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**Investigating Effective Instructional Strategies to Enhance
Critical Skills in EFL Classroom
Case of Study of Third Year EFL Teachers of English at the
University of Mohamed Seddik Ben Yahia, Jijel**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
Didactics of foreign languages

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2022/2023

Declaration

We declare that the dissertation titled "Investigating effective instructional strategies for developing critical skills in EFL classroom" is our own work, and that all sources used have been properly cited. We also confirm that we have neither partially or completely duplicated or plagiarized the work of other students or researchers. If our material is not documented, we will be held accountable for the repercussions.

Signature

18/ 06 /2023

Dedication

In the name of Allah, whose faith has helped us to complete this work.

*I want to dedicate this humbled piece of work to
my beloved family*

*First and foremost, words cannot express how grateful I am to my parents.
You have been a source of inspiration, encouragement, and direction for me.*

*You have taught me to be unique, determined, to believe in myself,
and to persevere at all costs.*

I am truly thankful and honored to have you as my parents.

*To my brothers, 'Ammar' and 'Mourad'
thank you for being there for me and for encouraging me in my hard times.*

*To my grandmother and my sister 'Oumaima'
To my aunt " Dalila " who supported me from the beginning and cousins
who brought joy to my life and gave me the energy to continue this work.
I feel like the happiest person alive with you all by my side.*

HASNA

Dedication

In the name of Allah, whose faith has helped us to complete this work.

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I am truly thankful and honored to have you as my parents.

*To my brothers, 'Sami' and 'Abde Rahman 'and 'Yousef'
thank you for being there for me and for encouraging me in my hard times.*

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I feel like the happiest person alive with you all by my side.

CHEYMA

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Abstract

The current study intended to investigate third-year (L3) EFL teachers' usage of the most effective instructional strategies in developing students' critical thinking. It is exploratory and descriptive in nature. To meet the study's objectives, a questionnaire was submitted to fifteen (15) L3 EFL teachers at the Department of English at the University of Mohammed Seddik Ben Yahia in Jijel. The findings obtained revealed that the majority of teachers aim to develop their students' critical thinking while teaching several content- and language-based subjects. The instructional strategies that teachers use the most are discussion and small group work because they help students develop their critical thinking skills by sharing their points of view and collaborating together, while debating and questioning are the best strategies for keeping them active and cooperative. Also, the findings showed that the majority of teachers do not consider students' learning styles when planning lessons. Most teachers want to develop critical thinking in their subject and employ various activities that provide students with the opportunity to exercise critical thinking. They agreed on using follow-up question activities and information gap activities. Most of them agreed that analysis and interpretation were the most important skills that needed to be developed, and following their sub-skills will help students not only grow but be aware of the process as well.

Keywords: EFL teachers, instructional strategies, critical thinking, learning styles

List of abbreviation and symbols

CT: Critical thinking

EFL: English as Foreign Language

L3: License Three

N: Number

PBL: Problem Based learning

VAK: Visual, Auditory, Kinesthetic

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Appendix A

ملخص

General Introduction

English is considered as an important language that has spread all over the world. It occupied a prominent position in several fields, including education, and got a lot of researchers' attention as well as that of teachers who wanted to help students learn better and develop their capacities. They tried to find different strategies and methods in order to enhance students' levels and abilities and to make the learning and teaching process easier than ever. Teaching is a demanding profession that is among the most challenging to enter. To perform their duties well, teachers need to be creative and use a variety of strategies that can be tailored to each student's level, aptitude, and purpose. One of the things that will boost the teacher's performance in the classroom is the teaching strategy. The teaching strategy plays a significant role in the teaching and learning process. (Killen, 1998; Syafryadin, 2020, as cited in Hayati, A. R., Afrani, Elvia L., & Akbarjono, A. 2021, p. 330). In the learning process, students have the potential to enhance their level by utilizing various strategies while they are learning. Students must assist themselves because they bear responsibility for their education; this is not just the responsibility of the teachers. Teachers have to vary their instructional strategies to work with different learning styles. The strategies that are thought to be the most effective ones help to improve students' ways of thinking, which helps them analyze their ideas. Teaching differs from institution to institution; once students enter university, their learning will be drastically different from prior years; they will no longer just store material for the sole purpose of filling out an exam paper. University education requires a special sort of thinking that is more likely to evaluate why you believe the way you do, and this type of thinking is called critical thinking. Critical thinking entails right thinking in the search for relevant and trustworthy information about the world. Another way to put it is logical, introspective, responsible, and competent thinking that is centered on determining what to believe or do. (Schafersman, 1991, p.3). A

critical thinker can ask appropriate questions, gather relevant information, sort through it efficiently and creatively, reason logically from it, and reach reliable and trustworthy conclusions about the world that allow one to live and act successfully in it (Schafersman, 1991, p. 3). There are several skills that must be developed in order to assist students in developing their own unique way of thinking. Teachers present a variety of exercises to assist students in acquiring the abilities needed to compose an essay, connect with others, defend one's point of view, or even answer questions.

1. Background of This Study

The strategies utilized in the EFL classroom played a vital role in building students' skills to engage in the classroom, and the teachers' major concern is to pick strategies that improve a unique form of thinking known as critical thinking. In terms of teacher interventions and perspectives, research has shown that specific strategies for teaching critical thinking skills are helpful. There is evidence that debates or lecture discussions, among other things, are useful in encouraging critical thinking. In addition, other studies examine the benefits of using the following strategies: project-based learning, simulations and practices in real-world contexts; service learning, in which students are exposed to authentic or situated problems; doing research; problem-based learning; cooperative learning; case studies or scenarios; feedback and assessment; role-playing; reading, analyzing, and synthesizing resources; writing assignments, essays, or reports. (Cambo et al., 2023, p. 1). Critical thinking has been a buzzword in pedagogical theory and practice for the past few decades. It is one of the most important concerns in educational communities, conferences, research projects, seminars, and university policies. Critical thinking, as proposed by Bezanilla et al. (2021), is concerned with

comprehending and solving issues, assessing options, and making decisions. Before reaching conclusions, it is necessary to do self-evaluation, meta-thinking, and reflection. These writers also argue that critical thinking is an essential component of building a sustainable society in higher education. Nonetheless, there appear to be few colleges that provide the environment for students to acquire critical thinking skills. (As cited in Campo., L, 2023.p 2). Other authors argue for the significance of critical thinking. In a world where change and complexity appear to be a part of people's everyday lives, fundamental competencies such as critical thinking must be developed to tackle new problems (Franco & Almeida, 2015). According to Tenas (2013), the contemporary world necessitates cultivating the habit of being well educated, of expressing one's beliefs accurately and appropriately, of having, defending, and disputing one's own ideas and viewpoints, and of understanding, analyzing, and evaluating the perspectives of others. According to Flores (2016), critical thinking skills are essential for students' professional growth in today's knowledge society since they help them tackle the problems of a globalized world. (Bezanilla, et al. P2021, p. 22). According to Hervás and Miralles (2000), this is a world that requires new skills such as organizing, processing, evaluating, and transmitting increasingly abundant information, as well as the ability to solve problems and make decisions, comprehend the vast scientific literature available, and comprehend the technological world that grows around us. All of this necessitates the development of critical abilities in university students.(As cited in Bezanilla, 2021, p. 23)

2.Statement of the Problem

University is the final institution where students study at, it must prepare them to enter the world of work, and they must be able to solve problems, provide proof and explanations for ideas, examine them, and understand how to deal with a variety of situations because they are becoming proficient in various fields. However, L3 EFL students struggle to use critical thinking

in many situations and often fail to answer test questions and write essays that require a good writing style to present a strong argument. Answering test questions necessitates analyzing, deep understanding, and assessing the questions to answer them correctly. One of the main issues that students struggled with is being unable to employ the skills needed for master's degree programs and research doing because they did not develop them in the previous years. We wanted to know and examine how teachers cope with these issues and whether they employ instructional strategies to help students use more critical thinking and practice the skills needed to improve their way of thinking.

3. Significance of the Study

The significance of this study lies in determining the most effective instructional strategies that can enhance the quality of the teaching learning process which is reached when L3 EFL students develop the critical thinking., revealing the most important skills that need to be developed to grow the students' way of thinking, it also provides a clear explanation for students about critical thinking and its effects and benefits inside and outside the classroom and highlight the teachers' perspectives on critical thinking skills and how they implement particular strategies inside the classroom while teaching several subjects, throughout the lecture.

4. Research Questions

- ✓ Do teachers aim to improve third students' critical thinking?
- ✓ In teachers' views, what are the most effective instructional strategies for improving students' critical thinking?
- ✓ What are the critical skills that teachers focus on the most?
- ✓ Do teachers take into consideration students' learning styles when targeting critical thinking?
- ✓ what are activities that makes student practice critical thinking?
- ✓ What are the challenges that teachers face while trying to develop students' critical thinking?

5. Research Methodology

The current study is exploratory and descriptive in nature. It used a qualitative approach to determine the extent to which the proposed hypothesis is valid. A questionnaire is delivered to third year EFL teachers at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. It is gathering data regarding how instructional strategies can improve critical thinking skills.

6. Dissertation Structure

Our research is divided into two chapters: a theoretical part and field work. The first chapter consists of two sections. The first one deals with instructional strategies in the EFL classroom, including definitions of concepts and strategies, with an emphasis on the most effective strategies that are utilized to improve students' critical thinking in addition to a brief review of the most appropriate strategies for students' learning styles. The second one deals with critical thinking skills, giving its numerous definitions and concepts, as well as the skills that must be cultivated, through certain activities. Moreover, it presents the challenges that teachers may face while teaching critical skills. The second chapter is the study's practical part, which includes data collection, analysis, interpretations of findings, and recommendations.

Chapter One: Theoretical Part

Introduction

This chapter is divided into two parts. The first part looks into teaching strategies that improve students' critical thinking skills and present a brief overview of students' learning styles and differences. Furthermore, it provides a full description of the most effective strategies that teachers utilize and find advantageous in their teaching process. While the second is devoted to demonstrating the importance of critical thinking, including the skills that must be cultivated and the activities used by teachers, the final part will expose the key challenges that teachers confront in their teaching process.

Section One: Instructional Strategies for Teaching EFL

University education is considerably different from other educational institutions. Students are getting more proficient in a variety of fields, and to do so, they must be able to think, analyze, evaluate, and, most importantly, be creative. This makes the teachers' job much more demanding since they must design the lesson carefully and wisely, taking into account a range of factors and they need to use a variety of instructional strategies to reach the lesson's objectives. Teachers must use instructional strategies in order to deliver effective and efficient education. An instructional strategy is a concept, guideline, technique, or primary line for conducting, measuring, and evaluating training. As a result, before being implemented, an instructional strategy must consider many instructional components, such as learners, learning objectives, contents, learning context, overall context, conditions. The Lecturers' skills in selecting learning principles and techniques to achieve the learning objectives they specified. The concepts of creating instructional strategies are compatible with both lecturers' teaching

abilities and learners' learning styles. (Peter Wother, Royal Institute, 2012). Songkhram (2013) indicated in prior research that instructional strategies for promoting creativity might transform learners into innovators. (Seechaliao, 2017.p202). There have been earlier studies on instructional strategies in higher education. Padkasem et al. (2013), for example, investigated strategies for developing students' characteristics based on general education learning results at Burapha University. The findings primarily involve student-centered learning through active learning. Case studies, problem-based learning, and project-based learning were the active learning strategies used. The most common instructional strategies were role modeling and service learning. These strategies were highly recommended for use in the classroom. (Seechaliao, 2017.p204)

1. Definition of Teaching and Learning

English as a second language can be difficult to teach, and it takes a lot of effort and work for teachers because it is very different from teaching the native language. Learning it as well takes a lot of effort for students. Teaching is described as "showing someone how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand," while learning is "the acquiring or getting of knowledge of a subject or a skill by study experience or instruction," according to Brown (2007.7-8). Teachers typically employ a variety of teaching strategies to make learning more efficient and simpler for students. (Brown, 2007.p 7-8). In the teaching and learning process, each of the method, the strategy and techniques has its own benefit and effect in determining the success of the process and the attainment of the objectives.

