	---

Table 2.1- Critical Thinking Intellectual Standards (The Foundation for Critical Thinking, Dr. Linda Elder and Dr. Richard Paul).

2.3- Critical Thinking Dispositions

The Core critical thinking skills refer to cognitive skills and dispositions. Experts made list of cognitive skills that any critical thinker should have including: interpretation, analysis, evaluation, inference, explanation and self-regulation. We are going to explain each cognitive skill in details.

2.3.1- Interpretation

Interpretation is “to comprehend and express the meaning of significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria”. Interpretation also includes paraphrasing other’s work and identifying main ideas and subordinate ideas from a text (Facione, 1990, P.5).

2.3.2- Analysis

Analysis means breaking down ideas into pieces, in other words analysis is “to identify the intended and actual inferential relationship among statements, questions, concepts, descriptions, or other forms of presentation intended to express beliefs, judgment, experiences, reasons, information or opinions”. Analysis also includes examining ideas, analyzing argument and detecting arguments these represented to be sub-skills of analysis (Facione, 1990, P.5).

2.3.3- Evaluation

Evaluation means to assess the credibility of statements which are descriptions of someone's judgment, opinion, and belief; and to assess the logical strength among statements, questions...etc.

2.3.4-Inference

Inference meaning is “to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypothesis, to consider relevant information and reduce the consequences flowing from data, statements, evidence or other forms of representation” (Facione, 1990, p.6).

2.3.5- Explanation

Explanation is the ability to give a full look at a big picture. In the other words, “to represent one's reasoning in the form of cogent arguments” (Facione, 1990, p.6). Among all cognitive skills above, explanation is vital because it help critical thinkers to improve their strong thinking.

2.3.6- Self-regulation

Self-regulation is a complex concept; it includes monitoring, comprehension, feedback, and assessing progress towards a goal and making judgment about how well something is learned (Bednall & kehoe, 2011 cited in Halpern, 2014, p. 21).

2.4- Critical and Creative Thinking

Critical and creative thinking seems to be inseparable concepts. These two modes of thinking can be misunderstood and misinterpreted. Critical thinking is a process of analyzing,

evaluating, judging, rationalizing, and interpretation to make informed decisions. While creative thinking is applying imagination to find solution of the problem or issue (Glaser, 1985, p.25). Creative and critical thinking so-called poles of thought, it means that it cannot be separated from each other; in both modes of thought neither is superior. Theorists divided into two positions, some view critical and creative thinking as different from each other but complimentary. Glaser (1985) states that “creativity supplements critical thinking but it may not be an essential ingredient in critical thinking” (p.25). The second view, however, according to De Bono is that there is a tension between critical and creative thinking, that breaking out of a prevailing frameworks require abandonment of the logic and standards for critical assessment which characterize the framework. De Bono (1976, P.165) state “too much experience within a field may restrict creativity because you know so well how things should be done that unable to escape to come up with new idea”. Here again, creativity masters a process of making or producing while criticality a process of judging or assessing (Paul & Elder, 2006).

2.5- Critical Thinking, Problem-Solving and Decision-Making

Students who think critically recognize that all thinking is an attempt to figure something out, to settle some question, or solve some problems, making decisions concerning everyday living. Human beings face everyday problems and they try to solve these problems as much as possible; this happens merely by making good decisions. In fact, everyone faces some kind of problems and tries to solve them. The meaning of problem-solving is to recognize problem situation and defining this problem and then move on to put hypotheses and develop it to find good solution in order to be solved at the end. On the other hand, decision-making means identifying real decision to be made and evaluate decision and bear the responsibility for it. Gettings (1999) claimed that “... learning critical thinking does

not make one think better but to understand something more deeply or solve problems more successfully” (p.148).

2.6- The Benefits of Critical Thinking

National Council of Excellence in Critical Thinking (2014, p.2) defines CT as “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” (as cited in Kivunja, 2015b, p.381). Critical thinking is not just a concept; it is a real life model from which the person can builds successful problem solving. CT skills are beneficial in daily life such as in education, in workplace and in life.

2.6.1. In Life

Critical Thinking is very crucial in the life for human beings to live as a civil society. According to Steven (1991, p.3), “Critical thinking enables an individual to be a responsible citizen who contributes to society, and not be merely a consumer of society's distractions”. Upon which the person can be more reasoned decision maker and problem solver. CT can make big changes in life, by developing how the person interprets opinions, rationalizations and problem solving practices. CT is a technique which has the ability to make people follow logical steps and arrive at an appropriate and logical conclusion. CT makes people see beyond via not only judging others, but it teaches how to understand, respect and take into consideration others’ opinions and thoughts. CT enhances communication with each other and it makes person aware of what, how and when to say in addition it makes people become problem solvers and good communicators.

2.6.2. In Work Place

Critical Thinking as well has great benefits at any work place. It is very demanding, tremendous and helpful in order to convince others about an issue, for example the lawyer attempting to convince the judge and the jury of the courtroom about his clients' claim, he should analyze, interpret and evaluate the information gathered from the client first then he could convince them (Bassham et al., 2011). CT promotes creativity; creativity is about being open to new ideas and looking for ways of developing things and creating something new. CT involves logical thinking, reasoning, analyzing, planning and evaluating. So, in the work place, CT helps workers to come up with new ideas and suggestions that lead to better achievement and better performance.

2.6.3- In the Classroom

Critical Thinking is a crucial cognitive skill that schools and universities aim to have in their students. It is an important and interesting topic in modern education. Scholars, teachers, and students as well need CT as an instruction in the syllabus, due to its significance in the students' academic performance and results. Critical thinking skills do not only give students the ability to understand what they have been taught, but also to build the knowledge. Students will build up their knowledge upon themselves (Steven, 1991, p.1). Moreover, CT improves students' thinking skills and thus become more successful in the real life. Besides to that CT makes students autonomous learners, more confident, more motivators, problem solvers and active learners. Bassham, Irwin, Nardone and Wallace (2011, p.7) assert that in a critical thinking course, students learn different skills that can greatly improve their classroom performance. These skills include:

- Understanding the arguments and beliefs of others
- Critically evaluating those arguments and beliefs
- Developing and defending one's own well-supported arguments and beliefs

To succeed in school, students must be able to understand the material they are studying. Critical thinking does teach different skills that can significantly develop their ability to understand the arguments and issues discussed in their textbooks and classes. In addition, critical thinking can help students critically evaluate what they are learning in class. During their school career, their teachers will often ask them to discuss “critically” some arguments or ideas introduced in class. Critical thinking teaches a wide range of strategies and skills that can greatly enhance students’ ability to engage in such critical evaluations (Bassham et al., 2011). Students will also be asked to develop their own arguments on particular topics or issues. In an American Government class, for instance, students might be asked to write a paper addressing the issue of whether Congress has gone too far in restricting presidential war powers. To write such a paper successfully, they must do more than simply find and assess relevant arguments and information. They must also be able to marshal arguments and evidence in a way that convincingly supports their view. The systematic training provided in a course in critical thinking can greatly improve that skill as well (Bassham et al., 2011). So, CT plays an important role in life, work place and education, As Kivunja (2015b) stated that “Critical Thinking is essential for successful studies, work and living in the 21st century” (p.388).

2.7-Critical Thinking and Bloom’s Taxonomy

Benjamin Bloom in 1956 developed six levels of intellectual behavior important in learning and arranged in hierarchical order, starting from simple to complex. Critical thinking and Bloom’s taxonomy represent high-order thinking because CT by its definition means evaluating, judging, reasoning...etc. In this taxonomy, three elements goes hand in hand with CT, it means the more complex ones which are: Analyses, syntheses and evaluation. Let’s illustrate each level:

2.7.1- Knowledge: memorizing information, being able to remember but not full understanding of materials. E.g. memorizing, identifying, and defining.

2.7.2- Comprehension: restating by using one's own words, paraphrasing others ideas, summarizing. E.g. explaining, illustrating and describing.

2.7.3- Application: transforming abstracts or theories to practical situations. E.g. solving, applying, using.

2.7.4-Analysis: identifying components break down ideas and see how parts work together. E.g. analyzing, separating, and contrasting.

2.7.5-Synthesis: making connections between things. E.g. creating, designing, inventing.

2.7.6-Evaluation: making decisions and supporting views. E.g. judging, justifying, convincin (Bloom, 1956).

