

**Ministry of Higher Education and Scientific Research
University of Algiers 2 Abou Elkacem SaadAllah Faculty of Foreign
Languages
Department of English**



**Exploring the Use of Critical Thinking Skills by EFL Teachers: A Case
Study of Third- Year Teachers at Secondary Schools in Biskra**

**Thesis Submitted in Fulfilment of the Requirements for the
Degree of Doctorate LMD in Applied Linguistics and TEFL**

Submitted by:

Ms. Rim BOUGHERARA

Supervised by:

Prof. Kamel KHALDI

Board of Examiners

Prof. Fatiha HAMITOUCHE

Prof. Kamel KHALDI

Prof. Siham BOUZAR

MCA. Fiziya Sari Ahmed-BOUCHAMA

Prof. Mohamed Redha BOUCHAMA

MCA. Amina HAMDOUN

Chair

Supervisor

Internal Examiner

Internal Examiner

External Examiner

External Examiner

Professor- University of Algiers 2

Professor- University of Algiers 2

Professor- University of Algiers 2

MCA-University of Algiers 2

Professor -University of Blida 2

MCA – ENS Bouzareah

Academic Year: 2024–2025

Declaration of Authority and Originality

I, Rim Bougherara, declare that the thesis entitled:

“Exploring the Use of Critical Thinking Skills by EFL Teachers: A Case Study of Third- Year Teachers at Secondary Schools in Biskra”

Is my own work and was composed as a result of my original research. This thesis has not been submitted to any other degree or qualification. I also certify that the sources I used or quoted in my work have been all acknowledged by means of complete references.

Date: 18/06/2025

Signed: Ms. Rim BOUGHERARA

Rim BOUGHERARA



Dedication

I would like to dedicate this work to my beloved father “Saad” and mother “Rabia” for their encouragement, support, and ever love

To my dear husband for his support

To my lovely sisters: Fatma Zahra, Amira, and Omima “my dearest lovely sister”

To my dear brother: Mohamed Nabil

To my cousins: Rayan and Houda

To my best friends: Karima, Abla and Fatima Zahra for their constant support

Finally, to all the people who helped me

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Abstract

This research explores the use of critical thinking skills used by secondary school teachers of English in their teaching practices. It aims to identify how these skills are introduced in the accompanying document, and to investigate their integration by teachers into the lesson plans and the teaching sessions and in so doing to determine the difficulties that hinder teachers from their integration. The research is an exploratory one, and it was conducted with a sample of twelve third-year English teachers who teach in secondary schools in Biskra. Data was collected through document analysis (the accompanying document and teachers' lesson plans), classroom observation, and teachers' questionnaires and interviews. Our findings showed that the term critical thinking skills was not clearly mentioned as such in the accompanying document, but indirectly referred to as the levels of Bloom's taxonomy. However, not all teachers recognized that higher-order thinking skills aligned with the educational interpretation of critical thinking skills. While some teachers included critical thinking skills into their lesson plans, there was still a discrepancy between the lesson plan content and its execution, particularly when integrating the 'creating' skill. In addition, our results showed that there was inconsistent use of critical thinking skills. Participants identified five limitations in using critical thinking skills: the lack of familiarity with the educational interpretation of critical thinking skills, the difficulty in integrating higher-order thinking skills into learning objectives and through instructional tasks, the promotion of the creating skill and the insufficient time. They were because of the lack of practical teacher training by some inspectors. Drawing on these findings, this study recommends identifying the link between critical thinking skills and Bloom's taxonomy by the authors of the accompanying document, organizing practical training by inspectors, and following professional development by teachers. Future research can explore the reasons behind the lack of preparing practical training sessions by inspectors.

Keywords: Accompanying Document, Bloom's Taxonomy of Thinking, Critical Thinking Skills, Lesson Plan, Teachers, Teaching Sessions

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List of Acronyms

CT: Critical Thinking

CTS: Critical Thinking Skills

EFL: English as a Foreign Language

HOTS: Higher-Order Thinking Skills

LOTS: Lower-Order Thinking Skills

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General Introduction

General Introduction

There is a growing emphasis on critical thinking skills (henceforth, CTS) throughout the education system. Taking into account the current educational improvements such as those related to curriculum designers, planners, and policy-makers (Ken and Lillian, 2013), several scholars (Bećirović, Hodžić, & Brdarević, 2019; Enciso, Enciso, & Daza, 2017) have advocated for CTS integration across various disciplines, including foreign language teaching. Such incorporation within language classes is attributed to the principles of current language teaching approaches including the communicative language teaching approach, the content-based approach (Elfatih, 2017), and the competency-based approach (henceforth, CBA) (Chelli, 2010; Benadla, 2012). Unlike traditional language teaching approaches, the current ones aim to enhance CTS in the classroom, but this requires active participation from language teachers. The latter have to integrate instructional tasks and teaching strategies that promote (Dali-youcef, 2023) their use. They must also base the learning objectives and aims on these skills. CBA contains these principles related to CTS integration (O'Sullivan & Bruce, 2014; Richard & Rodgers, 2014).

CBA was adopted in the educational system, particularly in the teaching of English as a Foreign Language (henceforth, EFL). Its fundamental focus is teaching competencies and skills. Richards (2001, p. 157) defined it as: “competency-based language teaching is an approach to teaching that focuses on transactions that occur in a particular situation and their related skills and behaviours”. As far as the educational interpretation of CTS is concerned, it parallels higher-order thinking skills (henceforth, HOTS) of Bloom's taxonomy (Benard, 2004; Goodwin & Sommervold, 2012; Keengue, 2022) based on which this approach relies, especially while formulating learning objectives (Toe & Ohn, 2019). Additionally, such an approach encourages the integration of instructional tasks that better fit CTS, mainly HOTS (Richard & Rodgers, 2014). Because of its principles, this teaching approach is implemented in Algerian education.

Since the independence, several approaches have been adopted in Algerian schools. Each approach has its main principles, but all the approaches that took place before 2004 did not meet modern requirements for teaching competencies and skills (Mami, 2013). They relied on the principle of stimuli-response (Benadla, 2013). Consequently, to address this issue, the educational authorities introduced the CBA. Benadla (2012, p. 145) points out: “The Algerian educational system has witnessed many changes according to the most, ‘said efficient’ teaching method in the world”. Thanks to this current approach, radical changes took part in all primary, middle, and secondary schools. To familiarize teachers with the changes that came under CBA, the Ministry of Education presented its major principles in the accompanying document (see **Appendix 16**). In fact, the latter gives practical direction about the teaching process under CBA (Baghoussi, 2020).

As long as this approach pays attention to CTS, and because it is implemented in Algerian secondary schools, EFL teachers who teach at this level of education are required to integrate them into their teaching practices. Above all, they have to integrate CTS into the learning objectives and aims of the lesson, and they need to incorporate instructional tasks and teaching strategies to target these skills. From this vein, this research attempts to explore the use of CTS by EFL teachers in Biskra secondary schools.

1) Statement of the Problem

CTS have become an integral part of education and several scholars (Moon, 2008; Moore and Stanley, 2010) have considered them of the most valuable skills in classrooms. Teachers have to incorporate CTS (Bendjerid, 2022) workably in their teaching practices to increase their learners’ achievements and improve their overall approach to learning. This process can be reached by using teaching strategies (McLnerney and Liem, 2008) and instructional tasks (Anderson, Krathwohl Airasian, Cruikshank, Mayer, Pintrich, Rath, and Wittrock, 2001) that promote the incorporation of CTS in the classroom. The right conceptualization of CTS also assists teachers in incorporating CTS in their lessons regarding the

educational perspective (Kavanoz & Akbas, 2017) so that learners' levels can be enhanced.

One of the language teaching approaches that encourage integrating CTS in the classroom is CBA. The latter considers CTS as one of its major attributes (O'Sullivan & Bruce, 2014), and it encourages teachers to enhance several skills, namely CTS in their classroom (Lang, 2017; Hang, 2020). This approach was implemented in Algerian education at all levels including secondary schools. To this end, secondary school teachers are also required to use CTS in their teaching practices. Nonetheless, the integration of CTS seems like an uneasy task for teachers to be achieved; it rather needs careful planning and preparation (Singh, Singh, Singh, Ja'afar, Tekd, Kaure, Mostafa, & Yunus, 2020) before the lesson. Also, it requires a workable use during the teaching session. Using CTS in EFL secondary school classes is challenging work (Mayer & Alexander, 2011) which may minimize the opportunity for their incorporation by EFL teachers.

Teachers' integration of CTS in Algerian secondary school classes becomes a necessity for three major reasons. Firstly, CBA reinforces CTS incorporation by teachers in the classroom. Secondly, teachers who teach in secondary schools need to adequately prepare their learners for the level of rigour they will face in university (Benouar, 2013; Stobaugh, 2013). Finally, third-year learners are expected to take the Baccalaureate exam whose questions use CTS (Belarbi & Bensafa, 2020), and are supposed to be trained to deal with such skills presented by their teachers. For this reason, the present work aims at exploring the use of CTS by EFL Algerian teachers who teach the third-year level and at identifying the potential difficulties they may face while using them.

CTS have been the interest of several Algerian researchers (Amziane & Guendouzi, 2015; Melouah, 2016; Touati, 2016; Benmouhoub, 2019; Kheloufi, 2019; Sakraoui, 2019; Abdaoui & Grine, 2020; Belaidouni & Boulouar, 2020; Belarbi & Bensafa, 2020; Boumaza & Grine, 2021; Geryville, 2021; Ouslimani & Aboudou, 2021; Rogti, 2021; Sabri & Benmostefa, 2021; Tabouche & Chelli,

2021; Zebbouchi & Bacher, 2021; Bendjerid, 2022; Boumediene, 2022; Hebiret & Bacher, 2022; Dali Youcef, 2023; Mebarki, 2023; Taibi & Guessar, 2023). Some of them tackled CTS in the secondary school context (Amziane & Guendouzi, 2015; Belaidouni & Boulenouar, 2020; Belarbi & Bensafa, 2020) by examining CTS from the learners' side. Despite the importance of investigating CTS from the teachers' side, the researcher did not find previous Algerian studies on this subject in secondary school context. Therefore, the main contribution of this research is to explore the use of CTS by EFL teachers who are teaching third-year classes.

2) Aims of the Study

This research aims at exploring the use of CTS by EFL Algerian teachers who teach third-year classes in secondary schools in Biskra. It has several objectives. The primary research objective is to identify the way CTS are introduced in the accompanying document guiding Education. This work also attempts to investigate the extent to which EFL teachers use CTS in their teaching practices including the lesson plans and the teaching sessions. Finally, it tries to determine the possible difficulties faced by EFL teachers in using CTS in their teaching practices.

This endeavour is conducted in order to reach four basic objectives underpinned by their rationale. As mentioned earlier, the first objective is to identify the way the accompanying document introduces the term CTS, which is a major step that needs to be covered to reach the other objectives. This presentation of the term in the accompanying document helps the researcher to come up with the educational operational definition of CTS that dovetails with the Algerian educational principles. Based on the Algerian educational interpretation of CTS the subsequent objectives can be achieved. The second and the third objectives are addressed to investigate the extent to which CTS are integrated into the lesson plans and during the teaching sessions. The rationale behind them is to examine the incorporation of CTS in these two vital teaching practices. They assist in reaching the last objective designed for determining the

possible difficulties that may be encountered by teachers while using CTS in their teaching practices. Through this objective, this research can give recommendations and suggestions to minimize such hurdles.

3) Research Questions

The current research explores the use of CTS by EFL secondary school teachers who teach third-year classes. It is conducted in Biskra secondary schools to explore the extent to which those teachers use CTS in their teaching practices. It is worth noting that the Algerian Ministry of National Education provided teachers with a guiding document to familiarize them with the major principles of the teaching practices. Such document refers to the accompanying document guiding education. The latter is linked to the teaching process in the sense that it includes pedagogical principles which must be followed by EFL teachers (Baghoussi, 2020). Accordingly, it may address some concerns about CTS. Before exploring teachers' use of CTS in their teaching practices, it is necessary to identify the way CTS are introduced in such document. Thus, this research tries to answer the following research questions:

- 1- How are CTS introduced in the accompanying document guiding education?
- 2- To what extent do EFL teachers include CTS in their lesson plans?
- 3- To what extent do EFL teachers use CTS in their classrooms?
- 4- What are the possible difficulties encountered by teachers in using CTS?

4) Significance of the Study

This research is important in the sense that it explores the use of CTS by secondary school EFL teachers teaching third-year classes aiming mainly to investigate the extent to which those teachers incorporate CTS in their teaching practices. CBA has been encouraging the integration of CTS during the lesson (Lang, 2017). Besides, third-year level classes are chosen since these skills are

needed in the Baccalaureate exam (Belarbi and Bensafa, 2020). Hence, this research contributes to investigate the extent to which CTS are used by EFL teachers during the sessions. As long as planning is an important step for the successful integration of CTS during the session (Singh et al, 2020), this research serves at investigating the extent to which they were used by teachers in their lesson plans, too. Significantly, the current research also contributes to identifying the possible difficulties that may be encountered by the sample teachers while they are incorporating CTS in their lesson plans and during the teaching sessions. Therefore, workable solutions can be recommended by the end of the research in order to minimize these difficulties.

5) The Structure of the Study

This doctoral thesis is composed of six interrelated chapters. The first one is devoted to the theoretical background of critical thinking (henceforth, CT). It discusses several issues related to the origin of CT and the nature of this concept across various disciplines like philosophy, psychology, and education. In addition, it discusses the educational definition of the CTS with regard to Bloom's taxonomy. Finally, it tries to cover several issues serving the current research as far as this taxonomy is concerned.

The second chapter discusses CTS concerning education, basically teaching. It presents the implementation of CTS in EFL teaching practices. Hence it covers: teachers' familiarity with CTS, their integration during sessions, and possible difficulties that may hinder EFL teachers from utilizing these skills. Additionally, the chapter sheds light on the situation of CTS in Algerian secondary schools, particularly in the teaching process.

The third chapter describes the research design. It attempts to highlight the research questions of this research and it essentially states the rationale behind designing such research questions. In addition, this chapter draws the epistemological consideration for illustrating the research method that is used to conduct this research. It also provides information on the data-gathering tools,

including their description and the procedure for conducting each one. The chapter finally identifies the way data are analyzed.

The fourth chapter tackles results and data analysis procedures. It covers all analyzed data of the documents (i.e., the accompanying document and teachers' lesson plans) and classroom observation with their results. The chapter consists of tables and descriptions that assist in answering the research questions and achieving the aims of the study. The fifth chapter has the same structure of the fourth chapter, but it includes the analysed data about the teachers' questionnaires and interviews.

The sixth chapter interprets and discusses the obtained data to present a clear understanding of the results. The chapter concludes by presenting the pedagogical implications, limitations of the study, and recommendations. All these elements help to build a general conclusion to this research.

Chapter One:
Background to Critical
Thinking

Chapter One: Background to Critical Thinking

Introduction

CT is an important skill in today's education. It has been examined for a long time from different perspectives and by a variety of philosophers, psychologists, and educators. However, this concept has led to more than one debate among those concerned. The issue was addressed regarding its meaning and the possibility of generalizing it across disciplines (Lin, 2018). Another debate was about its practicability in education. In this chapter, the background to CT starting with its origin is discussed. It is also important to discuss the development of this construct across disciplines such as philosophy, psychology, and ultimately education. Additionally, this chapter covers key issues related to the concept "CTS" such as its definition including the operational one of the study. Besides, there is a thorough discussion about Bloom's taxonomy of thinking and its relationship with CTS. Finally, as a transitional step, the importance of CTS in education is tackled.

1.1. Background to CT

The origin of the term CT refers back to the philosophical perspective. Some works (Buranapatana, 2006; El Ouchdi-Mirali, 2015) argue that the origin of this concept can be traced back to Dewey (1910) who tackled it in his book. Dewey (ibid) tried to define CT from a philosophical point of view and he saw it as a process that he named 'reflective thought'. Alsaleh (2020, p. 21) said: "Dewey perceived CT as a process that begins with a problem and ends with a solution and self-interpretation". The literature showed that this philosopher is considered as the father of modern CT (Kinshuk and Ifenthaler, 2010 cited in Alsaleh, 2020).

The term CT was known over the past decades and it was regularly implemented across various disciplines and in particular social sciences. As the literature showed, this part presents various definitions of CT (see **Table 1.1**) and it also discusses its development regularly in philosophy, psychology, and education.

In their research, Atabaki, Keshtiaray, and Yarmohammadian (2015) compiled a table summarizing several expert definitions of the concept CT. Although they provided sixteen definitions, we only require six for our study, which are presented in Table 1.1. More details will be introduced in the coming elements.

Table 1.1. Summary of Critical Thinking Definitions (Atabaki, Keshtiaray, and Yarmohammadian, 2015, p. 97)

Experts	Definitions
Dewey	Ongoing review of ideas and beliefs and reasoning defeat them
Ennis	Correct evaluation of ideas and reflexive thinking about what we believe and what we do
Paul	Overcome bias, fanaticism and stereotypical thinking
Sternberg	Problem-solving and making decision
Halpern	Targeted thinking for making decision, interpretation, or solving the problems
Smith	Creating, application and using concepts

1.1.1. CT in Philosophy

CT is one of the most important concepts in philosophy as Sharpes (2020, p. 413) declared: “critical thinking can be a part of the rationalist belief in philosophy”. The philosophical perspective focused on ideal thought and perfection and strived to answer the ‘what’. However, more recently, moving from this point of view becomes a necessity in philosophy in order to go beyond beliefs and rather rely on actions. Fábíán (2015, p.2) explained that: “researchers intend to describe the types of actions and behaviours critical thinkers can perform, which involves defining a list of procedures completely by critical thinking person”. This section provides a quite brief discussion of the development of this concept in philosophy referring to some philosophers; for example, Dewey (1910), Ennis (1962), and Paul (1985) (see **Table 1.1**).

Compared to the aforementioned meaning of CT stated by Dewey, Ennis (1962) mentioned reflective thinking with CT but differently. Dewey (1910) used CT and reflective thinking interchangeably; however, Ennis (1962) considered CT as “focused reflective thinking” (cited in Tarricone, 2011, p.33). Therefore, Ennis’s emphasis was given to the reflective nature of CT that was considered as a practical task whose goal is a reasonable action (see **Table 1.1**). He (1991, p. 6) provided his most commonly used definition of CT: “reasonable reflective thinking that is focused on deciding what to believe or do”. With respect to his definition, it can be noticed that he linked CT with decision- making process too.

Unlike the previous philosophers, Paul (1985) was working a lot on CT from a philosophical angle, but this was nearly in a recent time. Paul’s focus regarding the interpretation of CT was quite different as he gave much more attention to the mental processes. For instance, his most commonly used definition of CT was the answer of “how” rather than focusing only on “what” and “why”. Scriven & Paul (1987) claimed:

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/ or evaluating information gathered from, or

generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action.

(Membrive and Armie, 2020, p. 103)

This definition addresses many factors related to CT from Paul's point of view. Firstly, it shows that there are five components of CT which are: conceptualizing, applying, analyzing, synthesizing, and evaluating. These components allow practitioners to make CT applicable by enabling them to act upon understanding an item, applying, analyzing, and finally evaluating it. Secondly, this definition illustrates the way of gathering information or generating knowledge which is considered as a guide to action regarding CT. Thirdly, this definition describes CT as a process that takes place in one's mind, so it is a cognitive process. To sum up, Paul's definition of CT did not cover only the philosophical aspect, but also the cognitive one.

To conclude, CT was defined by several philosophers such as Dewey (1910), Ennis (1962), and Paul (1985). Their philosophical perspective paid attention to the nature and the quality of CT. This construct has been the concern of psychologists too paying great attention to its applications (Atabaki, Keshtiaray, and Yarmohammadian, 2015) as we shall discuss in the coming section.

1.1.2. CT in Psychology

Psychology studies the causes behind specific behaviours of social groups in a given context. When it comes to the contribution of CT, psychologists value it for its essential role in analysing and evaluating a given phenomenon or behaviour. The psychologists Sternberg and Halpern (2020, p. 226) supported this point as "critical thinking in the context of psychology focuses more narrowly on processes that explain and predict behaviour". In this regard, CT is a crucial topic in psychological studies too.

Unlike philosophers who study CT attitudes, psychologists examine CT skills (Kirschner, 2011). The psychological thought concerning CT tries to shift from the ideal qualities of thinking to the performance and application of the essential skills of CT. Studying these skills comes mainly under the sub-field of cognitive psychology.

1.1.2.1. CT in Cognitive-Psychology

Cognitive psychology, a sub-field of psychology, gives great attention to CTS. The term CTS arose with the cognitive psychologists' focus on the cognitive processes and skills, and their practices. According to Atabaki, Keshtiaray, and Yarmohammadian (2015, p. 94- 95), "psychologists emphasize cognitive processes, components, and applications used to examine practical problems". This focus has prompted modern psychologists, like Sternberg (1985), Halpern (1998) and Van Gelder (2005) (**Table: 1.1**) to come up with a new interpretation of CT. This happened by highlighting its side of implementation and its cognitive processes, skills, and abilities as we shall discuss now.