1.1 Definition of Approach, Method, Strategy and Technique

There are many different ways to teach and learn a subject. There are a variety of instructional methods, approaches, strategies, and techniques, each of which has its own way of being used. A method is a well-organized, ordered, methodical, and well-planned procedure designed to facilitate and improve students' learning. It is carried out in accordance with some norm, which is usually psychological in nature. That is, it prioritizes the learners' talents, needs, and interests. The method is used to attain specific instructional goals. To be an effective tool, it must be provided with a particular amount of efficiency and ease. Furthermore, the method of teaching strives to maximize teaching and learning output, saving both the teacher and the learner time, effort, and even money. It directs and guides the teacher and students through any classroom lesson or activity. In other words, a method is a way of doing anything, especially in accordance with an organized plan. (Hasavana, Abdulaziz, & Khujakulov, 2021.p.372). The term "teaching method" refers to the general principles, or pedagogy, used in the classroom. The teaching method depends on the subject; each teacher chooses what works best for them and what fits in their subject and applies it in their own unique way.

An approach, according to the Cambridge Dictionary (2016), is a manner of thinking about or doing something. A teaching approach is a way of approaching instruction that puts forward ways to foster good performance. Thus, an approach, according to the British Council (2015), is a way of looking at teaching and learning. Any language teaching approach is founded on a theoretical understanding of what language is and how it may be learned. An approach generates methods or ways of teaching something that use classroom activities or procedures to assist learners in learning. Cognitive, behaviorist, and constructivist learning approaches are examples of teaching approaches. (Hasavana, Abdualaziz & Abdulaziz, and Khojakulov, 2021, p. 372). A strategy, according to the Mariam Webster Dictionary (2016), is a thorough plan for

achieving goals, usually over a lengthy period of time. It is a plan of action for achieving a given objective or set of goals. A teaching strategy is a carefully planned sequence of educational activities that promotes effective teaching and learning. It is the plan for achieving a given objective or set of goals. It is like beginning to carefully prepare instructional activities that can help accomplish successful learning after determining which approach to use to ensure effective teaching and learning of that specific topic. Techniques are the unique ways of carrying out a specific activity in the teaching and learning process; they are the individual teachers' distinctive ways of implementing a strategy. For instance, two teachers may elect to use small group discussions to present a lesson, but each may have a unique style of conducting the discussion process. (Hasavana, Abdulaziz, & Khojakulov, 2021, p. 373). One teacher may choose to utilize two students to lead the discussion, while another may choose to use four students. Furthermore, each teacher will undoubtedly have his or her own method of delivering his or her course. (Hasavana, Abdulaziz, & Khojakulov, 2021, p. 373).

1.1.1 Definition of Teaching Strategy

The word "strategy" was first used in the military to describe the processes used to carry out the plan of a significant military action. There are other definitions of strategy in the context of the English teaching and learning process. "Strategies are those precise approaches that we can make to a given situation and that vary greatly within each individual," according to Brown (2007: 132). (As cited in Fitri, Y, 2016. P 11).

1.1.2 Types of Teaching Strategies:

Teachers use a variety of teaching strategies to improve students' learning and the effectiveness of the learning process. Many teachers want to alter their methods and strategies in order to encourage a learning process that fosters critical thinking. They aim to push their

students to think critically about the content they are learning in their classes rather than just memorizing it. Such instruction is now generally accepted as "best practice." According to studies, the most beneficial and comprehensive learning occurs in active classrooms, provided that they are well-planned and purposeful. In order to learn fully and effectively, students must be able to reflect on what they have learned, apply it to real-world circumstances, or use it to advance their education (Gardner 1993; Marzano 2001, as cited in Crawford, Saul, Mathews, & Makinster, 2005. p 332). The role of a strategy plays is vital in encouraging more effective and active learning that will develop students' interests in the subject matter. (Hayati, Afrani, Elvia, & Akbarjono, 2021, p332).

There are plenty of teaching strategies used in teaching English. Many researchers came up with different strategies that help teachers and students. (As cited in Hayati, Afrani, Elvia, & Akbarjono (2021, p333). Offers the following instructional strategies:

1.1.2.1Active learning:

It is everything that students do in class isn't just passively listening to the teacher's lecture. The teachers are not as energetic as students. Active learning can help students comprehend and retain knowledge better and is also particularly successful at helping them build higher-order cognitive abilities like problem-solving and critical thinking.

1.1.2.2Experiential learning:

John Dewey invented this strategy of education that emphasizes the participant's subjective experience and "learning by doing". This method makes students involved in different situations, and the teachers design "direct experiences" with the use of different exercises.

1.1.2.3 Games/Experiment:

Students can learn a lot from games and experiments. Today's students have grown up with video games and interactive technology like the Internet, cell phones, and other devices. With the help of games, students can work through real-world issues in a fun setting.

1.1.2.4 Humor in the Classroom:

The teacher uses humor in the classroom to help students feel comfortable and at ease. Humor helps to reduce stress between students and teachers, allowing them to learn more effectively and without becoming bored, resulting in a pleasurable learning experience.

1.1.2.5 Inquiry-Guided Learning:

With the inquiry style of instruction, students take responsibility for their own learning and understand things on their own. To become responsible on their own education. This strategy helps students develop different abilities, one of them is the ability to do research that can utilize throughout their academic careers.

1.1.2.6 Interdisciplinary teaching:

It is Combining two distinct topics into a single lesson. Students perceive the topic differently, according to instructors who engage in interdisciplinary education. Faculty members also gain a greater understanding of the material within their respective fields.

1.1.2.7 Problem-Based Learning (PBL):

A teaching strategy that requires students to "learn to learn" by collaborating in teams to find solutions to issues in the real world. The procedure serves to favor student for their jobs by simulating the systematic approach that is frequently utilized to address issues or overcome hurdles in life. The problem-solving approach is comparable to this strategy.

1.1.2.8 Teaching with Case:

Case studies are a useful tool for teaching because they allow students to apply what they have learned in the classroom to real-world issues. Case studies help students improve their ability to reason through problems and, if they work in groups, their interpersonal skills. Students describe issues, consider potential courses of action, and offer answers along with justifications for their answers.

1.1.2.9. Team Teaching :

Team teaching enables both teachers and students to gain from a constructive exchange of ideas in an environment characterized by respect for one another and a common interest in a subject. Both professors are frequently present during each class and can offer various interpersonal approaches and perspectives. (As cited in Fitri, Y. 2016. p. 13–16)

There are different strategies that are brought up and presented by different researchers that help make the teaching process easier for teachers. Killen suggests the following instructional strategies:

1.1.2.10 Direct Instruction:

It involves the direct transfer of knowledge from the teacher to the student and is highly regimented and teacher-centered. The teacher also does most of the talking during direct instruction.

1.1.2.11 Discussion:

Students can use discussion to compare their own views to those of other students in any educational setting. It encourages students to express their opinions and look at the issue from several perspectives.

1.1.2.12 Small -Group Work:

It is an activity that puts the students first, and the teacher should guide and facilitate the various groups. The key objective is to demonstrate their understanding. Several different activities can be done in small groups. Small-group discussions, doing worksheets, resolving issues, and giving presentations are a few examples of these activities. (As cited in Hayati, A. R., Afrani, Elvia L., & Akbarjono, A. 2021. p 333)

1.1.3 Effective Strategies For a Successful Critical Classroom:

1.1.3.1. Explicit and Implicit Instruction

Two pedagogical strategies are discussed in the quest to establish a successful critical classroom: explicit and implicit. Explicit instruction aims to make the critical skills clear to students; the teacher should explain the rules before they start to think critically. However, the concept of implicit instruction is not introduced; the students do the work without the teachers' instruction, which means that they develop naturally through content learning. Researchers (Halpern, 2007; Swartz, 2014) have fervently advocated for explicit teaching, as learning how to think critically is essential to successfully integrating critical skills in the courses. Vangelder (2005) contends that implicit teaching in subject courses prepare students to become excellent critical thinkers. Therefore, he recommends that critical thinking be clearly and explicitly taught and practiced as a necessary component of the curriculum. Additionally, empirical evidence supports the effectiveness of explicit critical thinking teaching. Based on the analysis of many empirical studies, Abrami et al. (2008) comes to the conclusion that explicit teaching typically has a greater impact on critical thinking development than implicit instruction. Also, a study by Bensly and Sperno (2014) found that to teach critical skills directly to college students in regular performance, such as argument analysis and critical reading skills, EFL teachers must

incorporate the concept of critical thinking into their plans and classroom activities in order to provide explicit instruction in EFL classes. (As cited in Zhao, C., Pandian, A., & Mehar Singh, M. K. 2016 P. 15).

1.1.3.2. Teacher Questioning:

Questions are divided into two categories: lower-level and higher-level questions. High-level questions go beyond memorization and demand more effort from students to analyze and evaluate various ideas, while the first one only requires recognition or recall of information that has previously been provided by the teacher. The level of student thinking typically correlates with the level of the teacher's questions; if the instructors raise the level of their questions, students do the same and raise the level of their responses. (Orlich et al., 2013). According to Wu (1993), in teaching EFL, the teacher tends to ask open, closed, referential, and display questions. The answers to closed questions are limited, while open questions have many acceptable answers. In referential questions the teacher asks students to provide new information. In display questions, the teacher knows the answers, and without saying the answer, he wants the student to find it by themselves and explain it. (As cited in Zhao, C., Pandian, A., & Mehar Singh, M. K. 2016 P.2016. P 16).

1.1.3.3 Active / Cooperative Learning:

Active / cooperative learning helps students develop their cognitive skills; it gives more importance and focus to group work, students' participation, cooperation, and interaction. This gives them responsibility during the course, in which they work collaboratively and share many ideas (Slavin, 2011). Shared learning offers students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Totten, Sills, Digby, & Russ, 1991, as cited in Anuradha. A., Gokhale. 1995. p. 22). There are three important

strategies that can be applied to create an effective EFL classroom. Those strategies are group discussion, debate, and peer questioning.

1.1.3.3.1 Group Discussion:

Discussion is a technique used by students in which they work in groups to exchange different ideas and points of view. It is applied in EFL classrooms to get students to benefit from each other and keep them motivated. It is used to develop critical thinking skills and the ability to take responsibility for their own thoughts and actions through the learning and communication skills of reading, writing, speaking, listening, and thinking (Roberts, 1998, as cited in Helterbran, V. R, 2007). Additionally, Hansen and Salemi (2012, p. 98) make a compelling case for the use of classroom discussions to foster the growth of higher-order cognitive abilities. They stated that during discussions, students work to both produce their own responses and interpretations as well as comprehend and assess the interpretations and viewpoints of their peers. An effective discussion allows for the flow of ideas and the growth of everyone's thinking because of its dynamics and ongoing nature. They advised the following five stages for creating a fruitful class discussion: "1. Defining the course objectives; 2. Choosing the materials; 3. Creating sets of questions to direct the discussion itself; 4. Planning the mechanics of the discussion itself; and 5. Defining the duties and assessing the performance of discussion leaders." (2012): Hansen & Salemi (as cited in Alsaleh., N. J. 2020, P28) Working in groups enables students to communicate their thoughts, hear from others, and explain things to one another, which could enhance how they think and raise their level. Taylor (2002) also thought that classroom discussions contributed to the development of critical thinking skills because they could instruct students on how to apply the course material and give them a chance to practice making their own judgments in a supportive, safe, and educational setting. According to Taylor's (2002) explanation, teachers play a crucial role in the classroom because they may facilitate debates that encourage students to think critically. The teacher's job is to facilitate

discussion by: 1. choosing the type of conversation to start the class with; 2. being aware of the type of conversation going on at any given moment; and 3. asking the appropriate questions to start the sort of talk the teacher wants to facilitate. (As cited in Alselah, N. J. 2020. p. 28)

1.1.3.3.2 Debate:

Another active teaching strategy to foster critical thinking in an EFL classroom is debate. The latter encourages students to ask questions and create arguments supported by evidence. In order to allow students to teach one another during debates, lecturers must step back from presenting the subject matter being taught. Zare & Othman (2013) thought that students were acquiring critical abilities like reasoning, analysis, and presenting arguments (Boumediene, H., Hamadi, N. A., & Fatiha, B. K., nd. 444–455). The utilization of debates helps students develop their understanding of social concerns, explore diverse points of view, and recognize that different people have varied perspectives on any subject. Most importantly, students must conduct study to improve their comprehension of evidence in disputes that supports either the pro or con side. Perhaps the most significant talent debaters can develop is the capacity to think rigorously and objectively. Several studies have found that participating in debate promotes students' critical thinking regarding debate. Participation in the discussion promotes problem solving and creative thinking, and it assists students in creating connections between words and ideas that make things more relevant. (Boumediene, H., Hamadi, N. A., & Fatiha, B. K., nd. 445)

1.1.3.3.3 Peer Questioning

Peer questioning is used as a helpful strategy for fostering CT abilities. In cooperative peer questioning, students work in pairs or small groups and take turns asking and responding to one another and preparing questions. Students' ability to analyze texts critically and comprehend them better is improved through asking questions and sharing answers in small

groups (Simpson, 1996). Using collaborative questions leads to higher-level learning as teachers may clarify common question types and provide an example of the self-questioning process in English by thinking aloud to help students come up with higher-level questions. (As cited in Zhao, C., Pandian, A., & Mehar Singh, M. K. 2016. P. 18). The learning process is funny and engaging when students ask questions and are genuinely curious about various topics.