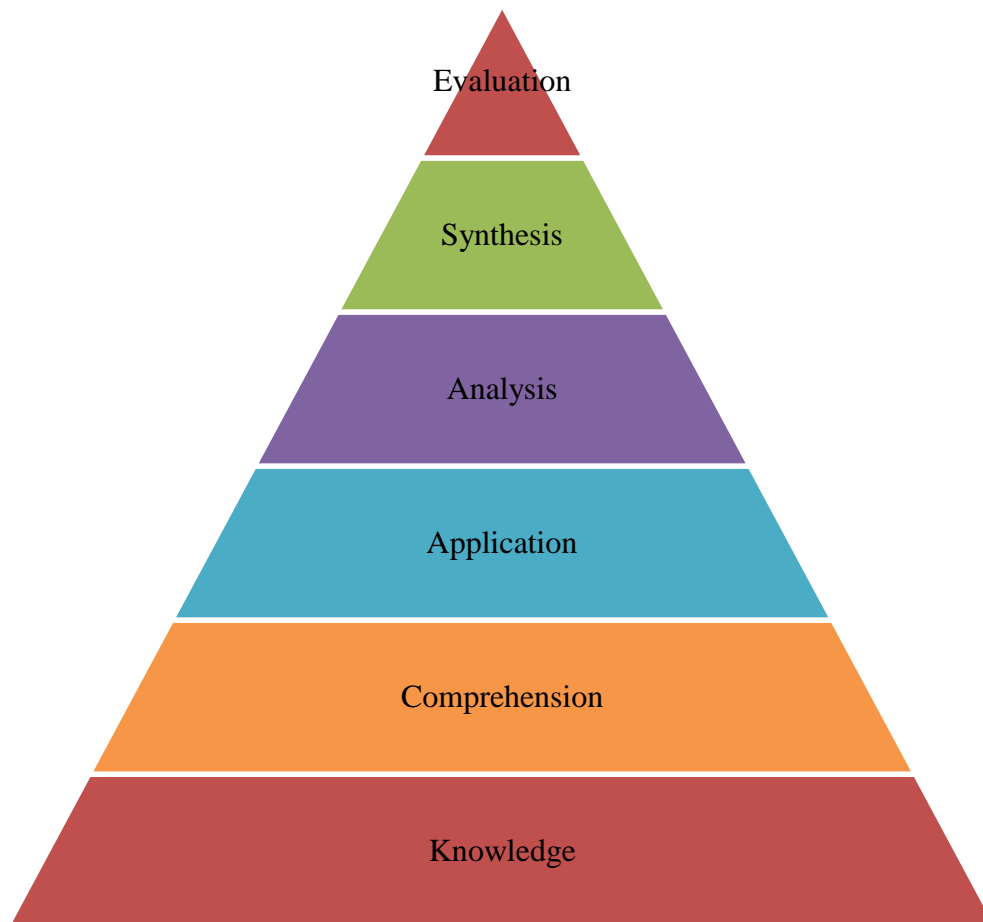


Figure 2.1-Bloom's Taxonomy (Bloom, 1956).

It is crucial for teachers to follow Bloom's Taxonomy revised and scaffold their students towards higher order thinking levels where students work on a text in order to practice reading and speaking skills. At the remembering level, students can be asked to name the events and characters for example. At the understanding level students retell the story or write a summary of the story, Here, it is helpful for improving skimming techniques where they look for the main ideas; in addition, it is useful for students , it motivates those students with limited information and knowledge to participate. At the level of applying students can write the text or say what they have read. At the analysis level students can conduct an investigation or make a set of questions to collect information in order to illustrate their opinions. At the evaluation level, they can organize a debate or a discussion in order to test and prove their ideas and

information. At the creating level students can write a piece of essay or paragraph based on the story or make a talk show or role play.

2.8- Improving Students' Critical Thinking

English teachers have long tried to employ critical thinking strategies into the English language classroom through different activities in the classroom such as, problem-solving tasks, thought-provocative questions following reading comprehensions or in class discussions and debates and many more other techniques and strategies to develop students' CT. Steven (1991) affirms that critical thinking can be presented in all classroom areas during lectures, homework, term papers and exams. During lectures, teachers may explicitly teach critical thinking principles to their students; the teacher stays with his/her subject matter, but presents this in such a way that encourages students to think critically about it. This is accomplished during lecture by questioning the students in ways that require learners not only to understand the material, but to analyze it and apply it to new situations. During the lecture teachers from time to time may stop and ask students about the lecture, and he should leave enough time for them to think and recognize their ideas before answering. In addition, if the students cannot answer a question, the teacher should help them by simplifying the question and showing them how to answer through using thought process: ask what data are needed to answer the question, suggest how the data can be used to answer the question, and have the student use this data in a suitable way to come up with an answer. Homework as well help students enhances the CT; both traditional reading homework and special written problem sets or questions can be used to enhance critical thinking Steven (1991). Homework presents many opportunities to encourage critical thinking. Quantitative exercises, Mathematical exercises, and quantitative word are one of the best methods for teaching problem solving skills that can be used in everyday life. This obviously enhances critical thinking. Term paper is another way to teach critical thinking. In

this method, the teacher asks students to write; writing forces students to organize their thoughts, contemplate their topic, evaluate their data in a logical fashion, and present their conclusions in a persuasive manner. Moreover, students can develop their CT via exams; exam questions can be devised which promote critical thinking rather than rote memorization. This is true for both essay question exams and multiple-choice exams (Steven, 1991).

2.9-The Correlation between Critical Thinking and the Speaking Skill

Speaking is “the action of conveying information or expressing ones’ thoughts and feelings in spoken language” (Oxford Dictionaries Online, 2018). Thinking according to Oxford Basic English Dictionary is “to have an opinion about something” (Waters, 2006, p.396). And we use language in order to express opinions, thoughts, information and ideas. So, there is a correlation between all these aspects. According to Bassham et al, (2011, p. 1), critical thinking is:

The general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do.

Critical thinking is evaluating whether we should be convinced that someone else idea is true, or some arguments are good, as well formulating arguments. Argument is an attempt to convince someone, using a target language. Besides, we do many things with language; state a fact, ask a question, answer a question, inform someone, insult someone, praise someone, promise to do something, make a threat, tell a story, recite a poem, say a character’s lines in a

play, give an arguments, give your own opinion, think loudly, convince someone (Hugh and Lavery, 2004). They Claim that there is a relation between thought and language; they maintained that "thought is expressed in and through language" (2004, p.10). So, speaking and critical thinking are interrelated skills and they complete each other; via speaking human beings could express their ideas, feelings, thoughts and information. If a person has an opinion or an argument, he expresses them through speaking, and he should have ideas, arguments or information about a particular subject before interacting with others. That is to say, the speaking skill is a tool of expressing critical thinking.

Conclusion

Critical thinking is necessary in human life, especially in education and occupation. Critical thinking is one of several skills required for post-education students and workplace. Furthermore critical thinking entails cognitive skills, abilities, and dispositions. Good critical thinking will meet various intellectual standards like clarity, accuracy, precision. In addition, the relationship between critical thinking and other concepts have great impact on human thinking and behaving, like those creative thinking, problem-solving and decision-making. Critical thinking has a good impact on students learning and proficiency; in that, it helps them to better understand their lectures and the views and experiences of others. Moreover, knowing how to think critically boost the learners performance in any subject he is learning, like learning a language.

Chapter Three: The Field Work

Introduction

3.1.1-The Teachers' Questionnaire

3.1.1-The Sample

3.1.2-The Description of the Questionnaire

3.1.3-Analysis of the Questionnaire

3.1.4- Interpretation of the Results

3.2-The Students' Questionnaire.....

3.2.1-The Sample.....

3.2.2-The Description of the Questionnaire.....

3.2.3- Analysis of the Questionnaire

3.2.4- Interpretation of the Results

3.3-Overall Discussion and Interpretation of the Results

Conclusion

Introduction

This descriptive study is conducted to investigate the students' and teachers' attitudes towards the speaking skill, critical thinking, and mainly, we aim at finding whether or not teachers and students at Abdelhafid Boussouf University center use critical thinking and consider it as an effective and necessary element in the speaking class, if not, why don't they use it! To answer these questions, two questionnaires are administered to the teachers and the students at the Department of Letters and English, Abdelhafid Boussouf University center. This Chapter is devoted for the description and the analysis of the data obtained from the questionnaires provided; it introduces the population, and describes, analyses, and interprets the teachers' and students' responses and opinions to test the stated hypothesis, and to help us reach the aim of our research.

