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*Institute of Literature and Languages*  
*Department of Foreign Languages*  
*Branch: English*

## **Factors Encouraging Critical Thinking in Teaching Reading**

### **Skill**

*The Case Study of Master One Students of English at Mila*

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**BY**

Besma REBOUH

Ikram BERGUELLAH

**2023**

## **Dedication**

Thanks to Allah for guiding me through this journey.

Thanks to my family and friends Asma Lydia Manar and Mohamed for supporting me and encouraging me.

**Ikram**

## **Dedication**

I have first to thank God for helping me All the Praise is due to God alone, the sustainer of the World I dedicate this work to My lovely mother Nadjima, I extent my great thanks to her for all her supports, I pray to God to protect her. To my sisters: Iman, Khaoula, Karima, Nourhan. To the favorite TSO sisters: Latifa and Reem.

To my cute nephews /nieces: Mouhamed, Hossam, Zainab, and Illine.

To my twin flame, Obaid Thank you for being there when I needed you and supporting me with all that you have.

Special dedication goes to my close friends; Tata Ghania the one stood by side for years, Asma the sweetest friend ever who shared university life with me, saber who I found on my darkest days.

To myself for being patient, resistant, and strong.

**Besma**

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Lastly, we acknowledge the invaluable time and insights provided by the participants of this study, specifically the first-year master of English teachers and students at Mila University Center who generously shared their valuable perspectives through the questionnaire.

## **Abstract**

Critical thinking is a crucial skill that students of English as a foreign language should strive to acquire and enhance, as it plays a vital role in the development of their reading abilities. It transcends mere memorization and rote learning, enabling learners to engage in analysis, evaluation, and informed decision-making. By cultivating critical thinking skills, students become more productive in their learning journey, allowing for a deeper understanding and application of knowledge. This current research attempts to cover the main factors that encourage critical thinking in the reading skill. It also aims to shed light on the approaches that instructors can employ to enhance their students' critical thinking abilities and achieve optimal educational outcomes. Accordingly, this research paper asks three questions: what are the factors that encourage critical thinking in teaching reading skill among Master 1 Mila University students? To what extent do these factors contribute to the promotion of critical thinking among first year Master students? Which role do reading materials play promoting critical thinking among those learners? In order to answer the aforementioned questions, one questionnaire is administered to 61 first year master students in the Department of Foreign Languages at Mila University Center. It seeks to detect the learners' abilities to develop their critical thinking in the reading skill, and the second questionnaire is administered to seven master one English teachers. The analyses of the answers show that learners are familiar with the concept of critical thinking and aware of the positive effect of it on their reading skill's efficiency. Also, they affirm that teachers are mindful of the benefits of being a critical teacher as well and give a good care about enhancing their learner's creativity and their critical thinking skill. In closing, the research paper proffers a multiplicity of helpful recommendations for future research aiming of enhancing the efficiency of the learning processes.

**Key words:** critical thinking, EFL learning, EFL students, reading skill, teaching.

### **List of abbreviations**

**EFL:** English as a Foreign Language.

**LMD:** license Master Doctorate.

**CT:** Critical Thinking.

**Q :** Question

**% :** Percentage

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**ملخص (Arabic Summary)**

**Résumé (French Summary)**

## **General Introduction**

Developing critical thinking skills is crucial for academic success and lifelong learning. Teaching reading skill is an effective way to enhance students' analytical and evaluative abilities. However, promoting critical thinking in teaching reading skill requires identifying the factors that encourage critical thinking and implementing effective teaching strategies. Therefore, it is important to explore the factors that promote critical thinking in teaching reading skill.

Several factors have been identified as promoting critical thinking in teaching reading skill, including the use of authentic and challenging texts, student-centered learning strategies, opportunities for collaborative and reflective learning, and formative assessments that provide feedback to students. By implementing these factors, teachers can create a learning environment that fosters students' analytical and evaluative skills. This dissertation aims to investigate the impact of these factors on critical thinking in teaching reading skill and contribute to the understanding of effective teaching practices that support the development of critical thinking skills in students.

### **1. Statement of the Problem**

Despite the importance of critical thinking skills in teaching reading, there is a lack of research on the factors that encourage critical thinking in teaching reading skill among Master 1 Mila University students. The ability to analyze and evaluate texts is essential for academic success and lifelong learning, yet it is unclear how effective teaching practices can be implemented to foster critical thinking skills in these students. Therefore, there is a need to

investigate the factors that promote critical thinking in teaching reading skill among Master 1 Mila University students.

This dissertation seeks to address the following research questions: What are the factors that encourage critical thinking in teaching reading skill among Master 1 Mila University students? How effective are these factors in promoting critical thinking among these students? By answering these questions, this dissertation aims to contribute to the understanding of effective teaching practices that support the development of critical thinking skills in students and provide insights into the factors that promote critical thinking in teaching reading skill among Master 1 Mila University students.

## **2. Aims of the Study**

This research shed light on the factors that promote critical thinking in teaching reading skill. The aim behind the current research is to look over the factors that encourage critical thinking in teaching reading skill among Master 1 Mila University students.

## **3. Research Questions**

1. What are the factors that encourage critical thinking in teaching reading skill among Master 1 Mila University students?
2. To what extent do these factors contribute to the promotion of critical thinking among Master 1 Mila University students?
3. Which role do reading materials play in promoting critical thinking among Master 1 Mila University students?

## **4. Means of Research**

This research uses a Statistical descriptive refers to the process of summarizing and describing the main features of a dataset through the use of numerical measures and graphical

representations (American Psychological Association, 2020).by using questionnaire which consists of questions that are designed to gather in-depth information about a particular topic or issue. The responses collected in order to gather information about the use of critical thinking skills , reading skills and what are factors that encourage or limit those skills.

## **5. Structure of the Study**

The structure of this dissertation is as follows: Chapter One presents the theoretical framework of critical thinking and reading skills in education, emphasizing their significance and interdependence. Chapter Two covers the methodological aspect of the study, providing details on the research design, participants, instruments, data collection and analysis procedures, and results.



## **Chapter One: Theoretical Part**

### **Introduction**

Reading is a fundamental skill that is essential for academic success and lifelong learning. However, teaching reading goes beyond just decoding words; it also involves developing critical thinking skills that enable students to comprehend and analyze texts. Critical thinking involves the ability to question, evaluate, and analyze information, and to develop evidence-based arguments and conclusions. Therefore, it is important to identify the factors that encourage critical thinking in teaching reading skill.

Several factors have been identified as promoting critical thinking in teaching reading skills. The use of authentic and challenging texts, the incorporation of student-centered learning strategies, the provision of opportunities for collaborative and reflective learning, and the use of formative assessments that provide feedback to students are some of these factors. By implementing these factors, teachers can foster critical thinking skills in their students and enhance their reading comprehension and analysis abilities. This dissertation aims to investigate the impact of these factors on critical thinking in teaching reading skill.

### **Section one: Critical Thinking**

#### **1.1.1 Critical Thinking Definitions**

Critical thinking refers to the process of analyzing information and arguments in a rational and systematic manner to arrive at well-reasoned and evidence-based conclusions (Paul & Elder, 2006). It involves evaluation of information from diverse sources, identification of biases, contextualization of information, and determination of the relevance, reliability, and credibility of the data (Facione, 2011). Critical thinking is an essential skill for problem-

solving, decision-making, and decision analysis in a variety of contexts, including education, business, healthcare, and public policy (Ennis, 2011; Moore & Parker, 2017).

The American Psychological Association stated that critical thinking is "the process of purposeful, self-regulatory judgement that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgement is based"( 1990, p. 2).

### **1.1.2 Critical Thinking Skills**

Critical thinking skills are the ability to analyze, evaluate, and synthesize information to form logical and unbiased judgments or decisions (Facione, 1990). These skills involve analyzing various sources of information, identifying arguments and assumptions, considering alternative perspectives, and making informed judgments based on evidence.

Moreover, developing critical thinking skills can improve one's ability to solve problems, make decisions, and think creatively (Halpern, 2014). Additionally, critical thinking skills are linked to better academic performance, and more effective writing skills (Paul & Elder, 2002).

Paul and Elder (2019) stated that critical thinking skills include:

#### **1. Interpretation**

the ability to comprehend and explain the meaning of information ; Interpretation in reading skills refers to the process of understanding and analysing the meaning of written or spoken language. It involves identifying and decoding words, sentences, and paragraphs, as well as analysing the author's purpose, tone, and message. Effective interpretation also requires readers to make connections between the text and their own experiences, knowledge, and beliefs. This ability to interpret and analyze texts is crucial for comprehension, critical thinking, and effective communication. (smith ,2021,pp45,65)

#### **2. Analysis**

According to the American psychologist (2020) the ability to break down complex information into parts and understand the relationship between them, in other words Analysis is the process of examining a text or other information source systematically to identify its significant features or elements. This reading skill involves looking beyond the surface level of the text and delving deeper into its meaning, purpose, and structure.

### **3. Evaluation**

Evaluation in reading skills refers to the process of assessing and analyzing a reader's performance based on a wide range of criteria, such as comprehension, vocabulary, fluency, decoding, inferencing, critical thinking, and analysis. The purpose of evaluation is to determine a reader's strengths and weaknesses and to identify areas that require improvement. Reading evaluation can be conducted through a variety of methods, such as running records, cloze tests, word recognition tests, comprehension assessments, and reading logs. The results of the evaluation can inform instructional decisions and help tailor instruction to meet the individual needs of the reader.( the American Psychologist,2020)

### **4. Explanation**

Reading skills involve the ability to comprehend and understand written text. Explanation in reading skills refers to the process of breaking down and clarifying complex ideas or concepts in a text in order to enhance comprehension for the reader. An explanation may involve defining difficult vocabulary words, identifying key ideas or themes in the text, providing examples or analogies to illustrate a point, or summarizing information in a clear and concise manner. Effective explanations help readers to better understand the text and make connections between their prior knowledge and new information presented in the text.( The American Psychologist ,2020)

### **5. Self-regulation**

Self-regulation in reading skills refers to an individual's ability to control their attention, emotions, and actions during the process of reading. It involves self-monitoring, self-evaluation, and self-reinforcement.

Self-regulated readers set reading goals, select appropriate reading strategies, and adjust their strategies based on their reading performance. They are aware of their strengths and weaknesses and employ effective reading strategies to overcome challenges. Self-regulated readers also sustain their attention, focus on the task at hand, and effectively manage distractions during reading.

Self-regulation in reading skills is important because it ultimately leads to better comprehension and retention of what is being read. It is a crucial skill to develop for academic success and effective lifelong learning.(Paul &Elder ,2002)

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

#### **1.3.1 The Role of Teachers**

According to Ennis (2015), teachers play an important role in teaching critical thinking skills. They can promote critical thinking by:

1. Providing opportunities for students to practice critical thinking skills
2. Encouraging students to question assumptions and challenge their own beliefs
3. Teaching students to evaluate evidence and arguments
4. Encouraging students to consider multiple perspectives
5. Providing feedback and guidance to help students improve their critical thinking skills.

Teachers can also model critical thinking by demonstrating how to analyse information, evaluate arguments, and make reasoned judgments.

#### **1.1.3 The Role of learners**

According to Halpern (2014 p. 22), learners must be willing to question assumptions, consider different perspectives, and gather and analyse information from various sources in order to use critical thinking skills effectively.

Learners must also be able to gather and analyse information from various sources, including books, articles, and websites, and evaluate the credibility and relevance of that information. This requires the ability to distinguish between fact and opinion, identify biases and assumptions, and evaluate the quality of evidence.

In addition, learners must be able to generate possible solutions or answers to a problem or question, and analyze the advantages and disadvantages of each solution. They must then be able to select the best solution based on available evidence and implement and monitor the selected solution. Overall, the role of learners in using critical thinking skills is active and engaged, requiring a willingness to question, evaluate, and analyse information in a thoughtful and systematic way.(Halpern ,2014 p.22)

#### **1.1.4 The Importance of Critical Thinking to EFL learners**

According to Kabilan, Ahmad, and Abidin (2010 ,p.143-149.), critical thinking is essential for English as a Foreign Language (EFL) learners. Critical thinking allows EFL learners to analyse and evaluate the language they are learning, understand the cultural context in which it is used, and use the language in a meaningful way.

EFL learners who engage in critical thinking are better able to communicate effectively in English and understand the nuances of the language, such as idioms, metaphors, and cultural references. They are also better able to adapt to new situations and use the language in real-world contexts.

In addition, critical thinking helps EFL learners develop problem-solving skills and make informed decisions. It allows them to evaluate information and arguments, consider multiple perspectives, and make reasoned judgments. Overall, the importance of critical

thinking to EFL learners cannot be overstated, as it is essential for effective communication, cultural understanding, and success in a globalized world.(Abidin ,2010 )

### **1.1.5 Advantages and Disadvantages of Critical Thinking**

#### **1.1.5.1 Advantages of Critical Thinking**

Critical thinking has numerous advantages and benefits in various aspects of life, including academic, personal, and professional domains. Some of the significant advantages of critical thinking are discussed in the following paragraphs.

Firstly, critical thinking promotes effective communication and problem-solving skills. Individuals who use critical thinking approaches are capable of analyzing and evaluating the available information to identify the underlying problems, develop alternative solutions, and determine the best course of action (Facione, 2013). This ability enhances their communication skills and helps them communicate their ideas more effectively, which is crucial in various settings, including personal relationships and workplaces.

Secondly, critical thinking enhances creativity and innovation. It allows individuals to think beyond the conventional ideas and come up with new solutions, approaches, or perspectives (Shah & Bhatti, 2015). This skill is particularly important in industries that require innovation, such as technology, design, and science, as it enables individuals to create new products, services, or techniques that meet and exceed the existing standards.

Thirdly, critical thinking improves decision-making abilities. Individuals who use critical thinking can analyze the pros and cons of each option and make informed decisions based on the available evidence and reasoning (Facione, 2013). This skill is valuable in various situations, including personal and professional decision-making, as it allows individuals to consider different perspectives, weigh the consequences, and choose the best possible outcome.

Fourthly, critical thinking promotes intellectual independence and autonomy. It enables individuals to question and challenge the existing beliefs, assumptions, and norms and develop

their own conclusions based on evidence and reasoning (Shah & Bhatti, 2015). This ability is essential in academic and professional settings, as it encourages individuals to think critically and contribute to knowledge and innovation.

In conclusion, critical thinking has numerous advantages and benefits that are beneficial in various domains of life. It promotes effective communication, problem-solving, creativity, innovation, decision-making, and intellectual independence, among other benefits. Therefore, individuals should develop and cultivate their critical thinking skills to enhance their overall performance and success.

#### **1.1.5.2 Disadvantages of Critical Thinking**

Critical thinking is generally viewed as an essential skill for success in many areas of life, including education, work, and personal relationships. However, there are also some critiques of critical thinking that suggest it may have some limitations or disadvantages. One such critique is that critical thinking can be time-consuming and mentally taxing, especially when applied to complex or abstract issues (MacKnight, 2019).

Another potential disadvantage of critical thinking is that it can sometimes lead to analysis paralysis, where individuals become so focused on analyzing and evaluating information that they are unable to make a decision or take action (Bartlett, 2019).

#### **1.1.6 Characteristics of Critical Learners**

Critical thinkers as learners display some characteristics through their learning process and how they deal with information, and critical thinking is a skill which requires many skills.

##### **1.1.6.1 Curiosity**

Litman and Pezzo (2007) state that curiosity can be defined in several ways which is one of the reasons it is not acknowledged in education. Curiosity is the desire to learn more and uncover uncertainty.

One of the characteristics learners have as critical thinkers is their curiosity about knowledge and passion to learn more while browsing sources from reading books, articles, and asking questions. They show interest by interacting with teachers or colleagues in order to make reasonable discussions about different topics, in addition to seeking information on their own by using the internet there are plenty of options other than Google there's apps like Quora where you can pose any question and receive plenty of answers and sources. Curious learners get motivated by uncovering more knowledge that confirm or reject their suspension about certain topics it fuels their desire to learn more and dig deeper into researches, there is more to people's curiosity than the educational purpose so it is hard to pinpoint every aspect to one's curiosity as it differs from one to another. (Litman & Pezzo ,2007)

#### **1.1.6.2 Introspection**

Introspection is a skill in which you are able to dissect information while being reasonable, aware of your own thoughts and biases. Critical thinkers often engage in introspection as a means to develop their analytical skills and enhance their decision-making process (Smith, 2020 ; Johnson & Brown, 2021) i-e they possess the skills to suspect the knowledge given to them and argue objectively the alternative options, in order to be able to critically think learners ought to be able to reason with the information given and dissect it into logical bits so they can move forward and search for details to reach a better sense of the validity of the information while looking for answers or ideas, by doing so they train their minds to think logically therefore could make better judgment. Being introspective is not allowing mental fallacies to affect your decision making so it is about setting emotions aside and adapting to a more objective and logical view of things i-e being aware of oneself and setting personal views away from



thinking about certain topics. It is a skill that not many have but train themselves to be Introspective. (Smith, 2020)

### **1.1.6.3 Creativity**

Critical thinking and creative thinking are one of the most fundamental skills in making decisions and problem solving. The ability to analyze information, questions, and problems in bits and pieces in order to evaluate it accurately and by doing so new ideas arise, answers, and solutions. Critical thinkers are creative thinkers; they seek novelty and dig into information in order to generate new ones, they take every information as a chance to learn more and create new ideas of their own which critical thinking eases such process as it strikes questions in learners mind and investigate the roots of the information which encourages creative thinking to dig deeper into it to find new ideas, solutions, and answers it allow learners to see beyond limitations and explore, new thoughts which can play a role into their motivation to learn more and brainstorm which is an intentional way to generate ideas while using both creative and critical thinking. (Runco & Jaeger, 2012).

### **1.1.6.4 Decision Making**

Decision making is a process we unconsciously apply on a daily basis however there are many steps that go within that process. It starts by identifying a problem or opportunity, gathering information, analysing the situation, developing options, evaluating alternatives, selecting the best alternative, and lastly making a decision. Critical thinkers as learners employ their analytical skills to make informed decisions and enhance their learning outcomes (Jones, 2018). In other words it is important to be able to make efficient decisions which require a set of skills namely:

#### **1.1.6.4.1 Observation**

Observation is an essential component of critical thinking. According to Ennis (1996), critical thinking involves "careful observation, careful and open-minded interpretation of observations, the use of reasoning, and the evaluation of evidence" (p. 19). Observation helps individuals gather information about a situation or problem and identify patterns or trends that may not be immediately apparent. It also allows individuals to gather evidence to support their claims and arguments. As critical learners take on information they possess the skill to observe information as it is in order to make sense of it and seek additional sources to confirm their observations or negate it. The ability to have unbiased observations goes a long way for critical learners as it is easy to let emotions interfere with the way we view things such

as topics of religion or politics. It is important to stay neutral in such discussions and observe the information as it is in order to make better and professional judgment. Observing information is an important step in decision making. In order to evaluate the alternatives it is crucial to be aware and observe all of them objectively. (Ennis, 1996)

#### **1.1.6.4.2 Objectivity**

Objectivity is an essential component of critical thinking. According to Paul and Elder (2014), critical thinking requires individuals to "strive for objectivity" by "seeking evidence, examining assumptions, and avoiding emotional or personal biases" (p. 25). Objectivity involves looking at a situation or problem from multiple perspectives and evaluating evidence without personal biases or preconceived notions. To be a critical thinker it is important to be objective about the information by basing it on factual reasoning and being able to not let subjective views interfere with the thinking processes in order to reach more efficient conclusions and make better decisions. Learners should set their feelings aside and judge the information as it is and not let personal factors interfere with their analysis of the information.