The use of questioning strategies can help students develop higher-order thinking abilities, including self-reflection, revision, and social debate, all of which are crucial for CT. One of the most well-known and effective teaching strategies is Socratic questioning, which may be used to help students come up with intelligent questions and develop their critical thinking skills (Yang, Newby, & Bill 2005). Yang et al. (2005) looked into the impact of employing Socratic questioning to improve students' CT abilities. At a Midwestern institution in the United States, they carried out the experiment over the course of two consecutive 16-week semesters with 16 undergraduate veterinary students. According to the findings of their study, CT abilities can be improved and maintained by utilizing Socratic questioning approaches with the right course design and instructional interventions (Yang et al., 2005). This can be due to the fact that this questioning strategy gives students the space they need for careful analysis, composition, negotiation, and reflection as their discussion of a topic develops and enables teachers to demonstrate, encourage, and assess the CT skills used during the conversation. (As cited in Alselah, N. J, 2020.p 27–28). As previously stated, asking questions provides students with the chance to share their perspectives and attempt to view things from different angles. When others respond with different answers, it demonstrates that it is acceptable to have different answers and different ways of thinking. This process helps students become more critical thinkers.

1.4. Learning Strategies

Learning a language requires a lot of effort from both teachers and students; they both play a part in the teaching and learning process. Teachers must use teaching strategies to make the learning process easier, and students must use various learning strategies to improve their learning and keep them motivated. According to Oxford (1990), learning strategies are actions students take to improve their own learning. For the development of communicative competence, strategies are particularly significant since they are tools for active, self-directed involvement. The proficiency and self-assurance that come from using effective language learning strategies (Oxford, 1990, p.1). Language acquisition strategies, according to O'Malley and Chamot (1990, p. 1), are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". (Jones, Y. 2009. p 10-11).

Learning strategies have become much more popular as a result of research that helps both teachers and students. According to Wenden (1987:7-8)," learning strategies are the various operations that learners use in order to make sense of their learning." Williams & Burden (1997) also stated that when learners are engaged in a learning task, they have a variety of resources at their disposal that they use in a variety of ways to complete or solve the problem. (Lee, C. K. 2010, p.134). According to these academics, learning strategies have a significant impact on improving students' performance and they give students the strength and authority to raise their level. Since the 1970s, there has been a major growth in the study of language learning strategies since these groups are crucial to language acquisition in many different ways. In the area of learning a second or foreign language, many searches concentrate on how students process new material and what sorts of learning and memory techniques they employ. (Lee, C. K. 2010, p.

135). The exact actions that learners take to help them learn, store, remember, use, and retrieve new languages are known as language learning strategies.

1.4.1 Features of language learning strategies

Learning strategies play a significant role in students' learning processes and enable them to assist themselves and learn more effectively. Language learning strategies allow students to participate in communicative activities, share their points of view, and discuss new ones with others. It provides them with a sense of responsibility for their own learning, and when they do so, they feel secure and powerful enough to defend their point of view. This responsibility will force students to serve as their own teachers. After experimenting with various learning strategies, students will be able to identify the ones that work best for them and help them tackle various challenges. For example, using a metacognitive strategy helps students manage their tasks by planning, monitoring, and evaluating. The impact of learning strategies is so significant that it may have an indirect and effect on students. They will become more active and engaged in the learning process, and as they go deeper in their learning, this will enhance their mental process and render them conscious enough to choose the necessary and suitable ways to enhance their own learning. (Oxford,1990, pp. 9–12. As cited in Jones, Y, 2009 p 11-12)

1.4.2. Language Learning Strategies System of Rebecca Oxford

Oxford (1990) created a new language learning strategy system based on research into learning methods that contains two basic classifications: direct strategies and indirect strategies. Direct strategies are particular strategies that make use of language as well as memory, cognition, and compensatory strategies. Indirect strategies assist language acquisition even though they do not directly entail language use (Ehrman & Oxford, 1990, as cited in Lee, C. K. 2010, p. 140).

1.4.3.1. Direct Strategies

It is a particular kind of learning strategy. Such strategies necessitate linguistic processing in the brain. The three categories of direct strategies are memory strategies, cognitive strategies, and compensation. (Oxford, 1990, as cited in Lee, C. K. 2010, 140). According to Oxford (2001), cognitive strategies are those that enable learners to deal with knowledge in a straightforward manner. This category includes thinking, analyzing, taking notes, outlining, and summarizing. Memory-related strategies enable concept linking. This can be accomplished through the use of mental pictures, noises, acronyms, bodily movement, written information like flashcards, and location. Compensatory techniques, as the name suggests, compensate for knowledge gaps. As previously stated, direct strategies (cognitive, memory-related, and compensatory) are linked to mental language processing. These are in charge of assisting students in internalizing and retrieving knowledge in order for them to gain language proficiency. (Garita & Sánchez, 2021.p.3–4)

1.4.3.2. Indirect Strategies

The second sort of learning strategy, indirect learning, is also classified as metacognitive, affective, and social. According to Oxford (2001), metacognitive strategies assist students in completely managing the learning process. This implies that students may choose what is best for them based on their own requirements. Students may gather and organize resources, plan a task, make a study timetable, track errors, and assess their achievements. Chamot (1988) stressed the importance of developing this type of self-awareness, which fosters introspection, task process setup, continual performance check-ups, and task appraisal after completion. Oxford (2001) defined emotional tactics as those concerned with students' moods and feelings.

Knowing one's anxiety levels, deep breathing, complimenting oneself, and thinking and talking positively are some of these tactics. Finally, social strategies are concerned with a feeling of community, and individuals connect and communicate as a community. Among the most frequent social strategies proposed by the author are asking questions to obtain confirmation, working cooperatively, participating in dialogues, and knowing the target culture. In short, indirect techniques (metacognitive, emotional, and social) enable students to take charge of the learning process by deciding what to do and how to accomplish it efficiently. (Garita & Sánchez, 2021, p. 4–3)

1.5. Learning Styles

Learning cannot be constrained to a single method of information understanding because students differ in many ways, including their ways of thinking and learning. Each student has a unique style of learning that works best for them, and teachers must respond appropriately to this style in order to enhance students' performance and the learning process. According to Bolander and Bostrom, a person's learning style refers to "how an individual approaches, processes, and retains new and difficult material ". There is not a single learning style that is superior to the rest. Tornberg and Willing (2009) state that a person's learning styles generally reflect their cognitive and physical processes. Thus, a person's learning style is a reflection of their entire personality. Knowing their learning style gives learners an advantage to enhance their performance and learn better. The study of learning styles gained popularity in the 1980s, and since then various learning style theories have been developed (Elin. O, 2009, p. 6). According to the Dunn and Dunn theory, every learner process information differently, and schools can improve students' performance by matching their instruction to their specific learning preferences and modes of perception. (Elin. O, 2009, p. 2)

1.5. Types of Learning Styles

There are several learning styles that student employ or possesses naturally. Oxford (1991: 360) classified learning styles into different categories. Among those categories are sensory preferences and personality types. The expectation of learning, on the other hand, varies based on the learner's learning style. (As cited in Fitri, Y. 2016. P. 7).

Sensory preferences refer to the physical perceptual learning channels through which the learner is most comfortable. There are three kinds: kinestatic, auditory, and visual. Kinestatic learners like to be active and learn by doing rather than sitting and receiving information. Auditory learners like to listen and engage in various conversations in order to easily cope with and remember knowledge, whereas visual learners prefer to read and analyze visual stimuli. (Oxford, 2003, p. 4).

Each student has a distinct personality that reflects their approach to learning, their communication style, and their aspirations for their own lives. Extraverts, by definition, get the most of their energy from the outside world. Students desire social connection and have numerous friendships, some of which are close and others not. In contrast, introverts draw their energy from within, preferring isolation and being likely to have a small number of close friendships that are frequently highly meaningful. With a teacher's guidance, introverts and extroverts can learn to collaborate. (Oxford, 2003: 5, as cited in Fitri, Y. 2016.6–9). Students differ in many ways. Students approach language learning differently. While some students don't consider learning to be serious; they just want to have fun and enjoy learning for as long as they can, others view learning as serious, do everything they can to learn, and push themselves. (As cited in Fitri, Y 2016.p. 10).

1.6. Strategies for Visual, Auditory and Kinesthetic [VAK]

Reid (1995) identified a number of techniques for facilitating students' learning styles, including:

1.6.1. Teaching Strategies for Visual Learners

- a) Writing the instructions for all assignments or test
- b) Giving the summary or outline in every note
- c) Writing definitions of new terms
- d) Writing and giving oral explanations for charts, graphs, and diagrams
- e) Applying follow-up reading for any class lecturer check or discussions
- f) Demonstrating and modeling every assignment or test
- g) Relating to imagery, metaphor and fantasy first when teachers want to explain a new concept of vocabulary.

1.6.2. Teaching Strategies for Auditory Learners

- a) Presenting the information through lectures, class discussion, small group activities, films, and tape
- b) Using oral instructions for all homework assignments or tests
- c) Using oral explanation for all graphs, charts, diagrams, and pictures
- d) Facilitating the students with small group discussion and problem solving activities
- e) Giving students opportunities to ask questions and share the idea during the class lecture
- f) Providing oral summary for all the explanations that have been given

g) Providing oral reports on subjects and listening to oral reports by classroom

1.6.3. Teaching Strategies for kinesthetic Learners

a) Providing activities that encourage learning by interacting with others

b) Encouraging the students in participating in role plays

c) Allowing the students to take a note during class lectures and discussions as the act of the writing aids concentration (As cited in Fitri, Y. 2016.p18-19).

Conclusion

Teachers employ a variety of teaching strategies to make the learning process more engaging for students, taking into account their level, aptitude, and learning styles in order to provide the best environment for students to advance. Teachers must be as innovative as possible since teaching in a university is unlike teaching in any other educational institution, necessitating a unique way of thinking. Critical thinking that must be cultivated in students via the use of various instructional strategies.

Section Two: Critical Thinking Skills

Introduction

The second section discusses critical thinking skills and how crucial they are in higher education, particularly for L3. Teachers use a variety of activities to help students enhance their critical thinking skills. Also, it covers the most common challenges that teachers encounter when trying to develop those skills in the classroom.