One of the most well-known cognitive psychologist researchers who defined CT was Sternberg (1985). His definition of this term rose from the cognitive-psychological analysis dimension; consequently, Sternberg(1986, p. 2) asserted: "critical thinking comprises the mental processes, strategies, and representations people use to solve problems, make decisions and learn new concepts". This definition shows that CT encompasses intellectual processes and that lead people to engage in several tasks in a given context.

In their turn, Sternberg, Roediger and Halpern (2007) came up with the interpretation of CT in accordance with problem-solving and decision-making too. They (2007, p. 6) said that CT is: "thinking that is purposeful, reasoned and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions". Again, the intellectual processes, which take part while solving problems and making decisions, are the focus of Halpern's definition. In addition, another Halpern's concern refers to

associating CT with desirable outcomes. That is, when people use CT, they can evaluate the outcomes of how well these problems are solved and how effectively these decisions are made (Halpern, 2014).

From another different cognitive psychological point of view, Van Gelder (2005) analyzed the meaning of CT. For him, individuals do not possess an innate tendency towards CT; instead, it is a learned skill that requires effort and practice (Matthews & Lally, 2010). Even with a natural inclination towards CT, mastering it, is difficult. Accordingly, his work emphasized that CT is a hard and complicated process, yet it is possible to be acquired or learned. It also clarified the meaning of CT wherein he said (2005, p. 6) that: “critical thinking is a higher-order cognitive skill”. This psychologist built the interpretation of the term CT in relation to HOTS, so its complexity appears because of the need to master these thinking skills. In brief, as long as CT is viewed from a practical side, much emphasis is given to doing rather than only believing.

To conclude, the aforementioned cognitive psychologists gave different interpretation of the concept CT, but they all focused on its practicability side. Due to its significance, even those who worked in education need to include CT in their practices. For this reason, it has received considerable research interest by educational psychologists as we shall discuss shortly.

1.1.2.2. CT in Educational Psychology

Another major sub-field of psychology is educational psychology, which deals with psychology from the educational side. It significantly provides a set of practical ways for teachers regarding the teaching-learning process, and for this reason, it was described by O’Donnell, Reeve, & Smith (2012, p. 2) as: “an immensely practical field of study”. Some of the principles include, for instance, teaching methods, classroom management procedures, assessment, planning lessons, instructional tasks, teaching strategies and others.

This crucial area of research started thanks to several educational psychologists such as Piaget (1896), Bloom (1956), and others. Their theories are significant in educational psychology as they provide a set of practical ways for teachers. It is worth noting that some theories in educational psychology built their principles based on cognitive perspective. Sivakumar and Thirumoorthy, (2018) argued that Piaget was the first educational psychologist who conducted a study on cognitive development stages. His work influenced other studies such as Bloom's, who worked within the cognitive perspective of educational psychology.

Bloom (1956) developed taxonomy of thinking based on Piaget's cognitive stages (Ewing and Wittington, 2009). Therefore, there was a relationship between the two educational psychologists' works. Nonetheless, Bloom's taxonomy of thinking immediately served education because it contains a series of levels of thinking that directs learners' thinking skills. Besides, it helps teachers at aligning learning objectives, goals, evaluations, and activities of the lesson (Blaz, 2016).

Bloom (1956) proposed a hierarchy containing a set of thinking skills that can be developed by teachers among their learners. This hierarchy reflects CTS and their practical use in the educational context. Stratton (1999, p.44) stated: "The taxonomy encourages us to regard critical thinking as the best thinking; the sort of thinking that should replace every other sort of thinking". Therefore, compared to other educational psychologists' contributions to education, Bloom's work may appear as the most suitable and workable one in educational psychology through practicing CTS.

The term CTS became a very valuable topic in educational psychology. The latter attempts to elaborate on and bring up all that is beneficial to the teaching-learning process. Therefore, one of the aspects that stretch to this field refers to CTS. O'Donnell et al (2012, p.3) proposed: "While the study of educational psychology offers you an interesting and practical subject matter, it also asks something of your return namely, critical thinking and active reflection".

Furthermore, CTS assist educational psychologists in going through different levels of thinking while dealing with a specific subject. Toharudin (2017, p.78) said:

Educational psychology is very suitable to analyze and assess complex matters concerning human behaviour through the stages of mental process in this case specifically in the learning process. For it in analyzing and assessing the complexity of education required high-level thinking skills and the ability to solve problems.

In addition to their role in serving psychologists to deal with educational aspects, CTS are integrated into the educational process as well. That is to say, educational psychologists assist teachers in elaborating their capacities for integrating CTS during their teaching practices, and in improving their learners' CT abilities (Njoku, 2019). The most used model to reach these two aims is Bloom's taxonomy of thinking. In this vein, CTS may become an integral part of education as well as we shall discuss now.

1.1.3. CT in Education

Another discipline under social sciences refers to education (Gerring, 2011). Social sciences disciplines are complementary to each other, allowing one field to draw its principles from another. As a result, the educational approach has taken some of its principles regarding CT from some philosophical and psychological perspectives and theories. In this respect, Fábíán (2015, p. 4) stated: "The educational school appears to draw largely on what already has been developed by the philosophical and psychological schools while extending the concept". It is worth adding that both philosophical and psychological perspectives on CT guide educational specialists (Enciso et al 2017) in choosing the perspective of CT that best fits their needs.

The educational approach values the incorporation of CTS in education. This claim is supported by Bećirović et al (2019, p. 469) as: “As for the educational approach, critical thinking is believed to be a principal concept in education and fundamental goal of learning”. They have been approached to the teaching-learning process to be implemented from the teachers’ side and improved from the learners’ side. Enciso et al (2017, p. 81), in their turn, illustrated the importance of CTS in education: “Critical thinking and education are closely related and that it is urgent education offers students the opportunity to develop skills, abilities, and capabilities”. This is because CTS allow learners to reflect on their learning. Thus, the promotion of CTS is one of the major objectives of education.

The apparent issue that appears in the field of education refers to the failure of educational researchers to agree on a common definition the construct CTS. Consequently, it is still difficult for educators to appropriately adopt its interpretation when necessary in their teaching practices. Fábíán (ibid) confirmed this idea as follows:

However, the educational school of thought has failed to come up with a consensus of the definition of the concept of critical thinking, and as a consequence, competing definitions of critical thinking are still vague and teachers are still in need of a clear and tangible definition of the concept.

This lack of agreement has led several researchers and educational policies to seek insights from other fields; for instance, philosophy or psychology. Nonetheless, the paramount field of study that suits the requirements of education is educational psychology because of its principles that best fit the educational environment. It assists educators to draw a clear picture of the interpretation and implementation of CTS (Njoku, 2019). Ultimately, one of the major educational psychologists whose study served to contextualize CT in different subjects of education is Benjamin Bloom (1956).

1.2. The Educational Definition of CTS

There is no common agreement on the definition and interpretation of CT (Idol and Jones, 2010); nevertheless, there is consensus that enhancing CTS must be a priority for teachers. Bloom's taxonomy of thinking (1954) is one major framework for introducing CTS in the educational context. According to Robinson and Knight (2019, p. 6), "another theoretical contribution was the conceptualization of critical thinking found in the work of Benjamin Bloom. This work has largely impacted the field of education since published in 1956". In this consideration, educational policies can adopt this taxonomy in the educational process to be followed by educators when implementing CTS in their teaching practices.

It is worth adding that CTS are defined in parallel to the HOTS of Bloom's model, by several scholars. For instance, Goodwin and Sommervold (2012, p. 66) declared: "the definition of critical thinking almost perfectly parallels Bloom's taxonomy of higher-order thinking language". In this case, the meaning of CTS refers to 'analyzing', 'evaluating', and 'creating'. Sternberg et al (2007, p. 6) also provided a detailed definition of CTS: "critical thinking skills are often referred to as 'higher-order cognitive skills' to differentiate them from simpler (i.e., lower order) thinking skills. HOTS are relatively complex; require judgment, analysis, and synthesis". In essence, CTS are a set of skills that closely parallel the HOTS of Bloom's taxonomy. The latter are more complex than the Lower Order Thinking Skills (henceforth, LOTS), which are used to achieve the HOTS but don't reflect the interpretation of CTS.

1.3. Bloom's Taxonomy of CTS

As it was discussed and presented beforehand, Blooms taxonomy of thinking served education in many ways. It reflects CTS and their practical use in the educational context. So, this part will discuss some concerns about this taxonomy of thinking.

1.3.1. Overview of Bloom's Taxonomy of Thinking

The educational psychologist Benjamin Bloom (1956) suggested the taxonomy to include higher forms of thinking in education. This taxonomy was elaborated in 1956 by Bloom and his colleagues who were working together in the cognitive field in the American Psychological Association (Wright, 2010). His main concern was to create a framework that provided a classification of the elements of thinking. For this reason, he, with his colleagues, preferred to use the word "taxonomy". According to Moore and Stanley (2013, p.2), "knowing that "taxonomy" is another word for "classification" is crucial to understanding Bloom's_ it is simply a classification system of cognitive thinking skills". Therefore, his classification categorizes thinking skills in a systematic way within the taxonomy.

This taxonomy contains two main parts including LOTS and HOTS. The LOTS refer to the first part of the classification that includes three basic thinking skills: knowledge, comprehension, and application. These skills are situated at the bottom of the taxonomy, and they are considered as simple processes of thinking (Langrehr and Presseisen, 1990). The second high part of this taxonomy is called HOTS. It contains three other cognitive skills including analysis, synthesis, and evaluation. Retnawati, Djidu, Kartianom, Apino and Anazifa (2018) said: "HOTS is defined as an incision among the three top levels of ability in the cognitive dimension" (para, 22). As mentioned before, these three top levels of thinking are characterized as more complex in implementation than the LOTS. Summing up, both parts contain mental processes, and they were built for specific objectives.

1.3.2. The Aim behind Bloom's Taxonomy of Thinking

Bloom's taxonomy of thinking was elaborated for several aims. One major aim refers to constructing learning objectives for lessons and curricula as well. This taxonomy also serves at developing questions such as the ones of listening and reading tasks. According to Fusco (2015, p. 49), "the most important reason for using Bloom's taxonomy is to help to create a range of diverse cognitive

questions”. Besides constructing questions, it is a model that aims at introducing ideas at different levels of thinking involving the HOTS and LOTS, planning classroom instructional tasks, and managing the assessment process. Jarvis (2005, p. 98) declared: “Bloom’s taxonomy has proved useful [...] in designing classroom activities and assessment tasks that develop and test a good range of thinking skills”. Hence, promoting thinking skills, particularly critical ones, is another aim of this cognitive taxonomy. The objectives of this taxonomy were summarized by Bloom, Engelhart, Frust, Hill, and Krathwohl (1956, p. 1- 2) as follows:

- 1) To provide for the classification of goals of our educational system.
- 2) To be a source of constructive help [...] in building a curriculum.
- 3) To help one gain a perspective on the emphasis given to certain behaviours.
- 4) To specify objectives, so that it becomes easier to plan learning experiences and prepare evaluation devices.

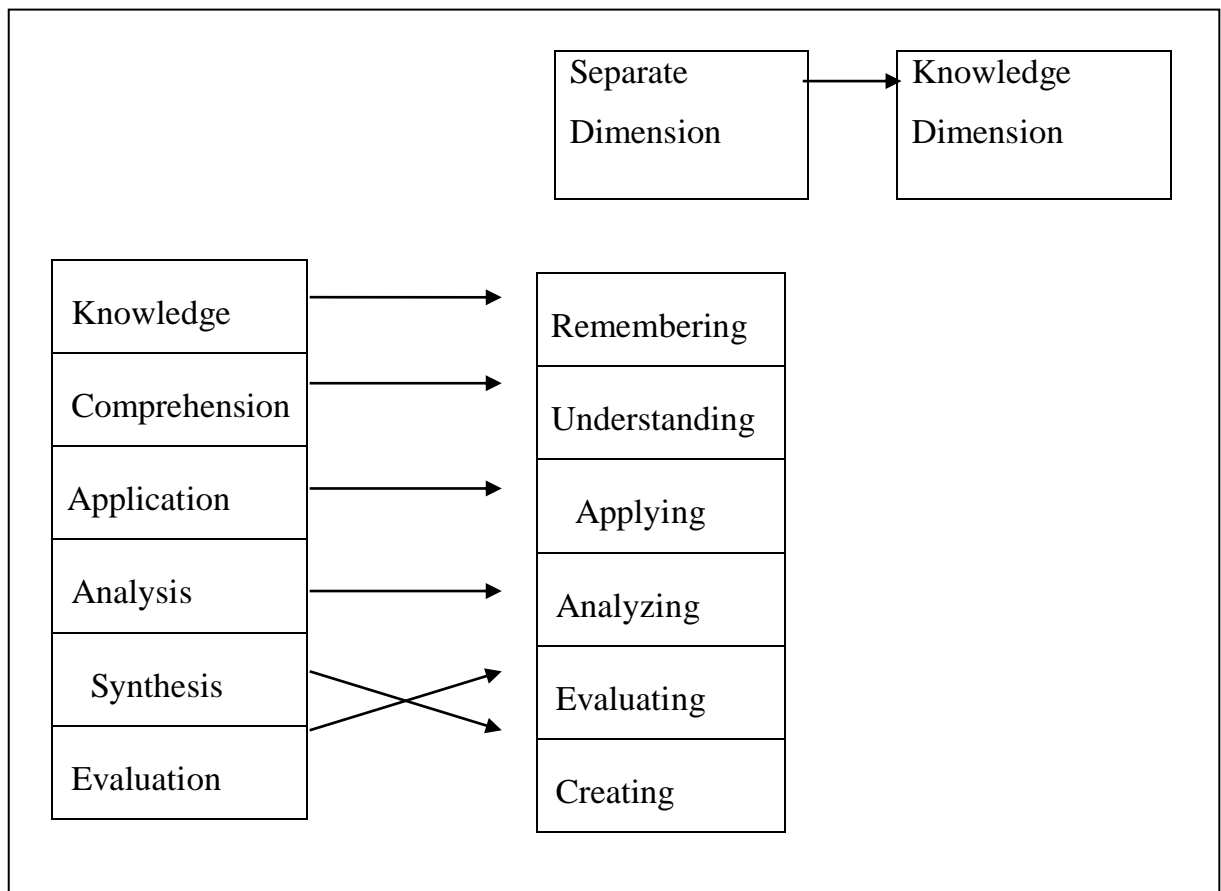
All in all, Bloom’s taxonomy serves education in many ways. Due to its significance to enhance intellectual and academic growth, it was updated, as we shall discuss shortly.

1.3.3. Bloom’s Taxonomy Revised Model

The taxonomy of Bloom has been revised by his student. At first, Bloom and his colleagues stated six levels of thinking, based on hierarchal order, which are knowledge, comprehension, application, analysis, synthesis, and evaluation. However, later, due to some weaknesses in this taxonomy, several educators in the field of cognition decided to revise the original taxonomy so that it would be more valid for the current age. One of those educators was Bloom’s former student Lorin Anderson (2001). Darwazeh (2017, p. 15) stated: “Anderson, a former student of Bloom, updated and revised the taxonomy, claiming its relevance to 21st-century work for both students and teachers”. Therefore, this

educationalist aimed to come up with a new hierarchy that meets the present educational requirements. The changes in this taxonomy witness dimensions involving terminology and structure (see **Figure: 1.1**).

Figure 1.1. Summary of Structural Changes to Bloom’s Original Framework (Erickson and Tomlinson, 2007, p. 37)



Anderson (2001) brought in some modifications at the terminological level. These modifications included renaming some categories (see **Figure: 1.1**), such as ‘knowledge’ to ‘remembering’, ‘comprehension’ to ‘understanding’, and ‘synthesis’ to ‘creating’ (Neff and Donaldson, 2013). Besides, the noun of each skill was modified into an action verb. Tripathi (2019, p. 75) explained this change: “the statements belonged to Bloom’s six departments have ‘noun’ words which got transformed to ‘verbs’. This has given importance to ‘action verbs’”. The main aim of using verbs was to describe actions and state the learning objectives of lessons.

In addition, another main change had to do with the structure of the taxonomy. In the original version, the top level was evaluation, and synthesis preceded it. However, the new taxonomy reordered them by replacing creating (i.e., synthesis) at the top of the hierarchy (**see Figure: 1.1**). Neff and Donaldson (2013, p. 123) declared: “Finally, create now sits at the top of the pyramid, as the highest level dimension of cognitive processing”. Thus, the taxonomy goes from the low level to the high one in the following order: remembering, understanding, applying, analyzing, evaluating, and creating. Its structure also moves from one dimension to two dimensions.

1.3.4. The Levels of the Revised Model

Each skill from the revised taxonomy stands for a specific meaning and interpretation. Figure (1.2) represents the development pathways of the new version of Bloom’s taxonomy of thinking. It is about classifying the skills of thinking from the most basic level ‘remembering’ to the highest one ‘creating’. In addition to the illustration of the pathway of these thinking skills, this figure demonstrates the definition of each level. Consequently, it is beneficial in the sense that it summarizes both the structure of the revised taxonomy and the meaning of its intellectual skills.

The first level of Bloom’s taxonomy refers to remembering. It represents the lowest skill in the hierarchy and involves the act of retrieving information from long-term memory (Tripathy, 2019). In other words, this level enables the individual to recall facts. Wong (2014, p. 59) said that through this level, learners can: “learn the basic factual information such as dates, people, places, events, vocabulary terms, key ideas, and information from diagrams or charts”. It serves as an introductory level for the other ones.

In addition, understanding is the second skill through which the meaning can be interpreted and constructed. According to Stobaugh (2013, p. 17), “the understand level is the beginning of original thinking. Students are not retrieving information memorized; they are building new connections in their minds”.

When meaning and information are applied in real-life situations, learners progress to the third level of learning known as the ‘applying’ level.

"Applying" represents the last LOTS wherein the learners move from understanding the information to start applying it. As a consequence, it requires that the information, knowledge, or skill has already been remembered and understood. Wong (2014, p. 60) illustrated that through this skill, learners: “apply information to activities such as, build a model, role play, conduct interviews, use steps to complete process”. This thinking level is more complex than the previous ones, and it serves as a bridge to the next levels of thinking known as HOTS.

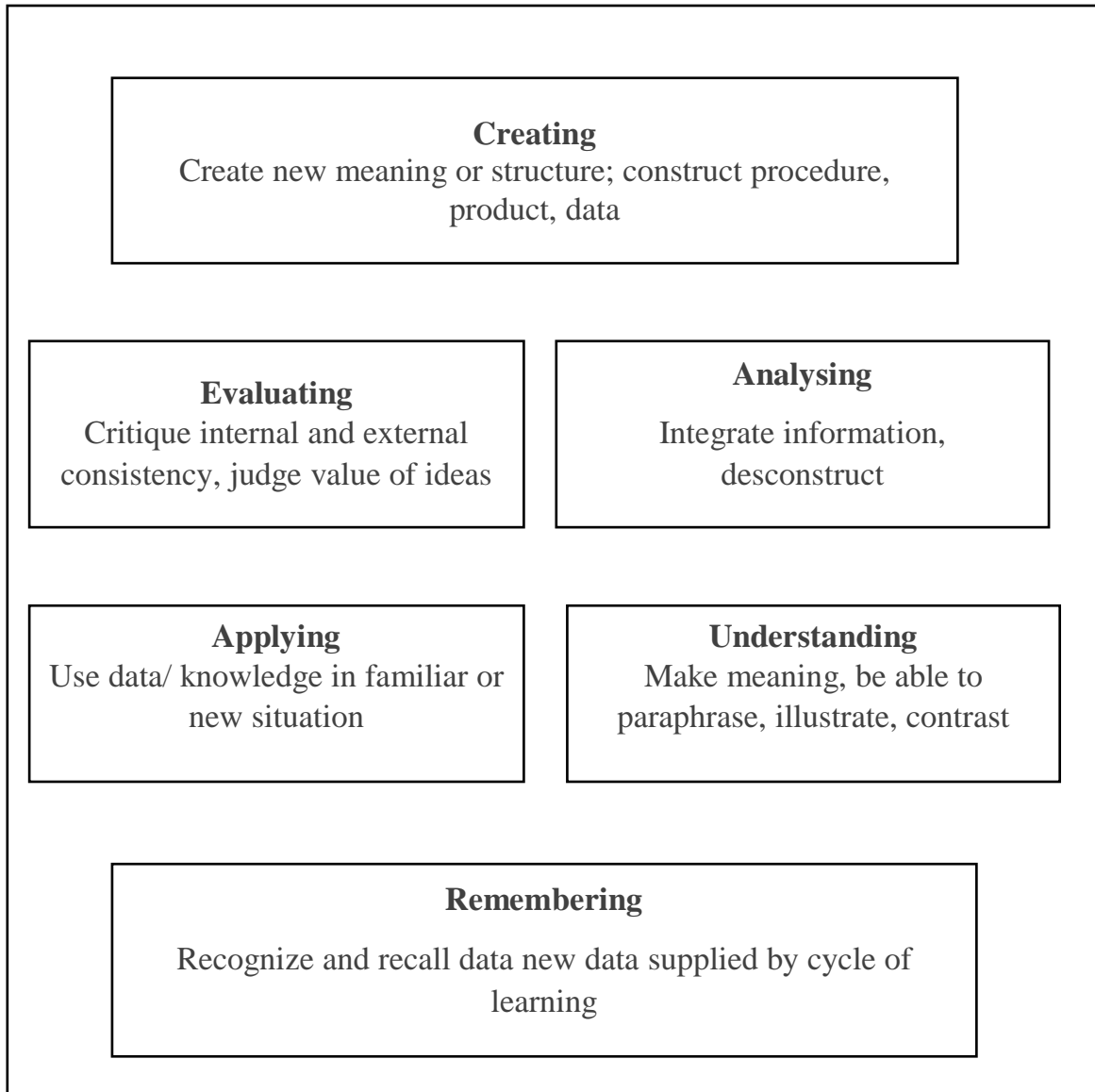
The HOTS comprise three fundamental skills: analyzing, evaluating, and creating. Analyzing is considered as the first skill in the HOTS and the fourth one in the taxonomy itself. O'Donnell et al (2012, p. 50) defined it as: “deconstructing [...]information to determine relationships, structures and overall purpose”. This thinking skill enables learners to examine materials or information for incorrect assumptions, thus breaking them down into parts for analysis (Wong, 2014).