#### **1.1.6.5 Problem Solving**

Problems are something everyone deals with from time to time. It can be complex or easy to solve depending on its nature. Problem solving and critical thinking refers to finding solutions to an issue using knowledge, data, and facts. It does not necessarily mean to be able to solve problems immediately but to be able to think on your feet and come up with a thought out solution. Critical learners are ones who possess many skills and problem solving is one of them as critical learners demonstrate strong problem solving skills by utilizing critical thinking strategies such as analysis, evaluation, and creative thinking (Smith, 2019; Johnson & Brown, 2020).

They have to make logical decisions to reach better solutions for their problems. Similarly to the previous points, critical thinkers should be able to reason throughout making decisions and think on their feet while it comes to solving problems and learning how to manage their time and assignments.

### **1.1.7 Characteristics of Critical Teachers**

It is important for teachers to be a role model to their learners and by being critical thinkers themselves they automatically encourage learners to adapt to their ways, as learners can observe their teachers and adapt to their ways of thinking and feel inspired by them. There are skills and characteristics teachers possess along with being critical thinkers. One of the key characteristics of critical teachers is their focus on social justice. They view education as a means to empower students to challenge social inequities and work towards creating a more just society. This involves exposing students to diverse perspectives, engaging in critical discussions about social issues, and challenging systems of oppression that perpetuate inequality (hooks, 1994).

Another characteristic of critical teachers is their willingness to challenge traditional power dynamics in the classroom. They recognize that traditional education systems are often built on hierarchies of power, with the teacher in a position of authority and students expected

to comply with their instructions. However, critical teachers seek to disrupt these power dynamics by giving students more agency in the learning process and facilitating collaborative, student-centered learning experiences (Giroux, 2011).

#### **1.1.7.1 Creativity**

Sure! Here's an example of an in-text citation for the information you provided:

According to a blog post on characteristics of creative teachers, "A creative teacher is one who incorporates different styles to meet different types of learners" (N/A, 2021). A creative teacher is one who incorporates different styles to meet different types of learners, he/she tries to set a program which speaks to all learners and tailor specific needs of learners. They are more open to changes and able to solve problems by using original methods as he/she sees fit at the moment for instance when learners are not being active the teacher might start a game in which involve learners to interact with each other and be more lively in discussions. They encourage new ideas and do not shy away from discussions when learners ask them questions they are excited to answer and hold discussions with them. Quite the contrary, they invite learners to speak their mind and express their ideas and help build their confidence and trust in the environment which motivates them to engage in challenging discussions and pose questions that stem from their conclusions and critical thoughts and are more open to share experiences.

#### **1.1.7.2 Open Mindedness**

Being open minded is being willing to consider ideas and opinions that are new or different to your own according to Cambridge Dictionary. (2021) Teacher's personality plays a huge role on their teaching process, open minded teachers are more inviting and less intimidating to interact with especially to those who are passive learners or introverted learners it makes the relationship between the teacher and learners a safe place for them to express ideas, their thought process and experiences as they feel comfortable sharing their thoughts

and motivated to learn more and the environment encourages learners to be at ease with their thoughts and not feel judged when they express an opposing idea to the teacher's or other learners therefore critical thinking is encouraged in such environment because it is accepted and welcomed. (Smith,2020)

### **1.1.7.3 Flexibility**

Flexibility is the ability to easily modify and adjust to circumstantial alternatives. There are many ways of teaching however it is important to be flexible as there is no such a thing as a rigid set of problems and solutions at hand so it is important to be able to go with the flow as problems arise the teacher should be able to think on the spot instead of sticking to a specific set of rules which does not apply to current problems it is crucial to have a skill to make changes when change is needed. A critical teacher would be able to set aside what he/she had planned and adapt to the current problem as she/he sees fit and adjust accordingly. (Smith , 2020)

### **1.1.8 Limits for Critical Thinking for Learners**

It is easy to preach critical thinking however it is challenging to be implemented as there are some limits which face learners throughout their learning process. While it is a valuable approach to education, there are also limits to its application. Some of the potential limitations of critical learning include the need for appropriate context, the risk of becoming overly critical, and the potential for students to become disengaged or overwhelmed (Orr, 2002).

One limitation of critical learning is the need for appropriate context. Critical learning often requires students to engage with complex social issues and systems of power, which can be difficult to fully understand without appropriate background knowledge or context. This means that critical learning may not be appropriate for all subject areas or grade levels, and

educators must carefully consider whether it is the most appropriate approach for their students (Orr, 2002).

Another limitation of critical learning is the risk of becoming overly critical. While critical thinking and analysis are essential skills for students to develop, it is also important for students to have the ability to recognize the value and strengths in different perspectives. If students become overly critical, they may become dismissive or undermine the experiences and perspectives of others (Burbules & Berk, 1999).

A third limitation of critical learning is the potential for students to become disengaged or overwhelmed. Critical learning often involves challenging students to question their assumptions and recognize their positionality in relation to systems of power, which can be emotionally challenging for some students. Additionally, students may become disengaged if they perceive the content to be too abstract or disconnected from their own experiences (Orr, 2002).

### **1.1.9 The Development of Critical Thinking Skills**

Critical thinking skills are essential for a variety of reasons, and there is a growing body of research that highlights the importance of these skills for success in both personal and professional domains. Some of the key components of critical thinking include logical reasoning, problem solving, and the ability to evaluate evidence and arguments objectively (Halpern, 1998).

There are several different theoretical models of critical thinking that have been proposed, including the cognitive skills approach and the dispositions approach. The cognitive skills approach emphasises the development of specific thinking skills, such as analysis, synthesis, and evaluation, while the dispositions approach highlights the importance of developing positive attitudes and habits of mind, such as open-mindedness, scepticism, and intellectual humility (Facione, 2011).

There is evidence to suggest that critical thinking skills are teachable and can be developed with appropriate instruction and assessment. Research has shown that interventions that focus on teaching critical thinking skills, such as problem-based learning, can improve students' abilities to think critically (Lai & Viering, 2012).

In conclusion, critical thinking skills are an essential component of success in many different areas of life. The development of critical thinking skills can be facilitated through appropriate instruction and practice.

**1.1.9.1 Time Management** Time management is an essential component of critical thinking. According to Facione and Gittens (2016), critical thinking involves "effective time management" by "prioritizing tasks, allocating time appropriately, and avoiding procrastination" (p. 12). Time management allows individuals to allocate their time effectively to complete tasks, gather information, and evaluate evidence. Therefore it is important for critical learners to have the ability to organize their time and make a clear schedule in order to avoid the pressure of not implying what they believe in, and be able to take advantage of critical thinking skills appropriately.

**1.1.9.2 Social Skills** Social skills are an important aspect of critical thinking, as Effective communication and collaboration with others are essential components to use critical thinking in a practical sense. In particular, effective communication skills are essential for critical thinking and problem-solving. Research has shown that individuals who are skilled in communication, such as active listening and asking probing questions, are better able to generate creative ideas and identify effective solutions to problems (Boden et al., 2012).

Moreover, collaboration skills are also essential for critical thinking, particularly in group settings. Effective teamwork and collaboration can help individuals to identify different perspectives and viewpoints, and generate more creative and innovative solutions to problems (Kaufman et al., 2019). However, there are learners who do not feel comfortable sharing their

views and opinions or participating in discussions due to them being introverts, lack of social skills, and anxiety which leads them to feel discouraged and underappreciated so it limits their skills and puts a hold on their creativity.

**1.2.9.3 Being Patient** Patience is an essential component of critical thinking. According to Elder and Paul (2010), critical thinking requires individuals to be patient and "suspend judgment until sufficient evidence is gathered and evaluated" (p. 28). Patience allows individuals to gather all relevant information, examine assumptions, and evaluate evidence before coming to a conclusion or making a decision. Learners fail to implement critical thinking as they feel overwhelmed by the excessive loads of lessons, lack of time management, and short focus span so they are not patient to seek external sources of information, they take information as it is due to not having the patience to spend more of their time on practicing this skill as they are distracted by overlords of social media and browsing the internet any many more life events that comes in their way such as mental illnesses, family issues, and unpleasant circumstances.

#### **1.1.9.4 Creative**

Creativity is an important aspect of critical thinking, as it involves generating new and innovative ideas and solutions to problems. Critical learners who possess strong creative abilities are better equipped to engage in effective problem solving and decision making processes.

In particular, divergent thinking, which involves generating a variety of possible solutions to problems, is a key component of both creativity and critical thinking (Runco & Jaeger, 2012). By engaging in divergent thinking, critical learners are able to consider multiple perspectives and possible solutions, leading to more effective decision-making. However, not all learners are capable of being creative. Some learners prefer to take information as it is, and



think in a rigid method they do not argue or challenge ideas which puts a hold on their learning process, they feel clueless as to how to be a critical creative thinker.

### **1.2.10 Factors Which Encourage Critical Thinking for Learners**

There are several factors that encourage critical thinking for learners. According to Willingham (2007), some of these factors include:

**1.1.10.1 Reading** The habit of reading plays a huge role to the learners mind from learning new information to observing the format in which it is written, this habit is not only limited to reading the lessons provided by teachers but also seeking outside sources which can vary from books, articles, stories...etc It helps learners expand their vocabulary and grammar, enrich their writing skills and knowledge, and motivate them to learn more through being curious for answers and solutions. (Willingham, 2007)

**1.1.10.1.1 Books** Similarly to what I mentioned earlier, reading books helps learners be excited to showcase their knowledge therefore expanding it by sharing a discussion which can lead to plenty of new opportunities and chances. It encourages learners to seek the thrill of challenging themselves by reading new books about different topics which opens their minds to new ways of thinking, new skills and more opportunities for discussions.

Then there is the other side to reading books as an observer learners will subconsciously or consciously adapt to the style of the author by picking up their style and including it with theirs which is a good practice to enhance their writing skills and critical skills as they observe and make judgement of the author choice of words and learn how to dissect each sentence and the meaning behind it. (Willingham, 2007)

**1.1.10.1.2 Articles** According to Halpern (2014) Reading articles is similar to reading books however there is a

slight difference, articles are more convenient in terms of shortness they are easy and quick to read and are about a specific topic so it is helpful for researches and checking information,

it is not so long so learners will not get discouraged reading it ,it keeps them motivated to learn yet answers their questions.

**1.1.10.1.3 Novels** Novels are great for critical thinkers as reading fiction can help open the brain to a new level of processing information as it requires focus and attention to detail to keep up with the plot of the story, it trains the mind to be at ease and adjust with changes which is a good skill to have as a critical thinker as they might have to accept how to adjust to new ideas and other views on topics that is the whole purpose of being a critical thinker to be open to new opportunities and new ways of thinking. (Helpern,2014)

**1.1.10.2 Discussion** Discussion keeps learners alert and focused as they have to provide arguments about the topic of discussion. Their minds keep working as they speak and observe the other's point. It also motivates them to learn more in order to be able to express themselves better and more efficiently. It can boost their confidence and drive to share ideas with others and be open to see the world from another angle. (Willingham,2007)

**1.1.10.2.1 Group work** Group work is similar to discussion; it encourages communication between learners and motivates them to share and expand their knowledge with each other as there are different views and ways of thinking which opens the door to think critically and beware of the wide opportunity to know there is more to things than how we individually see them. (Johnson ,2014)

**1.1.10.2.2 Presentation** Researching for information is one of the most important parts of thinking critically it pushes learners to beware of how to research and dissect information and being able to objectively observe each information as it is it also trains them to make valid arguments as well as taking accountability in their work it pushes them to challenge themselves and put themselves out there open for feedbacks and criticism which is a great opportunity for evolving. (Johnson, 2014)

**1.1.10.2.3 Oral Expression Sessions** Practising oral expression helps critical thinkers to challenge themselves and think on their feet as the discussion goes. They learn how to come up with quick yet valid questions and information, it trains them to observe and articulate their ideas better as well as learn from others and how different everyone thinks. It is an eye opening experience that encourages them to communicate their thoughts and think objectively and be respectful to others. (Johnson, 2014)

**1.1.10.3 Motivation** Learners' motivation and curiosity to have their questions answered drives them to think critically. As human beings we are driven by questioning things and constantly learning how to feed our curiosity. It is what keeps us learning and open to other opportunities of thinking and challenging our knowledge in order to make meaning out of it. (Johnson, 2014)

**1.1.10.4 Language Games** Playing games is fun and it is important to have fun while learning it has a positive impact on learners minds and it keeps them entertained and curious, it can be a great practice for critical thinking as it is unusual way of learning therefore requires an unusual way of thinking a new way of thinking about things which raises a lot of questions i.e critical thinking required in order to make sense of these new environment in order to make adjustments. (Johnson, 2014)

**1.1.11 Factors Which Encourage Critical Thinking for Teachers** There are several factors that encourage critical thinking for teachers. According to Brookfield (2017), some of these factors include:

**1.1.11.1 Create Rich Classroom Galleries** A Teacher's job has immense responsibility behind it ,he/she does not only have to teach subjects but also be a role model to learners and has to tailor to each of the learners' needs and differences and plan the lesson accordingly. In order to make an inviting environment for learners to think critically, teachers provide different media such as audios,videos, and pictures. By doing so teachers have to think critically and

creatively throughout the planning process which encourages them to see things from different perspectives, from the learners perspective which is a great skill to have. (Brookfield, 2017)

**1.1.11.2 Being Productive** Brookfield stated that Productivity is a part of teachers job although some get used to doing things the same traditional way a critical thinker is more in tune with the constant changes and differences among learners, it requires a constant attention to detail and learners' needs. Teachers should be constantly working and adjusting to new ideas and working for solutions to problems that arise. (Brookfield, 2017)

**1.1.11.3 Being Up to Date** It is important for teachers to keep up with learners as they're constantly changing and evolving, and applying the same rigid methods will not work with new problems, new perspectives, and new mindsets. He/she should keep up with how learners think and adapt to their mindsets and try to see things from their point of view. (Brookfield, 2017)

**1.1.11.4 Motivation** A teacher who is not motivated to teach will not be able to perform their purpose as teachers. So it is crucial for teachers to stay motivated throughout the teaching process and have fun with it, allow their creativity and personality to show which will make them more excited about learning students' mindsets along with teaching them new ones. (Brookfield,2017)

**1.1.11.4.1 Materials** Some teaching materials are a privilege to have as they ease the teaching process and keep teachers up to date and efficient in their work. Such as computers, books, and the internet. Although it seems like everyone has those things nowadays it is important to note that it requires a certain set of skills to operate those materials effectively which could be a life changer for teachers. (Brookfield, 2017)

**1.1.11.4.2 Time** Like most jobs it could be time consuming and draining at times. Especially teachers as they not only have to work during classes but also plan lessons and stay creative and innovative as new problems arise therefore it is important to find a balanced schedule in

order to not feel burned out which decreases the energy to do the job skillfully. (Brookfield,2017)

**1.1.11.4.3 Learners' Results** Nothing makes a teacher more proud than seeing effective results from their learners, to see that they have such influence on their learners . It motivates teachers to continue doing the best they could and also realise how much meaningful this job is, it pushes them to keep going and fills them with purpose to why they started teaching in the first place. (Brookfield, 2017)

## **Section Two: Reading Skill**

### **1.2.1 Reading Definitions**

Reading is the cognitive process of decoding symbols to derive meaning from text. It involves the ability to understand written words, sentences, and paragraphs and to make sense of the information presented (Snowling, 2013).

According to researchers Ruddell and Unrau (2013), "Reading is a process of constructing meaning from symbols that represent language" (p. 16).

Paris and Hamilton (2009) define reading as "an interactive process of constructing meaning through print and non-print texts, which requires both the skills and the ability to use them in ways appropriate to one's social and cultural context" (p. 5).

In their book "Developing Reading Skills," Grellet (1981) defines reading as "the act of interpreting written language, translating symbols into meaning" (p. 1).

### **1.2.2 Reading Strategies**

According to Pressley and Afflerbach (1995), "there are seven main strategies of reading: metacognition, activating prior knowledge, inferring, summarising, and questioning" (p. 15).

## **1. Metacognition**

According to Pressley and Afflerbach (1995) Readers use their knowledge of their own thought processes to monitor and control their reading comprehension.

## **2. Prior Knowledge Activation**

Engaging students in activities that activate their prior knowledge before reading can enhance critical thinking. According to Magliano, Millis, and Rowe (2004), when readers relate new information to their prior knowledge, it promotes higher-level thinking processes, including evaluating and making inferences.

## **3. Inferring**

Pressley and Afflerbach explained that readers use clues from the text, along with their own background knowledge, to make educated guesses about what the text is saying.

## **4. Summarising**

Readers condense the main ideas and important details of a text into a shorter version. (Pressley & Afflerbach, 1995)

## **5. Questioning**

Readers ask themselves questions about the text to clarify their understanding and engage with the material. (Pressley & Afflerbach, 1995)

## **6. Active Reading Strategies**

Active reading strategies, such as summarising, questioning, and making connections, have been found to promote critical thinking in reading. In their study, Zhang, Liu, and Pedersen (2018) found that applying active reading strategies, such as highlighting and note-taking, helped students develop higher-order thinking skills.

## **7. Scaffolded Instruction**

Providing explicit guidance and support during reading can facilitate critical thinking. De La Paz and Graham (1997) suggested that instructional strategies, such as reciprocal teaching and cognitive mapping, promote critical thinking in reading comprehension by guiding students to actively monitor their understanding and think critically about the text.

### **1.2.3 Types of Reading**

There are three main types of reading, which are described by Tierney and Readence (2000):

#### **Extensive Reading**

Extensive reading involves reading for enjoyment and relaxation, without necessarily focusing on specific details or analysis. The purpose of extensive reading is to improve general reading comprehension and fluency, as well as to develop a love for reading. This type of reading usually involves materials that are easy to read, such as novels, magazines, and newspapers. Extensive reading is often done outside of the classroom, as a recreational activity. (De La Paz & Graham, 1997)

#### **Intensive Reading**

Intensive reading involves reading for specific information and comprehension, often requiring close attention to individual words and sentences. The purpose of intensive reading is to develop language skills, such as vocabulary, grammar, and syntax. This type of reading is often done in the classroom, as part of language instruction, and may involve materials that are more difficult to read, such as academic articles, textbooks, and scientific reports. (De La Paz & Graham, 1997)

#### **Critical Reading**

Critical reading involves analysing and evaluating a text in a thoughtful and systematic way, with the goal of understanding its meaning and implications. The purpose of critical reading is to develop critical thinking skills and to develop an ability to think deeply about what is being read. This type of reading may involve questioning the author's assumptions, evaluating the evidence presented, and drawing one's own conclusions. Critical reading is often done in academic settings, such as when reading scholarly articles or textbooks. (De La Paz & Graham, 1997)

#### **1.2.4 The Relationship Between Critical Thinking and Reading Skill**

The relationship between critical thinking and reading skill has been extensively studied in the field of education. Research has shown that critical thinking skills are essential for success in reading comprehension and overall academic achievement (Paul & Elder, 2006). According to Diaz et al. (2014), critical thinking is closely linked to reading skill, as it requires readers to engage in higher-order thinking processes such as analysis, evaluation, and synthesis.