3.1- The Teachers' Questionnaire

3.1.1- The Sample

The teachers' questionnaire was administered to 11 Oral Expression teachers at the Department of Letters and English, Abdelhafid Boussouf University Center, at the academic year 2017/2018. It aims at investigating their attitudes towards CT instruction, its significance in enhancing students' speaking proficiency, as well as their views about incorporating it into OE classes.

3.1.2-Description of the Questionnaire

The questionnaire is made up of three sections and composed of 16 questions. In the introduction of our questionnaire, we provide the teachers with information about the aim of our work, and asked them to tick the appropriate box or justify and give full answers when necessary. The first section is dedicated to background information about our sample; their

degree of qualification, their experience in teaching at the university and teaching Oral Expression. The second section is designed to explore teachers' beliefs concerning the speaking skill and the students' level in this skill, and how OE teachers encourage students to speak. Also, it seeks to know the students' problems during speaking English. In addition, the speaking activities teachers rely on in teaching this skill. It is the aim of the third section to gather information concerning the Critical Thinking, teachers' opinions towards the use of CT in the OE class, whether OE teachers include it or not, and its benefits in developing students' speaking skill.

3.1.3-Analysis of the Questionnaire

Section One: Background Information

Q1: What is your degree?

Options	Number	Percentage
Doctorate Degree	05	46%
Magister Degree	03	27%
Master Degree	03	27%
Total	11	100%

Table 3.2- Teachers' Qualification

The table (3.2) shows that the 5 teachers representing 46% have a Doctorate degree, whereas 3 teachers representing 27% have a Magister degree, and 3 teachers representing 27% have a Master degree. This question was asked to know the teachers' qualification.

This results show that we our sample has a variety of levels, and this help in getting different point of views.

Q2: How long have you been teaching Oral Expression?

Options	Number	Percentage
Less than One year	01	9%
1-5 Years	05	46%
6-10 Years	04	36%
More than 10 years	01	9%
Total	11	100%

Table 3.3- Teachers’ teaching Experience

According to the table (3.3), 46% of teachers have taught from one to five years. 36 % have more than 6 years of expertise; whereas, only one teacher representing 9% has more than ten years. This means that the majority of the teachers in our sample have considerable experience in teaching OE.

Section Two: The Speaking Skill

Q3: How valuable would you rank the Speaking skill among the four skills, or in general?

Teachers’ opinions about the importance of the speaking skill among the other skills differ from one teacher to another, but all of them believe that the speaking skill is very crucial in EFL, since it is a tool of communication and expressing ideas. One of the teachers believes that the speaking skill is the most important skill in all languages; the proficiency in any language means the capability to speak and communicate perfectly by using that

language. Some of teachers rank it the first. And some of them rank it as important as other skills. Whereas, one of the teachers states that the speaking skill as a productive skill comes after the receptive skill listening because without listening to the target language you cannot produce it. Another teacher ranks it the second after the writing skill. However, all of the teachers claim that the students should care about all the language skills.

Q4: Which of the following describes your students' level in the Speaking skill?

Options	Number	Percentage
Advanced	00	00%
Intermediate	11	100%
Novice	00	00%
Total	11	100%

Table 3.4: Students' level in the Speaking skill

All teachers claim that their students are intermediate in the level of speaking skill. This result shows that students do not practice speaking as much as possible.

Q5: In the Oral Expression class, do you give more importance to?

- a. Non communicative (grammar, vocabulary, pronunciation)
- b. Communicative
- c. Both

Options	Number	Percentage
Non communication	00	00%
Communication	08	73%
Both	03	27%
Total	11	100%

Table 3.5- Teachers' preferred type of classroom Activities

From table (3.5), we notice that no teacher gives priority to grammar rules while learning the English language. In addition, 73% of the respondents believe that communication should be the goal in teaching a target language in order to develop students speaking skill. The rest of the teachers (27%) emphasize the other option which is both grammar and communication is important in OE classes. Teachers' justifications were as follows

- Communicative language teaching is more appropriate for OE classes; the objective is to open up the lines of communication between the students in the classroom.
- Learning a foreign language requires knowing how to communicate with it. Exchange ideas, knowledge, information and conversation need grammar and good pronunciation.
- The primary concern in OE session is to communicate, so let students feel free to express themselves.
- The speaking skill needs direct feedback; if students have the chance to speak freely, they may not learn about the language accurately, and may develop bad language habits.
- With EFL students, we focus on transiting the message more than grammar correctness because grammar rules are implicitly used with more communication.

Q6: Do you encourage your students to participate in the OE class?

Options	Number	Percentage
Yes	11	100%
No	00	00%
Total	11	100%

Table 3.6-Motivating Students to Participate in the Oral Discussion

From the answers in hand, we may notice that all the teachers encourage their students to speak in the classroom with the intention that learners develop their thinking and speaking skills. Since learners are the center of the learning process, all the teachers want to get involved with their students in the process of speaking.

Say how, please!

The ways used by teachers to encourage their learners to speak are diverse. First, some teachers think that highlighting the importance of speaking for their learners might encourage them to speak more, while others think that classroom discussions with their peers can be a great aid for learners to improve their speaking and can also develop their critical thinking. In addition to classroom discussion, individual presentations and group presentations encourage students to participate. One teacher suggests that providing students with some feedback could be a motivating tool for students' to practice their language. Lastly and more importantly, teaching students about the use of critical thinking, where and when to implement them to improve their speaking proficiency. One of the teachers claims that he encourages them by creating a healthy atmosphere and introducing fun into the classroom where the students feel free and comfortable to think and to express their ideas

and knowledge. One of the respondents believes that the topic itself should be according to students' needs and interest. So, for the majority of teachers, since it is an OE session, it is their responsibility to encourage and invite students by treating them equally and kindly, and calls on them and try to build their self-confidence by telling them that is important to practice, and that making mistakes doesn't mean failure.

Q7: From your experience, what are the main speaking difficulties that students may face during OE sessions?

All teachers admit that the major difficulties the students always face during an OE course are psychological problem; such as fear, shyness, anxiety, being introverted person, hesitation, pronunciation and grammatical problems, the inability to use the appropriate words in the appropriate context, and the interference of L1 in L2. The lack of vocabulary is also considered by the teachers as an obstacle that hinders the learners to understand and to communicate their feeling, taught, and ideas. One more teacher adds, learners do not have enough information to talk about a particular point; they do not organize their idea as it should be, and being afraid of stage and speaking English in front of their teachers and classmates.

Q8: What do you think is the root cause behind the difficulties they face?

All teachers claim that lack of practice and the less *the exposure to English* in their daily life are the main causes behind students' speaking difficulties. In addition, students don't practice listening and reading outside the classroom. One of the teachers states that the personality of the learners and method of the teachers that make classroom environment unfavorable are the causes behind the difficulty. Lack of motivation, lack of interest, the nature of the used activities is also reasons of difficulties that students face during OE sessions.

Q9: What are the speaking activities you often rely on? Explain why, please?

From the responses we have, it is obvious that all the teachers agree upon the use of discussion and debate, in addition to the presentations as the main speaking activities to be relied on during the OE sessions. Role play and simulation as well are reliable activities in OE classes.

Since discussions and debates allow students to interact and express themselves, they are considered as the best activities to be used because they are more provocative and raise the students' awareness. Discussions used to create a competitive atmosphere in the classroom that makes the learners at ease to express and exchange ideas with one another and also develop their critical thinking. Students tend to participate more in such activities. In addition to discussion and debate, presentations are also followed by many teachers because in this type of activity, in particular, helps students to develop fluency and self-confidence. Additionally, knowing how to convey messages and ideas may help them to develop speaking skill. While all of them referred to free discussion and debate along with presentations as the main activities to be used, one teacher mentions dialogue. However, another teacher stated that, from time to time, he relies on role plays and classroom performance. From the answers, we notice that teachers of OE sessions vary the speaking activities in order to deal with both communicative and grammatical task.

Q10: Do you give your learners the opportunity to choose the speaking activities?

Options	Number	Percentage
Yes	9	82%
No	02	18%
Total	11	100%

Table 3.7- Do Teachers Give Learners the Opportunities to Choose the Speaking Activities

As shown in the table, almost all the teachers (9) give their learners the opportunity to choose the speaking activities. This means that, the students' opinions, needs and interests are considerable. Except two teachers who do not.