The evaluating level comes before the last skill, aiming to provide judgments, critiques, and comments on specific meanings or materials after analyzing them. This thinking skill is one of the most complex levels in this taxonomy and covers tasks such as: “evaluating a product report, making recommendations for a project, judging a performance, evaluating information based on its source, relevancy, accuracy, or conducting a self-evaluation” (Wong, 2014, p. 61).

Finally, the creating level represents the highest level in the taxonomy. It is defined by O'Donnell et al (2012, p. 50) as: “constructing new knowledge and ideas”. Reaching the top level requires an effort from the learners to put materials together and form a new structure. In brief, each level aims at a specific goal, but they are all related to each other.

To sum up, this revised taxonomy remains a valuable framework for educators to promote academic excellence and intellectual growth.

Figure 1.2. Development PathWays of Revised Bloom Cognitive Taxonomy of Kolb Reflectors (RQ) and Theories (AC) (Richlin, 2006, p. 50)



1.4. Bloom's Taxonomy and CTS

There is a clear relationship between Bloom's taxonomy of thinking and CTS. Yurichenko (2007, p. 70) confirmed this relationship as: "Bloom's list of skills and abilities is still regarded as an influential work and can be combined with work on critical thinking as a process of inquiry". The first connection

between them is that the taxonomy is considered as an instrument for defining CTS, particularly in the educational context. In their turn, Aghaei and Rad (2018, p. 23) ensured that: "Bloom's taxonomy of educational objectives is selected as a theoretical framework to define critical thinking and analyze data because it is widely accepted by educators". Moreover, this taxonomy consists of six thinking skills that serve at promoting CT (Rogers and Allen, 2019). Finally, it is used by language teachers during the teaching process to assess CTS. In brief, CTS and Bloom's taxonomy of thinking are related to each other.

Educators are influenced by the conceptualization of CT that is consistent with Bloom's work. Moore and Stanley (2010, p. 01) stated: "most of us in the field of education have heard of Bloom's taxonomy, whether we studied it in our undergraduate classes or maybe even dabbled in developing lessons and assessments attuned to a level of Bloom's". Hence, this educational psychologist's taxonomy of thinking has been very familiar across education, and it is even implemented due to its usefulness in the teaching-learning process. Moore and Stanley (2010, p.2) added: "it becomes the leading model for critical thinking skills". For this reason, teachers refer to Bloom's taxonomy of thinking as a workable framework for interpreting, introducing, and implementing CTS in their teaching practices.

1.5. The Importance of CTS in Education

CTS have been integrated into education because of their importance. According to Moon (2008, p. 16), "critical thinking is an element in many levels and qualification descriptors for education. Level and qualification descriptors describe what we expect students to achieve at the end of a level". In other words, learners at different educational levels must have knowledge about CTS and understand how to enhance these skills. Teachers can play an important role in helping learners achieve this goal. Dali- Youcef (2022, p. 275) supported this idea as: "it is important for teachers to guide them in order to refine their skills". By focusing on CTS in education, learners can improve their academic

performance. To this end, Raj, Chauhan, Mehrotra, and Sharma (2022, p. 131) insisted on paying attention to the following points:

- The brain is a living organism. Minds are created. As a consequence, the curriculum has turned into a mind-altering device.
- Rather than preparing pupils for preconceived roles, education should try to prepare them for self-direction.
- Careful analysis, clarity of thought, and reasoned conversation are the bedrocks of democracy and democratic life.
- On the basis of these arguments, critical evaluation and analytical skills emerge as essential for a high quality of life.

In addition, Handayani (2015, p.159) illustrated the importance of CTS in education as follows: “critical thinking skills benefit people socially and educationally because today’s world is complex and the problems we face are complicated”. The ability to analyze problems and think critically and systematically can develop the way we express our ideas. These skills are needed in both the teaching and learning processes, particularly language teaching-learning process, as we shall discuss in the next section.

1.6. CTS in Language Teaching

In language education processes, several essential items of language can be taken into consideration by teachers; for instance, grammar, content, pronunciation, vocabularies and the four language skills (i.e. listening, speaking, reading and writing). The current theories of educational psychology make it necessary for teachers to integrate CTS as well in the language teaching process for several reasons. Ouslimani & Aboudou (2020, p. 555) argued: “incorporating CT skills in language classroom could make learners aware of their progress and develop linguistic autonomy”. Even Elfatihi (2017, p. 27) supported this point: “Four categories of reasons are suggested to support the implementation of

critical thinking skills in the language classroom”. Accordingly, these reasons include philosophical, cognitive, pedagogical, and socio-economic ones.

1.6.1. The Philosophical Reason

To start with, the philosophical argument behind using CTS in language education is convincing because the thinking process and language are closely interrelated. This claim comes under the theory of Whorf (1956), which states that language shapes and presents thought. Therefore, thinking skills can be presented through language. Wong and Whorf (1956, p. 214) declared: “all observers are not led by the same physical evidence to the same picture of the universe, unless their linguistics backgrounds are similar, or can in some way be calibrated”. This suggests that language plays a crucial role in shaping our understanding of the world around us. Elfatih (2017) described Wang’s perspective on the unity of language and thinking by stating that the four language skills (i.e. reading, writing, listening, and speaking) reflect thinking in a loud way. Even before Wang’s work, Dewey supported the relationship between them. According to Samarasinghe (2017, p.65), “Dewey reveals how language originates, develops, and envelops thought. For him thinking is impossible without language”. Based on these philosophical principles, it can be said that CT is an integral part of language education.

1.6.2. The Cognitive Reason

There is a cognitive reason behind the implementation of CTS in language education. Current education needs a set of cognitive processes and skills such as the ones suggested by Bloom’s taxonomy (Marzano and Kendall, 2006). Basic items in language teaching, like reading and writing, require thinking processes. For instance, reading is an instructional activity that needs a thinking process (Cook, 1991) such as understanding the text, analyzing its content, and finally answering the questions related to it. Similarly, writing is a productive skill wherein producing a piece of writing necessitates understanding the theme, remembering some related- knowledge, producing a coherent product, and finally

revising it. All these steps require cognitive thinking processes (Paul and Elder, 2004).

1.6.3. The Pedagogical Reason

Incorporating CTS within language education becomes a necessity, and there is a pedagogical rationale. As discussed and highlighted in our discussion about educational psychology, Bloom's taxonomy is one model that can help educationalists. That is to say, educational policies implement CTS in education involving language teaching through this model (Deborah and McClure, 2001). In contrast to the traditional approaches and methods of language teaching (such as grammar-translation, and direct method), today's approaches (such as communication language teaching, competency-based language teaching, and others) aim at fostering thinking skills. For instance, Richard and Rodgers (2014, p. 158) described the activities of competency-based language teaching as: "instructional activities require students to take active roles in the learning process transferring critical thinking to the real problem-solving situation". In this regard, all current educational pedagogies of language aim at implementing CTS.

1.6.4. The Socio-Economic Reason

The last reason is socio-economic. Language education does not cover the items of language skills, pronunciation, spelling, or grammar only, it rather aims at delivering specific content. The latter is chosen regarding the learners' needs in real-life situations either for present or future requirements. Language classes tackle different topics to make learners familiar with the items, expressions, and language that need to be used in a given context in real-life situations. Meskill and Natasha (2015, p.144) explained:

Themes or topics are popular focal organizing devices for large curricula design. Textbooks most often used themes for modules or chapters that organize around a unified idea. Themes can be a large life issues such as love, justice, freedom,

etc. They can also be more narrow and practically oriented: vacations, food, job interview, etc.

Language education allows learners to get familiar with such topics, practice their use in the classroom, and be trained for real-life situations. Significantly, language classes give the opportunity for learners to deal with the content and the necessary skills, such as thinking skills, for communicating regarding this content. For example, a topic about ‘business’, ‘advertising’, ‘education’, ‘family’ (in a third-year Algerian textbook of English), or employability skills as suggested by Elfatih (2017) can be taught in language classes regarding the use of CTS. This helps learners to use CTS when it comes to real-life situations.

Summing up, including CTS in language teaching process becomes a necessity. As we presented and discussed before, the current theories of educational psychology encouraged teachers to incorporate such thinking skills during their teaching practices. More details concerning this topic will be discussed shortly, in the second chapter.

Conclusion

This chapter discussed the theoretical background concerning CT. It tried to cover the most important elements of CT, starting from an overview of its origin to its importance in current education. It tackled the background of the concept of CT in philosophy, psychology, and education. It also provides an educational definition and interpretation of the term CT was an important step to come up with an operational definition for this study. As long as, Bloom’s taxonomy is concerned with this definition, the researcher covered several elements about it such as its description, its aim, its revised model, and its levels. In addition, this chapter discussed the relationship between Bloom’s Taxonomy of thinking and CTS. Finally, it discussed the reasons behind using CT in language education, which were four: philosophical, cognitive, pedagogical, and socio-economic. All in all the implementation of CTS in EFL teaching practices becomes a necessity.

**Chapter Two: The
Implementation of Critical
Thinking Skills in EFL
Teaching Practices**

Chapter Two: The Implementation of Critical Thinking Skills in EFL Teaching Practices

Introduction

This chapter covers the implementation of CTS in EFL teaching practices. Accordingly, it investigates the relationship between CTS and EFL teaching. It is also important to deal with EFL teachers' familiarity with the educational interpretation of CTS. The chapter discusses two separate elements. The first element is about the necessity of integrating CTS by EFL teachers, while the second one is about the necessity of improving CTS among learners. In addition, the integration of CTS in the teaching process, particularly in the planning, and presentation phases is also discussed. Besides, to contextualize this research, there is a discussion about the Algerian EFL teachers' use of CTS in their teaching practices. Finally, the chapter tackles the obstacles that might be faced by EFL teachers while integrating CTS, and the role of training teachers for easy use of CTS.

2.1. CTS and Language Teaching

As discussed in the previous chapter, there are several reasons behind the integration of CTS in language teaching. One of them refers to the pedagogical reason that emerges due to the existence of the new language teaching approaches. The latter encourages the incorporation of CTS throughout the teaching process. Pasch and Norsworth (2001, p. 15) stated: "there are two compelling sets of arguments in favour of bringing critical thinking skills to the forefront of world language. One has to do with the critiques of traditional pedagogical methods". Unlike the previous methods of language teaching, the current ones (such as the content-based approach, the communicative language teaching approach, and the competency-based approach) advocate a more active classroom environment where thinking skills take place.

Among these, CBA is the major one. The main focus of this approach is the teaching of competencies and skills. Richards (2001, p157) defined it as “competency-based language teaching is an approach to teaching that focuses on transactions that occur in a particular situation and their related skills and behaviours”. It is a learner-centred approach where learners receive all that is appropriate to their level and needs. According to Nkwetisama (2012, p. 519), “CBA as earlier mentioned seeks to bridge the wall between school or the classroom and everyday real life”. Therefore, its main aim is to match learning with real-life situations for solving problems and performing tasks in practical situations. This approach emphasizes teaching learners how to do things rather than simply what to do.

In CBA, teaching is not merely knowledge submission. It is a process that serves to create a fruitful conducive teaching-learning context because it covers several criteria as planning, presenting, facilitating, assessing, and guiding. Teaching through CBA aims to promote learning progression by transforming learners from passive to active elements. Carpenter (2003, p. 9) said: “competency-based approach focuses on self-direction learning”. In addition, learners’ needs are considered as one major attribute of CBA. As a result, teachers must understand the needs of the targeted group of learners whom they are working with (O’Sullivan and Burce, 2014). Attending to the learners’ needs facilitates the content selection and the lesson design for them. O’Sullivan and Burce, (2014, p.72) mentioned several attributes of competency-based language teaching as the following:

- 1) Understand how learners learn.
- 2) Match principles of learning and teaching.
- 3) Facilitate rather than control learning.
- 4) Model humanity, critical thinking, respect, competing, and caring all the times.

- 5) Support acquisition of knowledge, skills, and professional behaviours in all learning domains (cognitive, psychomotor, affective).
- 6) Promote and expect learner accountability for learning.
- 7) Provide timely, specific feedback on learner progress beginning with learner self-assessment.
- 8) Individualize learning experiences according to needs.
- 9) Expect increasing complexity of performance as the learner progresses throughout the program.

The fourth attribute tackles CT. Regarding its nature and principles, CBA encourages teachers to create a learning context suitable for real life where learners need to solve a problem and think critically. In this vein, it considers CTS, basically HOTS as a privileged element that has to be fostered in classes. According to Chelli (2010, para. 10),

CBA curricula fostering learner-friendly teaching and learning strategies, could engender a shift from sheer memorization to development of higher-order intellectual skills.

Furthermore, CBA encourages teachers to incorporate instructional activities that foster CTS in the classroom setting. Richard and Rodgers (2014, p. 158) described CBA activities as: “instructional activities require students to take active roles in the learning process, transferring critical thinking to a real problem-solving situation”. By dealing with this approach, teachers will have the opportunity to implement CTS during their teaching practices.

2.1.1. CTS and EFL Teaching Practices

CBA which encourages the incorporation of CTS is used in the EFL context; therefore, logically these thinking skills are concerned with EFL teaching too. There is a growing need for the use of CTS in EFL teaching

practices as evidenced by Samarasinghe (2017, p.3), “different works confirmed the necessity to use CTS in EFL classes”. These thinking skills are prominent for creating a successful classroom setting; as a result, EFL teachers have to include them in the EFL teaching process. Several studies on foreign language education echo the importance of the promotion and the presence of CTS in foreign language teaching (Brown, 2004; Chamot, 1995; Shirkhani and Fahim, 2011; Tung and Chang, 2009; Taibi & Guessar, 2023). For example, Shirkhani and Fahim (2011) claimed that there are three major reasons behind the use of CTS in EFL teaching including:

- 1) Reaching a high degree of the learners’ achievements.
- 2) Making language meaningful for learners.
- 3) Assisting self-evaluation among the learners.

To sum up, integrating CTS by teachers in their classrooms is one goal of EFL teaching practices.

2.2. EFL Teachers’ Familiarity with CTS

In order to achieve this goal, EFL teachers need to be familiar with CTS, but from the educational side. As discussed earlier in the first chapter, Bloom’s taxonomy of thinking best fits the inclusion of CTS in the educational context (Stratton, 1999). Additionally, teachers consider it as the most suitable model that assists them to implement CTS in their teaching process. Some researchers (Goodwin and Sommervold, 2012; Sternberg et al, 2007) have been working hard to introduce the term CT as the parallel of HOTS of Bloom’s taxonomy, but the dilemma here refers to the EFL teachers’ conceptualization and familiarity with the interpretation of the term CTS from its educational perspective (Schulz & Fitzpatrick, 2016) rather than other perspectives.

Getting familiar with the notion of CTS in education is a very significant step that every single EFL teacher has to reach. In other words, teachers have to recognize that Bloom’s taxonomy of thinking reflects the educational interpretation of CTS. Reaching this step saves teachers from any bias, and

assists them to be more confident in their teaching practices when it comes to incorporating CTS. Robinson and Knight (2019, p.260) discussed this point and they suggested:

“When the conceptualization of critical thinking is determined and established among teachers, the planning and execution of language arts lessons can more effectively teach students how to become critical thinkers themselves”.

This confirms the link between the careful conceptualization of the term CTS among teachers with their learners’ achievements.

So far, various researchers have combined distinctive skills with the notion of CT depending on their particular perspectives. Nevertheless, if educators do not frame their conceptualization of these skills, they will be misled. Crucially, the work of Robinson and Knight (2019, p. 260) showed that: “teachers must have a clear conceptualization of what of these higher-order thinking skills requires”. They did not neglect the importance of getting familiar with the nature and meaning of each skill related to CT and they even highlighted the parallelism between the educational interpretation of CTS and the HOTS of Bloom’s taxonomy as many other researchers do (e.g.; Goodwin and Sommervold, 2012; Sternberg et al, 2007). In brief, the CTS that must be included in the teaching-learning process refer to "analyzing", "evaluating", and "creating".

Nonetheless, what was found in the literature is different from what is expected to be found in reality. That is to say, despite the importance of conceptualizing the educational meaning of CTS for teachers, this step is not taken into consideration by the latter. Some educators conceptualize the interpretation of CTS, regardless of their educational one. A recent study by Mariano and Figliano (2019, p. 348) showed: “individual instructors based their pedagogy and practice upon their personal interpretation of critical thinking”. Perhaps these teachers use CTS in their teaching practices; however, they may

also deviate from their educational meaning, and go through other inapplicable definitions and interpretations in their teaching practices.

Other empirical studies on this topic have illustrated that some other teachers have little understanding of CTS or are not even familiar with this term. For example, Ouslimani & Aboudou (2020, p. 555) found in their study that “This implies that teachers themselves may not have a well-constructed understanding of critical thinking and the way to help students to develop CT skills”. Another research conducted by Kavanoz and Akbas (2017) ensured that EFL teachers have little understanding of the term CTS wherein they (2017, p.429) mentioned: “the relatively constrained conceptualization of the notion of critical thinking by teachers in this study resembles the narrow conceptions of the meaning of critical thinking”. However, the teachers’ unfamiliarity with the concept of CTS may affect negatively its implementation in their teaching practices.

While these studies confirmed that EFL teachers’ conceptualization of CTS is still weak, findings of other research (Asghatheidari and Tahiri, 2015), come up with the fact that many EFL teachers have a clear understanding of CTS. They (2015) further confirmed that it is an important part of their job as a language teacher. For all intentions and purposes of the successful implementation of CTS, teachers have to give importance to the step of getting familiar with the educational interpretation of CTS. The findings of Choy and Cheah (2009, p. 205) supported this point of view as:

This would imply that critical thinking can only be taught by teachers who have in-depth knowledge of critical thinking skills and understanding of how to incorporate this into their lessons so that it is easier for students to adapt to this type of thinking.

Conceptualizing the term CTS and its use perhaps seem challenging work for some EFL teachers; however, it must not be dismissed. This major step allows teachers to implement CTS in a very useful way that benefits their learners. Ouslimani & Aboudou (2020, p. 544) said: “The perceptions of language teachers affect their teaching practices, thus the implementation of critical thinking”. Unless teachers consider this step, they will not reach successful outcomes. When EFL teachers put an effort into getting familiar with the educational meaning of CTS, they need to continue with the second step of integrating it into their teaching process. A study conducted by Petek and Bedir (2015, p. 3084) compared EFL teachers’ perceptions of CTS and their integration in the classroom; it reveals: “a gap between the teachers’ theoretical knowledge of the term critical thinking and whether they put it into practice in their lessons”. Therefore, EFL teachers must not only conceptualize CTS but also integrate it into their teaching practice in order to achieve successful outcomes.