Active learning and committed instruction are beneficial, and many instructors look for the best teaching strategies and ways to maintain movement in their classrooms. Teachers try to find a way to get their students involved in a critical milieu and explain to them how they could use critical skills to engage in formal discussions with ease and accuracy. They want to create a teaching environment that encourages students to ask questions and look for answers, to apply what they have learned to solve problems, to listen to each other, and to debate ideas politely and constructively. The most effective learning environments promote independent thought and critical thinking (Halpern 1996; Kurland 1995; Unrau 1997). When students think critically, they are constantly aware of what and how they are thinking. This type of thinking shows the student's thoughts are intentionally directed toward some objective. Using critical thinking often makes students excited about what they are learning, and it is the learners who add fun and excitement to the classroom. The origins of critical thinking go back more than 2500 years to Socrates' ideas and teachings. When Socrates found that people couldn't rationally defend their claims of knowledge, he founded critical thinking on this realization (Clark, 2009). Underneath all of their false bluster, there were murky intentions, insufficient proof, or inconsistent convictions. Socrates deduced from these findings that it is absurd to rely on people in positions

of authority in order to gain sound knowledge and insight. Crenshaw (2014) he established the requirement for serious inquiry and probing before accepting something as true without challenge. (As cited in Ahmed S.A.M, & Ibrahim M.EE. 2023.p 11)

1. Definition of Critical Thinking

Students must share their thoughts and learn from one another in the classroom. Additionally, they engage in formal arguments to debate ideas using a variety of techniques and critical thinking skills. Sternberg (1986) defines critical thinking as the mental process of using strategies to solve problems and learn new ideas (As cited in Zhao, C., Pandian, A., & Mehar Singh, M. K. 2016. P 16). It is analyzing and evaluating thinking and improving it. CT is the process of regularly conceptualizing, applying, analyzing, combining, and evaluating information derived from observation. When the teacher trains his students to think critically, this helps them develop their own knowledge, and at the same time, they can easily participate in the classroom environment by asking questions, evaluating each other's information, and making judgments. It also focuses on ideas beyond their meaning. Paul and Elder (2008), in this skill, students must think deeply about what they learn. According to many researchers (such as Bredella & Richter, 2004; Brumfit, et al., 2005; Gunawardena & Petraki, 2014; Houghton & Yamada, 2012; Kabilan, 2000), that critical thinking is an important aspect of language education. Kabilan (2000) sees that a learner's competence in a language does not depend only on knowing its meaning but also on using creative and critical thinking in that language. (As cited in Thanh Binh, N.T. n.d. P.3).

Critical thinking is a form of high-level thinking that requires students to use different skills to analyze and find hidden meaning. It also requires a thinker who has knowledge about different aspects, which helps him in problem solving and discussion. In this sense, critical

thinking is a systematic and thoughtful process. It shows the person's capacity to deeply process information in order to identify connections between different disciplines and find solutions to issues. (Stobaugh, 2013) Critical thinkers use thoughtful choices and creative problem-solving to examine circumstances, evaluate arguments, and make logical decisions (As cited in Yaiche., W. 2021 p. 75).

1. 2 Features of Critical Thinking

The strategies used by EFL teachers in critical classrooms share a number of useful characteristics, and these characteristics create a productive critical environment in which all members of the classroom cooperate to accomplish a certain goal. According to Smith's (1977) research, three instructor-influenced variables have a positive connection with higher CT results for college students: instructors' encouragement and the use of student ideas; the relationship among students; and the degree and extent of student participation's mental capacity. Other researchers have tried to explain what is involved in effective critical thinking instruction, such as Bailin et al. (1999), who present three elements: involving students in tasks or activities that call for judgment or assessment skills; helping students develop intellectual abilities; and creating a supportive environment to encourage students to think critically. Teachers must foster and make much effort to create an effective environment where students are urged to question assumptions, pose crucial questions, and assess arguments through teacher-student and student-student interactions. (As cited in Zhao, C, Pandian, A., & Mehar Singh, M, K. 2016). There are other characteristics shared among CT EFL classrooms, such as standards-based instruction, which helps in expressing points of view when standards are compared, such as accuracy, relevance, and rationality. Another feature of authenticity is that critical thinking involves solving real problems.

1.3. Critical Skills:

One of the most challenging obstacles students may face is explaining why they maintain particular opinions or concepts. Giving explanations to their ideas improves them and allows them to stand on their own and not be lost. Learning skills and sub-skills can help students go through and understand how and why they think the way they do. These skills differ from researcher to researcher and involve, among other things, assessing, evaluating, and interpreting their thoughts. According to academics engaged in the area, there are several skills and sub-skills related to CT (Facione, 1990; Bloom, 1956). It's worth noting that, despite variances in the number and description of CT abilities and sub-skills among those studies, they all have the same theoretical underpinnings and objectives for such a skill. (As cited in Djefafli, K., 2018, p.6).

1.3.1 Bloom's Taxonomy.

Many authors have attempted to classify critical skills, which are an essential part of the classroom that allow students to comprehend deeply beyond the literal meaning. Bloom's taxonomy, for instance, contains a six-level classification of cognition. According to his model, a person progresses from the fundamental level known as knowledge, followed by other mental abilities such as comprehension, application, analysis, synthesis, and evaluation. (As cited in Yaiche., W. 2021. P.2)

1.3.2.1 knowledge

It calls for the learner to recall or remember the concepts or information that they already possess. At this stage, the student can write, draw, match, and count to aid in students' memory.

1.3.2.2. Comprehension

At this level, the learner must understand the information that he or she already possesses. Verbs like comprehend, translate, explain, summarize, or paraphrase can be used at the comprehension stage. For example, they paraphrase a text or summarize a story.

1.3.2.3 Application

Application is the third stage, which shows how to put the knowledge to use and apply it. Students begin to implement or use their prior knowledge.

1.3.2.4. Analyzing

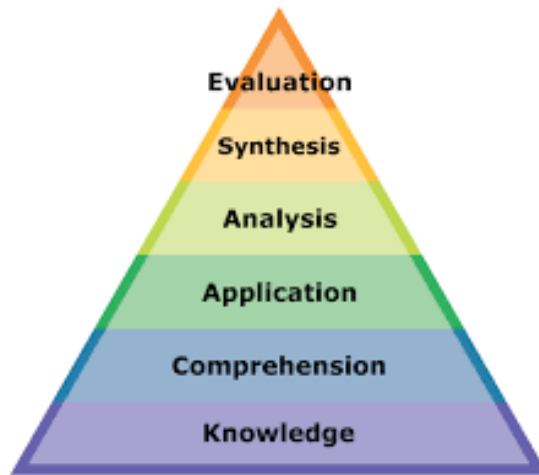
Students must recognize, comprehend, and evaluate small elements as well as how they relate to one another. They must also comprehend the relationship between cause and effect, issues and their solutions, find parts of evidence, compare them, and draw conclusions.

1.3.2.5. Synthesis

It is the responsibility of the learner to connect parts together to form a pattern or structure. With the help of this stage of synthesis, the process of producing and forming a new meaning begins.

1.3.2.6. Evaluation

The final stage assists students in forming judgments, assessing their ideas, and defending their viewpoints.



http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

1.3.2 The Classification of Facione

Facione (1990) categorized critical thinking skills into six categories. Each skill serves as a catch-all for a variety of other skills, these are:

1.3.1.1 Interpretation

It is the capacity to articulate the reasons behind your beliefs and make them understandable to both oneself and others. It is the ability to comprehend, articulate, and make clear the significance of many concepts in various contexts. It requires a range of auxiliary skills:

1.3.1.1.1 Categorization

A person must first categorize, classify, or organize certain information into a particular sequence in accordance with specified standards in order to assist the process of comprehension before they may interpret the material or information. The definition of categorization is "to formulate categories, distinctions, or frameworks to organize information to aid comprehension." (Inglebert & Pavel, 2007, p.102).

1.3.1.1.2 Decoding Significance:

To recognize, interpret, and comprehend the true message or meaning underlying a certain text or speech in a specific scenario or regarding a specific action. To put it another way, it entails identifying the objectives, significance, motivations, etc. that are indicated and conveyed in a certain behavior, assertion, or convention.

1.3.1.1.3 Making Sense of Meaning

Any expression or intended meaning should be made as clear as possible to avoid misunderstandings. Before deciding what to believe in or accomplish, Hunter (2013) contends that it is essential to first define what is meant. If not, several errors might be made, including believing something that shouldn't have been believed, acting in a way that shouldn't have been.

1.3.1.2 Analysis

Analyzing is like having a complete view of something and being an insider; to understand, you must delve into the details to grasp how each component functions and how everything fits together. It entails determining and assessing the nature of the connection between certain objects, phrases, notions, declarations, etc., and the beliefs, choices, or viewpoints they are meant to represent. It requires many auxiliary skills, including:

1.3.1.2.1 Examining Ideas

It is thorough examination of the motivations and purposes behind a specific phrase, statement, or argument that is utilized to deliver a certain message before deciding whether to believe it or not. It simply entails determining the true objective driving the use of a specific argument in a specific setting or situation.

1.3.1.2.2. Detecting Arguments

It necessitates the analysis of arguments in order to discover whether a specific argument is determined to support or oppose a specific claim, i.e., to identify the set of expressions or reasons used to support or refute a specific judgment, opinion, statement, etc.

1.3.1.2.3 Analyzing Arguments

Jackson & Newberry (2015) assert that "analyzing arguments is a foundational skill, since you cannot begin to determine how good an argument is until you understand exactly how the argument works" (p. 39). In this sense, analyzing an argument refers to the entire process of locating and separating the core idea or argument from the other supporting arguments. In other words, it involves thoroughly scrutinizing each point made in a given argument in an effort to comprehend it and prevent misinterpretations.

1.3.1.3. Evaluation

Once a concept has been considered and analyzed, it is tested to determine whether it is accurate or not. It takes critical thinking skills to evaluate claims, justifications, and presumptions with the intention of accepting or rejecting what has been written or said. It needs the following supporting skills, including:

1.3.1.3.1. Assessing Claims

This phrase refers to the process of determining the veracity of a piece of information before putting your trust in it. In this respect, it is impossible to assess a claim's or assumption's plausibility and acceptability without making an effort to carefully consider and assess it.

1.3.1.3.2. Evaluating the arguments

Prior to accepting an argument's relevance, it is important to assess the argument's advantages and disadvantages. In other words, it is the capacity to evaluate and take into account

whether a claim or an assumption is supported by solid, reasonable arguments or by suspicious, dubious ones.

1.3.1.4. Interference

To list the necessary factors that must be present in order to reach a given conclusion. In addition to identifying and removing the pertinent data that can be gleaned from a specific assertion, claim, opinion, etc. It needs the following supporting sub skills.

1.3.1.4.1. Querying the Evidence

This sub-skill aims to provide solid reasons to back up a specific supposition or assertion. Contrarily, it refers to carefully considering and assessing information before deciding if it is reliable.

1.3.1.4.2 Conjecturing Alternatives

It is essential to have a plan A and a plan B when dealing with issues so that, in the event that the first one fails, the individual may switch to the backup strategy and stay out of trouble and stress. In addition, alternate forecasts and hypotheses might be developed to meet specific objectives.

1.3.1.4.3 Drawing Conclusions

It entails drawing the necessary inferences and combining them to build a certain conclusion from what has been stated or written in order to decide which conclusion should be accepted and which one should be rejected in a specific situation or issue.

1.3.1.5. Explanation

This skill entails explaining and defending the rationale for thinking a certain way, acting a certain way, or making a certain decision or judgment. It just calls for some clarifications

regarding the motivations that led a specific person to believe a certain way or endorse a certain conclusion.

1.3.1.5.1. Stating Outcomes

It is "to produce accurate statements, descriptions, or representations of the results of one's reasoning activities in order to analyze, evaluate, infer from, or monitor these results" (As cited in Djefafia, K. 2018. p. 9). To put it simply, it is to express accurately the conclusions reached by a certain judgment, point of view, appraisal, etc.

1.3.1.5.2. Justifying Procedures:

This section explains and justifies the tools, methods, and processes that were utilized to judge, interpret, or evaluate a certain assertion or line of reasoning. To put it simply, it means giving support for a specific interpretation or analysis of something, whether to oneself or to others.

1.3.1.5.3 Making Arguments

It offers convincing justifications for believing a specific fact or assertion. In other words, it relates to giving sound reasons for believing certain assertions and presumptions.

1.3.1.6. Self-regulation

It also includes the capacity to consciously check one's own prior interpretation, assessment, or conclusion. It can also be seen as a form of self-evaluation because it calls for the capacity to critically analyze and evaluate one's own beliefs and actions.

1.3.1.6.1. Self-Assessment

It deals with the capacity to keep an eye on, review, or amend one's own reasoning or judgment while taking into account any potential misunderstandings or stereotypes that can

impair impartiality. If used properly, this CT subskill will open the door to avoiding subjectivity and thinking distortion.