Section Three: Critical Thinking

Q11: Do you think that teaching CT skills should be part of the OE syllabus?

Options	Number	Percentage
Yes	11	100%
No	00	00%
Total	11	100%

Table 3.8- Teachers' Opinions about Teaching CT

The statistics related to this question show that all teachers (100%) agree on the use of CT skills as a part of the OE syllabus. This result shows that the teachers of OE know the importance of CT in the speaking sessions. CT is an instruction that teachers can use in class to carry out the speaking task. It is clear that the teachers know the benefits of CL in enhancing students' speaking skill and it is considered as a useful instruction that would motivate students to practice speaking for better results.

Q12: If so, do you include it in your class? If not, why don't you use it as a part of your lesson?

25% of the respondents claim that they use CT in teaching speaking. They state that developing students' CT is one of their major aims. They are always trying to involve students in CT but not explicitly, only through asking questions and giving problem solving exercises, and through discussion and debate to make students form their own opinions about any topic. It means that these teachers seem to be so precautious in their use of CT skills. According to them, CT is an effective method that students should use to carry out their speaking task since it makes them learn independently and it lets them organizes thoughts and articulates them concisely and coherently. The vast majority of the teachers forming 75% said that they don't include CT in their classes because this technique needs preparation and studies, but they have readiness to include it. It means that the teachers do not try to vary their ways of teaching, and thus they do not attempt to make their students aware of the benefits of CT in speaking. Only one teacher didn't answer, this may indicate that he is not interested in providing any information.

Q13: How would you grade your learners' critical thinking level?

a. Poor b. Average c. Good

Options	Number	Percentage
Poor	06	55%
Average	05	45%
Good	00	00%
Total	11	100%

Table 3. 9- Teachers' Views Evaluation of their learners' Critical Thinking Level

The table (3.9) indicates that the majority of the teachers consider their students as having an average and poor level in terms of thinking critically. 6 teachers representing 55% claim that their learners have poor level of thinking critically, while 5 teachers representing 45% say that they are average level. And no one mention that they have good level. These results are mainly due to the fact that First year students of English are not trained yet how to think critically, and that most of the students rely on the teachers' ideas and information. Besides, they do not think critically, and if they do so, they think superficially and do not go beyond the words level, and it is generally for academic purposes and not for personal gain.

Q14: Critical thinking is beneficial for students to develop their speaking skill?

- b. Strongly agree
- c. Agree
- d. Disagree
- e. Strongly disagree

Please, say how?

Options	Number	Percentage
Strongly agree	06	55%
Agree	05	45%
Disagree	00	00%
Strongly disagree	00	00%
Total	11	100%

Table 3.10-Teachers' Views of the Benefits of CT in Developing the Speaking Skill

The highest percentage lies between the two items “strongly agree” and “agree”. 55% of the teachers claim that they strongly agree that CT has a great impact on developing students’ speaking proficiency; and 45% of them state that they agree. That is to say, all of the teachers believe that CT is a useful instruction that provides students with a great opportunity to develop their speaking skill. So, CT is beneficial for students to enhance their speaking because the students can strip a verbal argument of irrelevancies and phrase it in its essential terms. Teachers’ justifications were different; most of them agreed on the fact that critical thinking is a part of developing speaking skill, and that this technique has a positive impact on students’ speaking proficiency since it helps them to speak out their minds, say what they believe in, and not repeat modes. CT also helps them to use the language to react to other speech. CT helps students to have logical thoughts to express themselves clearly and it helps them organize themselves. The power to think clearly helps in framing the students’ arguments and comments during debates and discussions. So, students may find ideas, information, and knowledge when they practise the language. In this context, Hugh and Lavery (2004) confirms this result saying “Thought is expressed in and through language”.

Q15: Do you think that your students can be critical thinkers when you teach them CT?

Options	Number	Percentage
Yes	10	91%
No	00	00%
No answers	01	09%
Total	11	100%

Table 3.11- Teachers’ Opinions about Teaching CT

The vast majority of respondents (91%) agree on the fact that teaching CT would help students become critical thinkers. This proves that teachers are aware of the importance of teaching CT and see that CT helps students develop their knowledge and learn how to answer questions and solve problems from real life experiences. One respondent remains neutral, he neither agree nor disagree on the effect of teaching CT on learner critical thinking. The justification of this respondent was that being a critical thinker depends on many factors like learner intellectual abilities, readiness and interest, not just teaching critical thinking in the classroom, the respondents adds that this technique requires a long time and great effort from teachers.

Q16: Please indicate the extent to which you agree or disagree with the following statements about the benefits of CT

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Critical thinking is beneficial and relevant in developing the speaking skill	64%	36%	/	/	/
b. Critical thinking builds self confidence	64%	36%	/	/	/
c. Critical thinking creates self-expression	73%	27%	/	/	/
d. Critical thinking reduces anxiety	36%	36%	28%	/	/

e. Critical thinking motivates students to speak	54%	45%		/	/	/
f. Critical thinking develops accuracy and fluency	36%	46%	18%		/	/
g. Critical thinking improves student's thinking skills	73%	18%	9%		/	/
h. Critical thinking organizes thoughts and articulates them concisely and coherently	55%	27%	18%		/	/

Table 3.12- Teachers' Attitudes toward the Advantages of Critical Thinking

As the table (3.12) clarifies, the majority of the teachers have positive attitudes toward the various advantages that CT offers to students such as: developing speaking skill, building self-confidence, creating self-expression and motivating students' speaking. This indicates that the highest percentages lie between the two items “**strongly agree**” and “**agree**”. In addition, table (3.11) shows that no teacher has negative attitudes toward the benefits of CT.

3.1.4- Interpretation of the Results

The main aim of this questionnaire is to know teachers' attitudes towards the use of critical thinking in the oral expression class, and its effect on developing the students' thinking. In addition, we want to have the teachers' views towards the teaching of the speaking skill and the reason that made this skill difficult for many learners. The questionnaire is administered to the teachers of OE at the Department of Letters and English, Abdelhafid Boussouf University Center. The results reveal that the teachers of Oral

Expression at Mila University Centre consider the speaking skill as a crucial aspect in language classes, and argue that they do their best to motivate their learners to speak. Moreover, teachers state that the major difficulties the students always face during the OE courses are psychological problem; such as fear, shyness, and anxiety, and argue that the best solution for these difficulties is practice. Teachers were in favour for Critical Thinking and see it as an appropriate way for developing students' speaking skill since it gives more attention to students to practice their speaking skill inside or outside the classroom. In addition, according to the teachers' answers CT is significance in developing students' topic knowledge and learning how to answer questions and solve problems from real life experiences. For example, the teachers' answers concerning the benefits of CT for improving students' speaking skill in the question (14), were all in agreement that CT does enhance students' speaking skill proficiency because it help them learn how to analyze, and know how to communicate with others. In addition, CT encourages students' participation, promotes confidence, and creates self-expression. Besides it gives opportunity to the students to use the target language freely and it enables students to practice speaking.

3.2- The Students Questionnaire

3.2.1-The Sample

The sample of our study is first year students of English at Abdelhafid Boussouf University Center. We have randomly chosen 100 students from our population 188 students who belong to seven groups in the academic year 2017/2018. We have selected 1st year students because they are beginners and the possibility of thinking critically is lower than other students in advanced levels. In addition, we have noticed that first year students usually have difficulties in the speaking skills. The questionnaire is administered to three

groups randomly in the OE sessions, and it took the students more than 15 minutes to complete it. Since the learners are the center of the teaching/learning process, their views and opinions are very crucial to test the hypothesis that has been stated earlier. The student's questionnaire is designed to elicit the learner's awareness about the importance and value of Critical Thinking in developing their speaking skill.

3.2.2- Description of the Questionnaire

The students' questionnaire consists of (11) questions arranged in a logical way, and classified into two sections. Each section focuses on specific aspects and contains, either closed questions requiring from the students to choose 'yes' or 'no' answers, or to pick up the appropriate answer from a number of choices or open-ended questions requiring from the students to give their own answers and justify them. Section one "the Speaking Skill" is devoted to issues in the speaking skill among EFL students. Students in this section were asked to provide information about their speaking level; things that make this skill difficult for them, whether students use English outside the classrooms, and how they would like to receive feedback in their OE classes. The second section, Critical Thinking (Q9-Q11), aimed at gathering information about students' opinions, views and attitudes towards CT. Whether they tried to use the critical thinking approach, and have any information about it and its use. In addition, this section investigates the students' opinions about teaching CT at the Oral Expression classes.