2.3. The Necessity of CTS to be Integrated by EFL Teachers

The teacher’s role in EFL classes is very important. Thanks to the new educational movement towards creating active classes, EFL teachers are encouraged not only to develop language skills among their learners but also to promote their CT ones (Harizaj and Hahjrulla, 2017; Rahimi and Soryani, 2014). EFL teachers play a significant role in promoting their learners’ CTS because their behaviours in the classroom influence learners’ achievements. In their study, Kavanoz and Akbas (2017, p. 419) made a connection between the teacher’s behaviour and the learners’ CTS: “teacher behaviours are the most important variables influencing the development of critical thinking in students”. The language teacher is the most responsible element for promoting CTS. In their turn, Shirkhani and Fahim, (2011) concluded their research that promoting CTS is considered as one of the language teachers’ tasks.

Here, teachers must not focus on promoting the LOTS only; however, they have to encourage the HOT ones as well. Chamot's study (1995) ensured that HOTS are fundamental skills that must be incorporated by EFL teachers in their teaching, and he highlighted that these thinking skills are a concern among language experts. The incorporation of HOTS assists teachers in making their classrooms dynamic. Additionally, when teaching these skills, teachers move from mechanical instructional tasks towards a very active context that includes analyzing, evaluating, and creating (Rahimi and Soryani, 2014). As a result, the incorporation of HOTS in EFL teaching sessions is a very significant step for a successful teaching-learning process.

As the literature showed, HOTS are vital components to be incorporated in EFL classes and to be improved by EFL teachers. Nonetheless, some empirical studies showed unfavorable results. For instance, a very recent study conducted by Taibi & Guessar (2023, p. 1165) showed that EFL teachers tend to disregard the integration of CTS; they rather put much emphasis on grammar and language skills. This may rise because of the difficulty of implementing them during their teaching sessions as Schulz and Fitzpatrick (2016, p.77) pointed out: "it indicates the difficulty teachers have with higher-order thinking for some students and how best to include higher-order thinking". For this reason, a solid understanding of how to integrate them into the classroom and how to foster the learners' CTS is a necessity.

2.4. The Necessity of CTS to be Improved among Learners

EFL teachers have to promote their learners' CTS because of their fundamental role in their learning process. Shirkhani and Fahim, (2011, p.114) came up with the following observation: "critical thinking needs to be enhanced among language learners due to its significance in developing effective language learning". Fostering CTS in education lies to the fact that learners are considered as active elements (Melouah, 2016). Learners who can use CTS in their learning process are more qualified to achieve workable results than others with a weaker capacity to do this. The former are supposed to reflect upon their learning and

evaluate their outcomes by themselves. To achieve the highest level of thinking, learners must go through several stages as Mayhew, Wolniak, & Pascarella, (2008) mentioned in their research (see **Figure: 2.1**).

Figure 2.1. The Six Stage of the Critical Thinking (Mayhew, Wolniak, & Pascarella, 2008. Cited in Raj, Chauhan, Mehrotra, and Sharma, 2022, p. 131)



As far as teaching the English language is concerned, EFL learners are not supposed to study the four language skills only, they rather need to learn how to use their thinking skills, particularly HOTS with a given language skill to make their EFL learning fruitful and meaningful. Through CTS, they can expand their academic achievement and engagement in language skills (i.e., reading, writing, speaking, and listening). A study conducted by Zhao, Pandian, and Singh (2016) supported this point: “in English language learning, students need CT skills to read beyond the literal, to write convincing essays, to express their ideas with

adequate supporting evidence and to challenge the other' position" (p. 14). For all that, using LOTS alone is not enough; EFL learners are responsible for improving their use of HOTS within the session under their teachers' guidance, which addresses a dilemma among teachers. Another research conducted by Asharheidari and Tahriri (2015) confirmed the necessity of teachers' guidance as follows:

It is essential for language teachers to encourage learners to use their CT abilities by providing them challenging opportunities in which they reflect, grow and learn and try to express their opinions critically can contribute to their progress in language learning. (p.394)

Unfortunately, not all EFL teachers confirm their EFL learners' abilities and willingness to use HOTS in their learning process. They complain about the majority of their learners' limited level in English which does not allow them to improve their HOTS. They also suffer from their learners' readiness to respond to such thinking skills. This explanation goes in parallel with the empirical study of Tyas, Nurkamto and Marmanto (2020, p. 270): "according to the teacher's explanation, [...]she found some difficulties to promote students' HOTS, among others is the heterogeneity of students' thinking ability as well as language mastery". These two issues may minimize the opportunity for integrating HOTS by teachers among their learners; nevertheless, teachers can recover these issues through careful planning of the lesson. Singh, et al (2020, p.213) declared: "promoting higher-order thinking skills among students requires a lot of planning, preparation, resources, and training of teachers". In this regard, the integration of HOTS in teaching practices must be well planned from the teachers' side as we shall discuss in the coming section.

2.5. Integrating CTS in the Teaching Process

2.5.1. CTS in the Planning Process

The planning process refers to designing the lesson before implementing it in the classroom. In this process, the teacher plans carefully and coherently many components of the lesson plan such as learning objectives, instructional sequences, duration, aims, instructional tasks, and teaching and learning strategies. Regarding the innovative development in education that comes with the new teaching approaches, CTS are highly necessary to be integrated into every important component of the lesson plan (Crew, 2010). Teachers have to base their learning objectives and aims on these skills, and they also need to design for using the instructional tasks and teaching strategies that enhance CTS, as will be discussed below.

2.5.1.1. Planning Learning Objectives

In every lesson plan, there are one or more learning objectives. These are simple statements that are set for a specific lesson to define expected outcomes. The learning objective is no longer about what the teacher will be able to do; it rather describes what learners will be able to do by the end of the session. It is the teachers' role to state this objective appropriately. Mishra (2009, p. 54) said: "learning objective is a declarative statement that describes how well the behaviour must be performed to satisfy the intent of the behavioural verbs". Thus, teachers must state the learning objective in a declarative form rather than other forms of statements, and it must include verbs which are behavioural and measurable.

Today's education encourages teachers to integrate CTS into their learning objectives. The learning objective of each lesson is no longer randomly designed. Instead, it must be constructed following several criteria among which is the integration of CTS using action verbs (**Table: 2.1**) regarding the cognitive level. These action verbs are extracted from Bloom's taxonomy of thinking that promotes CTS. Burris and Garrity (2012, p. 45) argued: "throughout a planning,

using Bloom's taxonomy of the cognitive domain can help us design lessons that develop their higher-level thinking skills". In other words, Bloom's taxonomy assists teachers to highlight CTS in the learning objectives of a given lesson by stating a specific action verb that suits the targeted lesson.

The teacher must use an action verb in learning objectives and introduce it to learners. Reisner and Pradeep (2014, p53) declared: "these verbs can readily be observed and measured if incorporated to an assessment plan. In contrast, verbs such as "understand", "know", and "appreciate" are difficult to measure". The verbs must point out that something will be happening as an activity to be measured. There is a list of these verbs to help teachers write them to reach a specific CT skill. Regarding Bloom's taxonomy, Blaz (2016) gave examples of such action verbs (**Table: 2.1**).

Several empirical studies have tackled the importance of integrating CTS in learning objectives to ensure a successful teaching-learning process. For instance, Brown (2004) emphasized including CTS in objectives instead of limiting the scope just to mention linguistic competence. If this process is well-designed by EFL teachers and workably implemented in their lessons, CTS will be very possibly improved among their EFL learners. Moreover, Villacis and Camacho (2016) conducted research on the planning lesson regarding the incorporation of CTS. They highlighted that the learning objective is one element of lesson plans, and they (2016, p.182) concluded: "the achievement of critical thinking skills is possible when teachers acknowledge all the elements involved in the process and incorporate them in a lesson plan on a daily basis". The well-planned integration of CTS in the learning objective can additionally draw the path for selecting the most suitable tasks and even the teaching strategies that fit the incorporation of CTS during the lesson.

Table 2.1. Bloom's Taxonomy Action Verbs. (Blaz, 2016, p. 49)

Remember	Understand	Apply	Analyze	Evaluate	Create
Remember previously learned info	Demonstrate meaning of info	Apply info to a real situation	Break into parts/see how they state	Make judgment about info	Rearrange info into something new
Arrange	Act	Adapt use	Analyze	Adapt	Award
Choose	Categorize	Apply	Appraise	Appraise	Cartoon
Combine	Chart	Build	Brainstorm	Argue	Caricature
Compile	Conclude	Calculate	Categorize	Assess	Compose
Copy	Correct	Change	Classify	Build	Create
Count	Demonstrate	Command	Compare	Change	Design
Dance	Describe	Construct	Connect	Combine	Determine
Define	Differentiate	Convert	Contrast	Compile	Devise
Draw	Discover	Demonstrate	Critique	Craft	Develop
Fill in	Discuss	Diagram	Debate	Criticize	Disprove
Find	Explain	Display	Deduce	Decide	Dispute
Hunt	Extend	Dramatize	Dissect	Defend	Explore
Identify	Find more about	Draw a map	Distinguish	Elaborate	Hypothesize
Label	Generalize	Illustrate	Examine	Estimate	Improvise
List	Give example	Implement	Experiment	Evaluate	Influence
Match	Identify	Incorporate	Infer	Forecast	Invent
Memorize	Infer	Integrate	Investigate	Imagine	Make
Observe	Interpret	Interpret	Question	Improve	Measure
Name	Interpret	Interview	Organize	Judge	Perform
Play	Locate	Listen	Separate	Justify	Plan
Point	Outline	Manipulate	Simplify	Modify	Produce
Quote	Paraphrase	Mime	Solve	Predict	Propose
Rap	Put into your own words	Model	Survey	Prioritize	Refine
Recall	Recognize	Modify	Test for	Prove	Report
Recite	Recognize	Order		Rank	Rewrite
Recognize	Report	Organize		Rate	Satirize
Rehearse	Research	Practice		Select	Transform
Relate	Restate	Prepare		Self-evaluate	Write
Repeat	Retell	Record		Suppose	
Review	Review	Reformat		Theorize	
Select	Rewrite	Reread		Value	
Show	Show	Research		Verify	
Sing	Summarize	Revise			
Sketch	Visualize	Role play			
Spell		Sequence			
State		Share			
Tell		Stimulate			
Write on board		Solve			
		Translate			

2.5.1.2. Planning Instructional Tasks

Several activities can be used for EFL language classes. The learning objective is achieved by implementing instructional tasks (Shirkhani and Fahim, 2011). Adopting the most appropriate instructional task that fits the learning objective of the lesson and the learners' needs is an art that teachers continuously improve throughout the teaching period. However, Nunan, 1989, argued: "not what classroom activity is used, but when and how" (p. 134). To this end, planning is the process that gives teachers the chance to select and design the most suitable instructional tasks for a given lesson. It enables them to design the duration that each task takes and the way they will be delivered and executed as well. In fact, teachers need to select the tasks that achieve the intended learning objective. They also have to choose critical thinking-related tasks since not all activities are workable for integrating CTS in the classroom. Argumentative writing, debate and presentation, and reading and listening questions are CT-related tasks (walker, 2003; Shea, 2009).

2.5.1.2.1. Argumentative Writing

Argumentative writing, so-called persuasive writing, is one of the activities in which teachers should enhance the integration of CTS. Richards and Schmidt (2010) define argumentative writing "as a composition in which the writers give their opinion and arguments as well as evidence in order to support or defend a position" (Cited in Putri, 2018, p. 145). This kind of activity is mostly used in the classroom to teach learners how to build ideas, defend them, and create new claims if possible. Thus, it is a useful instructional task to foster CTS. Croce and Firestone (2020, p. 88) emphasized: "argumentative writing promotes debates and negotiation with others and ultimately builds critical thinking skills". A planning step is necessary for argumentative writing so as to encourage the use of CTS during the teaching session because this task itself is considered as a demanding activity. A well-planned design for integrating such a suitable task facilitates the process of including CTS within the session. In brief, there is a positive link between CTS and argumentative writing.

2.5.1.2.2. Debate and Presentation

Well-planned oral tasks, including debate and presentation, are useful for enhancing CTS. On the one hand, classroom debate is an activity that is implemented by teachers, basically to promote thinking skills among the learners (Nureldeen, 2020; Boumediene, Hamadi & Berrahla, 2021). According to Nureldeen (2020, p. 3): “the use of debates can also be of paramount importance in enhancing university students’ critical thinking skills”. Even Boumediene et al (2021, p. 446) said: “debate increases critical thinking”. To make the task workable, teachers need to design the topic of the debate, the thought-out questions, and the procedures in the lesson plan. Johnson (2003, p. 36) argued: “in the process, of the stimulation, role-play, or debate is well-designed, students would have to engage in critical thinking”. On the other hand, presentation is another oral task that plays a great role in the promotion of critical thinking skills. For Iberri-Shea (2009, p. 19), “presentation and debate tasks promote a variety of critical thinking skills”. Yet, this task must be planned before implementing it. In brief, well-designed oral tasks can successfully encourage the integration of CTS in the classroom.

2.5.1.2.3. Reading and Listening Questions

Reading or listening comprehension questions are useful instructional activities to foster CTS but only if they are well-planned. In fact, in EFL classes, after any reading passage or listening script, there are a series of questions that need to be answered by the learners. Untailawan (2020, p. 94) said: "asking questions can encourage students to develop their thought processes to gather information in a text. If the students can do these things, they will have critical thinking skills". Teachers can not insert them randomly; however, they must be well-planned in terms of form and content. In other words, teachers have to build questions that fit the content of the reading passage or the listening script. Besides, the questions must be arranged coherently and systematically to ensure that they are easy to follow.

To sum up, good selection and planning of the CTS- related instructional tasks lead to successful outcomes. The major instructional tasks that are commonly found in the literature to enhance the use of CTS refer to argumentative writing, debate and presentation, and listening and reading comprehension questions. Nonetheless, the incorporation of the tasks must be accompanied by the integration of teaching strategies to promote learners' engagement.

2.5.1.3. Planning Instructional Strategies

EFL Teachers adopt various teaching strategies that, in their turn, facilitate presenting the instructional activities to their learners. In fact, teaching strategies are defined by Glass (2012, p.135) as: “teaching strategies refer to structure, system, methods, techniques, procedures, and processes that a teacher uses during instruction”. To engage their learners, teachers need to plan for integrating the teaching strategy appropriately in their lessons. Some instructional strategies stimulate learners' thoughts; as a result, teachers are aiming to integrate them to promote the incorporation of CTS within the teaching sessions. They include think-pair-share, classroom discussion, group work, brainstorming, (Hidi and Boscolo, 2007) and multi-modals.

2.5.1.3.1. Think- Pair- Share

Think-pair-share (TPS) is one teaching strategy that assists the integration of CTS in a given lesson. Its main concern is to encourage learners to participate in the classroom individually, in pairs, and then with the whole class, by using cognitive skills. According to Yuyun (2018, P. 7), it “is one of cooperative learning strategy that promotes and supports high order thinking”. This instructional strategy is often used while teaching writing paragraphs or reading texts to encourage CTS. For successful implementation, the teacher should include it as part of the lesson plan, which will have three distinct parts. The first part of the lesson plan focuses on individual thinking where the learners will think independently. The second part is designed in a way that allows learners to work in pairs, in which they discuss their thoughts using cognitive skills like

analyzing. The last part of the lesson plan is when the learners share their ideas with the whole class. It is a strategy that applies learner-centred learning (Emaliana, Puspitasari, and Mulia, 2022) based on which they can use CTS in each phase. In this regard, it is very necessary to be well-planned beforehand applying it during the teaching session.

2.5.1.3.2. Discussion

Discussion in its turn can promote CTS. Shankar (2019, p. 10) said: “group discussion is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts, and feelings takes place through oral communication”. This interaction can perfectly stimulate the learners’ cognitive abilities and provoke their CTS. Zhao et al (2016, p. 17) stated: “group discussion has been regarded as an effective way to facilitate deep learning and CT development”. In order to implement this instructional strategy in a meaningful way, teachers should prepare appropriate debatable topics that can attract learners’ attention (Rogti, 2021). They also must carefully prepare a set of questions that foster learners' abilities to respond and challenge ideas, justify their opinions, evaluate information, express agreement or disagreement, and others. All in all, this teaching strategy can assist teachers to incorporate CTS if it is well-planned.

2.5.1.3.3. Brainstorming

Brainstorming is a workable instructional strategy for integrating CTS in the lesson plan, and then in the teaching process. Grant and VanSledright (2014, p. 92) defined brainstorming as: “a teaching strategy designed to elicit the widest array of ideas students can generate a topic, question, or issue”. This teaching strategy highly requires the learners to use the brain while learning. It mostly takes part at the beginning of the session in order to attract the learners’ attention towards the lesson. Orlich, Harder, Callahan, Trevisan, Brown, and Miller (2013, p. 254) supported the idea as: “brainstorming is an excellent initiating process for another activity”. That is to say, it is integrated before teaching any lesson; for example, receptive and productive skills, grammar, and others.

2.5.1.3.4. Group Work

Group work is an instructional strategy that serves a significant role in promoting CTS. This instructional strategy is particularly important in EFL classes. Its importance lies in several reasons, and one of them refers to its effectiveness in promoting CTS among learners. For Zhao et al (2016, p. 17), “group interaction provides students chances to exchange ideas, take responsibilities, and become critical thinkers”. However, teachers must ensure that this strategy is well-planned and properly designed to achieve their objectives. Killen (1994, p.1) said: “it should be carefully planned”. The groups need to be systematically divided, and all the members of a specific group should be given a role. In addition, the teacher must plan for the topic and the activity that will be done by the learners of the same group. Davis (2013, p. 70) proposed: “when assigning the group work activity, suggest a topic and supporting example to get students’ ideas flowing. Group these students so you can spend more time with them”. Summing up, well-planned group work can prompt learners’ CT abilities.

2.5.1.3.5. Multi-Modals

Using multi-modals is a teaching strategy that promotes CTS among the learners during the lesson. These multiple modes refer to gestures, speech, writing, images, videos, and other modes of communication, and the relationship between them (Pan, 2016). Integrating multiple modes in the EFL classroom setting leads to successful communication and interaction. The latter plays a great role in promoting CTS between teachers and their learners, and among the learners. Ragupathi (2012, p. 1) supported this claim as:

Research indicates that students who incorporate multimodal forms and approaches to their learning are better engaged with the content than those who employ traditional approaches, thereby enhancing their thinking and learning process. It is possible for students to convey

their ideas that are critically engaged through the use of multimodal forms.

EFL teachers can enhance the use of CTS by planning to integrate multiple modes during their teaching sessions. For instance, planning for using images at the beginning of the session is one step toward integrating ‘understanding’ and ‘analyzing’. Here, the teacher can prepare a set of questions that make their learners understand and even analyze its content. McConnell (2014, p. 2) stated: “pictures can be used very effectively to engage students at any level in many kinds of learning activities, including higher-order thinking”. At the same time, this mode can be combined with other modes like gestures, videos, speech, and writing for better understanding. This combination of modes serves as well in meeting the learners’ limited level in English so that they can start easily using CTS.

Besides, using videos with a combination of other modes can assist teachers in achieving the successful inclusion of CTS during the teaching session. According to Russell and Waters (2017), “teaching with film, helps teachers achieve instructional goals such as retention, understanding, reasoning, and critical thinking” (p. 487). Hence, it is helpful for teachers to plan for a variety of modes to achieve a workable implementation of CTS.

In brief, all these teaching strategies including classroom discussion, think-pair-share, brainstorming, group work, and multi-modals facilitate the integration of CTS during the session. For this reason, EFL teachers must think about their incorporation appropriately before implementing them; they must design for incorporating them within the lesson plan as the first step of the teaching practice so as to be successfully used in the second step of implementation.

2.5.2. CTS during the Session

Lesson plans have to be well-implemented in the class. During the lesson (i.e.; the implementation stage), teachers share some elements (e.g.; learning objectives, instructional tasks, teaching strategies, and duration) of the lesson plans with their learners to keep them engaged.

As an initial step in the practical phase of any lesson, the learning objective must be presented right from the beginning of the teaching session (the accompanying document, 2017). This helps to guide learners towards what they will achieve by the end of the session.

After that, teachers have to warm up the learners and encourage them to brainstorm their ideas. This can be achieved by using the appropriate instructional strategy, which has been already mentioned in the lesson plan paper. Kay (1995, p. vi) described warming up as: “an effective way to help students to begin to think” (cited in Velandia, 2008, p. 11). Here, when the learners discover several points related to the lesson, the teacher can engage them in the lesson easily. After the warm-up, the teacher is supposed to go through the procedures that were prepared in advance, paying attention to the aim of each stage, instructional tasks, and teaching strategies. These steps are all covered under the implementation phase of the lesson.

During this focal process (i.e., the implementation phase of the lesson), and based on the principles of the current teaching approaches, EFL teachers are encouraged to integrate CTS. Teachers must put their design of the lesson into practice (Shaabani, 2011), but in a workable and flexible way to increase the degree of success of the lesson. This process can be fulfilled by incorporating several integral elements of the lesson among which are the learning objectives, instructional tasks, and teaching strategies with regard to promoting CTS, as we shall discuss now.