1.3.1.6.2. Self-Correction

Self-correction occurs after self-examination and, if errors are found, by altering and correcting those errors and the causes underlying them. As a result, self-correction only happens after self-analysis. (As cited in Djefafia, K. 2018 p. 6-10)

1.4The role of Critical Thinking in Higher Education:

Critical thinking skills may be taught at all academic levels, from secondary and high school students to university students. (Harizaj, M., & Harjulla, V., 2017, pp. P 126-127). A foreign language student's level needs to be pushed and guided from their first years in order to get them ready for the following stages, which call for a higher level of proficiency when applying any task. This keeps them on track and, more importantly, keeps them interested in what they are studying. Critical thinking is a vital skill to cultivate in higher education since it allows students to examine and analyze their own views. Furthermore, it is a socio-educational requirement all over the world. They will face social hurdles after graduation and joining the workforce. As a result, individuals require crucial skills such as critical thinking to deal with new difficulties in a world where complexity appears to be a part of people's everyday lives. (Ben Zanilla, et al, 2011, p. 22, as cited in Adjri, R. 2021. p. 34).

Some writers, such as Franko and Almeida, emphasize the necessity of acquiring these abilities across all fields in higher education. (Ben Zanilla, Hector, and Problemlette, 2011, p. 22 as cited in Adjri, R. 2021. p. 34). According to Marques Vieira et al. (2011), critical thinking is an essential skill for developing citizenship and living in a plural society. Moreover, in Franco's

words, higher education is the key to opening the door to critical thinking. Universities should be more than institutions that provide certificates; they should seek to educate people to engage in society, be responsible, and solve complex problems, transforming, improving, and creating the societies of the future through the processes of analysis, reflection, and decision-making. (Agredo Tobar & Burbano Mulcue, 2012; González, 2008; Indrasiene et al., 2019). Other authors claim that the importance of critical thinking in higher education is natural given that higher education calls for strong cognitive abilities. Also, critical thinking enhances one's ability to understand, choose, and analyze evidence, as well as participate more effectively in conversations and reason logically (Stupnisky et al. 2008, as cited in Indrašienė, V et.al. 2021) Learners who engage in critical thinking become very proficient communicators and are more likely to reflect and be creative. They gain independence and self-assurance.

Finally, critical thinking plays a crucial role in higher education. Giving students the chance to express their ideas and engage in discussion about them helps them develop their thinking style because keeping an idea to themselves without hearing what others have to say about it would be detrimental to their growth. Additionally, universities are regarded as a location where the world's future builders practice problem-solving.

1.5 Activities for Improving Critical Thinking

Teachers do their best to encourage students to develop their critical thinking skills by employing classroom activities and strategies. Here are some useful exercises to do this. (Harizaj, M., & Harjulla, V. 2017, p. 130 -132)

1.5.1. Information-Gap Activities

Students collaborate in pairs and exchange information. As students work together, they have the chance to discuss ideas, and doing so enables them to strengthen their thinking skills and perceive things from new perspectives.

1.5.2. Role -play Activities

Students collaborate in pairs and take on different roles in settings drawn from everyday life, such as an airport, a doctor's office, a store, etc. Students are required to compose a dialogue about the assigned topic. Depending on the objective, a different language may be used. Adjective and frequency comparative practice is available to students. The instructor assigns roles to the pupils, pairs them up, and uses flashcards. 5 to 10 minutes. Students who learn about the many situations that arise in real life are better able to exercise their language skills and successfully handle difficult situations in the outside world.

1.5.3. Simulated Activities

Roles are embodied in simulation games, and the number of students participating is another distinction. Once more, the teacher provides cues, divides the class into groups, sets the scene, and allots time. 15–20 minutes, depending on the level of the language. Students may encounter situations outside of class that call for particular behaviors or responses, such as going to the doctor or purchasing something from the store. Practicing scenarios of this type gives students the skills they need to deal with these situations appropriately because they have already practiced them in class and are prepared to use them in the real world.

1.5.4. Interviews

Interviews are typically conducted one-on-one. Students create a list of questions they want to ask their classmates about the assigned topic or a subject that interests them. As part of a homework project, students create questions that they utilize in class. Students' critical thinking, or more precisely, their critical competence, is strengthened in Methodology's third-year bachelor's or Didactics' first-year master's English language courses through various activities like simulating English classes in which the teacher (in this case, the student) must deal with various teaching, learning, or classroom-related issues. (Harizaj, M., & Harjulla, V. 2017, p. 130 -132). Teaching English, or more specifically, the strategies that teachers employ to instruct students, differ depending on their proficiency. Providing students with the chance to quiz each other or do interviews about interesting subjects helps to lessen shyness and improve pronunciation.

1.5.5. Follow-up Questions

Students may do this in pairs or groups to get their classmates' opinions on different issues. This activity encourages students to discuss more issues, acquired language, give their opinions, and practice how to give arguments.

1.5.6 Anticipation Activity

The teacher seeks the students' association before beginning the lesson or reading any passage by asking them what they think about the topic and providing them with the opportunity to discuss and brainstorm ideas.

1.5.8. Writing Reinforcement

The teacher asks his students to write a summary of the previous week's lessons each week. They are also required to use critical thinking, which helps them develop their thinking and better understand what they have learned (Altman & Maxwell. C. n.d. p17-20-23)

1.8 Challenges

While developing students' critical thinking. Teachers may encounter a variety of difficulties. Some of them attempt to overcome these obstacles, but sometimes they are unable to do so, for example, the topic affects these skills: therefore, teachers prefer to explicitly educate rather than use implicit cues. (Ruano, 2021, p 367). There are further obstacles, Lack of attention and concentration because critical thinking tasks require focus on the topics rather than getting distracted by other things. Some students don't know how to apply critical skills, and they don't have the correct idea about it since they did not practice it in the previous learning years. Moreover, Students prefer to receive the correct response from the teacher than learn critical skills. The limited time is another obstacle that teachers face when applying critical thinking. It becomes difficult for teachers to finish the course syllabus with all the contents, activities, and tests. Asking students to analyze, criticize, evaluate, and create requires them to go beyond the simple meaning and demands time to do it. In addition to that, critical thinking activities require more individualized training to help students and work with each one individually, which means that it requires small classes to practice it easily (Cottrell et al., 2008 para 2). According to Choy and Cheah (2009), one of the problems that affect critical thinking is teachers' belief that students cannot think critically on their own, which is increased by the lack of interest or energy of students in the classroom. A study by Allamakhrah's (2013) in Saudi Arabia found that students reject critical thinking because they are not familiar with it and

they didn't learn it before. Another study conducted by Awadia (2017) in Saudi Arabia states that students' poor competence and low level are barriers to the development of critical thinking abilities. Another contributing aspect is the dominant teaching style that is based on memorization, rote learning, and lecturing, which encourages critical thinking in the classroom (Allamimah, 2013; Alwadai, 2014). In addition to that, a study conducted in Jordan also noted that the educational system places emphasis on preparing students for official exams that don't call for critical thinking. As a result, students focus their whole effort on passing formal exams that require them to recall and memorize information (Borghi, 2009). (As cited in Khalid, L., Bucheerei, J., & Issah, M. 2021. para 11, 12).

Conclusion

In conclusion, critical thinking is a crucial skill for university students. The success of skills depends on teachers and students working together to create the best learning environment needed to foster students' ways of thinking. Even if they encounter obstacles, they should work carefully to get over them by applying the proper activities that can be used in every subject.

Chapter Two: Field Work

Introduction:

This chapter represents the fieldwork of the current study which investigates instructional strategies to enhance critical thinking skill in the department of English at Mohammed Seddik Ben Yahia University, Jijel. This practical part consists of presenting and describing the questionnaire, and data collection in addition to the analysis and interpretation of the obtained results.

2.1 Population and Sampling:

The population selected for this research work consists of teachers of third year at the department of English at Mohammed Seddik Ben Yahia University, Jijel. This sample includes (15) teachers, and the selection was targeted, we only worked with third year EFL teachers.

2.2 Research Instrument:

The instrument utilized to collect information for our research questions was a teacher questionnaire, that was designed and distributed to the sample that represents the whole population

2.2.1 Teachers Questionnaire:

2.2.1.1 Description of the Teachers Questionnaire

The present questionnaire is made up of fourteen (14) questions, arranged into two sections; section one is entitled ‘Instructional Strategies in EFL Classroom’, while ‘The Use of Instructional Strategies to Improve EFL Students’ Critical Skill’ is the second one.

The first section contains six questions: four multiple-choice questions, one yes/no question, and two open-ended questions. It seeks to discover the strategies that teachers employ in various subject, as well as the techniques that aid in the teaching process.

The second one includes (8) multiple-choice, yes/no, and open-ended questions. It intends to explore whether EFL teachers of third year license aim to develop students' critical skills, the instructional strategies they use and the ones they consider effective.

2.2.1.3 Analysis of the Teachers Questionnaire:

Section One: Instructional Strategies in EFL Classroom

The questions in this section aim to find out the teaching strategies used by third-year EFL teachers. The section seeks to identify the subjects taught, the teaching techniques used and the challenges encountered.

Question 1: What subject do you teach?

Table01: Taught Subjects

Module	N
Oral expression.	2
Written expression.	3
Literature.	4
Translation.	3

Study skills	2
Civilization	1
Total	15

The question aims to identify the subjects taught by teachers to be able to link them later to the strategies used and the aims of those strategies. The table shows that 4 teachers teach literature, 3 of them teach translation and 3 teach written expression. Whereas, 2 teach study skills and 2 oral expression and only 1 teach civilization. Among those teachers we found out that there are a number of teachers that teach more than one subject.

Question 2: Which type of teaching strategy do you use?

Table02: Methods Used by Teachers

Methods	N	%
Eclectic approach.	7	46%
Practical method	1	6.66%
Cooperative / Inductive	1	6.66%
Interactive /Cooperative	1	6.66%
Cultural approach	1	6.66%
Cooperative approach	3	20%
Lecture-based	1	6.66%

Total

15

100%

This question aims to reveal the methods teachers prefer to use in each subject. As the results in table above show (46%) of teachers selected ‘Eclectic approach’. (20%) of them chose ‘Cooperative approach’. (6.66%) of teachers split into different methods which are “Interactive and Cooperative”, The other methods: “Interactive and Cooperative “, “Practical method”, “Cooperative and Inductive approach”, “Cultural approach” and “Lecture based” were chosen by an equal percentage of (6.66%) of teachers.

Question 3: Which type of teaching strategy do you use?

- a. Active learning
- b. Experiential learning
- c. Inquiry- guided Learning
- d. Problem -based Learning

Table03: The Teaching Strategies Used by Teachers

Option	N	%
a.	6	40%
b.	/	/
c.	1	6.66%
d.	/	/
a.+b.	1	6.66%
a.+c.	2	13.33%

a.+d.	1	6.66%
a.+c.+d.	2	13.33%
a.+b.+c.+d.	1	6.66%
b.+c.	1	6.66%
Total	15	100%

The question seeks to shed light on the teaching strategies that teachers use in their subjects in order to design engaging lessons for their students. As seen above in the table, the answers differ from one teacher to another. The majority (86.7%) of teachers use “Active learning” [$\underline{a}=13:(a:6) +(\underline{a}+c:2) +(\underline{a}+c+d:2) +(\underline{a}+b+c+d:1) +(\underline{a}+d:1) +(\underline{a}+b:1);86,7\%$]. while (46,7 %) selected “Inquiry -Guided Learning “[$\underline{c}=7: (\underline{c}:1) +(a+\underline{c}:2) +(a+\underline{c}+d:2) +(a+b+\underline{c}+d:1) +(b+\underline{c}:1);46,7\%$]. (26,7%) of the sample choose “Problem -Based Learning “[$\underline{d}=4:(a+c+\underline{d}:2)+(a+b+c+\underline{d}:1)+(a+d:1);26,7\%$]. However; the rest of the participants (20%) prefer to use “Experiential Learning “[$\underline{b}=3:(a+b+c+d:1)+(a+b:1)+(b+c:1);20\%$]. These statistics show that most of the teachers selected ‘Active Learning ‘strategy which makes students participate to become more engaged inside the classroom.