3.2.3-Analysis of the Questionnaire

Section one: The Speaking Skill

Q1: Do you enjoy the speaking session?

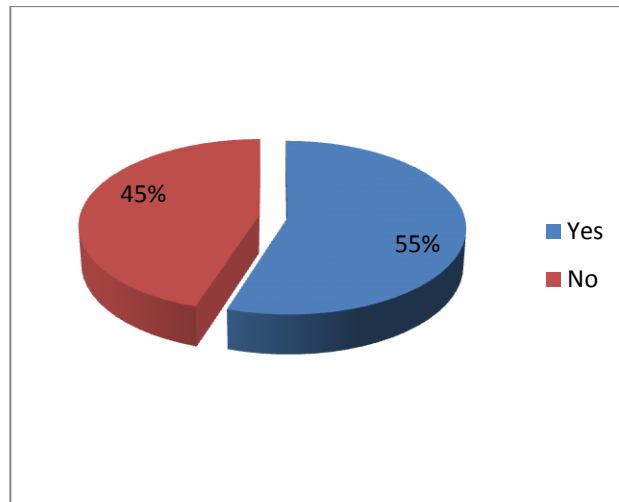


Figure 3.2-Do Students Enjoy the Speaking Sessions

This question aims at knowing the importance of the speaking skill for First year English students and to know whether the teachers create a good atmosphere in the Oral Expression course. That is to say, if teachers motivate students to participate and invite them to learn or not. The results, as shown in the above figure, show that the 55% of the participants claim that they enjoy the speaking session. This result is shows that students are motivated to speak and they perceive speaking as interesting, crucial and enjoyable skill may be because their teachers encourage them to participate orally and give them the opportunity to express their views and thoughts freely the other hand, a considerable number of students making up (45%) argue that they don't enjoying attending speaking sessions. We assume that they are not motivated to speak because the speaking atmosphere is not helpful or they face serious difficulties in speaking in English. So, via time they lose motivation and they even would like to avoid the speaking sessions whenever possible.

Q2: Do you find speaking skill:

- a. Simple
- b. Easy
- c. Difficult

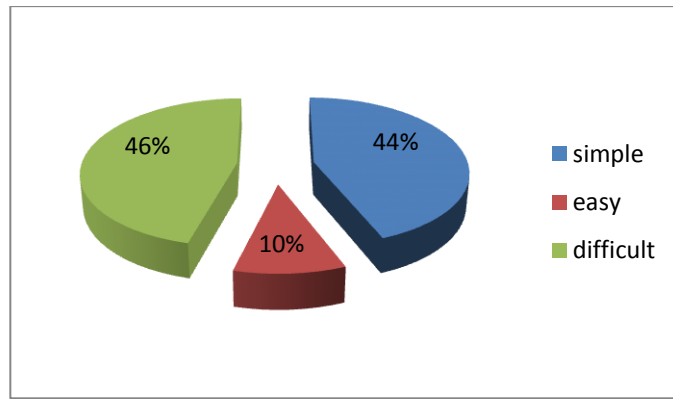


Figure 3.3- Student’s Views towards speaking skill

The aim of this question is to know how do 1st year students of English find the speaking skill. As it appears in figure 3.3 above, 44% of respondents declare that the speaking skill is simple, and 10% of them assert that the speaking skill is easy. While the majority of students (46%) claim that it is difficult. These findings confirm that students do not consider themselves as competent speakers because they are not sufficiently satisfied with their level in the speaking.

Q3: How often do you speak English outside classroom?

- a. Often
- b. Sometimes
- c. Never

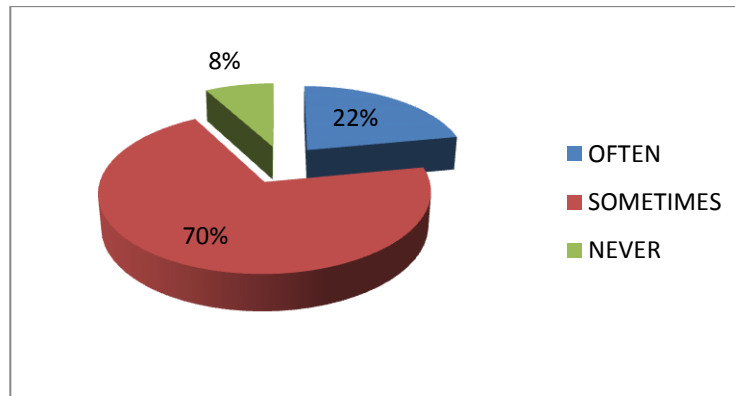


Figure 3.4- Students' Speaking Frequency outside the Classroom

The question aims to know if the students are motivated to use the English language outside the class or not, and to know the frequency of the use of the target language outside the learning atmosphere. The results show that most of students (70%) declare that they sometimes speak English outside the classroom which leads to better improvement. Whereas, 22 students who make equivalent of (22%) state that they often speak English outside. This could imply that the majority of the students are aware of the importance of practicing speaking. However, only (8%) claim that they do not. These results are mainly due to the environment that does not support students to speak English outside the class, such as the people outside the class. Those people may think that the students show off when they speak English. Here, the students prefer to use their mother language. That makes the students unable to communicate in English frequently outside the classroom. Students' lack of speaking English outside might be due to their lack of motivation and awareness of the importance of practicing speaking in enhancing their speaking performance.

Q4: Do you find problems when you practise speaking in the classroom?

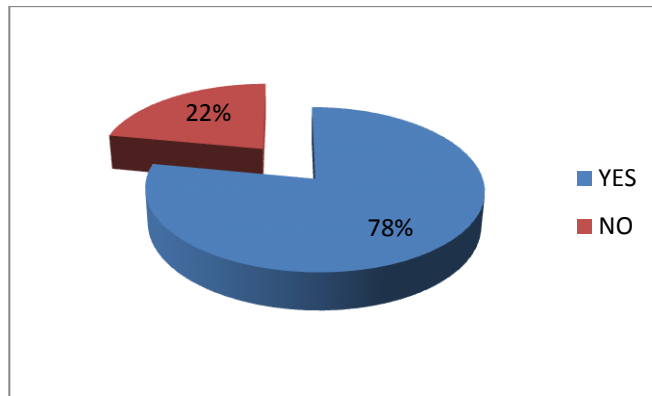


Figure 3.5- Students' Opinion about their Speaking Problems

This question aims to know whether 1st year students find problems when they practise speaking in the classroom. The majority of students (78%) declare that they face problems while speaking in English. This could be justified by the difficulty of the speaking task itself as being demanding and challenging for students to deal with. However, few of them (22%) claim that they do not have any problem with speaking, because they have a good level of language proficiency.

Q5: If yes, which type of problems?

- a- Linguistic problems concerning(grammar, vocabulary, pronunciation)
- b- Psychological problems(shyness, lack of motivation, lack of confidence)
- c- Fluency problems.

Others please specify:

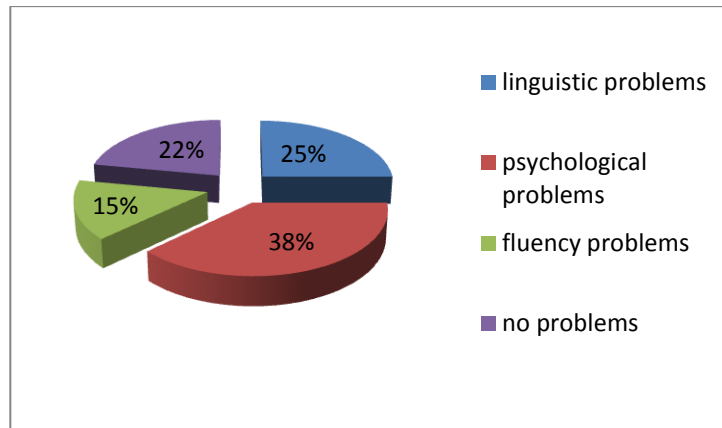


Figure 3.6- Student’s Speaking Problems

Students who answered the previous question with “Yes” explain the kinds of the problem they face during speaking. The results indicate that 38% of the students, who make state that their main difficulty is the psychological problems such as shyness, lack of confidence and lack of motivation. 25% of respondents acknowledge that linguistic problems such as grammar, vocabulary and pronunciation are the most problematic issues of speaking. The other students (15%) said that fluency is the most challenging aspect of their speaking. Whereas, just 22 % students state that they are not find problems while speaking.