Moreover, the ability to critically analyze and evaluate information is crucial for developing a deep understanding of complex texts. Skilled readers are able to identify the main ideas, arguments, and evidence presented in a text, and use critical thinking skills to evaluate the credibility and validity of the information. This enables them to make informed judgments and draw their own conclusions.

In conclusion, critical thinking and reading skill are interrelated and mutually reinforcing. The development of critical thinking skills can enhance reading comprehension and overall academic achievement, while strong reading skills can facilitate the development of critical thinking abilities. Therefore, educators should focus on developing both critical thinking and reading skills in their students to ensure their success in academic and professional settings.



### **1.2.5 Benefits of Reading to Critical Thinking Skills**

Reading is a fundamental activity that is essential for academic success and personal growth. When individuals engage in reading, they are exposed to a variety of ideas, concepts, and perspectives that can help them to develop their critical thinking skills. Critical thinking is the ability to analyse information, evaluate arguments, and make reasoned judgments.

According to Jafarigohar and Saadatnia (2014), reading is a valuable tool for promoting critical thinking skills. They found that reading helps to expose readers to diverse perspectives, reasoning, and argumentation, which can help them to develop their analytical and evaluative skills. Additionally, reading can help individuals to develop their communication skills by exposing them to different styles of writing and language use.

Moreover, reading fiction has been found to be particularly beneficial for promoting critical thinking skills. McMillan, Myrick, and Love (2017) found that reading fiction can help individuals to develop their critical thinking skills by allowing them to analyse and interpret complex characters and situations. Furthermore, reading fiction can help individuals to develop their empathy and perspective-taking abilities, which are essential skills for critical thinking.

In conclusion, reading is a valuable activity that can help individuals to develop their critical thinking skills. By exposing readers to diverse perspectives and complex ideas, reading can help individuals to develop their analytical, evaluative, and communication skills. Moreover, reading fiction can be particularly beneficial for promoting critical thinking skills by allowing individuals to analyse and interpret complex characters and situations.

### **1.2.6 Cognitive Relation Between Critical Thinking and Reading**

There is a strong cognitive relation between critical thinking and reading. Research has shown that reading can improve critical thinking skills and that critical thinking skills are necessary for effective reading comprehension.

As to Abrami et al. (2008) stated that critical thinking skills are essential for effective reading comprehension. This is because critical thinking skills allow readers to analyse and evaluate the information presented in the text, make inferences, and draw conclusions. Furthermore, critical thinking skills enable readers to identify the author's argument and assess its validity.

Moreover, reading can improve critical thinking skills by exposing readers to diverse perspectives and ideas. According to Jafarigohar and Saadatnia (2014), reading can promote critical thinking skills by exposing readers to diverse perspectives, reasoning, and argumentation. This exposure can help readers to develop their analytical and evaluative skills.

In conclusion, there is a strong cognitive relation between critical thinking and reading. Critical thinking skills are essential for effective reading comprehension, and reading can improve critical thinking skills by exposing readers to diverse perspectives and ideas.

### **1.2.7 Teaching Reading Skill in EFL Classroom**

Teaching reading skills is an essential component of an EFL classroom. According to Nuttall (2005), reading is a complex cognitive process that involves both bottom-up processing of individual words and top-down processing of meaning and context. Effective reading instruction in EFL classrooms should therefore include a variety of activities that promote both skills.

One approach to teaching reading in EFL classrooms is the "guided reading" approach, which involves providing students with a text and guiding them through the reading process with pre-reading, during-reading, and post-reading activities. This approach has been found to be effective in improving students' reading comprehension and vocabulary acquisition (Alharthi, 2019).

Another strategy is to use reading materials that are interesting and relevant to students' lives, as this can increase motivation and engagement (Chen, 2020). Additionally,

incorporating technology such as online reading resources and digital reading platforms can also enhance the reading experience for students (Chen & Li, 2019).

## **Conclusion**

In conclusion, promoting critical thinking in teaching reading skills is essential for developing students' ability to analyze and comprehend texts. By identifying and implementing the factors that encourage critical thinking, teachers can create a learning environment that fosters students' analytical and evaluative skills. The use of authentic and challenging texts, student-centered learning strategies, opportunities for collaborative and reflective learning, and formative assessments are among the factors that can promote critical thinking in teaching reading skill. By investigating the impact of these factors on critical thinking in teaching reading skill, this dissertation seeks to contribute to the understanding of effective teaching practices that support the development of critical thinking skills in students.

## **Chapter Two: Fieldwork**

### **Introduction**

Every research paper is expected to include a theoretical section that encompasses a comprehensive literature review on the topic under consideration. In addition, it should be complemented by a practical component that involves fieldwork investigation, aimed at testing the formulated hypothesis. This chapter is devoted to cover the practical part of the research. It deals with the analysis of the obtained data from students' and teachers' questionnaires. Furthermore, this chapter describes the methodology and tools used to collect the needed data in order to examine the application Factors which Encourage Critical Thinking in Teaching reading skill; the Case of First Year Master Students of English at University Centre of Mila. In addition, the chapter attempts to answer the research questions and to reach the aims of the study to assess the validity of the hypothesis throughout providing a description for the aim behind each question, as well as a detailed analysis and discussion of the acquired findings. Ultimately, the chapter also highlights some major limitations besides some recommendations for both teachers and future researchers are presented in this dissertation.

### **2.1. Means of Data Collection**

In gathering data, two questionnaires are used for both English University teachers and students. A questionnaire was presented to students to meet the objectives of this research. The study focused on learners' perception of Critical thinking and its factors which takes place during EFL classroom, and how it impacts their reading skill experience. Additionally, to teachers' perception and factors which play a role in the EFL classroom.

### **2.2. Sample and Population**

The present research is carried out at Mila's University Center, all the participants of this research belong to the Institute of Letters and Languages, Department of Foreign Languages more specifically the population concerned are the English students and EFL teachers. As far as students are concerned, they are first year master students in the academic year 2022-2023. The study's target population includes 61 students from different groups out of a total number of 151 master one English students representing 40.4% of the total population. Moreover, the reason behind deciding on working with master one-year students is their familiarity and awareness with the concept of critical thinking as a EFL learners at university, this research also helps the target group to develop their knowledge about CT for more efficiency in their reading skill to achieve satisfactory academic outcomes, regarding the second sample of the research" teachers", 7 teachers participated in this questionnaire from master 1 Mila University teachers. These teachers are well-experienced with teaching EFL at university. Thus, both samples may provide perceptions about the factors which encourage critical thinking in teachers reading skill.

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## **2.3. Description of Questionnaires**

### **2.3.1. Description of Students' Questionnaire**

The students' questionnaire seeks to gather data about the students' attitudes towards the idea of developing their critical thinking skill in teaching reading skill. The questionnaire was addressed to 61 first year master EFL students at Mila University, those first year master learners were intentionally selected to be the sample of this research, We used two ways to gather the students' answers; we used the traditional way "printed questionnaires" and the other one is the same questionnaire but provided in digital form we sent it to the population online the respondents were informed that their answers are the main base of data in the research, and that their responses are intended to be utilized in study purposes merely. Furthermore, they are also informed that filling in the questionnaire remains anonymous to get truthful answers. It

was distributed to 61 master one students who were chosen randomly. This questionnaire is made of 23 questions divided into (4) four main sections.

**Section1:** This section is titled "general information"; it contains four (04) questions aiming at discovering some aspects of students' background information such as their purposes behind learning English as a foreign language. (Q1) this question is open to gather all their real purposes by adding a part for the participants to add the specific answers at the end of the question, the second question about their awareness of their English level (Q2) ,also whether they are satisfied with that level (Q3) because this detail is an important one in our research (because this aspect effect the learners' critical thinking level), in also about their way of analyzing information if they are aware of themselves or no (Q4).

**Section2:** this section which is titled "Reading Skill" is made up of 7 questions in an attempt to probe the learners' perceptions about reading skill as a concept itself, this section is more focused on the English language acquisition. the first question in this section is about the frequency of reading in English Q5, the languages they usually read in Q6 also the obstacles they face while reading Q7, the reason they read for Q8, in this section we discussed also the help those learners receive from their teachers to encourage them to be good readers Q9, Q10. the last question in this section aimed to discover the learner's awareness about the importance of critical thinking in teaching and learning reading skill Q11.

**Section3:** the third section titled "Critical Thinking" comprises six questions attempting to emphasize awareness of the first-year master students to the concept of critical thinking. this section was also an introduction for the learners to begins answering more direct questions about CT.

**Section4:** The last section " Critical Thinking and Reading Skill " is regarded as the major section in the students' questionnaire. It is composed of six questions in order to look

into the students' opinions, ideas, and expectations about CT. in this section we aimed to introduce the learners to the factors encourage them to be critical thinkers to develop their reading skill, we discussed the strategies they use and consider as an effective way to enhance their critical thinking Q18 their responsibilities to be a critical thinkers too (Q19),the importance of CT as skill to encourage the EFL learning process and if their teachers help to develop it or no (Q20). Also, specifically also the limits of CT they face (Q21, Q22, Q23).

### 2.3.2. Data Results and Analysis of the Students' Questionnaire

#### Introduction

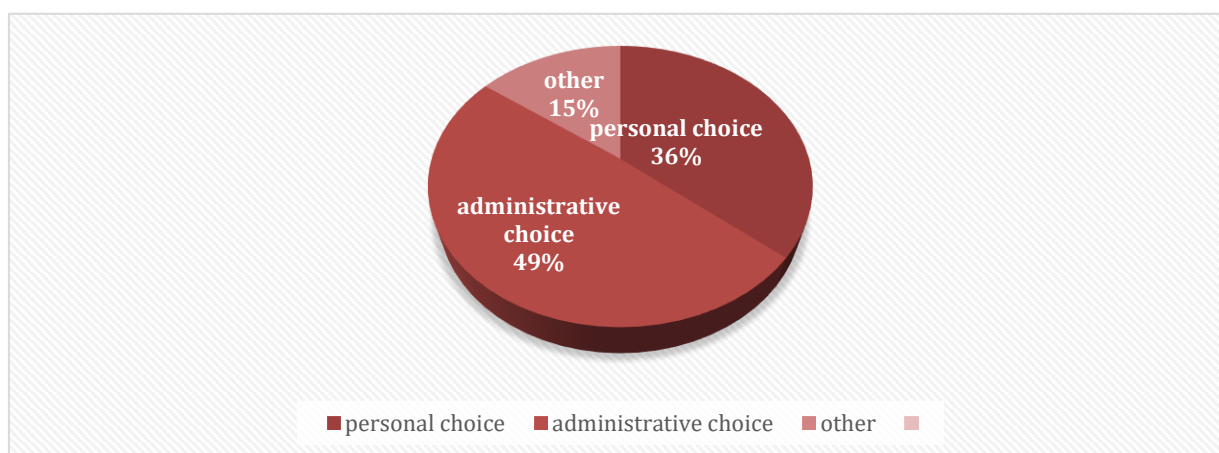
This section of the practical part covers the data analysis and the results of the conducted study. It discusses in details the findings of both teachers' and students' responses concerning their perceptions about the reading skill, the critical thinking, the methods ,strategies they use to develop their reading and critical thinking level also the obstacles they face. Furthermore, this part emphasizes on limitations, recommendations, and suggestions for further research.

#### Section One: General Information

**Question 01:** why do you learn English?

- a) Personal choice.                      b) administrative choice.                      c) Other.

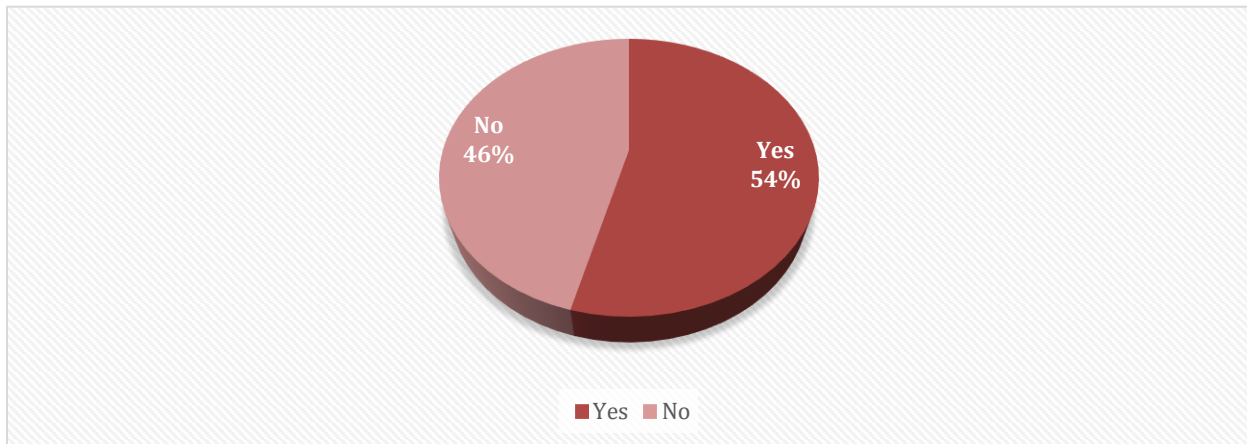
*Figure01: Learners' Purpose of Learning English*







**Figure03: Learners' Satisfaction About Their English Level**



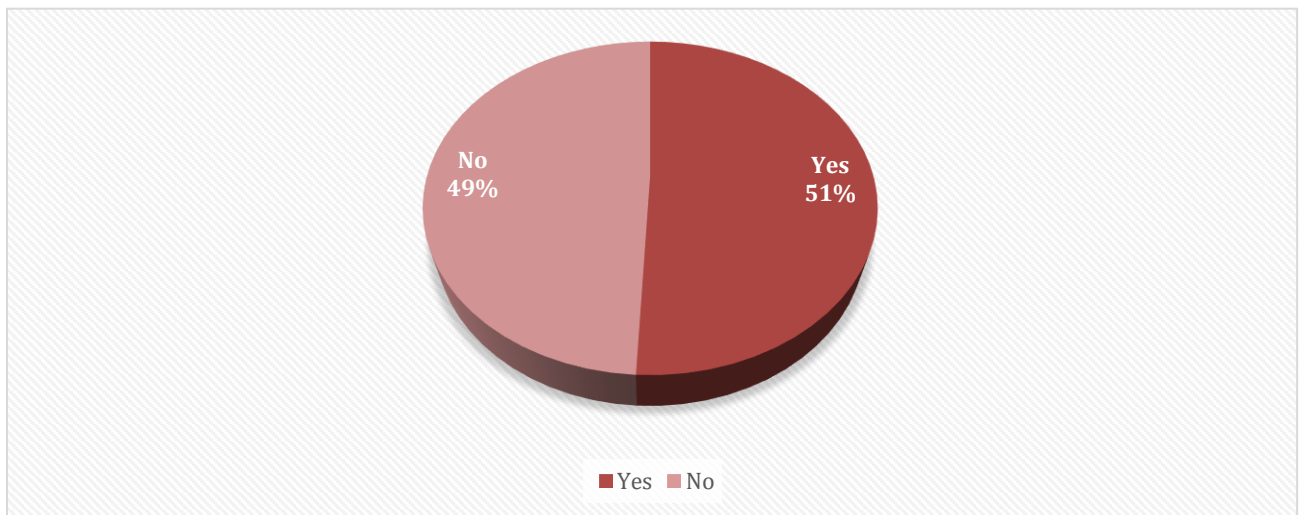
In order to study students' satisfaction about their level in English this question was direct with only two options as an answer yes or no; In response to this question; more than half of the students (54.09%) of the participants declared that they are satisfied with their current English level that may refer to their long experience as EFL learners with at least 4 years learning English. While the rest population twenty-eight students (45.90%) stated that they not satisfied. This entails that those EFL students possibly do have poor level in English or just want to develop their level further more.

**Question 04:** When you read a book, article...etc. do you take the information passively?

a) Yes.

b) No.

**Figure04: Learners' Information Acquisition Through Reading**



The question aims to understand the level of active engagement individuals have when reading a book, article, or similar materials. The data shows that 51% of the respondents answered "Yes," indicating that they take the information passively. On the other hand, the remaining 49% answered "No," suggesting that they do not passively consume the information but rather engage with it actively. This data implies that a significant portion of the respondents recognizes the importance of actively processing information while reading. Active engagement can involve critically analyzing the content, making connections, questioning assumptions, and synthesizing new knowledge. It indicates that these students are actively involved in their reading, which can lead to a deeper understanding and retention of the material.

The findings also highlight the presence of individuals who do not passively consume information. This group likely employs strategies such as annotation, summarizing, reflecting, or discussing the material to actively engage with it. Their active approach to reading suggests a greater involvement in the learning process and a higher likelihood of applying the information in various contexts. Overall, the data indicates that a significant portion of the respondents takes information passively while reading, but a substantial number also adopt an active approach. This insight emphasizes the importance of promoting active reading strategies

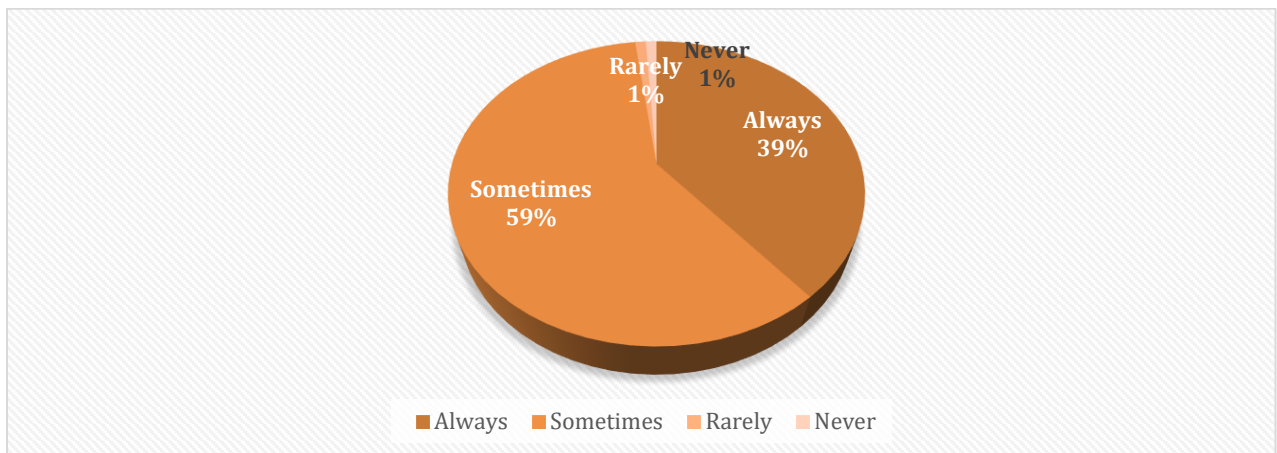
and critical thinking skills among individuals to enhance their learning experiences and comprehension of the materials they engage with.