2.5.2.1. Implementing Learning Objectives

Implementing the learning objectives that promote CTS in a given lesson is an essential process that should not be neglected. One of the steps of the implementation refers to writing down and explaining the learning objective (s), by teachers to their learners. Banta and Palomba (2014, p. 154) stated: “students are reminded that these objectives are statements that clearly define what they are intended to learn”. This helps to prepare learners for what is ahead in their learning process and encourages them to work hard during the session to achieve the presented learning objective (s).

The accompanying document (2017, p. 10), which is based on the principles of CBA, tackles this point of highlighting the learning objectives of the lesson as: ¹“Then you have to present and explain to the students the objective of the lesson and finally continue teaching by giving learning activities to the students”. After explaining the learning objective to the learners, the teacher can engage them in the activities. Moreover, once the lesson’s learning objective is reached, it means that the targeted learners have used the CT skill that is highlighted in the learning objectives statement. Collins (2014) argued that if teachers think of higher-order thinking as problem-solving, they can set lesson goals to teach learners how to identify and solve problems at school and in life. Besides, the selection of instructional tasks and teaching strategies for the lesson is based on the lesson’s learning objective.

2.5.2.2. Implementing Tasks during the Session

Instructional tasks that boost the use of CTS in EFL classes are necessary to be implemented during the teaching session rather than taking place only in the lesson plan. Applying CT activities in English language classes is one of the responsibilities of language teachers to improve their learners’ level of thinking

¹« il faut ensuite présenter et expliquer aux élèves l’objectif de la leçon et enfin poursuivre HNS enseignement en donnant des activités d’apprentissage aux élèves » document d’accompagnement, 2007

(Waters, 2006, cited in Asharheidari and Tahriri, 2015). Several empirical studies (Asharheidari and Tahriri, 2015; Al Kindi and Al Mekhlafi, 2017; Rezaei, Derakhshan and Bagherkazemi, 2011; Zindudinn, Vianty and Inderawati, 2019) have found that questioning based on Bloom's taxonomy is a frequent workable instructional activity that can be used, particularly in sessions of reading and listening, to promote the incorporation of CTS in the classroom (see **Table 2.2**). For example, Rezaei et al (2011, p. 775) suggested: "in terms of classroom teaching, teachers' effective use of questions [...] could engage students in meaningful critical thinking processes". Well-implemented CTS-related instructional tasks are a significant step to reach the desirable outcomes.

Unlike the incorporation of LOTS-related tasks, the use of HOTS-related tasks is a challenging process for teachers. They are time-consuming and effort-recommended. Besides, many learners struggle to respond to them easily due to their limited level in English. The empirical research of Mursyid and Kurniawati (2019, p. 123) supported this point: "However, implementing HOTS in EFL classroom is not an easy task". While some EFL teachers find implementing CTS-based- tasks during the session a pleasant process, others are apprehensive about applying them without achieving successful results by the end of the lesson. For this reason, it is suggested to design this process carefully as Al Kindi and Al Mekhlafi (2017, p. 127) stated: "thus, teachers should manage the classroom in a way that helps them teach critical thinking more effectively". To sum up, HOTS-based instructional tasks are so significant that teachers should not discourage themselves from integrating them into their teaching sessions by arguing that they are difficult.

Table 2.2. Bloom-Derived Question Stems: (Fautley and Savage 2013, p. 23)

Remembering	Can you remember how to ... Can you recall...
Understanding	What is the idea behind this... What differences are there... What is going on at this point...
Applying	How will you go about... What will you do to... Can you think of an instance where... How will you carry out...
Analyzing	How might it have been different if ... What happens in the bit when you... What went on as you were doing that bit where...
Evaluating	What was successful What changes might you make How do you feel about Why do you think that
Creating	Can you come up with a solution... How about a different response... What would that look like... What would that sound like... How would that be made up...

Table 2.2 shows a list of questions based on Bloom's taxonomy of thinking. Although Fautley and Savage (2013) provided levels of thinking for both the original and revised versions of Bloom's taxonomy, we required only the new version. In addition, they highlighted some items that contain action

verbs, but we have already introduced these verbs (see **Table: 2.1**), so we have excluded them.

2.5.2.3. Implementing Teaching Strategies

One of the paramount components of the teaching process that assists teachers to prompt the integration of CTS in their classes refers to instructional strategies. According to Geryville (2021, p. 528), “Many researchers point out that there are many ways to introduce critical thinking into the classroom”. As it was discussed before, various teaching strategies (such as brainstorming, think-pair-share, group work, oral discussion and multi-modality) play a significant role in promoting the incorporation of CTS during the EFL teaching session. They need to be well-designed and workably implemented. A study conducted by Miri, Ben-Chaim and Uri (2007) touched on this point by arguing that not all teachers are able to succeed at applying the instructional strategies which promote learners’ CTS.

Implementing a variety of teaching strategies is an essential criterion for the workable results of incorporating CTS during the teaching sessions. Some studies, such as Wang’s (2017), valued the idea of integrating a variety of instructional strategies in the teaching session to ensure the integration of CTS; he (2017, p. 1275) mentioned: “educators and researchers attempt to deploy a variety of specific teaching strategies to develop critical thinking”. This variation can also meet the learners’ different styles of learning so as to make the majority of them respond positively to the use of CTS within the session. Another empirical research carried out by Zhao et al (2016) focused on flexibility while using teaching strategies, and they stated “in designing CT activities in the classroom, teachers need flexibility and creativity; they may use and combine various strategies in a new way” (p. 19). In short, EFL teachers should strive to implement instructional strategies in workable, flexible, and creative ways to successfully integrate CTS into their teaching sessions.

2.6. The Shift from Lesson Plan to Classroom Lesson

Teachers may not always be able to stick to their lesson plans as they are dealing with individuals during the teaching process. Factors such as weak perception of a given instructional task, individuals' moods, and others can interrupt the teaching process. In addition, the lack or unavailability of teaching materials like data-show, laptop or others may oblige the teacher to change the procedures of the lesson. Renandya and Richards (2002, p. 28) argued: "it may be necessary for teachers to adjust or even change the original plan when the lesson is not going well". That is to say, one interrupting factor in the teaching process may change some prepared procedures like adding or omitting elements, extending the planned duration, adopting other teaching strategies, and others. It is worth adding that a lesson plan sometimes has an ideal design that does not meet the learners' level (Nashruddin and Nurrachman, 2016). Consequently, teachers will face difficulties in implementing it.

Meanwhile, teachers should not allow such factors to hinder their integration of CTS during teaching sessions. The format and content of their lesson plans should align with the specific conditions of their classroom context, where CTS will be incorporated. According to Mohanna, Chambers & Wali (2007, p. 60), "plan what you are going to do, will enhance your performance". Therefore, teachers must consistently pay attention to these factors. For instance, they can prepare alternative teaching material as pictures or games. They should also avoid creating ideal lesson plans to make implementing what they have already designed easier. Summing up, incorporating CTS into every step of the teaching process is essential for teachers.

2.7. The Use of CTS by EFL Algerian Teachers

The current features of a well-structured educational system almost refer to fostering several competencies and skills among the learners; as well as, considering their learning needs. It is a learner-centred system that aims to create a dynamic classroom environment. All these features and principles of the

current educational system are found in the CBA, which was adopted in Algeria too.

As a part of the reform, the Algerian educational system adopted the CBA. According to Boukhentache (2020, p. 104), “Algerian teachers have been called upon to teach through competency-based approach (CBA) since the school reform of 2002”. It was adopted under the requirement of shifting towards active classes in order to skip the problems of the previous system. Among the principles that were brought with such an approach was the incorporation of CTS within the lesson (Chelli, 2010). The CBA has been applied across different subjects and educational stages involving EFL classes. In this regard, teachers are encouraged to incorporate CTS in the secondary school level in EFL classes under the principles of the adopted approach.

All these are theoretical decisions that are expected to be implemented by Algerian teachers, whereas some research findings have shown another different reality. For instance, an Algerian research conducted by Djouima (2020) regarding this point predicts a paradox regarding the incorporation of CTS in EFL secondary schools. This researcher (2020, p. 647) said: “the principles of the CBA are mainly decided upon for developing independent and autonomous learners with CT skills. However, teachers’ practices might be affected by multiple factors”. For Djouima (2020), several factors affect the integration of CTS in EFL classes such as time constraints, learners’ readiness, and others. Therefore, the integration of these skills in EFL classes may pose challenges that need to be addressed.

Another study conducted by Achoura and Merrouche, (2021, p. 774) suggested: “even though most teachers think that they are teaching it, the majority of them exhibit little or no familiarity with its fundamental characteristics”. This result is no longer far from the one of Djouima (2020) when she concluded that “teachers devote efforts unintentionally to foster the students’ critical thinking [...] unfortunately, these efforts are not guided by a

clear and official framework” (p. 654). The meaning of the framework here is the teachers’ right conceptualization of CTS from the educational perspective.

2.8. Barriers for Using CTS by EFL Teachers

Some barriers hinder EFL teachers from easily using CTS in their teaching practices. According to Choy and Cheah (2009, p. 199), “teachers may find it a challenge to teach students critical thinking, as it is sometimes difficult to incorporate aspects of critical thinking into their lessons”. This challenge emerges due to several obstacles like the learners’ limited level in English, the teachers’ unfamiliarity with the interpretation of CTS, the time, the readiness of either teachers or learners, and perhaps other hindering factors. In fact, different researchers whose concern is CTS in the teaching-learning process highlight them in their empirical studies as we will discuss shortly.

2.8.1. Learners’ Limited Level and Readiness

Some researchers link the obstacles to the learners’ level or their readiness for practicing CTS. On the one hand, the learners’ limited level in English hinders teachers from incorporating CTS, namely, HOTS within the session. Tyas et al (2020, p. 270) suggested: “some difficulties to promote students’ HOTS, among others are the heterogeneity of students’ thinking ability as well as language mastery”. On the other hand, EFL learners are unwilling to be taught and to respond to tasks that require HOTS because of their complexity. Cheah and Choy (2009, p. 205) came up with the result that many teachers also perceive that their learners do not enjoy classes when discussions require them to think critically. It is very possible to deduce that their unwillingness rises because of their weaknesses in mastering the language.

Nonetheless, in their endeavour, Harizaj and Hajrulla (2017, p. 132) showed contradictory results arguing that “fostering critical thinking skills may happen in different language levels with different students’ age at any time. Well-prepared interactive-based activities help students”. Accordingly, it is the teachers’ responsibility to plan instructional tasks and teaching strategies that foster CTS among learners with different levels of English.

2.8.2. Teachers' Lack of Familiarity with CTS

Lack of familiarity with the interpretation of CTS and the unwillingness to implement CTS are two obstacles to implementing CTS in teachers' teaching practices. The result of Schulz's and Fitzpatrick's research (2016, p. 77) addressed: "what we believe was abundantly clear from the interviews is that many teachers lack an understanding of critical and higher-order thinking". Consequently, some teachers lack the basics of interpreting or integrating CTS, particularly HOTS. This fact may make the use of these skills in their teaching practices a hard process for them.

Those teachers who are committed to promoting CTS during their teaching sessions will not remain at this level of unfamiliarity. They will continue to make persistent efforts until they can integrate CTS into their teaching practices. However, some teachers are unready or reluctant to teach CTS. Some researchers confirmed the existence of the last category of teachers, for example, Alwadai (2014, p. 46) found that teachers did not welcome applying CTS in their classrooms. This unpleasant attitude reduces their opportunity to use CTS, and then their learners' CT level will not be enhanced. Another study by Abad and Al-Atrash (2019) has confirmed that teachers are more ready to teach linguistic items, and they focus on LOTS, as: "teachers focus more on teaching the grammar rules, vocabulary, and memorization of the syllabus" (p.28). Ultimately, it is very crucial for every teacher to get familiar with the notion CTS and its integration in the teaching practices.

2.8.3. Time Barrier

This is not the case for all EFL teachers; instead, some of them are willing to incorporate CTS. But, other factors hinder them from reaching their aim successfully. According to Djouima (2020, p. 654), "they are faced with obstacles such as time constraints, marginal aspects such as lack of material and psychological aspects such as learners' demotivation". Similarly, Snyder and Snyder (2008, p. 92) highlighted four main barriers to the integration of CTS as: "four barriers often impede the integration of critical thinking in education: (1)

lack of training, (2) lack of information, (3) preconception, and (4) time constraint”. The two researchers have a common point, which is time constraints; therefore, it can be considered as the major problem that teachers suffer from in integrating CTS into their teaching practices.

Another study conducted by Yen and Halili (2015, 43- 45) summarized the obstacles that minimize the chance of using CTS in teaching practices as follows:

- 1) Time: (the cultivation of HOTS is a time-consuming effort).
- 2) Student factor: (several students, even the good ones, do not like to think).
- 3) Teacher factor: (competence or/ and perception).
- 4) Learning environment: (1- the classroom is to be a platform for lively exchanges of intellect; however, the traditional way of sitting ‘in pairs in rows facing the teacher and the whiteboard at the front is not the most suitable one for such activity. 2- the culture of learning).
- 5) Resources: (computer, reference book, newspaper, etc to engage the learning process among the teacher and the student).

It is not necessary to find that a particular group of teachers encounters all the obstacles. Notwithstanding, different studies, such as the ones mentioned above, agreed upon common obstacles, among which are time, student factor, and teacher factor. All of them must be overcome among EFL teachers to improve the teaching-learning outcomes. This objective can be reached through following teacher training.

2.9. Teachers' Training in the Use of CTS in the Teaching Process

Teachers require proper training to minimize the challenges they may face when they start teaching. According to Grenfell (1998, p. 8), "teacher training, in this case, meant giving individuals prescribed exercises and technical know-how to enable learners to practice". To enhance teachers' teaching practices, inspectors organize seminars and encourage them to attend each other's teaching sessions. In addition, independent and self-motivated teachers engage in continuous professional development through various activities, which we shall discuss shortly.

2.9.1. Attending Seminars with Inspectors

Inspectors organize seminars and workshops emphasizing the importance of making successful qualified teachers. They regularly invite teachers to attend theoretical seminars where they receive information about a given topic or workshops in which they present patterns of lessons as if they are in their classrooms. According to Ben Osmane (2021, p. 50), "it is the case in Algeria; the continuing training is in fact through seminars or workshops supervised by inspectors". The main objective of these events is to provide ongoing training for teachers, allowing them to receive feedback from both inspectors and colleagues to improve their performance. In brief, this training process leads to better quality teaching.

As far as CTS are concerned, teachers play a crucial role in developing such skills among learners. Therefore, it is essential that they receive proper training from inspectors on integrating CTS into their teaching practices. Walsh and Paul (1988, p. 49) argued "they must integrate critical thinking skills into all aspects of teacher preparation and train future teachers to be models of effective thinking strategies". The teachers' preparation covers planning lessons, delivering information, adopting instructional tasks, stating learning objectives, and others. Thus, seminars and workshops with inspectors may increase teachers' ability to integrate CTS in each of these aspects, and they will also be

able to foster their learners' CTS abilities. Gul, Khan, Ahmed and Cassum (2014, p. 47) found out: that "training endeavours to enhance CT could be more beneficial". Teachers' training process with inspectors is useful in promoting their capacities of incorporating CTS in different stages of teaching.

2.9.2. Attending Sessions with Colleagues

Inspectors almost encourage teachers to attend teaching sessions with their colleagues. This way of training can be highly beneficial as teachers can learn from each other. According to Guerra and Zuccoli (2014, p. 1974), "the difficulties experienced by new teachers are also due to isolation within the new work environment, and this loneliness increases the difficulties of functioning in the newly-begun profession". Attending sessions with colleagues can help teachers get in touch with each other; therefore, they may learn extra knowledge about dealing with the learners, presenting lessons, managing the classroom and time, and overcoming difficulties. This kind of training is one example of continuous professional development. It is not solely dependent on the individual effort of the teachers, but also on the encouragement and support of the inspectors. Other examples of continuous professional development will be discussed in the coming element.

2.9.3. Continuous Professional Development

Continuous Professional development is a significant way of training that improves teachers' skills and knowledge. Teaching is a dynamic process wherein teachers are considered as agents of change and progress; as a result, they follow continuous professional development to foster this change. Professional development was defined by Day (1997) as: "It is the process by which, alone and with others, teachers review, renew, and extend their commitment as change agents to the moral purposes of teaching" (cited in Day and Sachs, 2005, p. 292). Teachers can develop themselves by continually reading books, searching the internet, attending seminars, and participating in conferences or by consulting colleagues, coordinators and inspectors as it was mentioned beforehand. Though

these are different processes, they all lead to the same result, which is success in their teaching careers.

Continuous professional development plays a crucial role in helping EFL teachers implement CTS during their teaching practices. Several empirical studies have highlighted the significance of such development, as it leads to high-quality teachers who can successfully implement CTS. For instance, a study conducted by Robinson and Knight (2019, p. 8) found that:

Training will need to be focused in order to better empower teachers for nurturing consistent critical thought in regular classroom instruction. Consequently, more professional development for teachers is an essential variable if needed changes are to be achieved.

HOTS (i.e.; analyzing, evaluating, and creating) are crucial to be workably implemented in the teaching practices; however, many teachers may face difficulties while applying them. In this regard, continuous professional development is the support and guidance that needs to be respectively followed to enhance teachers' abilities involving the incorporation of HOTS. Spires (2018, p.102) ensures this point in his study, stating that professional development programs aim to develop teachers' understanding of the new curriculum and train them on pedagogy-related issues, including how to foster learner's HOTS. Therefore, teachers need to consider continuous professional development, even if it can be a consuming process.

Participating in various forms of training such as attending seminars with inspectors, attending sessions with colleagues, and following continuous professional development (such as; online webinars, workshops, conferences, books, or others) is highly beneficial in teaching practices. It plays a major role in overcoming several obstacles involving the ones related to the integration of CTS. In addition, training is considered a valuable step as it elaborates teachers'

capacities regarding the incorporation of CTS, basically the HOTS, in their EFL teaching.

Conclusion

This chapter discussed empirical studies about CTS regarding several elements. A handful of studies have been conducted on CTS with EFL teaching practices. These have been conducted to strengthen the research based on CTS in the teaching process, such as planning and implementation. This chapter started with the relationship between CTS and language teaching, particularly the EFL teaching process. Next, it dealt with EFL teachers' familiarity with the term CTS and it also covered two elements about the necessity of CTS to be integrated by EFL teachers and to be promoted among EFL learners. There was a deal with integrating CTS in the teaching practices, and the planning and implementation processes, moving to their use by EFL Algerian teachers. Before the last element, the researcher covered barriers to using CTS by EFL teachers. This chapter concluded with teachers' training in using CTS in their teaching practices.

Chapter Three: Research Design

Chapter Three: Research Design

Introduction

This chapter gives an outline of the research design. It explains our research questions and the rationale behind each of them. In addition, it covers the research paradigm that was followed and its rationale. Moreover, this chapter provides information about the sample and the sampling procedures. This is, the criteria for inclusion in this study, the participants, and how they were selected. Moreover, the instruments that were used for gathering data are described and the procedures which were followed to carry out this research are discussed too. Finally, the data analysis procedures were described.

3.1. Research Questions

This research explores the use of CTS by EFL secondary school teachers. It will take place at four secondary schools in Biskra. It is conducted in order to explore the extent to which the teachers who teach third-year level use CTS in their teaching practices both in lesson plans and during the teaching sessions and to determine the possible difficulties encountered by these teachers in using CTS in their teaching practices. Therefore, this research addresses the following research questions:

- 1) How are CTS introduced in the accompanying document guiding education?
- 2) To what extent do EFL teachers include CTS in their lesson plans?
- 3) To what extent do EFL teachers use CTS in their teaching classrooms?
- 4) What are the possible difficulties encountered by EFL teachers in using CTS?

3.1.1. The Rationale of the Research Questions

Each research question is addressed for a specific reason. Indeed, teachers are expected to follow the principles which are designed by experts from the Ministry of Education. Hence, our first research question aims at identifying how CTS are introduced and interpreted in the accompanying document that is provided by the Ministry of Education to teachers who teach third-year level. Therefore, the interpretation of CTS extracted from this document will assist the researcher in coming up with an operational definition for the current research.

The second research question is about investigating the extent to which EFL teachers include CTS in their lesson plans. The literature showed that the lesson plan is an essential process that teachers need to go through for a successful teaching process (Woodward, 2001; Boyle and Scanlon, 2019). Hence, it is an important step in teaching practices that provides teachers with the content of the lesson. Since it is considered a “road map” (Richards and Remandya, 2002) for the lesson, it will be chosen as a data-gathering instrument to investigate the teachers’ integration of CTS in their lesson plans, which include learning objectives, procedures of the lesson, aims, instructional tasks, and teaching strategies.