Question 4: Do you prefer explicit or implicit instruction

Table04: Teachers’ Use of Implicit or Explicit Instruction

Instruction	N	%
Both	3	20%
Explicit	4	26.66%

Implicit	8	53.33%
Total	15	100%

The aim of this question is identify the types of instruction used by teachers and the reasons behind their choice. As indicated above half of the teachers selected implicit instruction with (53,4%) while (26,7%) of them chose explicit instruction and the rest of them with (20%) prefer to combine the two instructions.

Justification:

Justification for the Use of Implicit instruction

- ✓ To improve students' analysis and critical thinking skills in addition to creativity.
- ✓ It is more engaging and motivating.

Justification For the Use of Explicit instruction.

- ✓ To make things clear for students, and facilitate their understanding.
- ✓ The teachers should show his student objectives of the tasks and the desired outcome.

Question 5: Select among the following instructional techniques the ones you use in your teaching:

- a. Direct instruction
- b. Discussion
- c. Small group work
- d. Response papers
- e. Presentations
- f. Resolving issues

Table05: Instructional Techniques Used in Teaching

Options	N	%
a.	/	/
b.	/	/
c.	/	/
d.	/	/
e.	/	/
f.	/	/
a.+b.+c.+e.	4	26,66%
a.+b.+d.+f.	1	6,66%
a.+c.+d.	1	6,66%
a.+c.+d.+e.+f.	2	13,33%
a.+b.+e.	1	6,66%
a.+b.+c.+d.	1	6,66%
a.+b.+d.	1	6,66%
a.+b.+c.+f.	1	6,66%
b.+c.+e.	1	6,66%
b.+c.+d.+f	1	6,66%
b.+c.+d.+e.	1	6,66%
Total.	15	100%

From the outcomes of this question, we can deduce that the options are with uneven percentages. This means that the teachers use multiple instructional techniques. A high percentage selected “Discussion” with (93,33%) opting from them [b=14:(a+b+d+f:1)+(a+b+c+e:4) +(a+b+c+d+e+f:2)+(b+c+e:1)+(a+b+e:1) +(a+b+c+d: 1)+(a+b+d:1)+(b+c+d+f:1)+(a+b+c+f:1)+(a+b+c+d+e:1);93,33%].80%of them selected “Direct instruction” opting from the [a=12: (a+b+d+f:1)+(a+b+c+e:4)+ a+b+c+d+e+f:2)+(a+c+d:1)+(a+b+e:1)+(a+b+c+d:1)+(a+b+c+f:1);80%].(80%) of the teachers choose “Small group work”

$[c=12:(a+b+c+e:4)+(a+b+c+d+e+f:2)+(b+c+e:1)+$
 $a+c+d:1)+(a+b+c+d:1)+(b+c+d+f:1a+b+c+f:1)+(b+c+d+e:1);80\%]$. More than half chose
 “Presentations” with (60%) opting from them $[e=9:(a+b+c+e:4)+(a+b+c+d+e+f:2)$
 $+(b+c+e:1)+(a+b+e:1)+(b+c+d+e:1);60\%]$. Half of them chose “Response papers” with (53,33%) $[d=8:$
 $(a+b+d+f:1)+(a+b+c+d+e+f:2)+(a+c+d:1)+(a+b+c+d:1)+(a+b+d:1)+(b+c+d+f:1)$
 $+(b+c+d+e:1);53,33\%]$. The rest chose “Resolving issues” with (33,33%) $[f=5: (a+b+d+f:1)+(a+b+c$
 $+d+e+f:2)+(b+c+d+f:1)+(a+b+c+f:1);33,33\%]$

Justification:

- ✓ Discussion and response papers are important because they make students involved and push them to ask question, make arguments and analyze texts and contexts.
- ✓ Presentations are effective for students, they give them the chance to search for information and understand it before present it.
- ✓ Small group work and problem solving are more effective for language -based tasks like teaching new rules or vocabulary.
- ✓ -Direct instruction and discussion, response papers and presentations would be more appropriate to deepen the student understanding.

Question 6: Do you use active and cooperative learning strategies?

Table 6: Teachers’ Use of Active and Cooperative Learning Strategies

Option	N	%
Yes	14	93,33%.
No	1	6,66%
Total	15	100%

The purpose of this question is to determine whether teachers believe that active and cooperative strategies are vital and beneficial to their teaching process, and for those

who answered yes, we provided options for them to choose the ones they use the most and as tabulated above (93,3%) of teaches said yes and (6,66%) of the rest said no.

- For those who answered yes, we provided options for them to choose the ones they use the most.

- A) Teachers Questioning
- b) Debate
- c) Group Discussion
- d) Peer questioning

Table 7: Active/Cooperative Strategies Used by Teachers

Option	N	%
a.	1	7,14%
b.	/	/
c.	2	14,28%
d.	/	/
a+b+c.	3	21,42%
a+b+d	1	7,14%
a+c	1	7,14%
b+c	2	14,28%
b+c+d	1	7,14%
a+b+c+d	3	21,42%
Total	14	100%

As indicated in the table above, the majority of the teachers choose ‘Group discussion’ with (85,8%) [$\underline{c}=12: (\underline{c}:2)+(a+b+\underline{c}:3)+(b+\underline{c}:2)+(a+\underline{c}:1)+(a+b+\underline{c}+d:3)+(b+\underline{c}+d:1)$];85,8%] as the strategy they use in their teaching process because it helps students participate in the lesson , share their acquired knowledge and develop their critical skill. While (71.42%) select ‘debate’ [$\underline{b}=10:(a+\underline{b}+c:3) + (a+\underline{b}+d:1)+(\underline{b}+c:2)+(\underline{b}+c+d:1)+(a+\underline{b}+c+d:3)$]; 71,42%], their choice is based on the idea that it motivates student to explain ,interpret and argue their thoughts. More

than half chose 'Teachers questioning' with (64,28%) [$a=9: (a:1)+(a+b+c:3)+(a+b+d:1)+(a+c:1)+(a+b+c+d:3);64,28\%$] , it derives their attention to the lecture and keep them focused with the teacher .The rest selected 'Peer questioning ' with (35,8%) [$d=5: (a+b+d:1)+(b+c+d:1)+(a+b+c+d:3) ; 35,8\%$], it helps to enhance criticism and auto correction between students.

Section Two: The Use of Instructional Strategies to Improve EFL Students' Critical Skill

Question 7: Do you aim to develop critical thinking in your subject?

The purpose of this question is to check whether teachers work to develop students' critical skill in their subjects. All the teachers said yes.

Justification:

The teachers offered the following justifications

- ✓ To make students better researchers and responsible for their own learning.
- ✓ Provide opportunities to students to evaluate and analyze information and make them creative thinkers It increases students' level and help them to face different issues inside the classroom and outside

Question8: What critical skills do you aim to improve?

Table 8: Critical Skills Teachers' Aim to Improve

Skills	N	%
Solving problems	3	20%
Analytical skill	7	46,66%
Evaluation	3	20%
Interpretation	2	13,33%
Total	15	100%

The aim of this question is to discover the important skills that teachers aim to improve. As presented in the table 8 (46.7%) of teachers chose 'analytical skill 'while (40%) selected 'solving problems' and 'evaluation'. The rest selected 'interpretation' with (13,33%).

Question 9: In critical thinking skills there are sub-skills, which ones do you target in teaching your subject? why?

A) Interpretation:

a.1 Categorization

a.2 Decoding significance

a.3 Making sense of meaning

b) Analysis :

b.1 Examining ideas

b.2 Detecting arguments

b.3 Analyzing arguments

c) Interference:

- c.1 Querying the evidence
- c.2 Conjecturing alternatives
- c.3 Drawing conclusions

Table 9: The Subskills of Interpretation Targeted by Teachers in Their Subjects

Sub- skill	N	%
a.1	2	13,33%
a.2	/	/
a.3	6	40%
a.1+a.2+a.3	2	13,33%
a.1+a.3	2	13,33%
a.2+a.3	3	20%
Total	15	100%

As indicted in the table a), the most of teachers (86,7%) chose “Making sense of meaning” [a.3=13: (a.3:6)+(a.1+a.2+a.3:2)+(a.1+a.3:2)+(a.2+a.3:3)].(40%) of them selected ‘Categorization’ [a.1=6 : (a.1:2)+(a.1+a.2+a.3:2)+(a.1+a.3: 2)]. The rest of them chose ‘Decoding significance’ with (33, 33%) [a.2=5: (a.1+a.2+a.3:2)+(a.2+a.3:3)]

Table 10: The Subskills of Analysis Targeted by Teachers in Their Subjects

Frequency	N	%
b.1.	4	26,66%
b.2	/	/
b.3	/	/

b.1+b.2+b.3	7	46,66%
b.1+b.3	4	26,66%
Total	15	100%

The majority opted for ‘Examining ideas’ with (96%) opting from them [b.1=15: (b.1:4)+(b.1+b.2+b.3: 7)+(b.1+b.3)]. Less than half chose ‘Detecting arguments ‘ with (46,66%) .The rest chose ‘Analyzing arguments’ with (26,7%).

Table11: The Subskills of Interference Targeted by Teachers in Their Subjects

Frequency	N	%
c.1	2	15,38%
c.2	2	15,38%
c.3	4	30,76%
c.1+c.2+c.3	1	7,69
c.1+c.3	2	15,38%
c.2+c.3	1	7,96%
Total	13	100%

As indicated in the table above, more them half chose ‘ Drawing conclusions’ with (61,53%) [**c.3**=8: (c.3:4)+(c.1+c.2+c.3:1)+(c.1+c.3:2)+(c.2+c.3:1)].(38,46%) of them picked ‘ Querying the evidence’[c.1=5: (c.1:2)+(c.1+c.2+c.3:1)+(c.1+c.3:2)]. The rest chose ‘Conjecting alternatives’ with (30,8%) [c.2=4: (c.2:2)+ (c.1+c.2+c.3:1)+(c.2+c.3:1)]

Question 10: In training your students to develop a critical skill, do you aim to develop direct or indirect strategies? Explain:

Table 12: Strategies’ Targeted by Teachers

Strategies	N	%
Direct strategy	2	13,33%
Indirect strategy	2	13,33%
Both	10	71,42%
Total	14	100%

The aim of this question is to determine which strategy the teacher intends to develop in his students, whether direct or indirect. As indicated above, more than half selected both of the strategies with (71,42%), while the rest split into two groups as (13,33%) selected “Direct strategy “and (13,33%) selected “Indirect strategy “.

Explanation : The teachers’ explanations can be summarized in the following :

✓ Because both strategies address different aspects that are effective in providing students with a clear idea about the learning process and helping to store information, retrieve it, and be able to share it

- Which direct strategies do you focus on?

- a) Memory strategy
- b) Cognitive strategy
- c) Compensation

Table 13: Direct Strategies That Teachers Focus on

Options	N	%
a.	4	33%
b.	5	41,66%
c.	/	/
a.+b.	4	33,33%
a.+b+c	2	16,66%
Total	12	100%

As indicated above, a high percentage of (91,7%) of teachers preferred to use “Cognitive strategy” [b=11: (b:5) +(a.+ b: 4)+(a.+b.+c:2)], while more than half chose ‘Memory strategy’ with (58,33%)[a=7: (a:1)+(a.+b:4)+(a.+b+c:2)]. The rest chose “Compensation “ with (16,66%).

-Which Indirect strategies do you focus on?

- a) Metacognitive strategy
- b) social strategy

Table 14: Indirect Strategies That Teachers Focus on

Options	N	%
a.	2	16,66%
b.	5	41,66%
a.+b	5	41,66%
Total	12	100%

The majority of teachers chose to train their students to develop social strategy in their subjects with (83,33%) [$b=10: (b: 5) + (a.+b: 5)$] . The rest selected ‘Metacognitive strategy’ with (58,33%).

Question11: Do you take your students’ learning styles into consideration when you incorporate teaching critical thinking among your objectives?