## Section Two: The Reading Skill

**Question 05:** How often do you read?

- a) Always.                                      b) Sometimes.                                      c) Rarely                                      d) Never.

*Figure05: Students' Frequency of Reading*



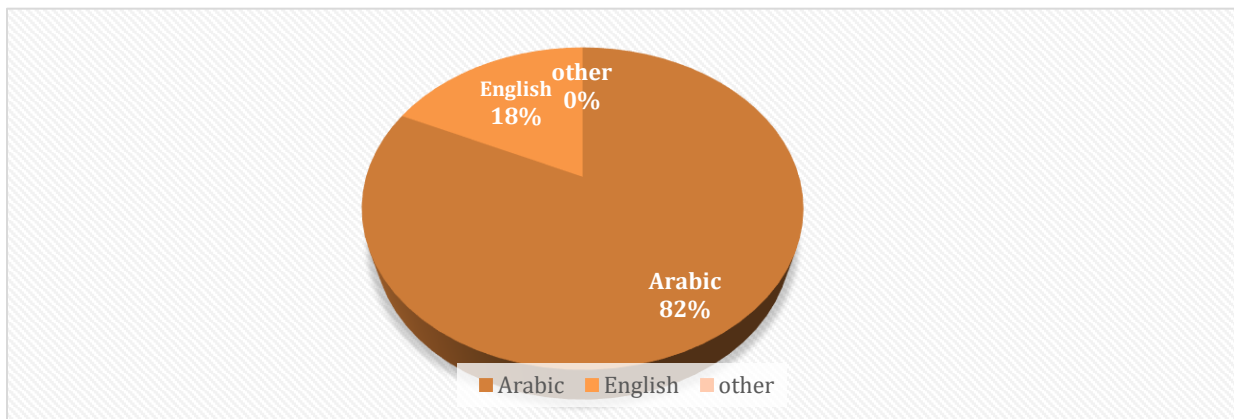
The analysis at hand centers around concluding insights into how often learners are reading - with survey questions and available data as prime resources. Participants chose from four response options: Always, Sometimes, rarely or never. Let's dig deeper to interpret what responses were given:

Based on this data, the majority (59%) reads sometimes which implies that they neither read too often nor too infrequently. Next on this scale are those who read consistently -always; constituting 39% Of the participants. For a very small proportion of respondents (1%), it was revealed that rare or no frequent reading occurred. As a conclusion, most learners do engage in some form of routine reading.

**Question 06:** In what language you usually read?

- a) English.                                      b) Arabic.                                      c) Others.

**Figure06: Learners' Reading Languages**

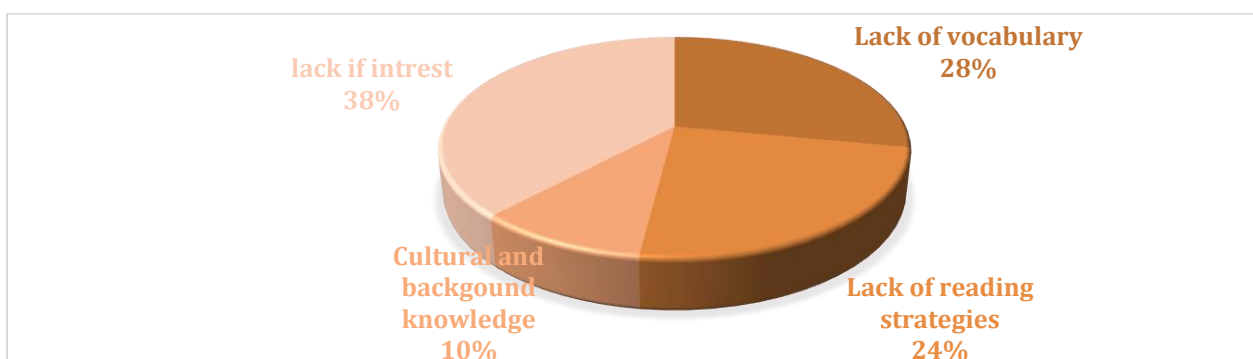


For this question, it is also designed for the participants to share information about the languages they usually read books and articles in, out of 61 participants we can interpret that a considerable majority (82%) of participants have an inclination towards reading in Arabic over any other language which asserts their strong affinity towards its literature or text format. In contrast with this figure, 18% acknowledged their comfort with reading in English only. As there was no selection made under "Others", it leads us into believing that these two assumed vernaculars are fundamental while deciding their preferred mode of written conversation. It's therefore safe to say that evidence suggests an overwhelming liking towards material scribe d down in Arabic.

**Question 07:** What are the obstacles you usually face when it comes to reading?

- a) Lack of vocabulary.
- b) Lack of reading strategies.
- c) Cultural and background knowledge.
- d) Lack of Interest.
- d)Others.

**Figure07: Learners' Obstacles They Faced While Reading**

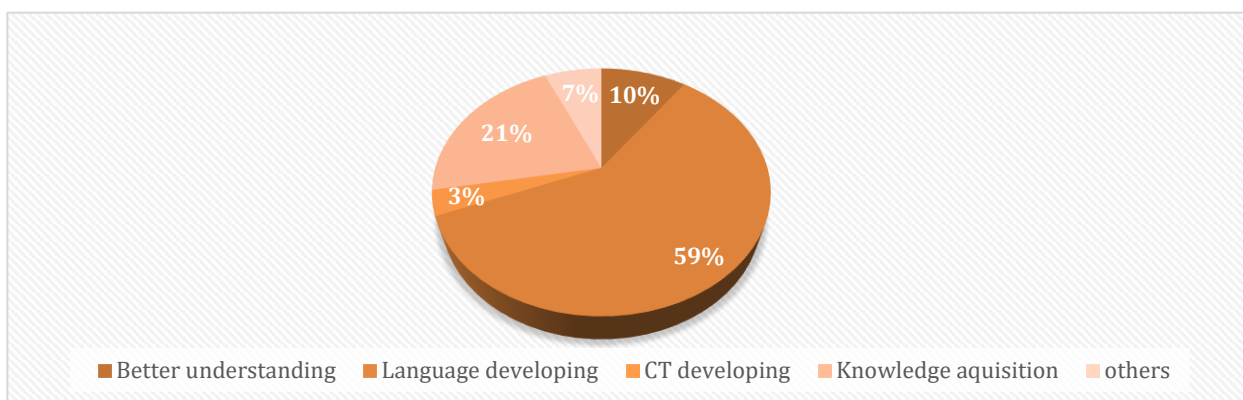


we can identify several obstacles that students faced as critical thinkers here in the analysis of the responses, according to survey data "Lack of Interest" poses the most common impediment to progress for individuals trying to develop their reading abilities with 38% of respondents selecting this option. This suggests that a significant portion of respondents may struggle to find motivation or engagement when it comes to reading. The second most chosen obstacle is "Lack of vocabulary" with 28% of respondents reporting this challenge. This indicates that a considerable number of respondents feel hindered by a limited vocabulary, which can affect their reading comprehension and enjoyment. "Lack of reading strategies" is chosen by 24% of respondents. This implies that some individuals may struggle with effective reading techniques or approaches, which can impact their ability to comprehend and engage with the material. "Cultural and background knowledge" is selected by 10% of respondents. This suggests that a portion of respondents may face difficulties in understanding texts due to their cultural or background knowledge gaps. The option "Others" received 0% of the responses, indicating that none of the respondents reported facing obstacles other than the given options.

Based on this data, we can conclude that lack of interest, lack of vocabulary, and lack of reading strategies are significant obstacles faced by respondents when it comes to reading. It is important to address these challenges to promote reading engagement and comprehension.

**Question 08:** For what purpose do you usually read?

- a) To better understand the content of the difficult lessons.
- b) To develop your language.
- c) To develop your critical thinking skill.
- d) Knowledge acquisition.
- e) Others.

**Figure08: Learners' Purpose Behind Reading**

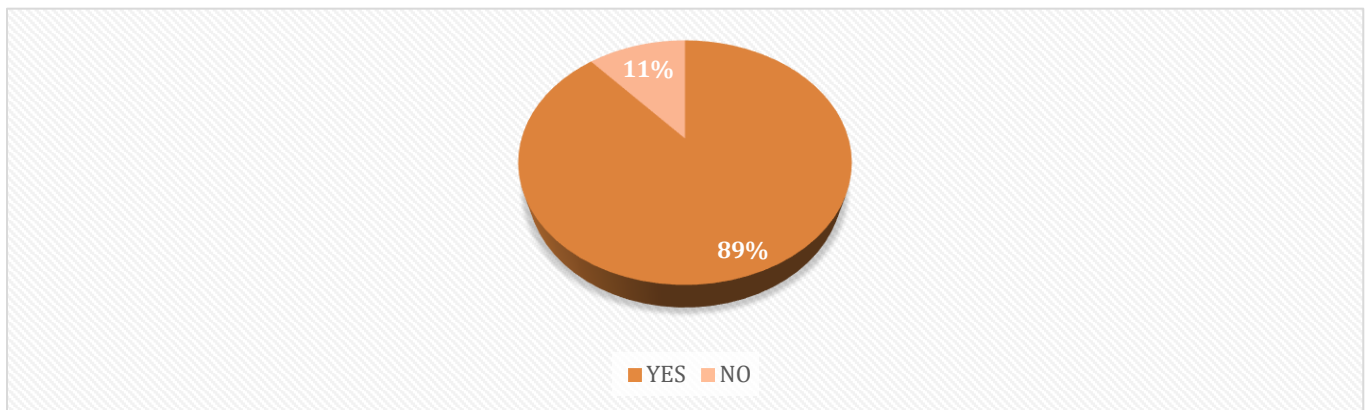
The most commonly reported purpose for reading is "To develop your language," with 59.01% of respondents selecting this option. This suggests that a majority of respondents read with the aim of improving their language skills, which includes aspects like vocabulary, grammar, and overall proficiency. The second most chosen purpose is "Knowledge acquisition," selected by 21.3% of respondents. This indicates that a significant portion of respondents read to gain knowledge and learn about various subjects and topics. The option "To better understand the content of difficult lessons" is chosen by 9.83% of respondents. This suggests that a smaller but still notable percentage of respondents read to enhance their understanding of challenging academic material or complex lessons. "To develop your critical thinking skill" is selected by 3.27% of respondents. This indicates that a small portion of respondents read with the intention of improving their critical thinking abilities through engaging with different texts and analyzing information. The option "Others" received 6.55% of the responses. This suggests that a few respondents reported reading for purposes other than the given options. Based on this data, we can conclude that the most common purposes for reading among the respondents are language development and knowledge acquisition.

**Question 09:** Do your teachers encourage you to read?

a) Yes.

b) No.

**Figure09: Teachers' Encouragement to Reading for Learners**



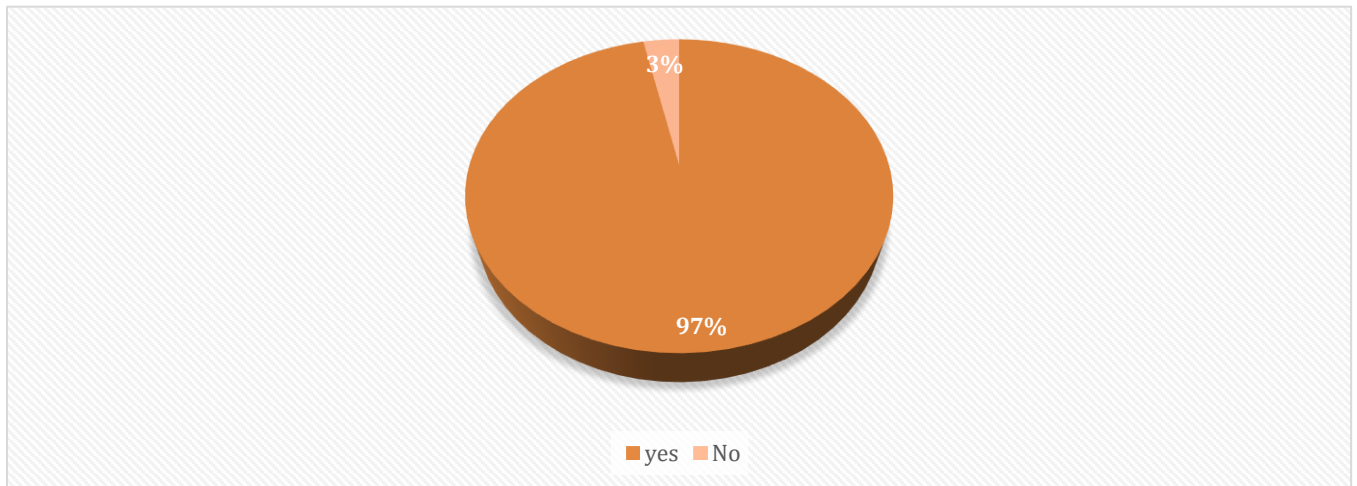
Based on the given question, the analysis would focus on whether the learners' teachers encourage them to read. The question provides two options: "yes" and "no" and the data indicates the number of participants who voted for each option and we can observe that the majority of participants, 54, voted for the option "yes" indicating that their teachers encourage them to read. This suggests that a significant number of respondents have teachers who actively promote reading and its benefits. while a smaller number of participants, 7, voted for the option "no" declaring that their teachers do not encourage them to read. This implies that a minority of respondents do not receive encouragement from their teachers to engage in reading activities, we can conclude that a majority of the participants indicated that their teachers encourage them to read.

**Question 10:** Do they recommend books for you to read?

a) Yes.

b) No.

**Figure10: Teachers' Books Recommendations**



Based on the given question and data, the analysis would focus on whether the respondents' teachers recommend books for them as learners to read. The question provides two options: "yes" and "no" and the data indicates the number of participants who voted for each option.

59 of the participants voted for "yes" mean that their teachers recommend books for them to read as learners. This suggests that a significant number of respondents receive book recommendations from their teachers, which can potentially enhance their reading experiences and learning outcomes. while only 7 participants voted for the "no" to show that their teachers do not recommend books for them as learners. This implies that a minority of respondents do not receive book recommendations from their teachers.

As a result, we can conclude that a majority of the participants indicated that their teachers recommend books for them as learners.

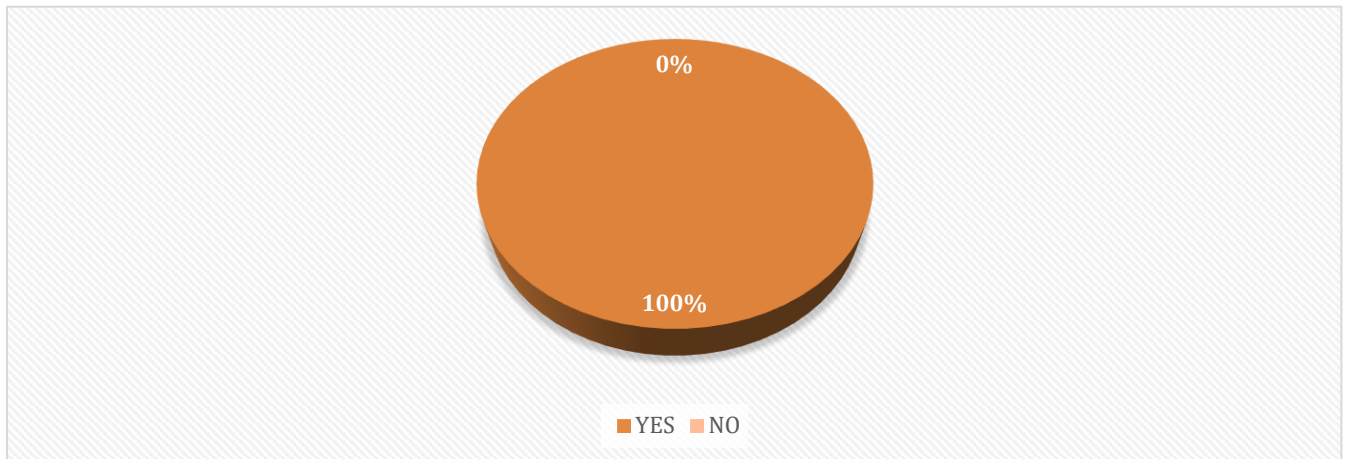
**Question 11:** Do you think reading encourages your critical thinking?

a) Yes.

b) No.



**Figure11: Learners' Awareness About Critical Thinking and Reading Skill Relation**



Based on the given question and data, the analysis would focus on whether the respondents believe that reading encourages their critical thinking. The question provides two options: "yes" and "no" and the data indicates that all 61 participants voted for "yes" while no participants answered "no".

The entire group of 61 participants responded with "yes," indicating that they believe reading encourages their critical thinking. This suggests that all respondents perceive reading as a stimulus for developing and enhancing their critical thinking skills. we can conclude that all participants share the belief that reading promotes critical thinking.

### **Section Three: Critical Thinking**

**Question 12:** Are you familiar with the term critical thinking?

a) Yes.

b) No.

**Figure12: Students' Awareness of Critical Thinking Concept**



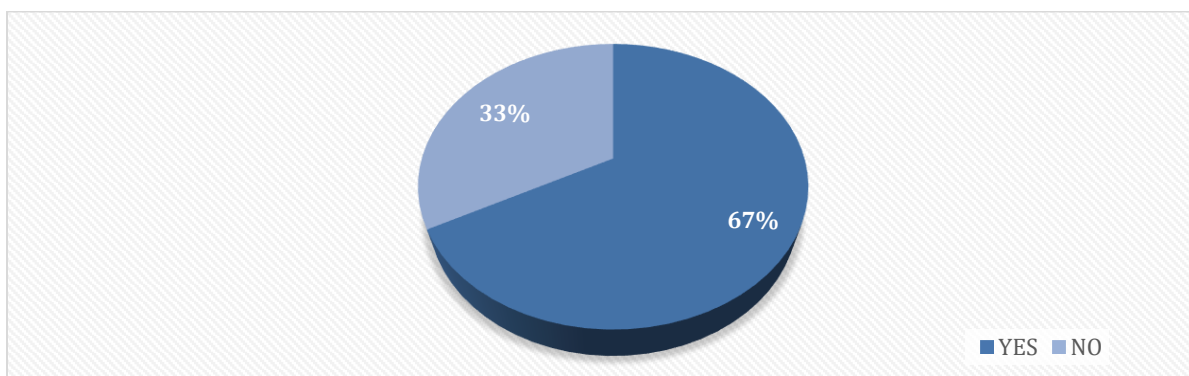
The findings in figure (12) reveal that the highest percentage which is 88,51% represents students who are already familiar with the term of critical thinking. In contrast, 8.19% of learners confirmed that they do not have any previous interaction with that term before. This implies that perhaps those students are not aware of concept of critical thinking or the meaning of it, while 3 learners skipped answering this question.