Since the topic of our research is the use of CTS by EFL secondary school teachers, and because the classroom is the real setting where teachers practice their teaching process including integrating CTS during the session, it is important to investigate the extent to which EFL teachers are familiar with the integration of CTS during their teaching session. This involves presenting learning objectives that contain CTS, as well as integrating instructional tasks and teaching strategies that encourage the use of CTS during the teaching session. The third research question centers around this concern and is formulated based on the literature review, which advocates for the integration of CTS during lessons (Elfatihi, 2017).

The last research question is addressed for a significant purpose, which is about determining the possible difficulties faced by EFL secondary school teachers, who teach third-year classes when using CTS in their teaching practices. Indeed, the literature showed that when teachers aim at incorporating CTS in their lesson plans and during their teaching sessions, they may encounter difficulties that prevent them from integrating these thinking skills (Snyder and Snyder, 2008; Choy and Cheah, 2009; Guerra and Zuccoli, 2014; Djouima, 2020). In this vein, this research question aims at determining these possible difficulties to suggest possible solutions in the recommendations. The obtained data will also allow other researchers to conduct future studies about possible solutions that might overcome these difficulties.

3.2. Epistemological Consideration

In social sciences and humanities, there are two main research approaches: qualitative and quantitative. Each of them is associated with a specific field of study; for instance, quantitative research is associated with natural sciences where numerical data are used, but qualitative research is basically used in social sciences and humanities. Khaldi (2017, p. 18) explains the two approaches as: “quantitative usually associated with natural science, and qualitative, mostly associated with social science”. While quantitative methods contain numerical data and measurement, qualitative methods deal with exploration and interpretation. Bauer (2010, p.144) states: “for data collection inanimate instruments, like scales, tests, surveys, or questionnaires are deployed. Quantitative research deploys a deductive mode of analysis making use of statistical methods. The result is objective and independent of the investigator”. Currently, these data- gathering instruments are needed in some social works and humanities, a fact that leads to the rise of another paradigm.

Some researchers combine both qualitative and quantitative approaches to get a mixed method. The latter allows the researcher to collect, analyze, and interpret quantitative and qualitative data. According to Zandvanian and Daryapoor (2013, p. 522), “this combination allows integration of data collection

and analysis techniques of both quantitative and qualitative methods in either a parallel or sequential form”. Thus, it becomes one useful approach in some fields of research, including education. Khaldi (2017, p. 22) argues: “the mixed-method research paradigm is used extensively in educational research for its many merits and it is now recognized as the third research approach”. This was the paradigm adopted in this research.

This research approach will be chosen for a specific reason. Our research is an exploratory one that explores the use of CTS by EFL teachers in secondary schools. As the literature showed, the mixed-method approach focuses primarily on description and exploration (Morse and Niehaus, 2009). Thus, for getting reliable and credible results, and to get both qualitative and quantitative data, this mixed-method approach will be used. It will be adopted also because different data collecting instruments including, document analysis, classroom observation, questionnaire, and interviews will be used to answer the four research questions. Hence, the results obtained from our sample will be analyzed in terms of numerical data and narrative analysis.

3.3. The Sampling Procedure

Our sample of the research will consist of twelve EFL secondary school teachers out of teachers at Biskra secondary schools. It is a small sample due to the nature of the study, which is exploratory. According to Morse and Niehaus (2009, p. 67), “in QUAL+quan design, the qualitative core component requires a small, purposefully selected sample that will provide a rich description of the phenomenon. Therefore, the qualitative sample does not meet the criteria of size (it is not large enough)”. In fact, “QUAL+quan” is a commonly adopted mixed-method design which uses a qualitative project consummated by a supplemental quantitative project (Morse and Cheek, 2014). Moreover, Elman, Gerring, and Mahoney (2020, p. 40) mentioned that “the size of the sample can be small to fair”. These selected teachers will be the ones who teach third-year EFL classes regardless of the types of stream they teach (literary, languages, technical,

scientific, maths, or other streams), and they will be chosen from four different secondary schools that are located in different regions in Biskra.

There is a major reason for the selection of teachers. They will be chosen because previous studies in the Algerian context dealt with CTS in relation to EFL learners (Amziane and Gunedouzi, 2015; El Ouchdi-Mirali, 2015), while research about the incorporation and the integration of CTS by EFL teachers, particularly those who teach in secondary schools, in their teaching practices was not carried out. Thus, it is important to select EFL teachers as a sample to explore the integration of CTS by them in their teaching practices.

The rationale behind dealing with teachers who teach third-year classes is the fact that EFL learners at this level need to be prepared for the Baccalaureate exam and for the higher education level where CTS are required. Belarbi and Bensafa (2020, p. 534) argued: “The Algerian English foreign language (EFL) baccalaureate is a high stake exam that assesses both students’ learning and critical thinking skills”. For this reason, teachers who teach third-year classes have to integrate CTS into their teaching practices.

The rationale behind the choice of secondary school education is its being the bridge to higher education. Teachers who teach secondary school third-year level have to go beyond transmitting knowledge to creating a positive learning atmosphere where 21st-century skills, particularly critical thinking ones, have to be integrated (Belarbi and Bensafa, 2020). Unlike at primary and middle levels, secondary school EFL teachers should bear a great responsibility to integrate CTS in their teaching practices because they are preparing their learners for the Baccalaureate exam, which would qualify them for higher education where these skills are needed too.

3.4. Data Gathering Tools

Data-gathering tools are vital in any research. They help in collecting information from the proposed sample to reach workable results. For this reason, any researcher needs to design them carefully. Any data-gathering instruments are selected and designed regarding the research approach that is followed.

Table 3.1. Summary of the Data Gathering Tools for our Research Question

The Research Questions	The Tools for Data Gathering
1- Research question (1): how are CTS introduced in the accompanying document?	1- Accompanying document 2- teachers' questionnaire 3- teachers' interview
2- Research question (2): to what extent do EFL teachers include CTS in their lesson plans?	1- lesson plans 2-teachers questionnaire 3-teachers' interview
3- Research Question (3): to what extent do EFL teachers use CTS in their Classrooms?	1-classroom observation 2-teachers questionnaire 3-teachers' interview
4- Research Question (4): what are the possible difficulties encountered by teachers in using CTS?	1-teachers questionnaire 2-teachers' interview

As far as this research is an exploratory one, it will be necessary to go through the triangulation process, basically document analysis (the accompanying document of EFL third-year secondary school level and the teachers' lesson plans), classroom observation, a questionnaire with teachers, and finally interview for teachers in order to answer the four addressed research questions (**Table: 3.1**). We shall now discuss each of these instruments below.

3.4.1. Document Analysis

Document analysis is the first data collection instrument to answer the first two research questions of the current study. This research tool helps a given researcher to gather data from a specific document that serves a given study. Tight (2019, p.18) said:

Document analysis is a systematic procedure for reviewing or evaluating documents_ both printed and electronic [...]document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge

This research will analyze two basic documents: First, the accompanying document that is proposed by the Ministry of Education for secondary school teachers who teach EFL third-year level, which contains the principles of teaching English, and then, we shall look at the teachers' lesson plans.

3.4.1.1. Analysis of the Accompanying Document

The EFL third-year accompanying document will be the first document to be analyzed by the researcher (**Table: 3.1**). This document is prepared by the Ministry of Education and it is intended for teachers to familiarize themselves with the major principles of the teaching process under the CBA. It contains pedagogical principles that have to be followed by EFL third-year teachers. According to Baghoussi (2020), this document clarifies many points regarding the teaching-learning process, among which are: the aim behind teaching English, the general objectives of third-year classes, the entry and exit profiles of secondary school education, the competency-based approach, the competencies for third-year secondary school learners, the teaching and learning strategies, and the assessment types. In this regard, the accompanying document serves as a comprehensive guide that gives practical directions to teachers on how to teach third-year secondary school classes paying attention to CBA.

As far as the CBA is concerned in the current study, and since the construct CTS is one attribute of this approach (Chelli, 2010; O’Sullivate and Bruce, 2014; Lang, 2017; Hang, 2020), we assume that the accompanying document states CTS, their interpretation, or the way they can be implemented in the teaching process. Hence, this research aims to analyze the accompanying document to identify the existence of the term CTS, its interpretation, and the way these skills are introduced (**see Appendix 1**).

There are two major reasons behind extracting, from the accompanying document the educational interpretation of CTS, or the angle from which this construct is defined. On the one hand, the accompanying document presents the Algerian educational policy’s principles that may tackle the topic of CTS; consequently, it familiarizes EFL teachers with CTS regarding the way they are introduced and presented. On the other hand, this research has to follow the same presentation of CTS that is followed by Algerian EFL secondary school teachers who are the sample of this study.

In case the interpretation or definition of CTS is introduced in the accompanying document, it will be used to compare it with the definitions given in the literature review chapter to find an operational definition for the current study. However, in case this interpretation is not elicited in such a document, Bloom’s taxonomy of thinking will be used to choose the most appropriate operational definition since this model represents the educational meaning of CTS (Benard, 2004; Keengue, 2022; Goodwin and Sommervold, 2012). This step will help us move to the next step, lesson plan analysis.

3.4.1.2. Analysis of the Teachers’ Lesson Plans

There is a specific purpose behind the analysis of lesson plans. The latter will be conducted after the analysis of the accompanying document (**Table: 3.1**) in order to explore the extent to which CTS are intended to be used in each basic element, including learning objectives, aims, teaching strategies, and instructional tasks (**see Appendix 2**). The lesson plan is the teacher’s product, and its components are designed by the teacher regarding the theme of the lesson

and its objectives. This document reflects the teachers' intention toward the form and content of the lesson; consequently, its analysis gives valid data to this research about the teachers' intention of integrating CTS during the teaching sessions and their aim to develop these skills in the classroom setting.

Table 3.2. Different Types of Questions and their Aims of Lesson Plan Document Analysis

The type of the questions	The aims of the questions
Dichotomous	- To investigate the existence of the learning objectives, aims, the instructional tasks, and the teaching strategies
Multiple choices	<ul style="list-style-type: none"> - To investigate the extent to which the instructional tasks are used - To investigate the extent to which the teaching strategies are used - To investigate the extent to which Bloom's taxonomy levels of thinking are integrated through the learning objectives, aims, instructional tasks and teaching strategies
Open-ended questions	<ul style="list-style-type: none"> - To investigate whether or not there are other instructional tasks or teaching strategies used by teachers rather than the ones proposed. - To extract the learning objectives, aims, and instructions that include action verbs of Bloom's taxonomy

As long as the structural analysis is not concerned, there will be an emphasis on extracting the learning objectives, aims and instructions that include Bloom's taxonomy levels of thinking. Also, there will be an emphasis on finding the frequency of 1) promoting the levels of thinking in the learning objectives and the aims of the lesson, 2) incorporating the instructional tasks and teaching strategies that promote CTS and 3) promoting the levels of thinking through

each task and strategy (see **Appendix 2**). In this regard, eight questions, including dichotomous, multiple choices and open-ended questions will be planned in the lesson plan analysis sheet (**Table:3.2**).

After this step, the research can investigate the extent to which the planned elements regarding the use of CTS are implemented during the teaching sessions. This can be done through classroom observation.

3.4.2. Classroom Observation

Classroom observation will be used as the second instrument for data collection in this study. It will help in observing and recording what happens during the teaching session. This will hopefully provide significant details to the research. Sambeny (2016, p.124) defined it as follows: “classroom observation is a valuable research instrument for any study that examines how learning and teaching take place in context”. In this study, classroom observation will be conducted to observe the teachers’ implementation of what has been planned in their lesson plans regarding the use of CTS in the learning objectives, instructional tasks and teaching strategies.

It is evident that CT is an abstract notion that can not be observed. Nonetheless, through observation, data will be collected about the existence of the learning objectives, instructional tasks and teaching strategies that may foster the integration of the levels of thinking (i.e. remembering, understanding, applying, analyzing, evaluating, and creating) by EFL teachers within the lesson(see **Appendix 3**). In addition, the frequency of integrating the levels of thinking through the abovementioned elements (i.e. learning objectives, instructional tasks, and teaching strategies) will be calculated. To achieve this, six questions were planned involving dichotomous, multiple choices and open-ended questions (see **Table: 3.3**).

Table 3.3. Different Types of Questions and their Aims of Classroom Observation Data-Gathering Tool

The type of questions	The aims of the questions
Dichotomous	- To investigate the existence of the learning objectives, the instructional tasks, and the teaching strategies
Multiple choices	<ul style="list-style-type: none"> - To investigate the extent to which the instructional tasks are used - To investigate the extent to which the teaching strategies are used - To investigate the extent to which Bloom’s taxonomy levels of thinking are integrated through the learning objectives, instructional tasks and teaching strategies
Open-ended questions	<ul style="list-style-type: none"> - To investigate whether or not there are other instructional tasks or teaching strategies used by teachers rather than the ones proposed. - To extract the learning objectives and instructions that include action verbs of Bloom’s taxonomy

This instrument is the most appropriate to reach the third aim of the current research, which is to investigate the extent to which EFL teachers are familiar with the incorporation of CTS during the teaching session (see **Appendix 3**). The most appropriate way to achieve this aim is to observe the teachers’ behaviours instead of asking a set of questions only. For Kumar (2008, p.78), “the observation method is a very important technique of data collection in studies relating to behavioural sciences”. This data collection tool is designed to answer the third research question (see **Table: 3.1**) by providing detailed evidence about the real implementation of what has been planned in the lesson plan regarding the use of CTS. However, to obtain more reliable data, it will be

triangulated with a teachers' questionnaire that can provide further explanation about the existence or inexistence of CTS in their teaching sessions.

3.4.3. Teachers' Questionnaire

The questionnaire will be the third data-gathering tool used in this research to answer the last research question. It also involves other different categories that aim at gathering data to answer the other three research questions of this research (see **Table: 3.1**). The main purpose of constructing the questionnaire in this form, where a given category is designed to answer specific research questions, is to get further data to compare and contrast what the participants do in their lesson plans and during their teaching sessions regarding the integration of CTS with their answers to the questionnaire.

3.4.3.1. General Structure of the Questionnaire

This questionnaire consists of forty-one questions distributed into seven categories. The majority of questions are dichotomous "yes/ no", and they are usually followed by multi-choice questions or comments to provide more clarification. Besides, Likert scale questions are also purposefully added to investigate the participants' attitudes towards the integration of CTS in the teaching practices. These questions require the respondents to express their level of agreement or disagreement with a specific statement. Further, respondents are allowed to add their comments after the dichotomous or the Likert scale questions to explore further data.

Table 3.4. Distribution of the Different Types of Questions of the Teacher's Questionnaire

Type of Questions	Question Number
Dichotomous	4-5-7-8-10-20-22-25-28-30-33-36-39
Likert scale	2- 12- 14-16-18
Multiple Choice	1-23-24-26-27-31-34-37-40
Open-Ended Questions	3-6-9-11-13-15-17-19-21-29-32-35-38-41

3.4.3.2. The Categories in the Questionnaire

This questionnaire consists of seven categories (see Appendix 4) and each of them is designed to get data about a specific research question. They are almost ordered in the same order as the research questions. They cover background knowledge, the importance of CTS, CTS in the accompanying document, CTS in the lesson plan, CTS during the session, CTS and training, and the possible difficulties faced by EFL teachers while using CTS (Table: 3.2).

Table 3.5. The Teachers' Questionnaire Categories

The Category	Question Number
- Background knowledge	1
- The Importance of CTS	2
- CTS in the accompanying document	3-4-5-6-7- 8-9-10-11
- CTS in the lesson plan	12-13-14-15
- CTS during the session	16-17-18-19
- CTS and teachers' training	20-21-22-23-24-25-26-27
- Difficulties while integrating CTS	28-29-30-31-32-33-34-35-36-37-38-39-40-41

The first question in the questionnaire is related to the teachers' backgrounds. Even though this question is not directly relevant to this research, it helps in getting the respondents involved in the questionnaire. It aims to break the ice and introduce the remaining questions smoothly. In other words, this question engages the respondents with the coming items.

The importance of CTS in the teaching practices (2) is the second category in which teachers will show their attitudes towards the importance of CTS in EFL classes. Algerian secondary school EFL teachers may lack the background knowledge about the importance of CTS in the educational setting, which may

hinder them from using these skills in the lesson plan and during the teaching sessions. As a result, this category gives data regarding this point, which serves at analyzing the remaining questions of the questionnaire.

The accompanying document is the third category in the questionnaire. It consists of nine questions (**3-4-5-6-7- 8-9-10-11**). This category serves to answer the first research question in the sense that the participants can confirm the existence of the interpretation of the term CTS in this document. In addition, it serves to get further information about the second and the third research questions. The extent to which the teachers integrate CTS into their lesson plans and during their teaching sessions can be related to their familiarity or unfamiliarity with the concept itself.

The use of CTS in the lesson plan is the fourth category. The latter consists of four questions (**12-13- 14-15**). They are prepared in accordance with the second research question where there is an attempt at investigating the extent to which the participants use CTS in their lesson plans. The first item of this category tackles the teachers' attitudes towards integrating CTS in their lesson plans to compare and contrast what the teachers have done in lesson plans regarding the use of CTS and their attitudes. As far as the second question is concerned, it tackles the teachers' need to improve their capacities in how to use CTS in lesson plans. They are followed by open-ended questions that allow the participant to add more clarification

The use of CTS during the teaching session is the fifth category (**16-17-18-19**). Similarly to the fourth category, this one covers two basic concerns. The first concern is investigating the participants' attitudes about the necessity of integrating CTS during the teaching sessions. It helps in getting further data to compare and contrast what the participants have done during their teaching sessions with their attitudes regarding the integration of CTS. This point helps the researcher to answer the third research question. The second concern is about the teachers' need to improve their capacities in how to use CTS during the

teaching session. They are followed by open-ended questions that allow the participant to add more clarification.

The sixth category tackles the teaching-training process. It contains seven basic questions (20-21- 22- 23-24-25-26-27). They are designed to get helpful data that will be used in the discussion chapter. In addition, based on the existing literature, there is a correlation between the teachers' use of CTS and their training process (Walsh and Paul, 1988; Gul et al, 2014; Senthilkumar and Kumar, 2017). These questions cover training regarding the teaching process in general, the lesson plan, and the classroom. It is a helpful and useful category in the discussion chapter.

The last category (28-29-30-31-32-33-34-35-36-37-38-39-40-41) refers to the constraints that are possibly faced by EFL teachers while using CTS in lesson plans and during teaching sessions. There are fourteen questions designed to address the challenges that may prevent teachers from using CTS in their teaching practices. All questions are followed by open-ended responses, but only some have additional multiple-choice questions (MCQs) to provide further clarity on the answers. In brief, exploring the teachers' difficulties in incorporating CTS answers the last research question.

3.4.4. Teachers' Interview

The interview is the last data-gathering instrument in this study. It will be carried out to triangulate data. As the literature showed, triangulation assists in "obtaining 'convergence, corroboration, correspondent results'" (Flick, 2018, p. 5). In addition, coupling the questionnaire with an interview assists in increasing the reliability of the results. Besides, it is a suitable instrumentation process in mixed-method research as Harris and Brown (2010, p. 1) clarified: "questionnaire and interview are often used together in mixed-method studies". This research aims to gather data about the participants' attitudes concerning several points that are linked to the research questions (**Table: 3.1**). So, in

addition to the questionnaire, respondents will be invited to answer the interview.

Table3.6. The Interview's Categories

Question number	The category	The aim of the question
01	- the importance of CTS in EFL classes	- to investigate the teachers' awareness of the importance of CTS
02	- teachers' familiarity with the interpretation of the term CTS	- to investigate the teachers' familiarity with the educational interpretation of CTS
03	- the lesson plan with CTS	- to investigate the extent to which teachers use CTS in their lesson plans
04	- CTS in the lesson plan and the need for training	- To investigate the teachers' need to receive training in using CTS in lesson plans
05	- CTS in relation to the classroom setting	- to investigate the extent to which teachers use CTS in their lessons
06	- the need for extra teaching sessions	- To investigate the teachers' need to receive training in using CTS during the session
07	- the inspectors' training about CTS	- To investigate if inspectors train teachers for CTS use
08	- the obstacles that may hinder teachers from using CTS	- to determine the obstacles faced by the teacher when using CTS

Questions of the interview have nearly the same items as the ones on the questionnaire (see **Appendix 5**). Some questions need detailed answers; consequently, it is preferable to be asked during the interview sessions. Besides, it will be conducted to cross-check the participants' attitudes concerning CTS use. The interview comprises eight questions in the interview, intended to answer all research questions of the current study

3.5. Data Collection Procedures

Several procedures will be followed by the researcher while collecting data. They depend on the nature of the research, the approach that will be used, and the data-gathering instruments, which are designed. This research is an exploratory one that adopts a mixed-method approach; therefore, both qualitative and quantitative data about the use of CTS will be collected. Qualitative data will be gathered from open-ended items in document analysis (i.e. the accompanying document and lesson plans), classroom observation, questionnaire and interview. Quantitative data will be obtained from close-ended items in the classroom observations, lesson plans and questionnaire.