Table 15: Teachers’ Consideration of Students’ Learning Styles While Teaching Critical Thinking

Options	N	%
Yes	7	46,66%
No	8	53,33%
Total	15	100%

This question attempts to check whether teachers regard students' learning styles as such an important component of the teaching process that they should consider it when planning lectures and make an effort to address it. As indicated above half of them said “No” with (53.33%). While the rest (46.66%) said that they take it into consideration.

Question 12: Choose the teaching strategies that you use to facilitate students’ learning styles?

A. Teaching strategies for visual learners:

- a.1) Writing the instructions for all assignments or test
- a.2) Giving the summary or outline in every note
- a.3) Writing definitions of new terms

- a.4) Writing and giving oral explanations for charts, graph, and diagram
- a.5) Applying follow-up reading for any class lecturer or discussions
- a.6) Demonstrating and modeling every assignments or test
- a.7) Relating to imagery, metaphor and fantasy first when teachers want to explain a new concept of vocabulary.

Table 16: Teaching Strategies for Visual Learners

Options	N	%
a.1.	1.	11.11%
a.2	1.	11.11%
a.3	/	/
a.4	/	/
a.5	/	/
a.6	/	/
a.7	/	/
a.1+a.2+a.3+a.7.	1	11.11%
a.3+a.4+a.7	1	11.11%
a.1+a.2+a.5+a.7	1	11.11%
a.1+a.2+a.3+a.6+a.7	1	11.11%
a.1+a.3+a.4	2	22.22%
a.1+a.4+a.5+a.6+a.7	1	11.115
Total	9	100%
Not answered	6	

The aim of this question is to have an idea about the effective strategies that the teachers apply to address students learning styles. As indicated in the table above,(77,8%) of them chose “writing the instruction for all assignments or test” opting from them [a.1=7: (a:1)+(

$a.1+a.2+a.3+a.7:1)+(a.1+a.2+a.5+a.7:1)+(a.1+a.2+a.3+a.6+a.7:1)+(a.1+a.3+a.4:2)+(a.1+a.4+a.5+a.6+a.7:1)$]. While (55,55%) select “Relating to imagery, metaphor and fantasy first when teachers want to explain a new concept of vocabulary” $[a.7:5(a.1+a.2+a.3+a.7:1)+(a.3+a.4+a.7:1)+(a.1+a.2+a.5+a.7:1)+(a.1+a.2+a.3+a.6+a.7:1)+(a.1+a.4+a.5+a.6+a.7:1)]$, with same percentage they selected “Writing definitions of new terms”

$[a.3=5: (a.1+a.2+a.3+a.7:1)+(a.3+a.4+a.7:1)+(a.1+a.2+a.3+a.6+a.7:1)+(a.1+a.3+a.4:2)]$.

Less than half chose “Giving the summary or outline in every note” and “Writing and giving oral explanations for charts, graph, and diagram” with (44,44%). The rest of them chose “Applying follow-up reading for any class lecturer or discussions” and “Demonstrating and modeling every assignment or test” with (22,22%).

b. Teaching Strategies for Auditory Learners

b. 1 Presenting the information through lectures, class discussion, small group activities, films, and tape

b. 2 Using oral instructions for all homework assignments or tests

b. 3 Using oral explanation for all graphs, charts, diagram, and pictures

b. 4 Facilitating the students with small group discussion and problem solving activities

b. 5 Giving students opportunities to ask questions and share the idea during the class lecture

b.6 Providing oral summary for all the explanations have been given

b.7 Providing oral reports on subjects and listening to oral report by classroom

Table 17: Teaching Strategies for Auditory Learners

Options	N	%
b.1	/	/
b.2	/	/
b.3	/	/
b.4	/	/
b.5	/	/
b.6	1	10%
b.7	/	/
b.1+b.2+b.3+b.4+b.5+b.6.	2	20%
b.5+b.6+b.7	1	10%
b.1+b.2+b.3+b.5+b.6	1	10%
b.1+b.2+b.4+b.5+b.6	1	10%
b.2+b.4+b.5	1	10%
b.2+b.4+b.5+b.6	1	10%
b.1+b.2+b.5+b.6+b.7	1	10%
b.1+b.2+b.3+b.4+b.5	1	10%
Total	10	100%
Not Answered	5	

As indicated above , the majority chose “Giving students opportunities to ask questions and share the idea” with (90%) [**b.5**=9 : (**b.1**+b.2+b.3+b.4+**b.5**+b.6:2)+(b.5+b.6+b.7:1)+(b.1+b.2+b.3+b.5+b.6:1)+(b.1+b.2+b.4+b.5+b.6: 1)+(b.2+b.4+b.5:1)+(b.2+b.4+b.5+b.6:1)+(b.1+b.2+b.5+b.6+b.7: 1)+(b.1+b.2+b.3+b.4+b.5: 1)]. (80%) of them chose “Using oral

instructions for all homework assignments or tests” [b.2=8: (b.1+b.2+b.3+b.4+b.5+b.6:2)+(b.1+b.2+b.3+b.5+b.6:1)+(b.1+b.2+b.4+b.5+b.6:1)+(b.2+b.4+b.5:1)+(b.2+b.4+b.5+b.6:1)+(b.1+b.2+b.5+b.6+b.7:1)+(b.1+b.2+b.3+b.4+b.5:1)].(70%) selected” Providing oral summary for all the explanations have been given” [b.6=7: (b.1+b.2+b.3+b.4+b.5+b.6:2)+(b.5+b.6+b.7 :1)+ (b.1+b.2+b.3+b.5+b.6:1)+(b.1+b.2+b.4+b.5+b.6:1)+(b.2+b.4+b.5+b.6:1)+(b.1+b.2+b.5+b.6+b.7:1)].(60%) of teachers chose “1 Presenting the information through lectures, class discussion, small group activities, films, and tape” and “Facilitating the students with small group discussion and problem solving activities” .Less than half chose “Using oral explanation for all graphs, charts, diagram, and pictures” with (40%) opting from them [b.3=4: (b.1+b.2+b.3+b.4+b.5+b.6:2)+(b.1+b.2+b.3+b.5+b.6:1)+(b.1+b.2+b.3+b.4+b.5:1)]. The rest chose “Providing oral reports on subjects and listening to oral report by classroom” with (20%) [b.7=2: (b.5+b.6+b.7:1) +(b.1+b.2+b.5+b.6+b.7:1)].

c. Teaching strategies for kinesthetic learners.

c.1 Providing activities that encourage learning by interacting with others

c.2 Encouraging the students in participating in role plays or simulation

c.3 Allowing the students to take a note during class lectures and discussions as the act of the writing aids concentration

Table 18: Teaching Strategies for kinesthetic Learners

Options	N	%
c.1	/	/
c.2	/	/
c.3	3	30%
c.1+c.3	4	40%
c.1+c.2+c.3	2	20%
c.2+c.3	1	10%

Total	10	100%
Not answered	5	

The majority chose “Allowing the students to take a note during class lectures and discussions as the act of the writing aids concentration “ with (100%) opting from them [c.3=10:(c.3:3)+(c.1+c.3:4)+(c.1+c.2+c.3:2)+(c.2+c.3:1)].(60%)select “c.1 Providing activities that encourage learning by interacting with others”.(30%) preferred “Encouraging the students in participating in role plays or simulation”.

Question 13: What are the activities that you use to improve students’ critical thinking?

- a) Information-Gap Activities
- b) Role- play activities
- c) Simulated activities
- d) Interview
- e) Follow up questions activity
- f) Anticipation activity
- g) Writing reinforcement activity

Table 19: Activities Used by Teachers to Improves Students’ Critical Thinking

Options	N	%
a.	3	16,66%
b.	/	6,66%
c.	1	6,66%
d.	/	/

e.	3	16,66%
f.	1	6,66%
g	/	/
a.+ e.	1	6,66%
a. +e. +f.	3	16,66%
a.+ b .+d. +c. +f.	1	6,66%
a.+ b .+c. +e. +f.	1	6,66%
a.+ b.+ e.+ f	1	6,66%
a.+ c.+ d+ e	1	6,66%
e.+ f	1	6,66%
b.+ d.+ e+ f	1	6,66%
a.+ b +c +d + e+ f	1	6,66%
e.+ g	1	6,66%
e.+ b	1	6,66%
Total	15	100%

The purpose of this question is to have an idea about the activities that the teachers use in order to enhance students' critical skill in the classroom.(73,33%) chose "Follow up questions activity "[e=11:(e:1)+(a.+e:1)+(a.+e+f:1)++(a.+b.+c+e+f:1)+(a.+b.+e.+f:1)+(a+c+d+e:1)+(e+f:1)+(b+d+e+f:1)+(a+b+c+d+e+f:1)+(e+b:1) +(e+g:1)] as the most effective one.(53,33,15%) select "Information-Gap Activities " [a=8: (a:1)+(a.+e:1) +(a.+e+f:1) +(a.+b.+d.+c.+f:1) +(a+b+c+e+f:1)+(a+b+e+f:1+(a+c+d+e:1)+(a+b+c+d+e+f:1)]. .(53,33,15%) select "Anticipation activity". While (40%) chose Role-play Activities. Equal percentage chose 'Simulated activities' with (33.33%). (26,66%) chose "Interview". The rest chose" Writing reinforcement activity" with (6,66%).

Question 14: What are the challenges that you face when aiming to develop the critical skill in the classroom?

The aim of this question is to reveal the difficulties that teachers struggle with in teaching. The challenges that they face are learners' level in the language, students' difficulties to analyze ideas, the lack of responsibility of students. while the others struggled with students' lack of interests and concentration in the classroom. The most challenging thing is time constraint because they claim that they need extra time to teach them critical thinking skill and develop the sub-skills that are required.

Interpretations of Teachers Questionnaire Results

The questionnaire reveals many insights about third year EFL teachers' and teaching of the critical skill at the department of English at Mohammed Seddik Ben Yahia University. The questionnaire analysis provides insight into the relevance of critical thinking skills and the value that they can offer to the teaching and learning processes. This questionnaire illustrates the importance of teaching critical thinking on many levels, as well as how teachers use it in the classroom using various strategies and approaches to improve it. According to the findings in the tables above, the majority of teachers strive to build critical thinking as part of the lecture, where they employ different strategies to develop critical skills while developing critical thinking in the classroom.

The results in section one indicate that teachers use a variety of methods, strategies, and instructions to help students learn more effectively. Most teachers choose to employ eclectic methods when teaching their subject, which is a combination of diverse approaches and methods of teaching language based on the course objectives and the learners' ability. Teachers agreed on the value of discussion in the learning process because it gets students involved and allows them to share their views and perspectives with one another. They also agreed on the beneficial use of direct instruction because making things plain and obvious would assist students grasp better. Most teachers found that implicit instruction is superior to explicit instruction when presenting a lecture since it enhances students' criticism, analysis and keeps them actively engaged. The majority of teachers thought that active learning is the most effective method of learning since students do something in class other than simply listen to the teacher's lecture. whereas others adopted the inquiry method of instruction to make students learn their own and push them to in

command of their own education. This method encourages the development of research skills that students can use throughout their academic career. Teachers use various strategies to keep students active and cooperative, such as asking questions to see if they fully understood the lecture and to attract their attention. Debate is one of the ways that keeps students engaged in the class and fully focused because it encourages students to ask questions and create arguments supported by evidence. It allows students to express their thoughts and stand by them by providing proof and interacting with their classmates. Section one demonstrated that the majority of teachers are engaging students in the classroom and supporting the growth of their independent learning including developing critical thinking through group discussions that allow students, in teachers' views to share acquired knowledge and relate issues in a critical way. Moreover, they instruct them to work in small groups and resolve issues in language-based tasks, grammar sessions and vocabulary acquisition. Moreover, teachers' support of cooperative learning appears in the use of specific cooperative strategies in the classroom including teacher questioning and peer questioning that keep students focused and improve their criticism and auto-correction.

The finding of Section two revealed that teachers of many subjects consider critical thinking to be a highly important aspect in education, and some have made it their major goal in their teaching method. In teachers' views, every subject must include teaching critical thinking. Each teacher has his own objective behind incorporating critical thinking in his teaching: oral expression, involves discussions, debate, and so on. In translation, students need critical thinking because they are required to analyze the text and give their opinions. In written expression, they need to argue about a topic and bring arguments to defend their points of view. Literary texts, too, necessitate critical thinking since they

involve interpretation and argumentation. while a teacher of some subjects including study skills, linguistics and grammar do not consider critical thinking as important part of the lecture.