**Question 13:** Do you consider yourself as a critical thinker?

a) Yes.

b) No.

**Figure13: Learners' Critical Thinking**



This question aims to examine whether the participants consider themselves as critical thinkers or no. The question provides two options: "yes" and "no" and the data indicates that 41 participants answered "YES" while only 20 participants answered "no"

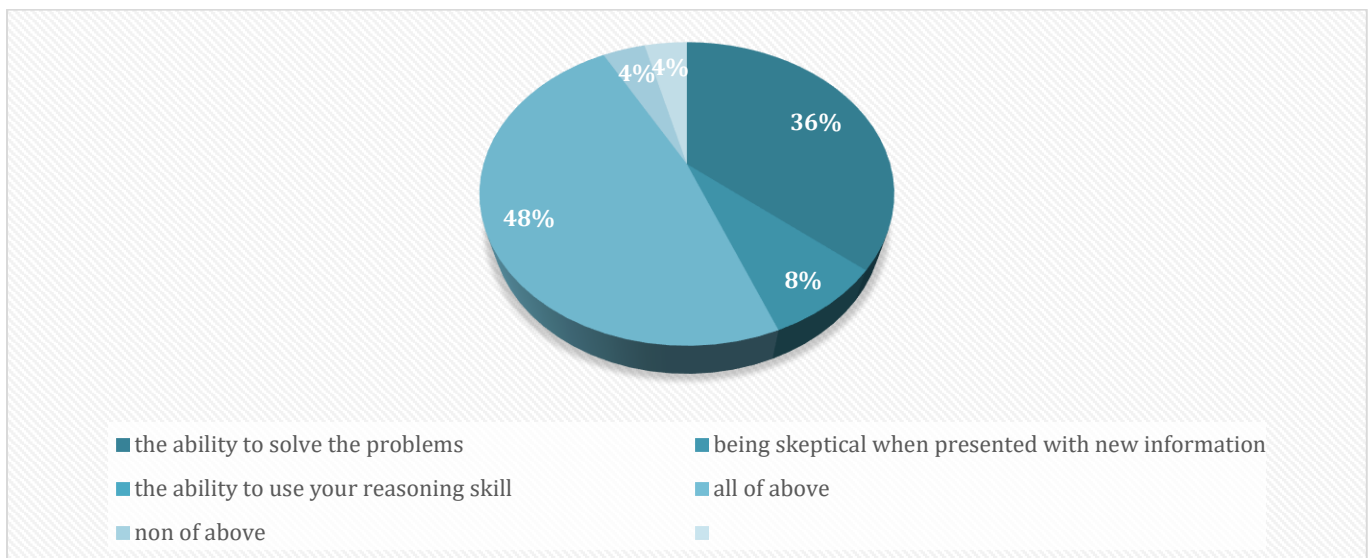
41 participants responded with "yes" that lead us to understand that they consider themselves as critical thinkers. This suggests that a significant number of respondents perceive themselves as individuals who engage in critical thinking and apply it in their thinking and decision-making

A smaller number of participants, 20, answered with "no" indicating that they do not consider themselves as critical thinkers. This implies that a minority of respondents do not perceive themselves as individuals who actively engage in critical thinking. we can conclude that the majority of participants consider themselves as critical thinkers, while a smaller percentage do not.

**Question 14:** What makes you a critical thinker?

- a) the ability to solve problems                      b) being skeptical when presented with new information
- c) the ability to use your reasoning skills.    d) all of the above
- e) none of the above

**Figure14: Learners' Criteria of Critical Thinking**



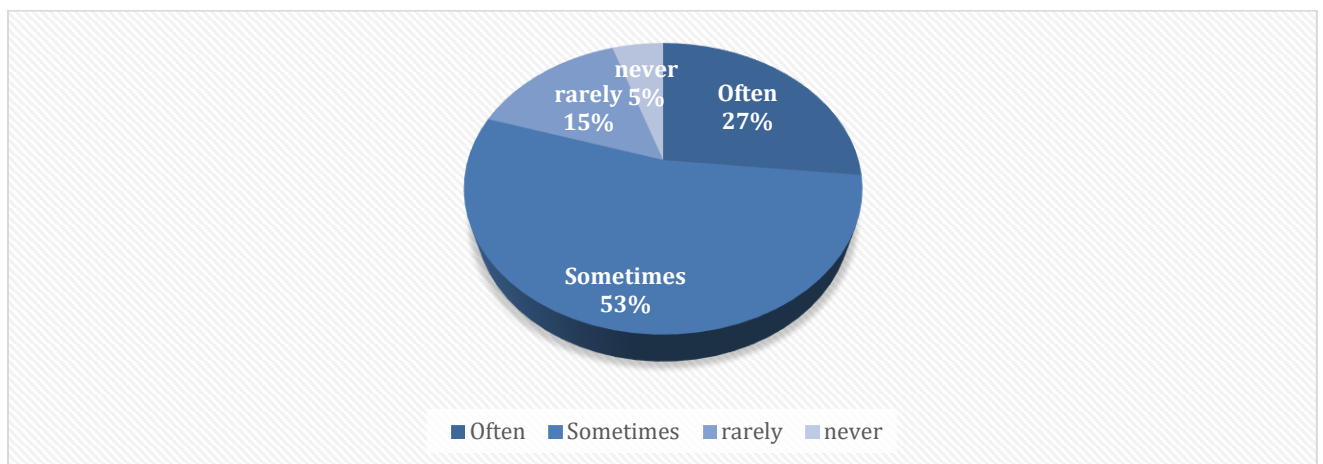
18 students answered " the ability to solve problems " they identified this as a key characteristic of a critical thinker this suggests does, they recognize the importance of problem-solving skills in critical thinking 4 students answered " being skeptical when presented with

new information " they mention it skepticism of traits of critical thinker. this indicated that they value the ability to question and evaluate information critically, 9 students answered "the ability to reason " this highlights their understanding that logical thinking plays a role in analyzing and evaluating information .24 students answered "all of the above " 4 students "none of the above", 2 students chose the option "other" that they may have different perspectives on what makes them a critical thinker or they may not have fully understood the options provided.

**Question 15:** How often do you practice critical thinking?

- a) often.                      b) Sometimes.                      c) Rarely.                      d) Never.

**Figure15: Learners' Frequency of Being a Critical Thinker**

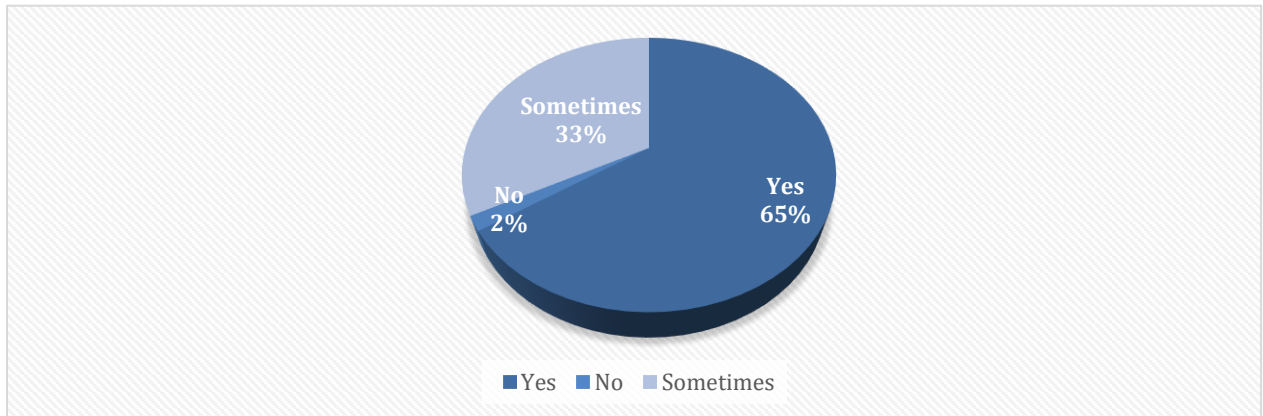


Aiming at investigating how often the students practice the critical thinking, 16 chose the option "often", 32 chose the option "sometimes " ,9 students chose the option "rarely", And the rest 3 chose the option "never ".so the majority of the learners practice and use their critical thinking skill.

**Question 16:** Does critical thinking eases your learning process?

- a) Yes.                                      b) No.                                      c)Sometimes.

**Figure16: Learners' Views Toward the Impact of Critical Thinking on their Learning Process**



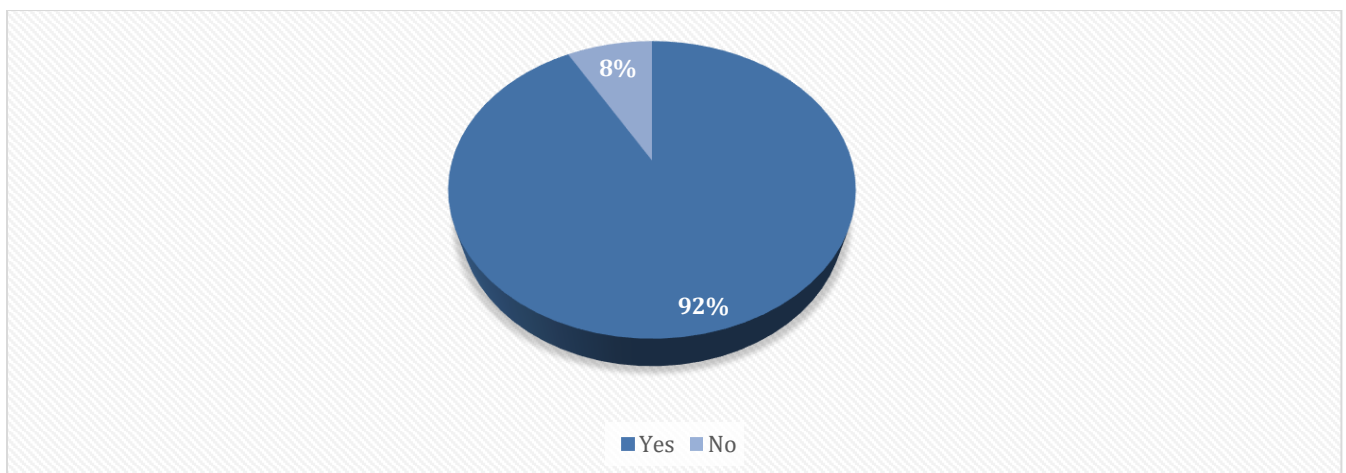
The data provided focuses on student's perceptions regarding whether critical thinking eases their learning process. here is a brief analysis of the responses. 38 students choose this obtain "yes" indicating that they believe critical thinking positively impacts their learning process, only one student answered with "no" suggestion that they do not perceive critical thinking as facilitator of their learning process. 19 students selected this "sometimes" option implying that they perceive the impacts of critical thinking on their learning process to be variable, these students recognize that critical thinking can be beneficial on certain occasions or for specific tasks but may not always be consistently applicable.

**Question 17:** Do you face any challenges for being a critical thinker?

a) Yes.

b) No.

**Figure17: Learners' Challenges of Critical Thinkers**



The question aims to explore the challenges individuals face when it comes to being a critical thinker. The data reveals that 91.8% of the respondents answered “Yes,” indicating that they do face challenges in being a critical thinker. Conversely, 8.19% of the respondents answered “No,” suggesting that they do not encounter challenges in this regard. The high percentage of respondents acknowledging the challenges of being a critical thinker indicates that it is not an easy task. Critical thinking involves analyzing information, questioning assumptions, evaluating evidence, and drawing reasoned conclusions. It requires cognitive effort and the ability to think independently and objectively. The challenges individuals may face could stem from various factors such as personal biases, social pressures, limited exposure to diverse perspectives, or a lack of training and practice in critical thinking skills. The presence of a small percentage of respondents who do not face challenges as critical thinkers could suggest that they have developed effective strategies or possess natural inclinations towards critical thinking. It is possible that these individuals have overcome the barriers typically associated with critical thinking or that they may not perceive the challenges they encounter as significant obstacles.

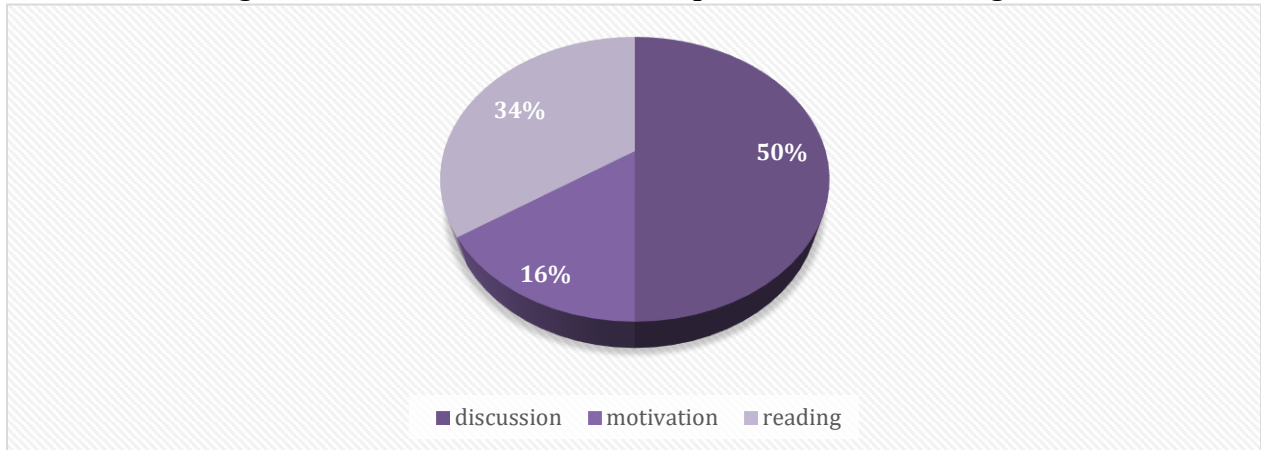
#### **Section Four: Factors Which Encourage Critical Thinking in**

##### **Reading Skill**

**Question 18:** which methods do you think help you improve critical thinking?

- a) Discussion.                      b) Motivation.                      c) Reading                      c) Others.

**Figure18: Learners' Methods to Improve Critical Thinking**

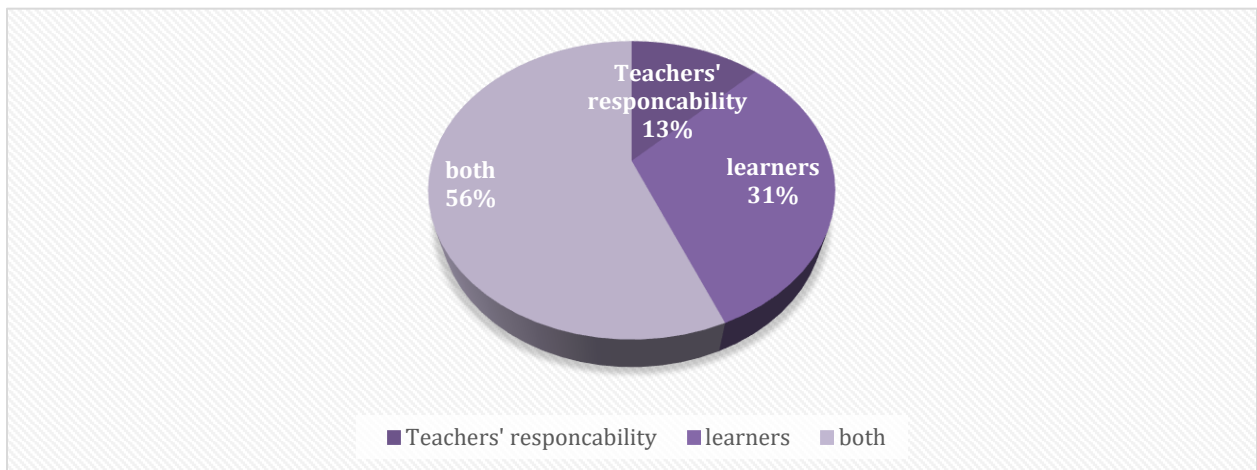


In this question, 29 of students chose the option “discussion “ participants perceive discussion as an effective method for enhancing critical thinking skill because it allows students to exchange ideas consider different perspectives and challenge their own assumptions , other 9 students chose the option “motivation “ because the importance of being motivated to improve the critical thinking skills motivation can drive students to actively participate in learning and approach tasks with critical mindsets, while the rest 20 students chose the option “reading “ reading offer exposure to different perspectives ideas and arguments which can stimulate critical thinking.

**Question 19:** Do you think that enhancing the learners' critical thinking level is the responsibility of the teacher or the learner?

- a) Teacher's responsibility.      b) Learners' responsibility.      c) Both.

**Figure19: Learners' Beliefs about 'Enhancing Critical Thinking' Responsibility**



Total of eight students believe thoughts the responsibility for critical thinking lies primarily with the teacher thoughts this suggests thoughts these students perceive the teacher as the main facilitator of critical thinking skill development in the learning process on the other hand, 20 students indicated that the responsibility for critical thinking lies on the learners themselves this implies that these students recognize the importance of taking personal initiative and actively engaging in critical thinking to enhance their learning experience.

the majority of students 36 in total choose the option “ the responsibilities of both ” this suggests that these students acknowledge the collaborative nature of critical thinking considering both of teacher and the learner as having important roles to play in fostering critical thinking skills overall the data reveals a diverse range of perspectives among the students regarding the responsibility for critical thinking while some emphasize the teachers role others emphasize the learner’s responsibility and the significance the shared responsibility between both parties. These findings highlight the importance of considering multiple approaches and strategies to promote critical thinking in the learning environment

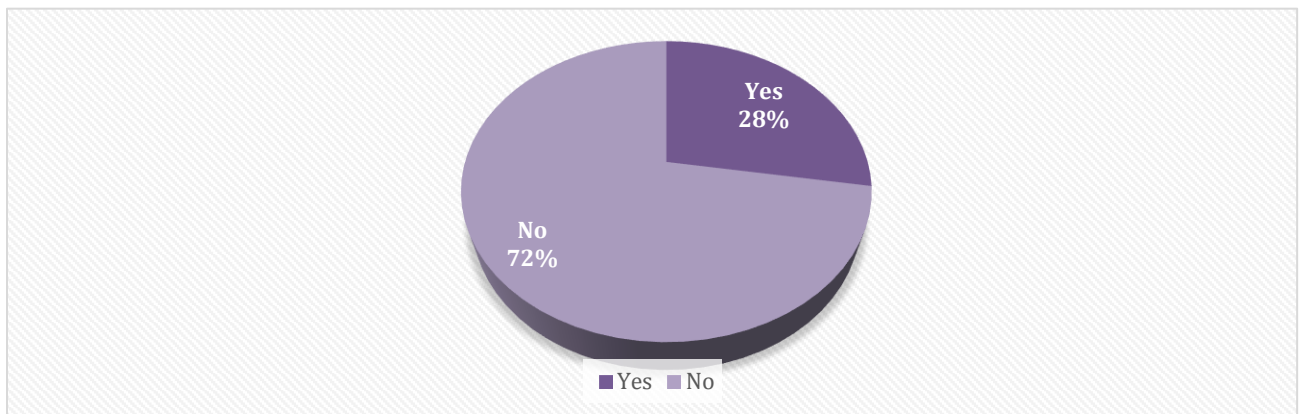
**Question 20:** Do your teachers encourage you to be critical thinkers by giving you some specific activities?

a) Yes.

b) No.