3.5.1. Piloting the Study

Classroom observation is a data-gathering tool that is used to answer the third research question. Before conducting classroom observation, the researcher needs to design the necessary items. To ensure that the classroom observation items are useful, feasible, and achievable, two different teachers will be visited by the researcher to attend two sessions. This process will be carried out to verify several aspects of the classroom observation, such as the usefulness of the layout of the classroom observation, the appropriateness of the items, and their clarity (Taylor, Singal, and Ghoshal, 2006). This process is crucial to ensure that the classroom observation results will be reliable and accurate.

The same process will be carried out with the questionnaire. So, it will be piloted to ensure that each specific item or question is providing reliable information and that the respondents will find the questions clear to be answered. Unlike classroom observation, the questionnaire will be given to four teachers

from the sample. After two days, the respondents will hand it back to the researcher with their comments. The latter will be reviewed to make necessary adjustments that can improve the questionnaire's quality.

The piloting process will also be conducted for teachers' interviews. Eight questions will be planned to be answered by the respondents in the interview sessions to test their feasibility and achievability. Therefore, an interview meeting with two respondents from the same school where the researcher taught will be conducted. This process will help ensure that the interview questions are clear, relevant, and appropriate to gather reliable information.

3.5.2. Results of the Piloting

3.5.2.1. Piloting the Classroom Observation

The data collection instrument used in classroom observation was piloted before carrying out the observation proper, by attending two sessions with two teachers. Through this process and throughout reviewing the literature, the results showed that some items had to be elaborated given their usefulness. These items include some instructional tasks that enhance the use of CTS (Shea, 2009) and some teaching strategies that promote the use of CTS during the teaching session (Grant and VanSledright, 2014; Zhao et al, 2016). At first, question number (2) was:

- **a/ Do teachers integrate tasks that promote the use of CTS?**

YES/NO

b/ If yes, which one?

- Argumentative writing
- Oral debate
- Reading comprehension questions
- Listening comprehension questions
- Others

However, it was discovered that the question provided inaccurate data for the study. To address this issue, it was necessary to include the levels of Bloom's taxonomy to determine which tasks were assigned to which level(s). Therefore, a new list that included both the instructional task options and their corresponding levels of thinking was added as follows:

- **a/ Do teachers integrate tasks that promote the use of CTS?
YES/NO**

b/ If yes, which one?

- Argumentative writing
- Oral debate
- Reading comprehension questions
- Listening comprehension questions
- Others

c/ If yes, which levels of thinking

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

In addition, the same procedure of modification was done with question number (3) by adding the levels of Bloom's taxonomy to the list of teaching strategies. Moreover, the researcher planned to film the sessions, but both teachers refused. Thus, the participants' attitudes towards video recording were acknowledged. In brief, piloting this tool assisted the researcher in identifying the aforementioned problems that might affect the validity of the results.

3.5.2.2. Piloting the Teachers' Questionnaire

The piloting process took place before the quarantine. One of the schools from our sample was visited on the 9th and 10th of April 2019 to administer the questionnaire for piloting it. It was given to four EFL teachers who are teaching third-year-level classes. After two days, all the teachers gave back their answers to the researcher.

Those teachers faced difficulties in answering 10 questions which were not as well formulated as they must be. For example, four of them included abbreviations (such as CTS in questions: 5-8-10-12) rather than the full expression; as a result, three teachers could not easily understand them. In this case, using abbreviations was avoided. Additionally, the results showed that one participant added their justifications while answering two questions (including questions number eight and twenty) after choosing yes/no though it was not recommended at first. Therefore, the researcher found it necessary to leave space for their comments to get more valid data. In the end, the work was edited to be administered again after conducting the classroom observation.

3.5.2.3. Piloting the Teachers' Interview

The piloting process of the interview took place on 7 April 2021. The items of the interview were designed beforehand, and the two interviewees were notified about the interview meeting in advance. Two researcher's colleagues were invited to the piloting of the interview, and they easily answered the items. Consequently, just slight modifications were done to make these items clearer than they were.

They were about reformulating two questions. The second question was initially stated as: **'what was the meaning of CTS that was mentioned in the accompanying document?'** and it was reformulated as: **'how does the accompanying document interpret the term CTS?'** In addition, the seventh question was phrased as: **'does your inspector encourage you to use CTS in your teaching practices?'**, and it was reformulated as: **'to what extent are you**

encouraged by your inspectors to use CTS in your teaching practices?’ The second modification was made to ensure that participants provided detailed responses rather than simply answering "yes" or "no".

3.5.3. Procedures for Conducting the Study

The current research involved several significant procedures conducted by the researcher. After piloting the data-gathering instruments and testing their feasibility, the researcher carried out the research starting by analyzing the accompanying document, analyzing the teachers’ gathered lesson plans, attending sessions with the teachers for classroom observation, submitting the questionnaires, and interviewing the coordinators of each secondary school from our sample, as we shall discuss shortly.

Before carrying out the research, the researcher assigned a unique code number to each participant. These code numbers were used in the teachers’ lesson plans and classroom observation sheets; as well as, in the questionnaire and interviews. This helped in collecting data from all the aforementioned research instruments about every unique teacher, allowing for comparing and contrasting what s/he has done versus what s/he has said. This comparison helped to discuss the results.

3.5.3.1. The Accompanying Document

As a first step, the accompanying document was analyzed to answer the first research question. This document was written in French; therefore, it was important to find the equivalent meaning of the term 'critical thinking skills' in French to ensure a more credible analysis. Here, two EFL inspectors were asked about this meaning because they are the bridge between the Ministry of Education and the teacher. After that, the researcher started reading this document to elicit the interpretation of CTS. All the relevant items were extracted to be analyzed even those that were related to Bloom's taxonomy since the educational interpretation of CTS is related to this taxonomy. It is worth adding that the extracted interpretation of CTS from such a document was the one that Algerian teachers were supposed to follow in their teaching practices.

Consequently, it was used by the researcher to come up with an operational definition for this research.

Coding is an essential step in qualitative analysis. Saldana (2021, p. 359) stated: “Coding is an essential and necessary step in qualitative data analysis”. The extracted content from the accompanying document was coded into themes. In one table, the themes, the page number, the title of the element, and the items were mentioned.

3.5.3.2. The Lesson Plan

As far as the second research question was concerned, this research wanted to investigate the extent to which CTS were included in the teachers’ lesson plans, namely, learning objectives, aims, instructional tasks, and teaching strategies. Hence, after the analysis of the accompanying document, there was the lesson plan analysis, which was the second step. This analysis took four phases including forming questions, constructing tables for data analysis, the lesson plan analysis itself, and generating the final results from all the lesson plans.

The first phase referred to the formulation of the questions that would be answered during the analysis of the teachers’ lesson plans. There were eight questions including dichotomous, multiple choices and open-ended questions (see **Appendix 2**).

The second phase referred to the establishment of the tables that were used for gathering data about the incorporation of CTS in the lesson plan’s sections. Four tables were prepared regarding the elements that had to be analyzed (**See Appendix 2**). The first two tables were about the use of levels of Bloom’s taxonomy in the learning objectives and the aims of all the lesson plans. The third and the fourth tables were respectively about the frequency of incorporating the levels of thinking through the instructional tasks and teaching strategies proposed.

The third phase referred to the analysis of teachers' lesson plans. Every teacher was asked to submit the lesson plan for the session that was going to be observed.

After gathering data from all the lesson plans, we shall analyze our results both qualitatively and quantitatively. First, we shall extract the learning objectives, aims and instructions of the task used. Next, we count the times the action verbs occurred in each of these elements. The frequency of integrating the action verbs of Bloom's taxonomy in each element from the lesson plans was analyzed to identify the existence of CTS (one by one) in each section of the lesson plans. This phase led to generating the final results from all the lesson plans in six tables. The first two tables were about the use of levels of Bloom's taxonomy in the learning objectives and the aims of all the lesson plans. The third table was about the frequency of incorporating the proposed CTS-promoting tasks in the lesson plans, and the fourth one was about the frequency of promoting each level of thinking using the aforementioned tasks. The last two tables were constructed in a similar form, but their content was about the teaching strategies.

3.5.3.3. Classroom Observation

For the classroom observation, four secondary schools in the region of Biskra were attended. In each school, three teachers who taught third-year classes were selected as the participants of this research. In addition, it was planned that the period devoted to classroom observations covered three separate months throughout the same year (2019- 2020); one month for each term (October 2019, January 2020, and March 2020).

Based on what was planned at first, this selection of months was intended to be done regarding the yearly education progression and the calendar of doing tests and exams given by the Ministry of Education to the teachers was identified. In addition, the sessions of classroom observation were planned to be distributed throughout the whole year (2019- 2020) in which three teaching sessions can be attended with every single EFL teacher from this sample. Each

of these sessions took one hour. However, due to COVID-19, there was a slight change to what was planned at first. This change happened only with the third term because the quarantine took place in March, and now we shall discuss the procedures for every term (**Table :3.7**).

Table 3.7. Observation Sessions Schedule

The Schools	The Teaching Term per year		
	The 1 st Term	The 2 nd Term	The 3 rd Term
	October 2019	January 2020	March 2021
School 1	✓		
School 2	✓		
School 3		✓	
School 4			✓

The first term was the longest one because it covered four months including, September, October, November, and December, unlike the other two terms which covered only three months. In this vein, during the first term, particularly in October, there was a classroom observation with teachers from two schools. The first two weeks of this month were devoted to the teachers of the first secondary school, but the last two weeks of the same month were planned for the second school. We chose October since in November and December, teachers were busy with doing tests and exams and there was the winter holiday as well. It is worth adding that classroom attendance took place with more than one teacher per day.

The second term was very short because it covered two months including January and February. February was devoted to doing tests and exams, so the researcher chose January for conducting classroom observation in the third secondary school one day per week. The observation was carried out with more than one teacher per day but for only one hour with each teacher.

The same procedures were planned to be carried out during March 2020, which was the last term, with the teachers who taught in the fourth secondary school. Because of the quarantine COVID-19, the classroom observation was postponed to March 2021, but it was conducted following the same procedures as the ones of previous schools. Table (3.7) summarizes the time of attending the sessions.

3.5.3.4. Teachers' Questionnaire

3.5.3.4.1. Administering the Questionnaire

The distribution of the teachers' questionnaire was planned to be carried out just after completing classroom observation with each school separately. Thus, after classroom observation with the first three schools, the questionnaire was handed out to the participants. The process of administering it was carried out over one week for each school alone. Throughout this period, each of the three schools was visited on a specific day to hand out the questionnaire to the participants.

Nonetheless, unexpectedly the last school could not be contacted due to COVID-19. As far as the classroom observation with the last school was postponed from March 2020 to March 2021 because of COVID-19, even the distribution of the questionnaire was postponed till finishing the classroom observation with the teachers who taught in that school. In addition, due to the pandemic, an online questionnaire was adopted as an alternative way of gathering data from the current sample.

3.5.3.5. Teachers' Interview

The last step was conducting teachers' interviews. It was one major step to get results from secondary school EFL teachers, who teach third-year classes. The process of carrying out the interview was supposed to take only two days because the participants were only four teachers, one from each school. As long as this interview was implemented with a small group of participants, it was a one-on-one interview.

The interview was conducted with only four teachers for two major reasons. It was challenging to contact some schools to conduct the interview due to COVID-19 restrictions. In addition, several participants refused to join the interview. Therefore, four teachers, who were coordinators, were chosen as interviewees, they were the representatives of their colleagues. Regarding their vital role in the school, Pollard (2002, p.156) said: “Managing resources and the production of school documentation for the subject (e.g. policy statement, schemes of work and guidance for colleagues) are two more areas which are the responsibility of coordinator”. Thus, they give background information on teaching to other teachers. Besides, all teachers, from the same school, normally keep in touch with one another under the supervision of the coordinator.

3.6. Data Analysis

To answer the posited research questions, we will analyse the data collected qualitatively and quantitatively with the research instruments employed as we shall discuss shortly.

3.6.1. Qualitative Data Analysis

Qualitative data analysis includes the analysis of the accompanying document, the open-ended questions of the lesson plans, classroom observations and questionnaires in addition to the interview’s questions.

The analysis of the accompanying document will be carried out to answer the first research question. It will be qualitatively analyzed by reading the document line-by-line and extracting the interpretation of the term CTS; as well as, the levels of Bloom’s taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating) and their interpretations.

To answer the second research question, we will analyze the content of the lesson plan and extract the following items: 1) the learning objectives, 2) the aims of the lesson that contain action verbs from Bloom's taxonomy, 3) the instructions for the tasks that contain these action verbs, and 4) the instructions related to the teaching strategy used to promote a given thinking level. This

qualitative analysis will provide detailed information about the integration of CTS in the lesson plans. It is valuable as it allows us to compare and contrast what has been planned with the actual implementation of the lesson during the teaching session. We will conduct this analysis to gain insights into how workably the lesson plan was executed and how well the CTS was integrated into it.

To answer the third research question that was about investigating the extent to which CTS were incorporated during the teaching sessions, the classroom observation will gather open-ended responses. These responses will cover the learning objectives, the instructions for the tasks that contain these action verbs and the instructions related to the teaching strategy used to promote a given thinking level.

Moreover, the open-ended items in questionnaires and interviews will be qualitatively analyzed too to answer the last research question in addition to answering the other three research questions (see **Table: 3.1**).

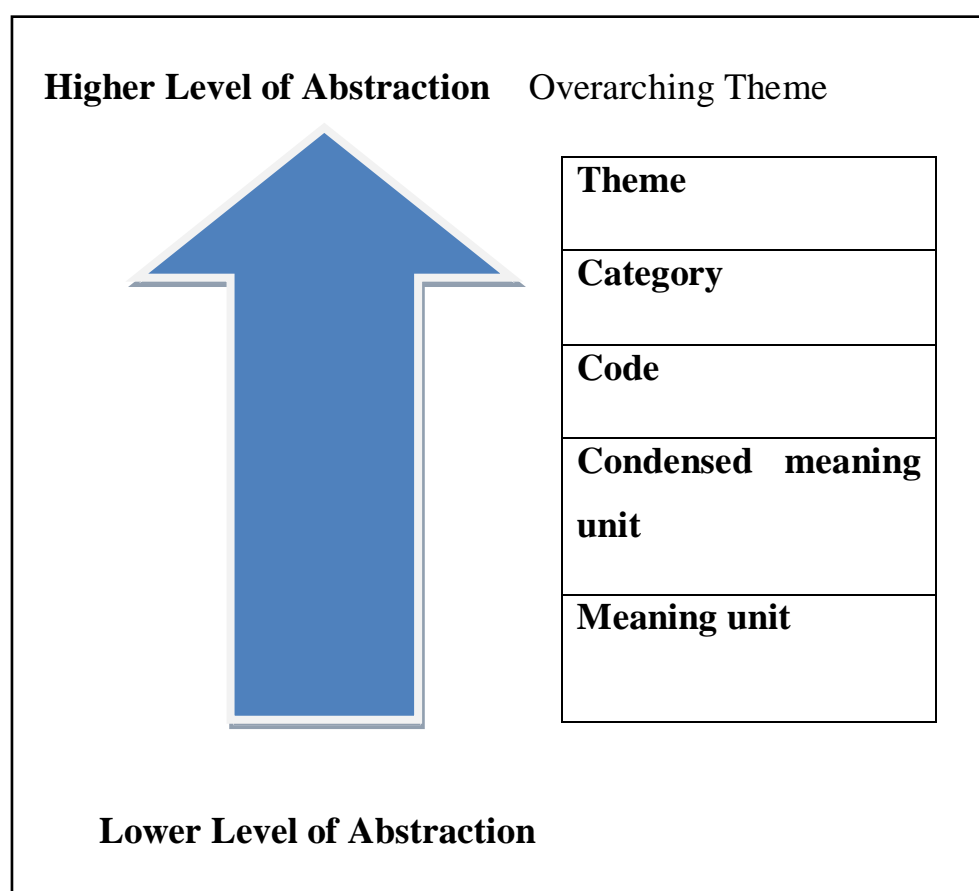
3.6.1.1. Coding and Categorizing Qualitative Data

Here, inductive content analysis will be carried out because it is very useful when the researcher wants to understand a phenomenon under investigation (Bloor & Wood, 2006). In their turn, Erlingsson & Brysiewicz, (2017, p.94) described the inductive analysis as: “a process of further abstraction of data at each step of the analysis; from the manifest and literal content to latent meanings”. As a consequence, we will assign codes that arise from the gathered texts to categorize them, and then we will generate themes, which are the highest level of abstraction (see **Figure 3.1**).

Coding qualitative data is an essential step in qualitative analysis. It was defined by Corbin and Strauss (1990) as “coding represents the operations by which data are broken down, conceptualized, and put back together in a new way” (cited in Goodwin & Goodwin, 1996, p.144). Thus, in this process, similar data extracts are labelled and grouped to generate themes.

It is worth mentioning, that the respondents' answers to the open-ended item will be analyzed using a line-by-line coding strategy. This strategy is defined by Obiakor, Bakken, and Rotatori (2010, p.25) as "line-by-line coding is a process where each line or complete thought [...] is coded". As far as inductive content analysis is concerned, the derived themes will not be quantified.

Figure 3.1. Example of Analysis Leading to Higher Levels of Abstraction; from Manifest to Latent Content (Erlingsson & Brysiewicz, 2017, p.94)



3.6.2. Quantitative Data Analysis

In the current research, there will be a quantitative analysis of data gathered from close-ended items of the lesson plans, the classroom observation, and the questionnaires. As for the lesson plans, after extracting the learning objectives, the aims, the instructions presented with the instructional task, and the instructions related to a given teaching strategy, as mentioned earlier, we shall generate numerical data using frequencies. That is, we shall count the number of

times the action verbs of Bloom's taxonomy occur in each of the abovementioned elements. This will enable us to investigate the extent to which CTS are included in the lesson plans. Besides, we shall count the number of times teachers use the instructional tasks and the teaching strategies that promote CTS in lesson plans.

In regards to analyzing classroom observation open-ended responses, after gathering qualitative data, we will generate numerical data using frequencies to investigate the extent to which CTS are included in the teaching sessions. To achieve this, we shall:

- Count the number of times teachers use the instructional tasks and the teaching strategies that promote CTS in during the teaching sessions.
- Count the number of times teachers include action verbs of Bloom's taxonomy in learning objectives and the instructions of the task used during the teaching session.
- Count the number of times the action verbs of Bloom's taxonomy are used with a given teaching strategy.

The analysis of data obtained from questionnaires' close-ended items will be represented using frequencies and percentages.

Conclusion

This chapter covered the research design of the current research. It highlighted the research questions and the rationale behind them. Additionally, it gave a clear description of the epistemological consideration of the research with much emphasis on the adopted research method. This chapter also tackled the sampling procedure involving the sample and the rationale behind its selection. Moreover, there was a deep explanation and description of the data-gathering instruments that were used in the research to answer the research questions. In the end, the measures followed by the researcher during data

collection were expounded. In brief, this chapter was important in the sense that it described the research design in detail.

**Chapter Four: Data
Analysis and Results of
Document Analysis and
Classroom Observation**

Chapter Four: Data Analysis and Results of Document Analysis and Classroom Observation

Introduction

This chapter is devoted to the results and the analysis of the data obtained from the two data-collecting instruments which were used, namely: documents analysis, classroom observation. The document analysis covers the English program's accompanying document and lesson plans, which are analyzed to answer the first two research questions. Additionally, a classroom observation is analyzed to answer the third research question. The collected data are analyzed both qualitatively and quantitatively depending on the research method, which was exploratory.

4.1. Document Analysis

This part is devoted to the first data-gathering instrument which is document analysis. It contains data analysis and results about the existence and interpretation of the term CTS in the accompanying document. In addition, it covers results about the existence of instructional tasks and teaching strategies that promote CTS in the teachers' lesson plans; as well as, the integration of these thinking skills in their learning objectives and aims. The accompanying document and the open-ended questions for lesson plan analysis were analyzed qualitatively; nonetheless, the close-ended questions for teachers' lesson plans were analyzed quantitatively using frequencies.

4.1.1. The Analysis of the Accompanying Document

The accompanying document for the English program is prepared by educational experts from the Ministry of Education to support the implementation of the program of third year classes (accompanying document, 2006). Baghoussi (2020) declared: "The accompanying document gives practical directions with details". So, it is intended for teachers to familiarize them with the pedagogical principles of the teaching practices under CBA. In this research,

this document was analyzed qualitatively to identify the way CTS and Bloom’s taxonomy levels of thinking are introduced in such a document.

4.1.1.1. CTS in the Accompanying Document

Before our analysis, two inspectors who were responsible for Biskra secondary schools’ districts were contacted to elicit the equivalent meaning of the notion of “critical thinking skills” in the French Language. The suggested French equivalent meaning refers to ‘Les compétences de l’esprit critique’ or ‘Les competences de pensée critique’; however, none of these expressions turned on this document.