Q6: Would you like to receive feedback from?

a. Teachers

b. Peers

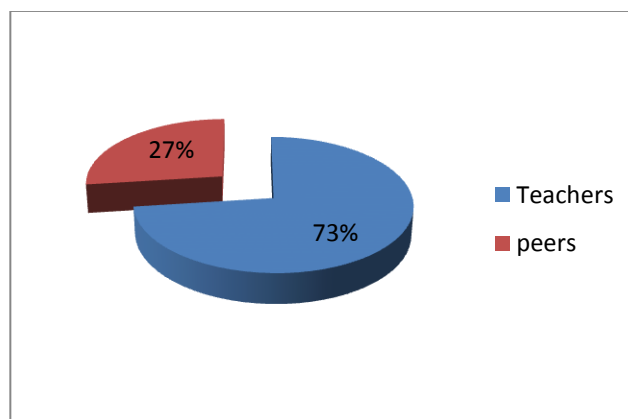


Figure 3.7- Students' preferable Source of feedback

By this question, we aim to know the students' preferred source of feedback. Regarding students answers, we notice that the majority of students (73%) prefer teachers' feedback as a source of correction. This was the expected result; students prefer to be corrected from their teachers because they felt that the feedback they got from them is more accurate than the feedback given by their peers. And teachers are more knowledgeable than their peers. Learners most of the time fell embarrassed when their classmates correct their errors especially because they have almost the same level and they may think that they are the only who do not know the rules. Whereas, (27%) of respondents assume that they want peers feedback. This means that they may fell less anxious, more comfortable and they may get more understanding from their peers rather than their teachers.

Q7: When a teacher corrects your mistakes in speaking, this can:

a. Motivate you

b. Demotivate you

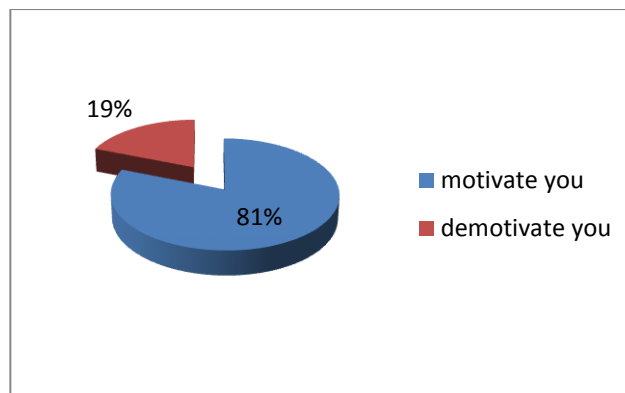


Figure 3.8- Students' Reaction to Teachers' Feedback

A considerable number of students (81%) feel satisfied and motivated when their teacher corrects every single error in their speaking. This result and the previous ones indicate that students value their teachers' feedback, and they are aware of their speaking accuracy and fluency. A total of (19%) of students feel demotivated when they receive feedback on their mistakes in speaking. We assume that these students have higher expectations of their speaking abilities. So, when they see that their teacher corrects their errors, their motivation decreases. They probably think that their teacher's feedback is not fair since it sheds light only on their weaknesses and marks them out.

Q 8: In the Oral Expression sessions, which of the following activities do you prefer?

- a. Role play
- b. Discussion
- c. Presentation
- e. Questionnaires

Others, please specify

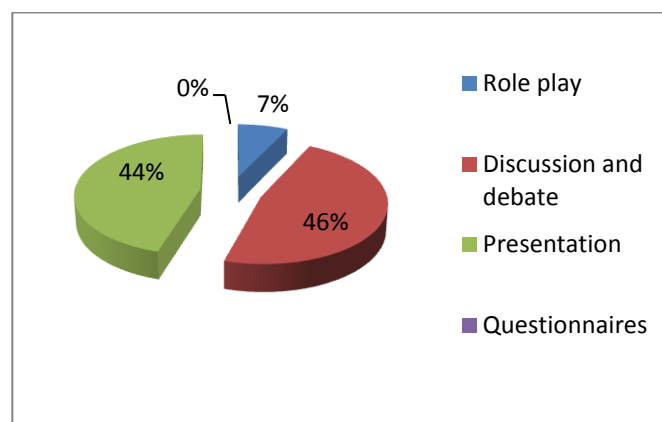


Figure 3.9-Classroom Speaking Activities Preferred by the Students

The question aims at identifying the speaking activities preferred by the students in the Oral Expression sessions. The results in diagram show that 46% students prefer discussion and debate. This reveals that students enjoy cooperative discussions with their peers because they exchange ideas freely and each student shares his point of view and it may reduce speaking mistakes. Meanwhile, 44 % of the respondents ticked the third option “presentation”. Some others have said they favor “Role play” (7%), role play encourages students to speak in different contexts and situations, and the students can use variety of language in different contexts. Besides to that role play and assimilation make the learning environment more fun and motivating. However, no one (0%) mentioned “Questionnaires”. This shows that students have different views and preferences about the activities used in the Oral Expression classes. Hence, teachers have to use eclectic methods in their teaching so that they meet all the students’ needs.

Section Two: Critical Thinking

Q9: When the teacher gives you an idea or information, do you accept it as it is or you make your own interpretation and evaluation?

We asked this question to see whether 1st year students try to make their personal interpretations, analysis, and evaluation to everything they receive even from the teacher: hence, they use critical thinking implicitly and unconsciously. From the answers, 45% claim that they accept their teacher’s ideas and information as it is. Those students argue that they trust and believe in their teacher’s information and ideas. Whereas, 52 % of the respondents state that they make their interpretation and evaluation. They point out that their interpretation makes them more understandable and less anxious. These results show that some students at our department are somehow aware of critical thinking and they just need a deep explanation and examples of this approach. On the other hand, a considerable

percentage of learners need to be taught to think critically and not accept anything they receive without any analysis even if it is from the teacher.

Q10: When you make an analysis, evaluation, ask questions...etc. about a specific issue, you enhance your thinking and become more critical?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

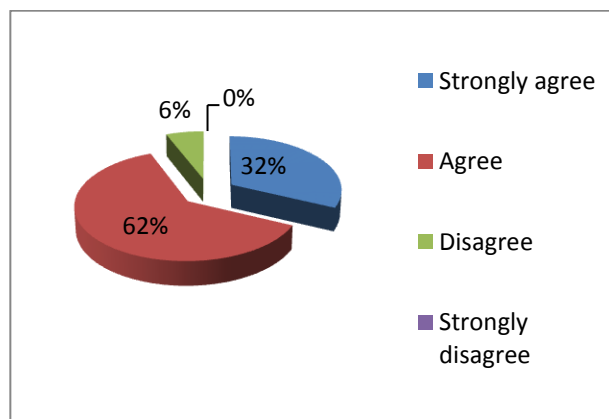


Figure 3.10-Students' Views about the Development of their CT through Analysis, Evaluation and Asking Questions

The previous table reveals that 32% of the students say that they strongly agree with the development of their CT through analysis, evaluation and asking questions. While the majority of the respondents (62%) acknowledge that they agree. This is due to their strong views towards the importance of CT. Only 6% of them state that they disagree. This result

reveals that they hold negative attitudes towards CT. Then none of them pick the last option (strongly disagree).

Q11: What is your attitude towards teaching critical thinking as an instruction at the Oral Expression sessions?

This question is an important one because it aims to shed light on the importance of teaching critical thinking in EFL classroom to enhance speaking proficiency. This question answers confirms the research hypothesis which states that students would have a positive views towards the role of teaching critical thinking in improving students' speaking skill. More than half (65%) of the target sample answered that they want and appreciate teaching them CT as an instruction at the OE sessions. They claim that CT is helpful, useful, beneficial, essential and necessary. CT makes students open minded, more analytic, and it gives them the chance to express their thoughts and feelings. So, CT helps the learners to become active participants in the communication process by listening to others' speech, by judging on those utterances, and by making decisions about what to say. However (10%) answer by saying that they do not want to learn CT as an instruction at the OE class, and (25%) answer "no idea" mainly due to the fact that they do not know what CT means. These responses prove that critical thinking is needed for EFL classes in OE sessions. And do really develop and improve EFL students' speaking skill.