Teachers build critical thinking skills in two ways: directly and indirectly. They agreed to utilize them both because they work in collaboration rather than isolation, and each has a different role from the other. The direct strategy offers students unambiguous teaching and guidance, it is classified into three categories: memory strategies, cognitive strategies, and compensation. Memory strategies are used to store and retrieve data. Cognitive strategies are employed in the comprehension and generation of language. Learners can utilize the new language for production or comprehension, but the indirect approach is concerned with the mind, and it is separated into metacognitive and social strategies. Metacognitive strategies are acts that go beyond simply cognitive skills and provide students with a way to govern their own learning process, whereas social strategies assist students in learning through engagement with others.

Teachers emphasize analytical skills, problem solving, interpretation, and evaluation because these skills help students outside of the classroom, whether it is to discuss with others or to know how to solve problems, and most importantly, to be open to new and even opposing ideas. Each skills have sub-skills, which are like steps that students must complete in order to completely master that skill. The majority of teachers focus on analysis, which requires examining ideas, detecting arguments, and analyzing arguments; they strive to ensure that students master these skills. When it comes to learning styles, teachers have conflicting views, some teacher think it is important and some do not. Those who think it is important to target critical skill take into consideration students' differing learning styles use some teaching strategies that fit within every learning style, for

example, for visual learners they, write the instructions for the assignment and give a summary and definition to give as much information as possible in front of their sight to help them remember it, While auditory learners are given knowledge orally, kinesthetic learners are given activities and are taught by doing and being involved.

Teachers use a variety of activities to help students improve their critical thinking skills. They use follow up questions activity, in which students can keep up with the lecture, and information gap activities, in which student can exchange ideas with each other, some of teachers selected anticipation because they provide an opportunity for student to discuss different topics which are commonly used in oral expression. Others selected role play activities, which make the learning process exciting and motivating. Other teachers chose simulated activities that were an imitation of real-world activities and processes in a safe atmosphere to get students to practice and learn in class. While some of them preferred using interviews to demonstrate how it is done in order to increase students understanding. The biggest obstacle that teachers have had in their teaching process is that some students do not comprehend critical thinking and are uninterested in developing it because they were not prepared for it in middle and high school, and it has become the main barrier in the learning process. There is also lack of motivation, and there is a shortage of time.

From the outcomes, we can assume that teachers work diligently to develop special critical thinking in their students, and this type of thinking can boost their learning, to prepare them to deal with issues in the outside world. The most effective instructional strategies for improving critical thinking are active learning, group discussion, debate and direct instruction. The finding also revealed that the critical skills teachers focus on the most are analysis and evaluation. The activities that make student think critically are follow

up question, information gap activities and anticipation activities. The majority of teachers do not take student learning styles into consideration. The challenges that teachers face the most is most students do not understand the importance of critical thinking, making teaching even more difficult; that is why teachers strive to employ the most effective strategies for assisting students in improving their critical thinking skills.

Conclusion

In conclusion, critical thinking is a crucial skill for university students. The success of skill depends on teachers and students working together to create the best learning environment needed to foster students' way of thinking. Even if they stumble into obstacles, they should work carefully to get over them by applying the proper activities that can be used in every module.

2.3 Pedagogical Recommendations and Suggestions:

In the light of the outcomes of the present study, we suggest the following recommendation:

- ✓ Teachers should increase students' awareness of the need of critical thinking.
- ✓ Teachers should devote more effort to help students develop critical thinking skills.
- ✓ Teachers should take students' learning style into consideration when planning the lecture.
- ✓ Teachers and curriculum designers should give more importance to critical thinking skills.

2.4 Limitations of the Study:

We experienced certain problems when conducting the current study, which hampered our research. They are as follows:

- ✓ We depended on teachers' views only to explore their teaching of the critical skill because students lack awareness of the development of such a complicated skill.
- ✓ The nature of the topic dictated a complex relating of the concept of critical thinking with instructional strategies and learning styles.
- ✓ There was a lack of resources related the teaching of critical skills and the activities used in EFL classroom.

General conclusion

The current study investigated whether L3 EFL teachers aim to develop their students' critical thinking and if they use instructional strategies to improve it in the EFL classroom. It aimed to shed light on the usefulness of critical thinking skills and the most effective instructional strategies to improve student thinking. To meet the study's aims, a qualitative questionnaire was administered to fifteen (15) L3 EFL teachers at the English department at the University Mohammed Seddik Ben Yahia, Jijel.

The research work at hand is divided into two chapters: a theoretical and practical one. The first chapter is divided into two main parts. The first part is devoted to reveal the instructional strategies that appear to be effective in teaching English as a second language, including descriptions of terms and different strategies in addition to learning strategies and students' learning styles. The second part, provides a description of critical thinking skills. It explores critical thinking concepts and the skills that must be mastered in order to enhance students' way of thinking. In addition to offering a variety of activities that might be used in the classroom. Finally, indicates the difficulties that teachers face while implementing the strategies and critical thinking skills. The second chapter of this research is the study's practical part. It includes a description of the teachers' questionnaires as well as data analysis and interpretation of the results. It also lists the research limits, and some pedagogical recommendations.

According to the data, most of teachers aim to improve critical thinking skills in their teaching through the use of different instructional strategies. It also lists the research limits, and some pedagogical recommendations. The second chapter is divided into two parts. The results in the first part shows that teachers use a variety of strategies depending on the goal

of each subject. Most teachers agreed that discussion and small group work are the best instructional strategies for helping students develop their critical thinking skills by sharing their points of view and collaborating together, while debating and questioning are the best strategies for keeping them active and cooperative. Also, the findings showed that the majority of teachers do not take students' learning styles while planning the lesson. The majority of teachers use implicit instruction because it activates students' knowledge and keeps them engaged.

The result in the second part indicated that most teachers want to develop critical thinking in their subject and employ various activities that provide students with the opportunity to exercise critical thinking, most teachers agreed on using follow up questions activities and information gap activity. Most of them agreed that analysis and interpretation were the most important skills that needed to be developed, following its sub skills will assist student not only grow but be aware of the process as well. In using strategies teachers aim to develop both direct and indirect strategies. Furthermore, they revealed the most challenging thing they grappled with, is student's poor level and ignorance of the need of critical thinking skills.

Subsequently, it can be stated that L3 EFL teachers implement different instructional strategies to promote critical thinking skills and give a variety of activities to help students practice the skills necessary for developing critical thinking. The most effective instructional strategies are and active learning group discussion and debate.

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Appendix

Teacher Questionnaire

Dear Teacher,

This questionner intends to gather data for a master research work entitled: “Investigating Effective Instructional Strategies for improving EFL Students’ Critical Skill”. It aims at finding out the instructional strategies that are used by teachers to improve students’ critical skill and the ones that proved to be effective. You are kindly invited to answer the following questions by putting a tick (☐) in the appropriate box and explaining when necessary. Thank you for collaboration in advance.

Part One: Instructional Strategies in EFL Classroom

1. What subject do you teach?

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2. Which method do you use in teaching?

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3. Which type of teaching strategy do you use?

- a) .Active Learning
- b) .Experiential Learning
- c) .Inquiry-Guided Learning
- d) .Problem-based Learning

4. Do you prefer explicit or implicit instruction? Why?

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5. Select among the following instructional techniques the ones you use in teaching:

- a) Direct instruction
- b) Discussion
- c) Small-group work
- d) Response papers
- e) Presentations
- f) Resolving issues

. Which ones do you consider effective for your subject? Why?

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6. Do you use active and cooperative learning strategies?

Yes No

. If yes, choose the ones you use among the following:

a) Teachers Questioning

b) Debate

c) Group discussion

d) Peer questioning

Explain.....
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.....
.....

Part two: The Use of Instructional Strategies to Improve EFL

Students' Critical Skill

7. Do you aim to develop critical thinking in your subject?

Yes No

Explain:

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8. What critical skills do you aim to improve?

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9. In critical thinking skills there are sub-skills, which ones do you target in teaching your subject? Why?

. a) Interpretation:

- Categorization
- Decoding significance
- Making sense of meaning

. b) Analysis:

- Examining ideas
- Detecting arguments
- Analysing arguments

c) Interference:

- Querying the evidence
- Conjecturing alternatives
- Drawing conclusions

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10. In training your students to develop a critical skill, do you aim to develop direct or indirect strategies? Explain:

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. Which direct strategies do you focus on?

. a) Memory strategy

. b) Cognitive strategy

. c) Compensation

. Which indirect strategies do you consider important:

a) Metacognitive strategy

b) Social strategy

11. Do you take your students' learning styles into consideration when you incorporate teaching critical thinking among your objectives?

Yes No

12. Choose the teaching strategies that you use to facilitate students' learning styles:

a. Teaching strategies for visual learners:

a.1) Writing the instructions for all assignments or test

a.2) Giving the summary or outline in every note

a.3) Writing definitions of new terms

a.4) Writing and giving oral explanations for charts, graph, and diagram

a.5) Applying follow-up reading for any class lecturer or discussions

a.6) Demonstrating and modelling every assignments or test

a.7) Relating to imagery, metaphor and fantasy first when teachers want to explain a new concept of vocabulary

b. Teaching strategies for auditory learners:

b.1) Presenting the information through lectures, class discussion, small group activities, films, and tape

b.2) Using oral instructions for all homework assignments or tests

b.3) Using oral explanation for all graphs, charts, diagram, and pictures

b.4) Facilitating the students with small group discussion and problem solving activities

b.5) Giving students opportunities to ask questions and share the idea during the class lecture

b.6) Providing oral summary for all the explanations have been given

b.7) Providing oral reports on subjects and listening to oral report by classroom

c. Teaching strategies for kinesthetic learners:

c.1) Providing activities that encourage learning by interacting with others

c.2) Encouraging the students in participating in role plays or simulation

c.3) Allowing the students to take a note during class lectures and discussions as the act of the writing aids concentration

c.4) Facilitating them by going to field trips

13. What are the activities that you use to improve students' critical thinking?

a) Information-Gap Activities

b) Role-play Activities

c) Simulated Activities

d) Interviews

e) follow up question activities

f) Anticipation activities

g) Writing reinforcement

.Which ones you found more effective?

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14. What are the challenges that you face when aiming to develop the critical skill in the classroom?

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-If you have any suggestions, please feel free to write them.

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Thank you!

ملخص

تعليم اللغة الإنجليزية يحتاج من المعلمون تطبيق استراتيجيات تعليمية مختلفة للحفاظ على نشاط الطالب ومشاركته في المحاضرة وتحسين طريقة تفكير الطلاب، نظرًا لأن الطلاب يدرسون في الجامعات عليهم استخدام التفكير النقدي وهذا النوع من التفكير يتطلب بذل جهد كثير من المعلمين والطلاب. أجرينا هذا البحث لاستكشاف أكثر الاستراتيجيات التعليمية فاعلية لتعزيز المهارات الأساسية لتفكير النقدي، يميل مدرسو طلاب المستوى الثالث الجامعي إلى تطبيق استراتيجيات مختلفة لتحسين التفكير النقدي لدى الطلاب لأنهم يحتاجون إلى هذا النوع من التفكير في الإجابة على أوراق الامتحان وإجراء البحوث والكتابة مقال جدلي. من أجل تحقيق أهداف هذه الدراسة، تم اختيار نهج نوعي لجمع البيانات وتحليلها، تم عمل استبيان على خمسة عشر (15) معلمًا الذي يدرس المستوى الثالث في جامعة محمد الصديق. أخيرًا، كشفت النتائج أن المعلم

يطبق استراتيجيات تعليمية مختلفة لتحفيز التفكير النقدي لدى الطلاب ومساعدتهم على تطوير المهارات المطلوبة للتفكير النقدي من خلال الأنشطة المختلفة، لذلك تم تأكيد فرضية البحث والدفاع عنها بشكل ايجابي من قبل المبحوثين.

الكلمات المفتاحية: معلمي اللغة الانجليزية كلغة اجنبية، الاستراتيجيات، التفكير النقدي، البحث الأكاديمي.