**Figure20: Teachers' Encouragements to Critical Thinking**



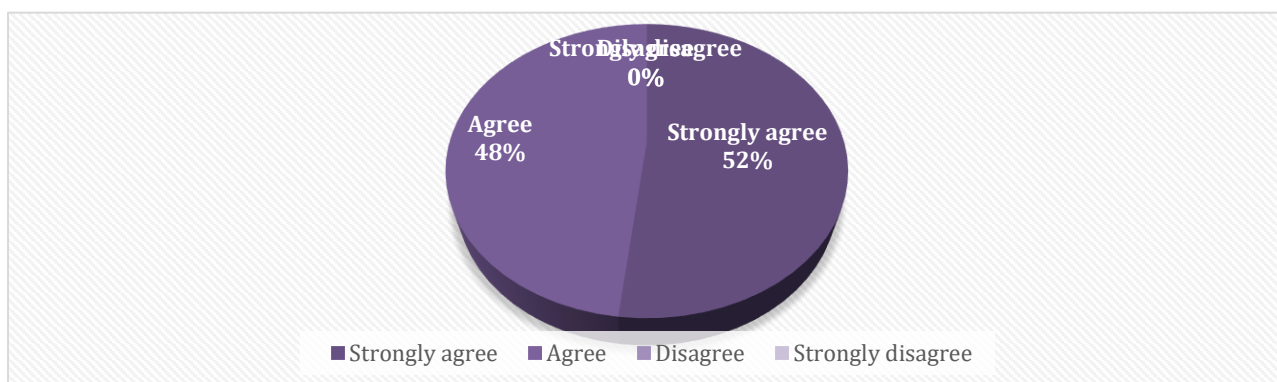
It can be observed that there are varying perceptions among the students regarding whether teachers encouraging critical thinking through specific activities. Out of the total members number of students surveyed, 16 students responded with yes indicating that they feel teachers do encourage critical thinking by providing specific activities. This suggests that these students have experienced or observed teachers incorporating activities that promote critical thinking skill in their classrooms they also perceive these activities as beneficial for developing their CT ability.

On the other hand, a larger proportion of students, 42 in total answered no implying that they do not feel teachers encouraging critical thinking through specific activities. This indicated that these students may have limited poser exposure to activities that foster critical thinking skill or they may perceive the activities provided by teachers as insufficient or ineffective in promoting critical thinking. the results highlight the need for further investigation into the teaching practices and strategies used by teachers or encourage CT.

**Question 21:** Do you think that Critical thinking is a necessary skill for you to develop reading skill?

- a) Strongly agree.      c) Agree.      d) Disagree.      e) Strongly disagree.

**Figure 21: Relation Between Critical Thinking and Reading Skill**



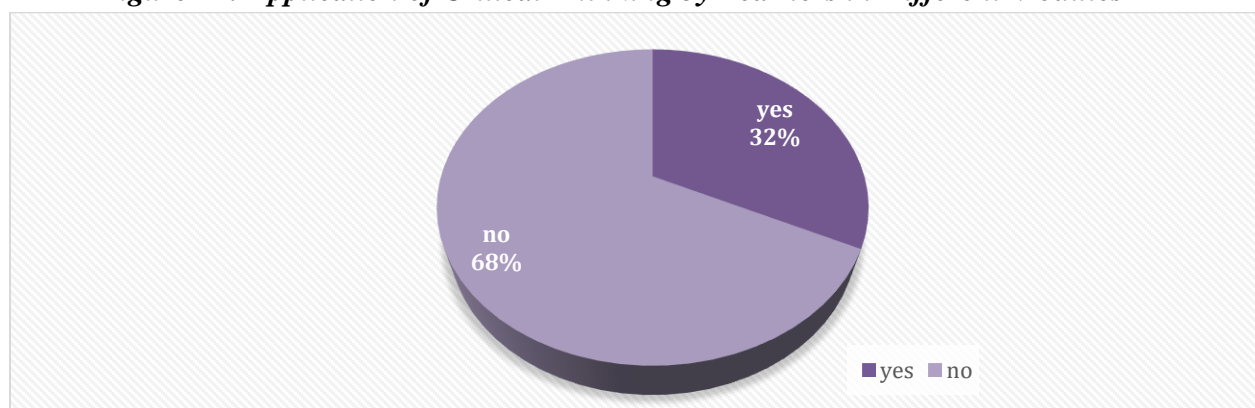
There are varying opinions among the students regarding the necessity of critical thinking for the development of reading skill, out of the total 61 number of students surveyed 32 students strongly agreed that critical thinking is necessary to develop reading skill, this indicated thought these students firmly believe in the importance of critical thinking skill for their language learning journey through reading; additionally 29 students agreed with the statements indicate that they also acknowledge the significance of critical thinking in the context of reading skill. although the agreements may not be as strong as the previous group, they still perceive critical thinking as beneficial for their language development, None of the student choose the options "strongly agree" nor "disagree" this suggests that these students are aware of the necessary of critical thinking in developing the reading skill.

**Question 22:** Do you think you think critically with the same tempo within all the modules?

a) Yes.

b) No.

**Figure 22: Application of Critical Thinking by Learners in Different Modules**



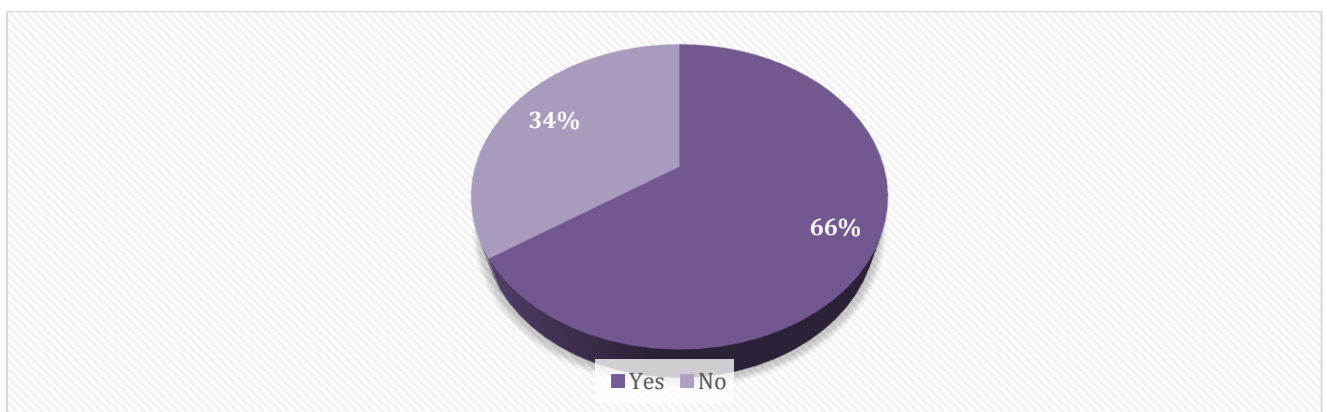
In this question it is obvious that there is difference in students' perceptions regarding the applicability of critical thinking to all modules, 31.14% of the participants answered with "yes" indicating that they believe critical thinking applies to all modules these students recognize the importance of critical thinking skill across various subjects, the other (65.57%) with a total number of 40 students answered "no", they do not believe critical thinking applied to all modules, these students may perceive critical thinking as being more relevant and applicable to specific subjects, they may think that certain modules rely more on memorization or factual knowledge rather than thinking critically; When asked for specification they share the following thoughts: "Some modules are difficult to understand on your own." "It depends on the module if it is theoretical then it aligns with critical thinking if not it does not." "Only some modules such as oral expression."

**Question 23:** Do you think that your position as a learner draw some limits to your critical thinking?

a) Yes.

b) No.

**Figure23: Limitations of Critical Thinking for Learners**



The question aims to explore whether individuals perceive their position as a learner to impose limits on their critical thinking. The data reveals that 65.57% of the respondents answered "Yes," indicating that they believe their position as a learner does draw some limits to their critical thinking. On the other hand, 34.42% of the respondents answered "No,"

suggesting that they do not perceive their position as a learner to impose limits on their critical thinking.

The majority of respondents acknowledging that their position as a learner draw barriers in their learning environment. These limitations could stem from various factors, such as hierarchical power dynamics, cultural norms, educational systems or others. Sometimes Learners may feel restricted in expressing their own thoughts and opinions.

The presence of a significant minority of respondents who do not believe their position as a learner imposes limits on their critical thinking indicates that they may feel supported in their learning environment. These individuals may have experienced a context that encourages critical thinking, providing them with the freedom to express their opinions without fear of judgment or reprisal.

### **2.3.3 Discussion of the Results**

The main purpose behind conducting this questionnaire is to probe students' perceptions about encouraging their critical thinking in reading skill, and after analyzing the finding of this questionnaire this research revealed the main points the learners should work on to achieve the aim mentioned before.

## **2.4 Teachers' Questionnaire**

### **2.4.1 Description of Teachers' Questionnaire**

The teachers' questionnaire is addressed to collect data about the factors with encourage critical thinking for first year master English teachers at the university center of Mila. It is administrated in one week for 7 English teachers at the Department of Foreign Languages in the university by meeting them and giving the questionnaire to them by hand. This teachers' questionnaire is contained 12 questions divided into three different sections about enhancing critical thinking in reading skill for their learners.

**Section 1:** the first section under the title of “general information” contains only 2 questions about the participant’s teaching experience **Q1** and the modules they usually teach **Q2**.

**Section 2:** This section is entitled “reading skill” contains 6 questions about the reading skill, with the goal of gather data about teachers’ awareness on their students’ performance. **Q3** seeks to assess the methods teachers use to evaluate their learners’ interest level during reading activities. The purpose behind **Q4** and **Q5** is to explore the strategies those EFL teachers use to encourage learners to share their thoughts and opinions also to deepen their understanding to texts. About the sixth question it aims to see the ways teachers use to adjust their teaching to meet the different reading abilities in order to overcome the biggest obstacles they encounter. we set **Q7** in order to review the ways the teachers use to provide learners with feedbacks. The last question (8) explores the key techniques of teachers to establish a collaborative relationship with learners.

**Section 3:** the third section entitled "Critical Thinking", this section composed of 4 questions about teachers and critical thinking as the objective of teaching English **Q9** the influence of it on the efficiency of EFL classrooms **Q10**, **Q11** the possibility of developing critical thinking and the last one is about teachers evaluating of their learners based on their CT level **Q12**.

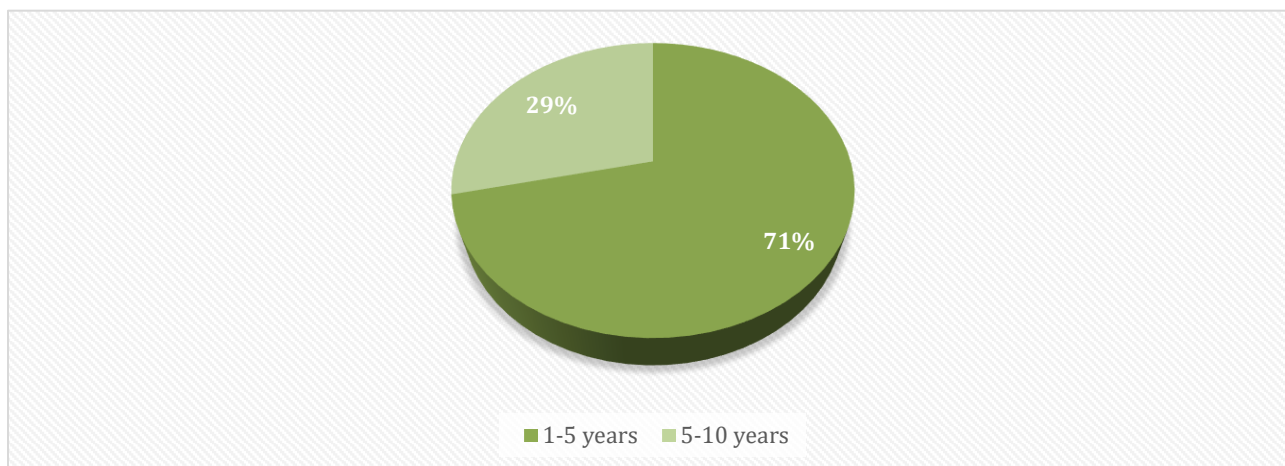
## **2. 4.2. Data Results and Analysis of the Teachers’ Questionnaire**

### **Section One: General information**

**Question1:** Total number of years of experience in teaching EFL classrooms

- a) From 1 to 5 years.                      b) From 5 to 10 years.                      c) More than 10 years.

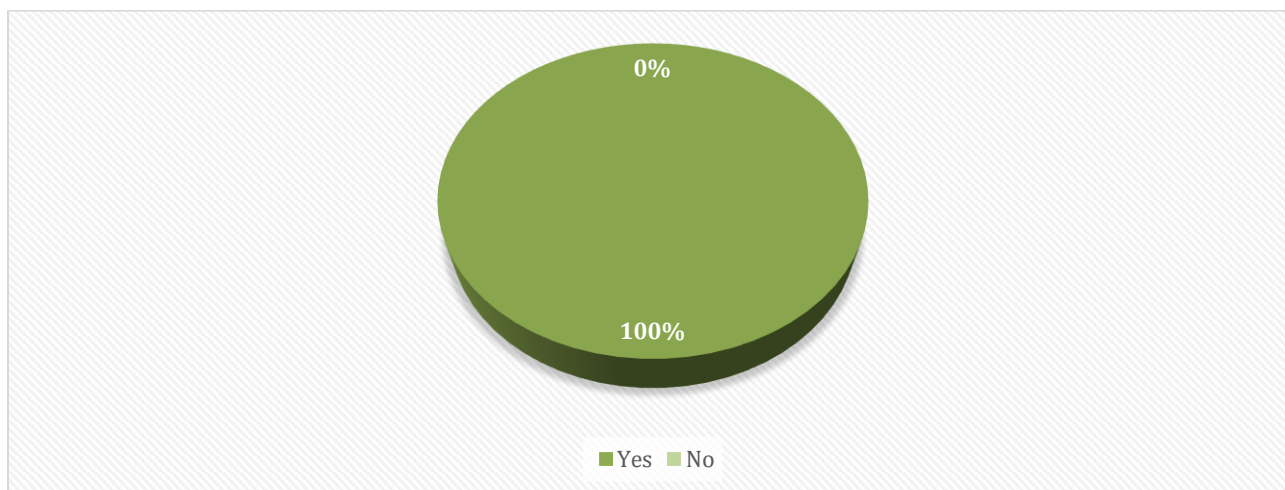
**Figure24: Teachers' Experience with Teaching EFL Classroom**



From the given answers, it can be inferred that among the respondents, 5 individuals have 1 to 5 years of experience, 2 individuals have 5 to 10 years of experience, and none of the respondents have more than 10 years of experience in teaching EFL classrooms.

**Question2:** Do you usually teach modules require good reading skill?

**Figure25: Teachers' Teaching Modules**



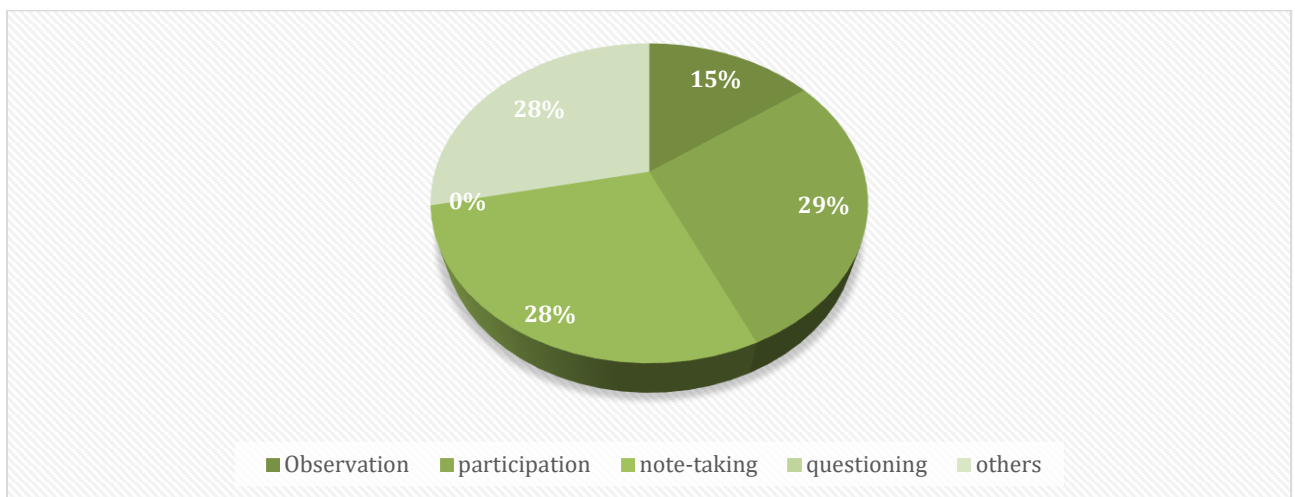
100% of the teachers' participated chose the first option yes, it can be concluded that all respondents typically teach modules that necessitate good reading skills. This indicating that all of them believe that reading is an essential component of the modules they teach, emphasizing the importance of reading proficiency in their instructional approach. it shows also that the teachers of the Mila's university are aware of the importance of reading skill.

## Section Two: Reading Skill

**Question3:** How do you gauge the level of interest and engagement your learners demonstrate during reading activities?

- a) Observation.      b) Participation.      c) Note taking.      d) Questioning.      e) Others.

**Figure26: The Adopted Methods by Teachers to gauge the level of interest of learners during reading activities**



This question aims to search the methods teachers use to gauge the level of interest of learners during reading activities; the answers were as following. One respondent indicated that they gauge learners' interest and engagement through observation. Two respondents mentioned that they assess learners' interest and engagement based on their participation in reading activities. Two respondents stated that they gauge learners' interest and engagement by observing whether they take notes during reading activities. None of the respondents selected this option as a method for gauging learners' interest and engagement during reading activities. Two respondents selected "Others" as their answer, but the specific methods or indicators they use to gauge learners' interest and engagement were not provided.