3.2.4-Interpretation of the Results

The analysis of the Students' Questionnaire reveals that students do have positive attitudes towards teaching them CT at OE sessions. The students' answers, in section one, demonstrated that students are enjoying and willing to study English and improve their speaking abilities. In addition, psychological and linguistic problems were major difficulties that they often face in their speaking. This is mainly due to their lack of confidence, lack of

practicing speaking and shyness. Besides, their answers evinced that OE teachers are typically aware of the significance of correction in enhancing their students' speaking. Indeed, the teachers' correction is deemed effective since almost all students benefit from it and they pay great attention to it when they speak. From the analysis of the second section, it was crystal clear that most students do know what CT means. In addition, almost all students agree that making analysis, evaluation; ask questions about an issue will improve their thinking and become more critical thinkers. The majorities of the respondents' answers provide strong positive attitudes toward teaching CT as an instruction at OE classes and see that it has a positive impact in improving their speaking skill. To sum up, The finding gathered from the students' questionnaire denote that the overwhelming of the respondents hold positive attitudes towards teaching them CT as an instruction at OE classes due to its significance in enhancing their speaking proficiency.

3.3-Overall Discussion and Interpretation of the Results

This chapter is an attempt to confirm or reject the hypothesis. In other words, it was established to confirm whether the teachers and students, at the Department of Letters and English, *Abdelhafid Boussouf University Centre / Mila*, have positive views towards the use of critical thinking in the OE classes. The outcomes of the tools used, that is, the teachers' and students' questionnaires reveal that students and teachers have positive attitudes toward CT use in Oral Expression classes. Though, students do not use it frequently. Furthermore, they are somehow not sure about their ability to think critically. In addition to that, the teachers agree on the importance of incorporating CT as an instruction in OE sessions since it has great benefits on enhancing students' speaking proficiency. Questionnaire indicated that the CT teaching instruction (CT) has a positive impact on the students' oral performance. It encourages students' participation, promotes confidence, and prepares students for real-life communication. Besides it gives opportunity to the students to use the target language freely

and it enables the students to practice the speaking skill. Moreover, it allows students to make decisions about how to express and to achieve the goal of developing their speaking skill. To conclude, we can say that critical thinking training had a crucial impact on promoting the speaking ability of EFL learners because critical thinking skills help the learners to become active participants in the interaction process by listening carefully to teachers' or students' interventions, by judging on those utterances, and by making the best decisions about what to say in response to what has been said in the conversation by other participants.

General Conclusion

The main aim of learning a language is to use it for communication in its spoken or written forms. Critical Thinking then, is a key to reach that aim. Hence, the current research aims at highlighting the importance of CT in improving EFL students' speaking skill. We do believe that that in order to enhance the students' oral skills (speaking skill), CT is very beneficial because it creates opportunities for learners to practice and use the language and promote their oral communication inside the classroom, Therefore, our hypothesis is based on the assumption that teachers and students at Abdelhafid Boussouf University Center have positive attitudes towards these of this approach in the OE classes. The results of the current research show that one major problem faced by EFL learners is speaking proficiency. Even though, acquiring the speaking skill is significant, it remains extremely difficult for EFL students to achieve competency in speaking after many years of study. Researchers found that critical thinking instructions are good ways to overcome the learners' speaking problems and to achieve the speaking proficiency. In fact, implementing CT instructions has a very important role in improving the learners' mental abilities and in facilitating their speaking. They help the learners to be more efficient speakers who rely on how to use information rather than relying on receiving them only. In addition, there is a strong agreement among most of researchers, as discussed in chapter 2, upon the idea that the use of critical thinking teaching instruction will enhance and develop the students' speaking proficiency. The present descriptive study confirmed these views since the majority of the teachers and students participated in this study were totally agreed on the importance of this approach. This is confirmed through the data obtained from the questionnaires administered to the students and teachers which show that the CT instruction is a very effective way to break the silence pattern that exists among students in OE classrooms. This work is beneficial to raise the awareness of both students and teachers about the importance of CT

instructions in achieving students' mental abilities in general and in speaking proficiency in particular. So, in this chapter, we try to shed light , using teachers' and students' answers, on practical framework to help teachers and student use and become aware of the that require critical thinking and problem solving.

3.4- Limitations of the Study

Our research work has some limitations. For instance, the fact that the study was conducted by means of a questionnaire might not give truthful results, because the students do not always give objective answers. Besides to the teachers' questionnaire, the analysis was made on only 11 teachers, which is considered as an insufficient number. Time was a big challenge while making this research. The other limitation was that CT is not taught in EFL classrooms as an instruction. For that reason, it was difficult to investigate the opinions of both students and teachers about something that is not implemented in the classrooms.

3.5- Recommendations and Suggestions

The main aim of this work was to investigate the importance of teaching critical thinking skills for the development of speaking skill. In the light of what has been presented in chapter one (The Speaking Skill), chapter two (Critical Thinking) and chapter three (Field Investigation), the following suggestions are proposed to both learners and teachers:

Teachers

- ✓ Teachers should take into consideration the role of CT in enhancing students' speaking skill.
- ✓ Learners, during the attempt to speak, have the tendency to make mistakes/errors, many of them may seem to be sensitive towards teacher's corrective feedback. Teachers; therefore, should know when and how to correct students in order not demotivate them.
- ✓ Teachers should be aware that the benefits of CT exceed building L2 proficiency and is a way to achieve deeper learning, speaking proficiency and autonomy in learners.

- ✓ English teachers should employ critical thinking strategies into the English language classroom through problem-solving tasks, thought-provocative questions following reading comprehensions or in class discussions and many more.
- ✓ Results obtained from the teachers' questionnaire show that CT is underused and should be assigned more often by teachers of other modules rather than Oral Expression.
- ✓ Teachers should try to motivate their students to speak and give their opinions by providing incentives in the form of verbal encouragement.
- ✓ Teachers should be intelligent in selecting activities to motivate and encourage their students to take part in conversations.
- ✓ Teachers should encourage their students to speak English not only inside the classroom, but also outside it in order to develop their fluency and accuracy.
- ✓ For a better educational achievement, syllabus designers should go a step further via integrating critical thinking as pedagogical instruction.

Learners

- ✓ Students should value the speaking skill more and not neglect one of the four language skills that build L2 proficiency.
- ✓ EFL learners should not fear oral speaking activities especially if they aspire to be future teachers. They should be aware that only through practice they can lose their fear and build their self-confidence.
- ✓ Learners should extensively speak and interact with their teacher and classmates for the sake of getting rid of their psychological problems regarding anxiety, shyness, hesitation, and fear of making mistakes.

- ✓ Students should practice speaking English and listening to English as much as possible, since practice makes perfect.
- ✓ Students should try to think more and make their own interpretation and evaluation.
- ✓ Students should not ignore the significance of the CT in enhancing their speaking proficiency.

Bibliography

- Al Hosni, S. (2014, June). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English language and literature (IJSELL)*. 2 (6), 22-30.
- Backer, J. & Westrup, H. (2000). *The English Language Teachers' Handbook: How to teach Large Classes with Fewer resources*. London: Wellington House.
- Bailey, k. (2000). *Practical English Language Teaching: Speaking*:
- Bassham, G., Irwin, W., Nardone, H., & Wallace, JM. (2011). *Critical Thinking: A Student's Introduction*. (4th ed.).King's college.
- Bloom, B.S. (1956).*Taxonomy of Education Objectives.vol.7.0cognitive domain*.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Pearson Education.
- Brown, H. D. (2004). Some practical thoughts about students: sensitive critical pedagogy. *The Language Teacher*, 6(23), 23-27.
- Clare, D. (2001). *Language Assistant*. The British Council.
- D'anglo, E. (1971).*The Teaching of Critical Thinking*. Amsterdam: B.R. Grunner.
- De Bono, E. (1976). *Teaching thinking*. London.
- Ennis, R.H. (1987a). A Conception of Critical Thinking: With some Curriculum Suggestions. *American philosophical Association Newsletter on Teaching Philosophy*, 1-5.
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. Millbrae : California Academic Press.
- Gettings, R. E. (1999). Some Questions on Critical Thinking, Social studies and global studies in japan.*journal of HokuseiGakuen Women's Junior College*, 36, 145-149.