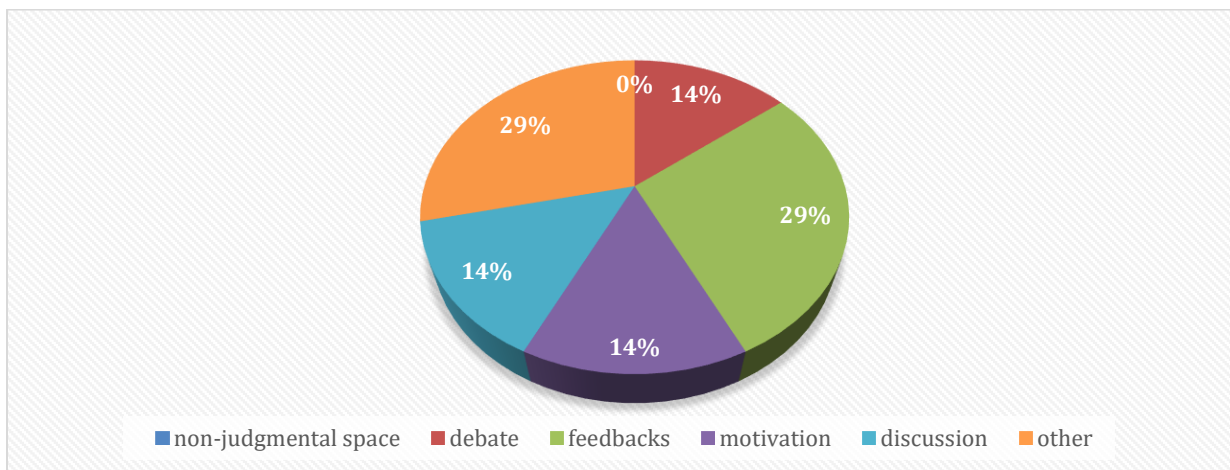
From the given answers, it can be concluded that observation and participation are the most commonly mentioned methods for gauging learners' interest and engagement during

reading activities. Note-taking was also identified as an indicator of engagement by some respondents. However, none of the respondents selected questioning as a method for gauging learners' interest and engagement. Additionally, a couple of respondents chose "Others," indicating that they may employ alternative strategies or approaches to assess learners' interest and engagement.

**Question4:** What strategies do you use to create a supportive classroom environment that encourages learners to share their thoughts and opinions about the reading material?

- a) Create non-judgmental space for learners.
- b) Debates. c) Feedbacks. d) Motivation. e) Discussion. f) Others.

**Figure27: Teachers' Strategies to Create Supportive Environment for Reading**



The question "What strategies do you use to create a supportive classroom environment that encourages learners to share their thoughts and opinions about the reading material?" aimed to discover the main strategies used by teachers inside classrooms to provide a supportive environment for learners. None of the respondents selected this strategy as a means to create a supportive classroom environment for sharing thoughts and opinions about the reading material. One respondent mentioned using debates as a strategy to foster a supportive classroom environment that encourages sharing thoughts and opinions about the reading material. Two respondents identified providing feedback as a strategy to create a supportive



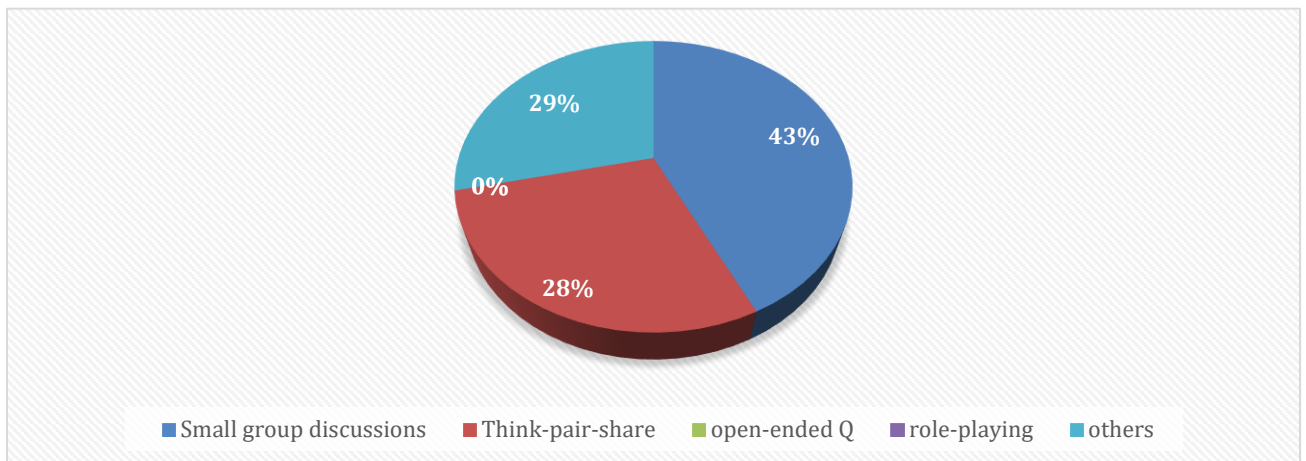
classroom environment for learners to share their thoughts and opinions about the reading material. One respondent indicated using motivation as a strategy to create a supportive classroom environment where learners feel comfortable sharing their thoughts and opinions about the reading material. One respondent mentioned using discussions as a strategy to encourage learners to share their thoughts and opinions about the reading material. Two respondents selected "Others," suggesting that there may be additional strategies they use to create a supportive classroom environment for sharing thoughts and opinions about the reading material, but those strategies were not specified.

It can be concluded that providing feedback, motivation, and promoting discussions are identified as strategies by multiple respondents to create a supportive classroom environment that encourages learners to share their thoughts and opinions about the reading material. Debates were mentioned by one respondent, and a couple of respondents selected "Others," indicating the possibility of additional strategies being employed.

**Question5:** How do you promote active participation and discussion among learners to deepen their understanding of the text?

- a) Encourage small group discussions.
- b) Think-pair-share activities.
- c) Use open-ended questioning techniques.
- d) Employ role-playing activities.
- e) Others.

**Figure 28: Teachers' Methods to Promote Learners' Deep Understanding**



The question aims to explore the way teachers promote active participation and discussion among learners to deepen their understanding of the text, the answers were like three respondents indicated that they promote active participation and discussion among learners by encouraging small group discussions. Two respondents mentioned using think-pair-share activities as a strategy to foster active participation and discussion among learners.

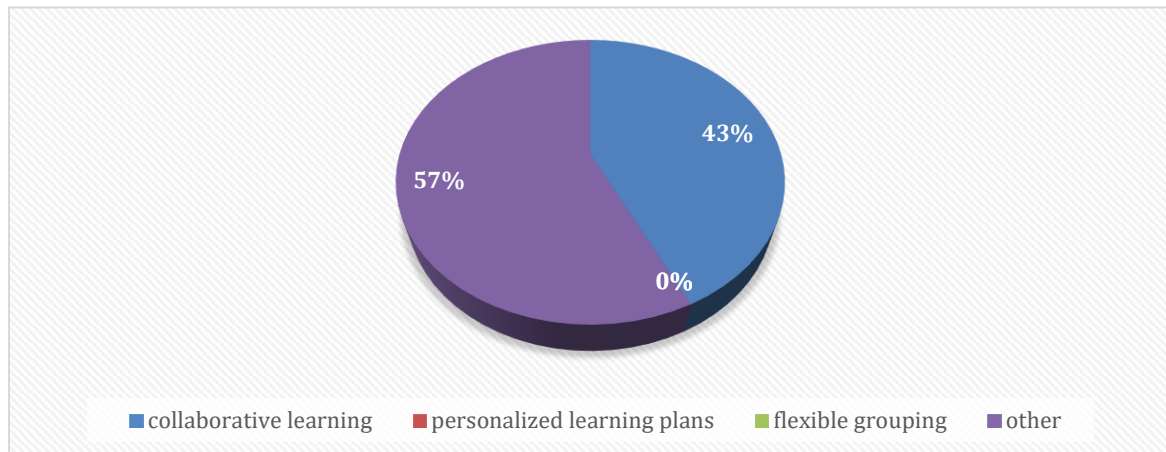
None of the respondents selected this strategy as a means to promote active participation and discussion among learners: “Use open-ended questioning techniques”, “Employ role-playing activities”. While the rest two respondents selected "Others," suggesting that there may be additional strategies they use to promote active participation and discussion among learners, but those strategies were not specified.

From the given answers, it can be concluded that encouraging small group discussions and utilizing think-pair-share activities are the most commonly mentioned strategies to promote active participation and discussion among learners to deepen their understanding of the text. Open-ended questioning techniques and role-playing activities were not selected by any of the respondents. Additionally, a couple of respondents chose "Others," indicating that there may be additional strategies employed to promote active participation and discussion.

**Question 06:** How do you adjust your teaching to meet the different reading abilities and preferences of your students?

- a) Collaborative learning.
- b) Personalized learning plans.
- c) Flexible grouping.
- d) Others.

**Figure 29: Teachers' Techniques to Meet the Different Learners' Reading Abilities**



Aiming at investigating how teachers adjust their teaching to meet the different reading abilities of students, The analysis of the answers of this question provides us with the following data: Three respondents indicated that they adjust their teaching by implementing collaborative learning strategies to accommodate the different reading abilities and preferences of their students.

None of the respondents selected “personalized learning plans” and “Flexible grouping” as a methods to adjust their teaching to meet the different reading abilities and preferences of their students. Four respondents selected "Others," suggesting that there may be additional strategies they use to adjust their teaching to meet the different reading abilities and preferences of their students. However, the specific strategies were not provided.

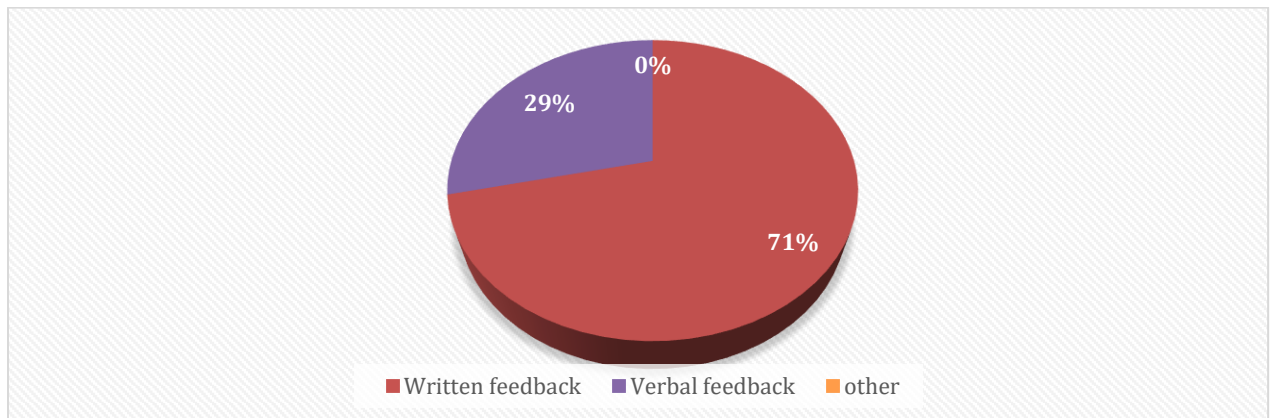
From the given answers, it can be concluded that the most commonly mentioned strategy to adjust teaching for different reading abilities and preferences is through collaborative learning. No respondents mentioned using personalized learning plans or flexible

grouping. Additionally, several respondents chose "Others," indicating the possibility of alternative strategies being employed, but those strategies were not specified.

**Question 07:** How do you give feedback to students about their reading progress in a helpful way that meets their individual needs?

- a) Written feedback
- b) Verbal feedback
- c) Others.

**Figure 30: Teachers' Methods of Sharing the Reading Feedbacks for Their Learners**



Five respondents indicated that they give feedback to students about their reading progress through written feedback. This suggests that they provide written comments or annotations to offer guidance and support tailored to each student's individual needs. Two respondents mentioned that they give feedback to students about their reading progress through verbal means. This could involve one-on-one discussions or group conversations where they provide specific feedback to address individual needs and promote growth. None of the respondents selected "Others" as a method for giving feedback to students about their reading progress.

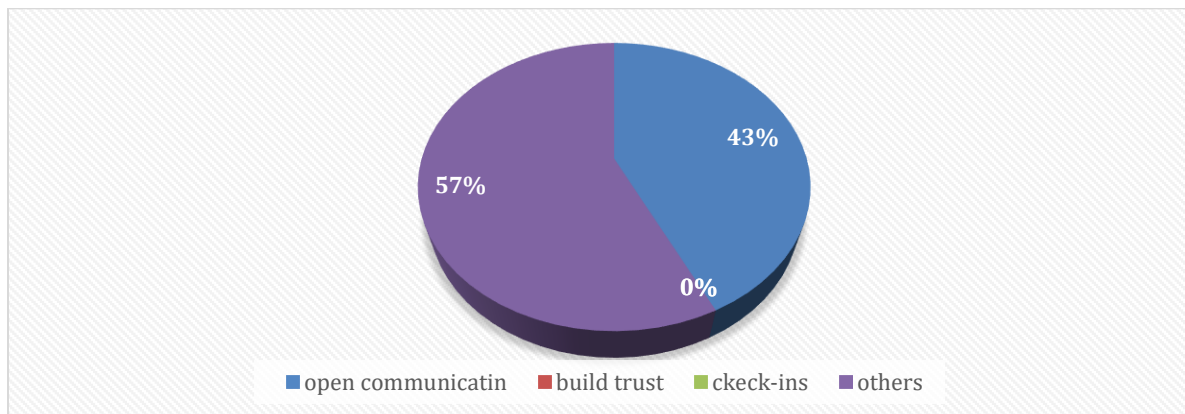
From the given answers, it can be concluded that written feedback is the most commonly used method for providing feedback to students about their reading progress in a way that meets their individual needs. Verbal feedback is also utilized by a smaller

number of respondents. The absence of responses under "Others" indicates that no alternative strategies for giving feedback were mentioned.

**Question 08:** How do you establish a collaborative relationship with your learners, where they feel comfortable seeking assistance and sharing their challenges or questions related to reading?

- a) Open communication.
- b) Build trust.
- c) Regular check-Ins
- d) Others.

*Figure 31: Teachers' Ways of Building Collaborative Relation with Learners*



Three respondents indicated that they establish a collaborative relationship with their learners by emphasizing open communication. This suggests that they encourage students to express their challenges, questions, and thoughts related to reading freely and without hesitation. None of the respondents selected building trust as a strategy to establish a collaborative relationship with learners, where they feel comfortable seeking assistance and sharing their challenges or questions related to reading. Also, none of the them selected regular check-ins as a method to establish a collaborative relationship with learners, where they feel comfortable seeking assistance and sharing their challenges or questions related to reading. the other four respondents selected "Others," indicating that there may be additional strategies they

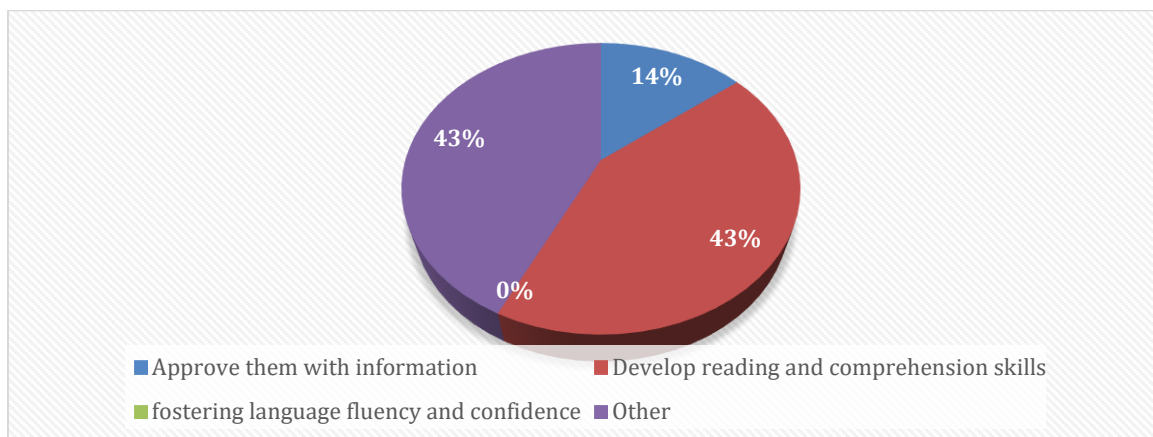
use to establish a collaborative relationship with learners in the context of reading. However, the specific strategies were not provided. It can be concluded that the most commonly mentioned strategy to establish a collaborative relationship with learners, where they feel comfortable seeking assistance and sharing their challenges or questions related to reading, is through open communication. None of the respondents mentioned building trust or regular check-ins. Additionally, several respondents selected "Others," suggesting the possibility of alternative strategies being employed, although further details were not provided.

### Section Three: Critical Thinking

**Question 09:** According to you, what is the objective of teaching English to 1<sup>st</sup> year master classes?

- a) Approve them with information only.
- b) Develop learners' reading and comprehension skills.
- c) Fostering language fluency and confidence.
- d) Other.

*Figure 32: Teachers' Objectives of Teaching English to 1<sup>ST</sup> Year Master Classes*



Only 1 participant selected the first option as their answer "Approve them with information only" suggesting that their objective for teaching English to 1st-year master classes is to provide them with information only. This implies a focus on delivering factual

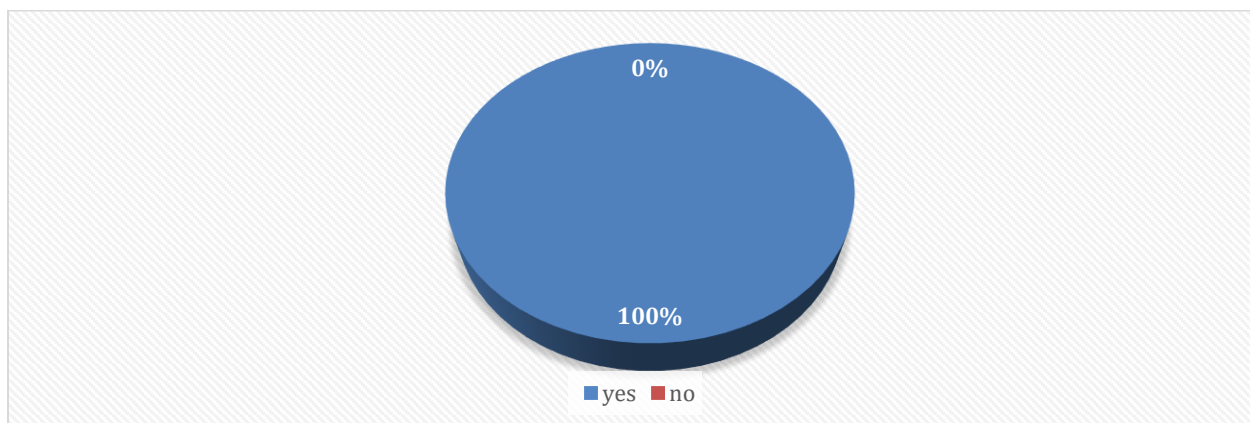
knowledge without explicitly addressing other language skills or competencies. 3 indicated that their objective is to enhance the reading and comprehension skills. This suggests an emphasis on improving their ability to understand and analyze written English texts. None of the respondents selected “fostering language fluency and confidence” option as their answer, indicating that none of them prioritize it as the objective for teaching English to 1st-year master classes. 3 respondents selected "Other," suggesting that they have different objectives for teaching English to 1st-year master classes. However, the specific alternative objectives were not provided.

it can be concluded that the most commonly mentioned objective for teaching English to 1st-year master classes is to develop learners' reading and comprehension skills. One respondent focused on providing information only, while the others selected "Other" without specifying their alternative objectives. The lack of respondents selecting fostering language fluency and confidence suggests that this particular objective is not prioritized by the respondents in this analysis.