- Glaser, R. (1985). *Education and Thinking: The Role of Knowledge*. New York: Longman.
- Halpern, D.F. (2014). *Thought and knowledge: An introduction to Critical Thinking*. New Jersey: Lawrence Erlbaum Association.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.) UK: Pearson
- Hughes, R. (2002). *Teaching and Researching: Speaking*. Warlow: Longman.
- Hugh, W. & Lavery, J. (2004). *Critical Thinking: An introduction to the basic skills* (4th ed.). CA: Broadview press.
- Kelly, G. (2000). *How to Teach Pronunciation*. Harlow: Pearson.
- Kivunja, C. (2015b). Using De Bono's Six Thinking Hats Model to Teach Critical Thinking and Problem Solving Skills Essential for Success in the 21st Century Economy. *Creative Education*, 6, 380-391 retrieved from <http://dx.doi.org/10.4236/ce.2015.63037>.
- Littelwood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: university press.
- Luama, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English language teaching*. Boston: McGraw-Hill
- Nunan, D. (2015). *Teaching English to Speakers of other Languages: An introduction*. New York.
- Oxford Online English. (2018). Retrieved from <https://www.oxfordonlineenglish.com/speak-English-fluently>.
- Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. (2nd ed.). Santa Rosa.
- Paul, R. (1993). *Critical thinking: How to prepare students for a rapidly changing world*. Santa Rosa.

- Paul, R. & Elder, L. (2006). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach CA: The Foundation for Critical Thinking.
- Richards, T. (1990). *The Language Teaching Matrix*. Cambridge university press.
- Steven D, S. (1991). An Introduction to Critical Thinking. Pp.1-13. Retrieved from <http://www.freeinquiry.com/critical-thinking.html>.
- Thornbury, S. (2002). *How to teach Vocabulary*. England: Pearson Education Limited.
- Thornbury, S. (2008). *How to Teach Speaking*. Longman.
- Ur, P. (1999). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge.
- Waters, A. (2006). *Oxford Basic English Dictionary*. (3rd ed.) Oxford: Oxford university press.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.

Appendix (B)

Teachers' Questionnaire:

Dear Teachers,

This questionnaire is part of a research work, is designed to gather information about the importance of teaching critical thinking in the oral Expression class. The questionnaire mainly aims at exploring teachers', at the Department of Letters and Foreign Languages, Abdelhafid Boussouf University Centre/Mila, attitude toward critical thinking (CT) instruction, its significance in enhancing student's speaking proficiency, as well as their views about incorporating it into the Oral Expression classes.

Your answers will be valuable for the completion of this work.

Section one: Background Information

1. What is your university degree?

a. Doctorate degree

b. Master degree

c. Magister degree

2. How long have you been teaching?

a. Less than one year

b. 1-5 years

c. 6- 10 years

d. More than 10 years

Section two: speaking skill

3. How valuable would you rank the speaking skill among the four skills, or in general?

.....
.....

4. Which of the following describes your student's level in the speaking skill?

- a. Advanced b. Intermediate c. Novice

5. In the Oral Expression class, do you give more importance to (Please, justify your answer)

- a. Non communication (grammar, vocabulary, pronunciation)
b. Communication
c. Both

.....
.....

6. Do you encourage your students to participate in the oral expression class?

- a. Yes b. No

7. From your experience, what are the main speaking difficulties that students may face during oral expression session?

.....
.....

8. What do you think is the root cause behind the difficulties that they face?

.....
.....

9. What are the speaking activities you often rely on? Explain why, please?

.....

10. Do you give your learners the opportunity to choose the speaking activities?

- a. Yes b. No

Section three: critical thinking

11. Do you think that teaching Critical Thinking Skills should be part of the oral Expression syllabus?

a. Yes

b. No

12. If so, do you include it in your classes? If not, why don't you use it as part of your lessons?

.....
.....

13. How would you grade your learner's level in terms of thinking critically?

a. Poor

b. Average

c. Good

14. Critical thinking is beneficial for students to develop their speaking skill?

a. Strongly agree

b. Agree

c. Disagree

d. Strongly disagree

Please, say how?

.....
.....

15. do you think that your students can be critical thinkers when you teach them critical thinking?

a. Yes

b. No

16. Please indicate the extent to which you agree or disagree with the following statements about the benefits of critical thinking:

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. Critical thinking is beneficial and relevant in developing the speaking skill					
b. Critical thinking builds self confidence					
c. Critical thinking creates self-expression					
d. Critical thinking reduces anxiety					
e. Critical thinking motivates students to speak					
f. Critical thinking develops accuracy and fluency					
g. Critical thinking improves student's thinking skills					
h. Critical thinking organizes thoughts and articulates them concisely and coherently					

Thank you for your collaboration

Appendix (A)

Student's questionnaire:

Dear student,

We would be very grateful if you could answer the following questions which aim at exploring your conceptions and views towards the speaking skill, critical thinking, and its importance in improving your level in the speaking proficiency.

Please, tick the appropriate box (✓) and make full statements whenever necessary.

Thank you in advance.

Section one: Teaching speaking

1- Do you enjoy learning English?

a. Yes

b. No

2- Do you find speaking skill:

a. Simple

b. Easy

c. Difficult

3- How often do you speak English outside the classroom?

a. Often

b. Sometimes

c. Never

4- Do you find problems when you practice speaking in the classroom?

a. Yes

b. No

5- If, yes which type of problems?

d- Linguistic problems concerning(grammar, vocabulary, pronunciation)

e- Psychological problems(shyness, lack of motivation, lack of confidence)

f- Fluency problems.

Other: please specify:

.....
.....

6- Would you like to receive feedback from?

a. Teachers

b. Peers

7- When a teacher corrects your mistakes in speaking, this can:

a. Motivate you

b. Demotivate you

8- In oral Expression sessions, which of the following activities are used most?

a. Role play

b. Discussion and debate

c. Presentation

e. Questionnaires

If there are others, please mention them:

.....

.....

Section two: Critical Thinking

9- When a teacher gave you an idea or information, do you accept it as it is or you make your own interpretation and evaluation?

.....

.....

10- When you make an analysis, evaluation, ask questions...etc. about a specific issue, you enhance your thinking and become more critical?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

11- What is your attitude towards teaching critical thinking as an instruction at the oral Expression sessions?

.....

.....

الملخص

التحدث هو إحدى المهارات الأربعة الذي يساهم في بناء الكفاءة اللغوية. وإتقان مهارة التحدث هو الغرض الذي يسعى إليه إي متعلم لغة أجنبية.

هناك طرق وتقنيات مختلفة لتطوير مهارة التحدث واحدة من أهم الطرق الرئيسية هي مهارات التفكير النقدي. الهدف الرئيسي من هذه الدراسة هو فحص فعالية التفكير الناقد لتعليم في فصول التعبير تهدف الدراسة الحالية إلى التحقق من اتجاهات الشفوي لتعزيز مهارات التحدث لمتعلمي اللغة الأجنبية. المعلمين و الطلاب نحو تدريس التفكير الناقد لتحسين كفاءة الطلاب في التحدث بمعهد الآداب واللغات الأجنبية عبد الحفيظ بوالصوف المركز الجامعي ميلة للسنة الدراسية 2017-2018. لاختبار فرضية البحث "تدريس التفكير الناقد من شأنه إن يحسن كفاءة الطلاب في التحدث" ثم إدارة اثنين من الاستبيانات حيث وجه الأول لمعلمي التعبير الشفهي والآخر لطلاب السنة الأولى انجليزية. اثبتت البيانات التي تم جمعها أن طلاب السنة الأولى انجليزية في المركز الجامعي لميله لديهم مواقف ايجابية اتجاه تعليمهم التفكير الناقد بسبب أهميته في تعزيز مهاراتهم في المحادثة على الرغم من أنهم لا يستخدمونه بشكل متكرر . أكدوا معلمي التعبير الشفهي كذلك على فعالية التفكير النقدي و أثره على إن استخدام النتائج التي تم الحصول عليها تسمح بالتحقق من صحة تنمية مهارات التحدث للطلبة الفرضية في أن المشاركين اظهروا مواقف ايجابية اتجاه استخدام التفكير النقدي في فصل التعبير الشفهي لتعزيز مهارات التحدث لدى الطلاب. من النتائج يثبت أن المزيد من الاهتمام ينبغي أن يعطى للتفكير النقدي في الفصول الدراسية و ينبغي أن يتم تضمين هذا التفكير النقدي في المنهاج الدراسي.