**Question 10:** Do you think critical thinking influences the efficiency of EFL classroom?

- a) Yes
- b) No

**Figure33: Teachers’ opinion about the Effect of Critical Thinking on the Classroom Efficiency**

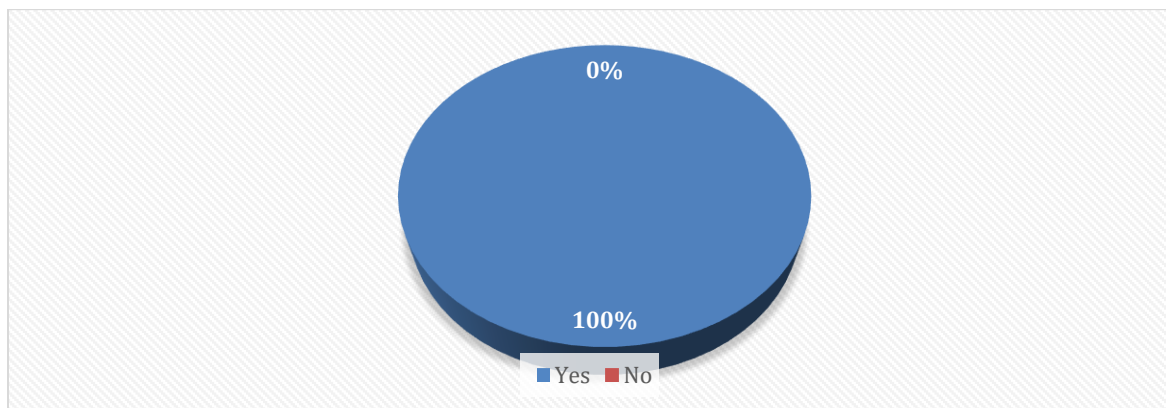


100% of the respondents selected "Yes" as their answer. This indicates that all respondents believe that critical thinking influences the efficiency of the EFL classroom. From the given answers, it can be concluded that all respondents agree that critical thinking has a significant influence on the efficiency of the EFL classroom. This suggests that they believe integrating critical thinking skills in English as a Foreign Language (EFL) instruction can enhance the effectiveness and productivity of the learning environment.

**Question 11:** Do you think critical thinking can be developed?

- a) Yes.
- b) No.

**Figure34:** Teachers' Views Towards their Students' Critical Thinking Development



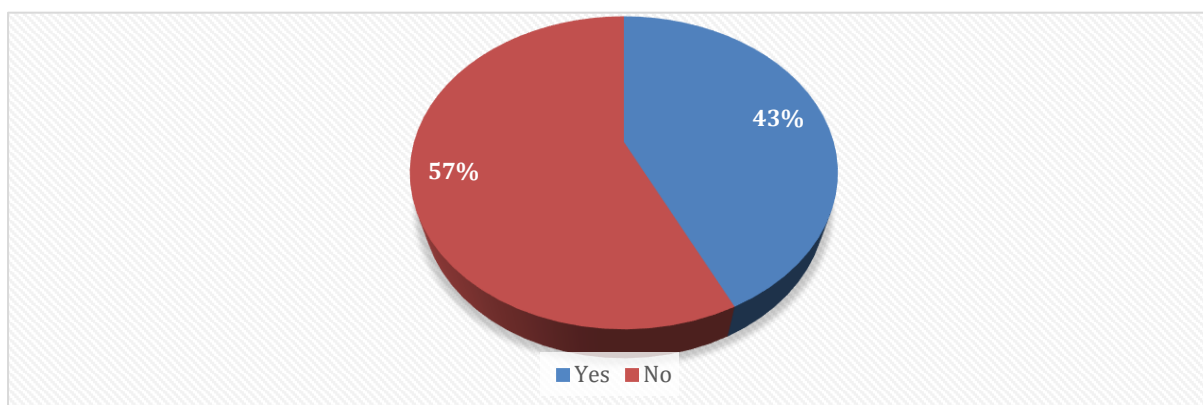
100% of the respondents selected "Yes" as their answer. This indicates that all respondents believe that critical thinking can be developed. From the given answers, it can be concluded that all respondents agree that critical thinking is a skill that can be developed. This suggests that they believe individuals have the capacity to enhance their critical thinking abilities through various learning experiences and strategies.

**Question 12:** Do you consider your students to be critical thinkers?

- a) Yes
- b) No



**Figure35: Teachers' Perceptions About Their Learner's to be Critical Thinkers**



Three respondents selected "Yes" as their answer. This indicates that these respondents consider their students to be critical thinkers. Four respondents selected "No" as their answer. This means that these respondents do not consider their students to be critical thinkers.

From the given answers, it can be concluded that there is a mixed perspective among the respondents regarding whether they consider their students to be critical thinkers. While three respondents perceive their students as critical thinkers, four respondents do not share the same view. It is important to note that individual perceptions of students' critical thinking abilities may vary based on various factors such as teaching context, student characteristics, and the specific criteria used to define critical thinking.

#### **2. 4.3. Discussion of the Teachers' Questionnaire**

Teachers' questionnaire intends to obtain further information on their attitudes towards the practice of critical learning inside EFL classes for both teachers and learners and how it affected the teaching learning process. Based on the obtained data from the questionnaire it confirmed that CT impact positively the efficiency of the learning and teaching process.

#### **Conclusion**

This chapter covers the practical part of the conducted research. It explores the factors which encourage critical thinking in teaching reading skill by discussing the findings of both teachers' and students' questionnaires. Based on the responses, it is clear that respondents agree

that developing critical thinking has a positive influence on learners' reading skills. The majority of learners are aware of the importance of the both skills. On the other hand, analyzing the teachers' answers made it clear that even teachers take into consideration developing both of critical thinking skill and reading skill of their students using different methods and materials. This chapter shed the light also on the main factors EFL learners focus on to develop their reading skill as critical thinkers.

### **Limitations of the Study**

The researchers faced many difficulties during the working process that can be mentioned as the following:

- Lack of resources, because most of the books we needed were not available for free, but when it comes to the university library finding relevant books was way too hard.
- Many learners refused to answer the questionnaire provided to them.
- Giving many printed questionnaires papers at the same time make it hard for the researcher to manage the answering process so many learners skip answering some questions while others cannot ask for explanations of the Qs

### **Pedagogical Implications and Recommendations**

This question is served for other comments or recommendations by the teachers. Some of their comments are as follows:

#### **2.5.1. For Students**

- Students should work more on keeping themselves critical thinkers by reading more books, articles, ...

#### **2. 5.2. For Teachers**

- Teachers should provide more chances for their learners to be critical thinkers.

- Teachers may do mistakes too, so it is not a shame to open discussion with your learners in order to learn new information based of the different perspectives

### **Suggestions for Further Research**

After working on this dissertation, the researchers provide some suggestions for future researchers:

- They are recommended to reach as many participants as possible.
- Using more than one tool (such as interviews, experiments, and questionnaires) in doing the research is recommended.

## General Conclusion

In the field of foreign language learning, acquiring various skills is essential to enhance the overall learning process. Among these fundamental skills, critical thinking plays a significant role. Critical thinking has the potential to both positively and negatively impact learners' learning process. It is crucial to explore the factors that encourage critical thinking in the context of teaching reading skills. This research paper aims to delve into the influence of critical thinking on the teaching and learning processes of EFL students and teachers. By identifying and understanding these factors, educators can effectively promote critical thinking abilities in their students, ultimately enhancing their reading skills and overall language proficiency.

This research paper is divided into two main chapters; the first one covers the theoretical framework of the research and composed of two sections. The first section deals with critical thinking. On the other hand, the second section deals with reading skill. The second chapter concerns with the field work of the study, which deals with the analysis and discussion of the collected data from teachers' and students' questionnaires. It is concerns with the field work of the study, which deals with the analysis and discussion of the collected data from teachers' and students' questionnaires. In order to come up with a result to this research two questionnaires were submitted. The first one is the learners' questionnaire; it was sent to 61 EFL students at the University Center of Mila. About the second questionnaire is delivered to 7 English teachers form the same university. the data obtained by those questionnaires provided us that CT do really enhance the efficiency of the EFL classrooms, it also revealed some factors that helps learners to encourage their CT skill.

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# Appendix (A)

## Students' Questionnaire

Dear students,

I kindly ask you to answer the below questions; by simply ticking the appropriate box or column to help me undertake my research that deals with the analysis of your needs.

Thank you all.

### Section One: General Information

1. Why do you learn English?

- Personal choice.
- Administrative choice.
- Other.

**Mention them** .....

2. How do you consider your level in English.

- Good.
- Average.
- Poor.

3. Are you satisfied with your level in English?

- Yes
- No

4. When you read a book, article...etc. Do you take the information passively?

- Yes.
- No.

**If your answer is no, explain.**

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

**Section Two: Reading Skill**

5. How often do you read?

- Always.
- Sometimes.
- Rarely.
- Never.

6. In what language you usually read?

- English.
- Arabic.
- Others.

7. What are the obstacles you usually face when it comes to reading?

- Lack of vocabulary.
- Lack of reading strategies.
- Cultural and background knowledge.
- Lack of Interest.

Others.....  
.....  
.....

8. For what purpose do you usually read?

- To better understand the content of the difficult lessons.
- To develop your language.
- To develop your critical thinking skill.

- Knowledge acquisition.

Others.....

.....

.....

**9.** Do your teachers encourage you to read?

- Yes.

- No.

**10.** Do they recommend books for you to read?

- Yes.

- No.

**11.** Do you think reading encourages your critical thinking?

- Yes.

- No.

### **Section Three: Critical Thinking**

**12.** Are you familiar with the term critical thinking?

- Yes.

- No.

**13.** Do you consider yourself as a critical thinker?

- Yes.

- No.

**14.** What makes you a critical thinker?

- The ability to solve the problems.

- Being skeptical when presented with a new information.

- The ability to use your reasoning skills.

- All the above.

None of above.

15. How often do you practice critical thinking?

Very often.

Often.

Rarely.

Never.

16. Does critical thinking eases your learning process?

Yes.

No.

Sometimes.

17. Do you face any challenges for being a critical thinker?

Yes.

No.

**Section Four: Critical Thinking and Reading Skill**

18. Which methods do you believe can help you improve critical thinking?

Discussion.

Motivation.

Reading.

Others.

**If others, specify:**

.....

19. Do you think that enhancing the learners' critical thinking level is the responsibility of the teacher or the learner?

Teacher's responsibility.

Learners' responsibility.

Both.

20. Do your teachers encourage you to be critical thinkers by giving you some specific activities?

Yes.

NO.

**If yes, specify:**

.....  
.....

21. Do you think that critical thinking is a necessary skill for you to develop your reading skill?

Strongly agree.

Agree.

Disagree.

Strongly disagree.

22. Do you think you think critically with the same tempo within all the modules?

Yes.

No.

**Explain**

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

23. Do you think that your position as a learner draw some limits to your critical thinking

Yes

No



## **Appendix (B)**

### **Teachers' Questionnaire**

Dear teacher

This questionnaire is a part of a research work. Its aims to discover factors which encourage critical thinking in teaching and learning during EFL classroom: The case of **First year English master students**.

You are kindly requested to contribute to this study, so please tick the appropriate box or give a full statement when necessary.

**Thank you**

#### **Section One: General information**

1. Total number of years of experience in teaching EFL classrooms .....

- From 1 to 5 years.
- From 5 to 10 years.
- More than 10 years.

2. Do you usually teach modules require good reading skill?

- Yes.
- No.

#### **Section Two: Reading Skill**

3. How do you gauge the level of interest and engagement your learners demonstrate during reading activities?

- Observation.
- Participation.
- Note taking.
- Questioning
- Others.

4. What strategies do you use to create a supportive classroom environment that encourages learners to share their thoughts and opinions about the reading material?

- f) Create non-judgmental space for learners.
- g) Debates.
- h) Feedbacks.
- i) Motivation.
- j) Discussion.
- k) Others.

5. How do you promote active participation and discussion among learners to deepen their understanding of the text?

- l) Encourage small group discussions.
- m) Think-pair-share activities.
- n) Use open-ended questioning techniques.
- o) Employ role-playing activities.
- p) Others.

6. How do you adjust your teaching to meet the different reading abilities and preferences of your students?

- e) Collaborative learning.
- f) Personalized learning plans.
- g) Flexible grouping.
- h) Others.

7. How do you give feedback to students about their reading progress in a helpful way that meets their individual needs?

- d) Written feedback

- e) Verbal feedback
- f) Others.

8. How do you establish a collaborative relationship with your learners, where they feel comfortable seeking assistance and sharing their challenges or questions related to reading?

- e) Open communication.
- f) Build trust.
- g) Regular check-Ins
- h) Others.

### **Section Three: Critical Thinking**

9. According to you, what is the objective of teaching English to 1<sup>st</sup> year master classes?

- e) Approve them with information only.
- f) Develop learners' reading and comprehension skills.
- g) Fostering language fluency and confidence.
- h) Other.

10. Do you think critical thinking influences the efficiency of EFL classroom?

- c) Yes
- d) No

11. Do you think critical thinking can be developed?

- c) Yes.
- d) No.

12. Do you consider your students to be critical thinkers?

- i) Yes
- j) No

## ملخص

التفكير النقدي هو مهارة حاسمة يجب أن يسعى طلاب اللغة الإنجليزية كلغة أجنبية لاكتسابها وتعزيزها، حيث يلعب دورًا حيويًا في تطوير قدراتهم في القراءة. إنه يتجاوز مجرد حفظ المعلومات والتعلم الآلي، بل يمكن المتعلمين من الانخراط في التحليل والتقييم واتخاذ القرارات المستنيرة. من خلال زراعة مهارات التفكير النقدي، يصبح الطلاب أكثر نشاطًا وإنتاجية في رحلتهم التعليمية، مما يتيح فهمًا أعمق وتطبيقًا أفضل للمعرفة. يهدف هذا البحث الحالي إلى دراسة العوامل الرئيسية التي تشجع التفكير النقدي لكل من المعلمين والمتعلمين في مركز جامعة ميله. كما يهدف إلى إلقاء الضوء على النهج التي يمكن للمدرسين في فصول اللغة الإنجليزية كلغة أجنبية اعتمادها لتعزيز قدرات طلابهم في التفكير النقدي وتحقيق النتائج التعليمية المثلى، وفقًا لذلك، يطرح هذا البحث ثلاثة أسئلة: ما هي العوامل التي تشجع التفكير النقدي في تعليم مهارة القراءة بين طلاب السنة الأولى ماستر في جامعة ميله؟ إلى أي مدى تساهم هذه العوامل في تعزيز التفكير النقدي بين طلاب السنة الأولى من الماستر؟ ما هو الدور الذي تلعبه المواد القرائية في تعزيز التفكير النقدي بين هؤلاء المتعلمين؟. من أجل الإجابة على هذه الأسئلة، تم توزيع استبيان على 61 طالبًا في الماستر في قسم اللغات الأجنبية بمركز جامعة ميله، يهدف الاستبيان إلى كشف قدرة المتعلمين على تطوير قدراتهم في التفكير النقدي في مهارة القراءة، وتم توزيع الاستبيان الثاني على سبعة معلمين في السنة الأولى الماستر. أظهرت نتائج استبيان الطلاب أن غالبية المتعلمين ملمون بمفهوم التفكير النقدي وأنهم يدركون التأثير الإيجابي له على كفاءة مهاراتهم في القراءة والأداء الأكاديمي. بالإضافة إلى ذلك، تشير البيانات المحصلة من استبيان المعلمين إلى أن المعلمين يدركون فوائد أن يكونوا معلمين نقديين أيضًا ويهتمون بشكل جيد بتعزيز إبداع المتعلمين ومهاراتهم في التفكير النقدي. في الختام، يقدم البحث مجموعة متعددة من التوصيات المفيدة للأبحاث المستقبلية التي تهدف إلى تعزيز كفاءة عملية التعلم.

**الكلمات المفتاحية:** التفكير النقدي، تعزيز، تعلم اللغة الإنجليزية كلغة أجنبية، التدريس، التعلم

## Résumé

La pensée critique est une compétence cruciale que les étudiants en anglais langue étrangère devraient s'efforcer d'acquérir et de développer, car elle joue un rôle essentiel dans le développement de leurs capacités de lecture. Elle va au-delà de la simple mémorisation et de l'apprentissage par cœur, permettant aux apprenants de s'engager dans l'analyse, l'évaluation et la prise de décision éclairée. En cultivant les compétences de pensée critique, les étudiants deviennent plus actifs et productifs dans leur parcours d'apprentissage, ce qui permet une compréhension plus profonde et une application des connaissances. Cette recherche actuelle tente d'explorer les principaux facteurs qui encouragent la pensée critique chez les enseignants et les apprenants au Centre universitaire de Mila. Elle vise également à mettre en lumière les approches que les enseignants en anglais langue étrangère peuvent utiliser pour renforcer les compétences de pensée critique de leurs élèves et atteindre des résultats.

En conséquence, cet article de recherche pose trois questions : quels sont les facteurs qui encouragent la pensée critique dans l'enseignement de la compétence de lecture chez les étudiants de Master 1 de l'Université de Mila ? Dans quelle mesure ces facteurs contribuent-ils à la promotion de la pensée critique chez les étudiants de première année de Master ? Quel rôle jouent les supports de lecture dans la promotion de la pensée critique chez ces apprenants. Pour répondre à ces questions, un questionnaire est administré à 61 étudiants de première année de master du Département de Langues Étrangères au Centre universitaire de Mila. Le questionnaire vise à détecter les capacités des apprenants à développer leur pensée critique dans la compétence de lecture, et le deuxième questionnaire est administré à sept enseignants de master un. Les résultats du questionnaire des étudiants révèlent que la majorité des apprenants sont familiers avec le concept de pensée critique et sont également conscients de son effet positif sur l'efficacité de leur compétence en lecture et leurs performances académiques. De plus, les données obtenues à partir du questionnaire des enseignants indiquent que les enseignants sont conscients des avantages d'être un enseignant critique et accordent une grande importance à l'amélioration de la créativité de leurs apprenants et de leurs compétences en pensée critique. En conclusion, cet article de recherche propose une multiplicité de

**Mots-clés** : pensée critique, amélioration, apprentissage de l'anglais langue étrangère, enseignement, apprentissage.