Table 4. 1. Sections in the Accompanying Document

Section Numbers	Title	General Description of Sections
1	Aims Recommended by the Program	Developing learners
2	The Targeted Profile	Entry and exit profiles
3	Features of the Program	Competencies to develop among learners. Guidelines for teachers
4	General Representation	Approach, learning process, method, projects
5	The Role of the Teacher and the Teaching Strategies	The teacher as a guider
6	The Learners’ Role and the Learning Strategies	Becoming autonomous learner
7	Assessment of Learning	Different types of assessment
8	Learning Specific to the Subject	Resources to develop competencies
9	Examples of Integration Situation	Guidelines about teaching written expression
10	Glossary	Key words
11	Appendices	Appendices for assessment

Table (1.1) is about the sections and their descriptions in the accompanying document for the third-year level. The analysis of the document revealed that it covers several key principles for teaching and learning processes. Each of them were described in details so that teachers can understand every detail. However, the term CTS was not mentioned anywhere in the document. Even the glossary of key terms, prepared by educational experts at the end of the document for teachers to contextualize each concept to be well-understood, did not include the equivalent term of CTS. Therefore, it can be concluded that the equivalent term of CTS was not mentioned in any section of the document. In the next element, we will present the results related to the thinking levels of Bloom's integration in this document

4.1.1.2. The Integration of the Levels of Bloom's Taxonomy in the Accompanying Document

This section aims at investigating the integration of Bloom's taxonomy levels of thinking in the accompanying document. Goodwin and Sommervold (2012, p. 66) declared: "The definition of critical thinking almost perfectly parallels Bloom's taxonomy of higher-order thinking language". Based on this clarification, it was necessary to find Bloom's taxonomy levels in such a document, particularly the HOTS, as they reflect the educational interpretation of the term CTS.

The findings indicated that these levels were mentioned in two elements in the accompanying document. Firstly, during the description of the linguistic content (**Table: 4.2**), 'analysis' and 'synthesis' were highlighted; however, neither illustrations nor examples of these levels of thinking were provided in this document. These levels were theoretically mentioned without paying attention to how they could be implemented in teaching. Secondly, all of these levels were integrated into the glossary (**Table: 4.2**).

Table 4.2. The Presentation of the Levels of Bloom’s Taxonomy in the Sections of the Accompanying Document

Page Number	The Title in the Accompanying Document	The Levels in Bloom’s Taxonomy
18	² Description of the Linguistic Content	³ [...]allows him to reflect, <u>analyze</u> and <u>synthesize</u> by making comparisons and inferences.
23	⁴ Glossary	⁵ They range from <u>memorization</u> to <u>evaluation</u> , including <u>comprehension</u> , <u>application</u> , <u>analysis</u> and <u>synthesis</u> .

Table (4.2) is about the presentation of the levels of Bloom’s taxonomy in the accompanying document. The qualitative analysis of the accompanying document showed that all the levels of thinking of Bloom’s taxonomy (i.e., memorization, comprehension, application, analysis, evaluation and synthesis) were introduced in this document. They were categorized under LOTS (i.e., memorization, comprehension and application) and HOTS (i.e., analysis, evaluation and synthesis). Accordingly, one theme was identified: ‘the levels of thinking of Bloom’s taxonomy). Notably, the accompanying document refers to the old version of Bloom’s taxonomy (see **Figure: 1.1**).

²Description de contenu linguistique

³Lui permet de réfléchir, d’analyser et de synthétiser en faisant des comparaisons et des inférences

⁴Glossaire

⁵Elles vont de la mémorisation à l’évaluation en passant par la compréhension, l’application, l’analyse et la synthèse

Table 4.3. The Integration of the Levels of Bloom’s Taxonomy in the Accompanying Document

Items mentioned in the accompanying document	Categories	Themes
Memorization	Lower-Order	Thinking
Comprehension	Skills	Levels of thinking of Bloom’s taxonomy
Application		
Analysis	Higher-Order	
Evaluation	Skills	
Synthesis		

4.1.1.3. The Interpretation of Each Level

This section aims to investigate how each level of Bloom's taxonomy is defined or interpreted in the document. It was designed because once these levels were mentioned with their interpretations in this document, all teachers would have a consistent understanding of the levels and their interpretations when using them. In other words, providing teachers with the meaning and interpretation of these levels by the accompanying document designers could ensure agreement and consistency in their use in the teaching process. However, the results show that these levels were neither defined nor interpreted in the document.

To sum up, the term CTS was not mentioned as such in the accompanying document, but all the levels of Bloom’s taxonomy of thinking, i.e., remembering, understanding, applying, analyzing, evaluating, and creating were stated. As the literature showed, the HOTS of this taxonomy reflects the educational interpretation of CTS, and then a definition of CTS that goes in parallel with the vision of the accompanying document was adopted. It was the one Goodwin and Sommervold (2012, p. 66) stated: “The definition of critical thinking almost

perfectly parallels Bloom’s taxonomy of higher-order thinking language”. Based on this definition, CT corresponds to the HOTS of this taxonomy. Thus, the accompanying document did not explicitly mention the term CTS, but at the same time, the levels of CT were not ignored. In this vein, the lesson plans were analyzed based on the interpretation of CTS that reflected Bloom’s taxonomy.

4.1.2. The Analysis of the Lesson Plans

As part of our data-gathering process, the teachers’ lesson plans were the second document used. It aimed at investigating the extent to which they integrated CTS into their lesson plans. We originally planned to collect the lesson plans of all the participants but as our results below(see **Table 4.3**)show, some teachers did not have a lesson plan for either all the sessions or some of them (the reasons for not having a lesson plan will be mentioned in the section of the questionnaire analysis).

Table 4.4. The Number of Teachers and their Lesson Plans

Schools	Teachers	Lesson plans
School One	T1	1
	T2	1
	T3	2
School Two	T4	0
	T5	0
	T6	1
School Three	T7	0
	T8	0
	T9	1
School Four	T10	0
	T11	0
	T12	3
The total	12 teachers	9 lesson plans

We gathered nine lesson plans from the sample group of teachers (**Table: 4.4**); however, the expected number of lesson plans was (**36**). In the first school, all the teachers brought the lesson plans, but not for every single session. In addition, (**T4**) and (**T5**) from the second school did not have a lesson plan for all the sessions, while (**T6**) brought it in only one session among the observed ones. As for the third school, unlike (**T7**) and (**T8**) who did not have a lesson plan at all, (**T9**) used it in one session only. Finally, one single teacher, from the fourth school (**T12**), brought the lesson plan during all three observed sessions. Hence, our participants were not regularly designing and using the lesson plans.

Table 4.5. The Codification of each Level of Bloom’s Taxonomy

Level of CT	Bloom’s Taxonomy’s Verbs Related to Each Level	The Code Given to Each Level
Remembering	Arrange- define- identify- label- list- match- memorize- name- order- quote- recall- select- tell	1
Understanding	Classify- demonstrate- discuss- explain- give- illustrate- interpret- present- show- summarize	2
Applying	Apply- build- choose- determine- develop- implement- model- organize- respond- select- solve- use	3
Analyzing	Analyze- categorize- compare- conclude- contrast- differentiate- discover- examine	4
Evaluating	Assess- choose- conclude- criticize- defend- evaluate- judge- justify- rate- support	5
Creating	Assemble- build- change- combine- compose- create- deduce- design- formulate- invent- modify- plan-summarize	6

This analysis aimed at gathering data about the extent to which CTS were included in every element of the lesson plan. Since there are six levels of thinking, i.e. remembering, understanding, applying, analyzing, evaluating, and creating, each of them was given a number (see **Table: 4.5**) to investigate the extent to which each level was included in the lesson plan, and which one was used for which instructional task and teaching strategy. In addition, table (4.4) contained some Bloom’s taxonomy verbs because they assisted in identifying the type of skill that a given teacher used in a specific task (Blaz, 2016; the National Association of EMS Education, 2019), as was discussed in the second chapter. Thus, during the analysis process, the researcher referred to them to tick the action verb used in the lesson plan to identify the promoted level of thinking (see **Appendix 15**).

We shall adopt the same procedures for the teaching strategies (S) the teachers intend to use in their classes. Thus, another table about the codification of each teaching strategy (**Table: 4.6**) was used during the analysis of the lesson plans.

Table 4.6. The Codification of Each Teaching Strategy

The Teaching Strategy	The Code of Each Strategy
a- Group work	S1
b- Think- Pair- Share	S2
c- Brainstorming	S3
d- Classroom Discussion	S4
e- Multi-Modals (pictures- videos- handouts- speech)	S5

4.1.2.1. Results of Teachers' Lesson Plans Analysis

Now, we shall present the results of the teachers' lesson plans analysis. It was aimed at answering eight questions about the existence of Bloom's taxonomy levels of thinking in the learning objectives and the aims, and about the instructional tasks and the teaching strategies that enhance these levels of thinking. Accordingly, six tables (4.7; 4.8; 4.9; 4.10; 4.11 & 4.12) were used to present the final results; for instance, the first two ones (Table 4.7 & 4.8) are about the frequency of incorporating each level of thinking in the learning objectives and the aims. Table (4.9) is about the frequency of integrating the instructional tasks and Table (4.10) is about the frequency of promoting the thinking levels through these instructional tasks. In addition, Table (4.11) represents details about the frequency of integrating each teaching strategy, and the last one (Table 4. 12) gives details of the frequency of enhancing each level of thinking through these teaching strategies.

Question 1: Do teachers integrate learning objectives in the lesson plan?

As was mentioned earlier in table (4.4), only T1, T2, T3, T6, T9, and T12 brought their lesson plans. The findings indicated that all of them stated the learning objective of the lesson, except for T12.

Question 2: If yes, which levels of thinking were promoted?

Table (4.7) introduces details on how teachers used the thinking levels of Bloom's taxonomy to plan their learning objectives. The results showed that learning objectives stated by T1, T3, and T6 contained action verbs that promoted HOTS, particularly the creating skill. For instance, T1's learning objective was centred on promoting 'evaluating' and 'creating' (see Table: 4.7) (see Appendix 6). Similarly, T3's third lesson plan and T6's lesson plan included learning objectives that promoted 'creating' by incorporating the following action verbs: make, write, and compose(see Appendices 9 & 10).

Table 4.7. The Use of Levels of Bloom’s Taxonomy in the Learning Objectives of the Teachers’ Lesson Plans

Teachers	The Levels of Thinking											
	Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
	frequency	action verb	frequency	action verb	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb	
T1	0	/	0	/	0	/	0	/	1	Argue	1	Write
T2	2	Observe	0	/	1	Use	1	Analyze	0	/	0	/
		Draw										
T3	0	/	1	Interpret	0	/	0	/	0	/	1	Make
	0	/	0	/	0	/	0	/	0	/	1	Write
T6	0	/	0	/	0	/	0	/	0	/	1	Compose
T9	0	/	1	Interpret	0	/	0	/	0	/	0	/
T12	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
Total	2		2		1		1		1		4	

According to the results, T3's initial lesson plan had a learning objective that promoted ‘understanding’ by using the action verb ‘interpret’. Interestingly, the same action verb was used in T9's learning objective as well (see **Table: 4.7**) and (see **Appendices 11**).

Based on the findings, T2 incorporated a variety of action verbs such as ‘draw’, ‘observe’, ‘use’ and ‘analyze’ in their learning objective. The verbs encouraged both LOTS and HOTS, namely ‘remembering’, ‘applying’ and ‘analyzing’. This teacher was the only one among their peers who combined different levels of thinking into a single learning objective. Finally, it is worth mentioning that T12’s lesson plans did not contain the learning objective (see **Appendices 12, 13 and 14**).

To conclude, results obtained from the lesson plans about the integration of Bloom’s taxonomy action verbs in the learning objectives showed that the most

frequently used level of thinking was creating; however, the least incorporated ones were applying, analyzing and evaluating. As for ‘remembering’ and ‘understanding’, they were incorporated twice. It was found as well that the majority of teachers mentioned the learning objectives of their lessons.

Question 3: Do teachers integrate the aims of the lesson in the lesson plan?

The results obtained from lesson plan analysis showed that the aims of the lessons were mentioned by almost all the teachers.

Question 4: If yes, which levels of thinking were promoted?

Table 4.8. The Use of Levels of Bloom’s Taxonomy in the Aims of Teachers’ Lesson Plans

Teachers	The levels of thinking											
	Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
	frequency	action verb	frequency	action verb	frequency	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb
T1	0	/	1	Interpret	1	Demonstrate	1	Analyze	0	/	2	Design Compose
T2	3	Review Observe Draw	0	/	1	Practice	1	Analyze	0	/	0	/
T3	1	Review	2	Discuss	0	/	1	Analyze	0	/	1	Rewrite
	0	/	0	/	0	/	0	/	0	/	2	Make Write
T6	0	/	1	Give	4	Construct Practice Use	0		0		1	Produce
T9	1	Find	0	/	0	/	0	/	1	Check	0	/
T12	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
Total	5		4		6		3		1		6	

Table (4.8) is about the existence of the thinking levels in the aims. The results showed that all these teachers, except for T12, tried to promote LOTS and HOTS throughout the aims of the lesson plans. The most frequently enhanced levels of thinking were ‘applying’ and ‘creating’ followed by ‘remembering’, but the least promoted ones were ‘analyzing’ and ‘evaluating’. Now, we shall present the results in detail.

The findings showed that T1 tried to integrate ‘understanding’, ‘applying’, ‘analyzing’, and ‘creating’ (see **Appendix 6**). In the first stage, ‘understanding’ and ‘analyzing’ were promoted by using action verbs such as ‘interpret’ and ‘analyze’. The next stage aimed to promote ‘creating’ and ‘applying’ by the incorporation of ‘design’ and ‘determine’ as action verbs. In this stage, designing a plan for the proposed essay served as a preliminary step to the final aim which was: composing the essay. Therefore, it enhanced the highest level of thinking ‘creating’ again.

As for T2, she integrated the four first levels of thinking (remembering, understanding, applying, and analyzing), so the only used higher order thinking skill was ‘analyzing’ unlike T1’s lesson plan (see **Appendix 7**). At the beginning of the session, the so-called ‘pre’, the previous lesson was reviewed to enhance ‘remembering’. In the second stage, the so-called ‘during’, T2 planned for observing the examples, analyzing them, stating the rule, and practicing the grammatical items. Hence, the third aim promoted ‘remembering’, but the second and the fourth ones enhanced ‘analyzing’ and ‘applying’.

Concerning T3, the results showed that two lesson plans were present. In the first one, four aims were planned to promote ‘remembering’, ‘understanding’, ‘analyzing’, and ‘creating’ (see **Appendix 8**). For instance, it was planned to review the previous lesson as the first aim. The second and third aims were planned to discuss the activity and analyze the text for answering its questions. In the last stage, creating was fostered through rewriting the text. Unlike the first lesson plan, the second one contained aims that enhance ‘creating’ since it was

planned to make a plan for the paragraph and to write the first draft of the paragraph.

The findings of T6's lesson plan analysis showed that three levels of thinking were promoted throughout the aims of the lesson (see **Appendix 10**) and (see **Table: 4.8**). In the first stage of the lesson plan, "giving examples of nouns" was its first aim, and it was planned to enhance 'understanding'. In its second stage, constructing opposites, practicing to use of prefixes, and constructing opposites by negative prefixes were the planned aims, but they all promoted 'applying'. The action verbs that illustrated its promotion were: 'construct' and 'practice'. The former was used for two aims. As for the last aim, it referred to producing similar examples by learners, so it encouraged 'creating'.

Concerning T9's lesson plan analysis, the findings showed that three levels of thinking were promoted (see **Appendix 11**) (see **Table: 4.8**). At first, T9 aimed to prepare the learners to comprehend the text. After reading the text, it was planned to encourage the learners to find the reference words. In addition, homework was given to enable them checking their understanding. In brief, this teacher planned to rely only on LOTS during the session.

The results of T12's lesson plan analysis showed that the lesson plans of the three sessions were brought; whereas, the action verbs that illustrated the promotion of CTS were missing. Thus, CTS were ignored in the three lesson plans (see **Appendix 12, 13, and 14**) (see **Table 4.8**).

To conclude, almost all the lesson plans contained aims that enhanced both LOTS and HOTS, but they were used differently regarding the focus of each stage of the lesson and depending on the planned learning objective. The most used thinking skills were 'applying' and then 'creating', yet the least used ones were 'analyzing' and 'evaluating'. This means that teachers focused more on the promotion of LOTS rather than HOTS, except for T12, who did not foster any level of thinking.

Question 5: Do teachers integrate tasks that foster the use of the levels of Bloom’s taxonomy?

The results indicated that instructional tasks which foster the incorporation of CTS were integrated in the lesson plans provided by teachers. More details are presented in table (4.8).

Question 6: If yes, which tasks? Which levels of thinking were promoted by this task?

Table 4.9. The Use of CT- related Tasks in the Teachers’ Lesson Plans

Teacher	Teaching Tasks				
	Argumentative Writing	Oral Discussion	Reading Comprehension	Listening Comprehension	Others
T1	1	1	0	0	0
T2	0	1	0	0	1
T3	1	1	0	0	0
	0	1	1	0	0
T6	0	0	0	0	1
T9	0	1	1	0	0
T12	0	0	1	1	0
	0	0	0	0	0
	0	0	0	0	0
Total	2	5	3	1	2

Table (4.9) is about the tasks integrated by the teachers in their lesson plans. As the findings presented, almost all teachers included more than one instructional task, however, T6 used only one. The results also showed that the most frequently used task in the lesson plans was oral discussion. In addition, it is worth noting that each instructional task was planned to promote one or more thinking skills of Bloom’s taxonomy, but T12 did not plan to foster any skill in all his lesson plans.

Table 4.10. The Use of Levels of Bloom’s Taxonomy in Teachers’ Lesson Plans by the Teaching Tasks

Teachers	The levels of thinking											
	Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
	frequency	action verb	frequency	action verb	Frequency	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb
T1	2	Identify	4	Identify Discuss	2	Demonstrate	1	Analyze	0	/	2	Determine Write
T2	5	State Observe Identify Draw	2	Identify	0	/	1	Analyze	0	/	1	Create
T3	3	Observe Match Choose	4	Discuss Compare	0	/	3	Analyze Compare Contrast	2	Evaluate Assess	1	Rewrite
	2	Identify	6	Interpret Give Identify	0	/	0	/	1	Assess	2	Make Write
T6	2	Find List	0	/	4	Construct Use	0	/	2	Assess Evaluate	1	Produce
T9	4	Identify	4	Identify	0	/	0	/	0	/	1	Make
T12	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
Total	18		20		6		5		5		8	

Table (4.10) is about Bloom’s taxonomy levels of thinking, which were promoted through the instructional tasks. The results showed that:

- 1) Both T1's lesson plan and T3's third lesson plan used argumentative writing as an instructional task that fostered Bloom’s taxonomy levels

of thinking. These teachers coupled argumentative writing with oral discussion to promote LOTS and HOTS. The only remarkable difference was the absence of “evaluating” in T1's lesson plan and the absence of “analyzing” in T3's third lesson plan.

2) T3, T9 and T12 used Reading comprehension in their lesson plans. It was found that remembering and creating were shared in the lesson plans of T3 and T9.

3) The second lesson plan of T12 contained listening comprehension but did not include any level of thinking.

4) Both T2 and T6 used other instructional tasks to enhance the use of thinking levels. On the one hand, T2 referred to grammar, yet on the other hand, T6 used vocabulary explorer.

Now, we shall discuss the integration of the abovementioned instructional tasks in detail.

1. Argumentative Writing

To foster the levels of thinking, argumentative writing was integrated by T1 and T3. Both of them promoted LOTS and HOTS throughout the procedures of the lesson plans.

To start with T1's lesson plan, the results showed that all the levels of thinking were promoted through this teaching task, except “evaluating” (**see Table: 4.10**) (**see Appendix 6**); they were distributed throughout the procedures of implementing this task. For instance, at the first stage of the lesson plan, T1 planned to encourage the learners to identify the civilizations, discuss their ideas and demonstrate some arguments. Thus, in this stage, the focus was given to all LOTS. However, during the planning stage, T1 integrated action verbs that identified the use of some LOTS and HOTS (i.e. understanding, applying and creating). The procedures involved discussing the form of the essay, demonstrating its content, determining some arguments, and discussing the

grammatical items that could be used in the essay. During the drafting stage, the learners were supposed to write down the essay; as a result, ‘creating’ was fostered.

Unlike the previous lesson plan, in T3’s lesson plan of the third session, almost all the levels of thinking were promoted through argumentative writing, except “applying” and “analyzing” (see **Table: 4.10**) (see **Appendix 9**). For instance, “understanding” was enhanced in the first and second stages of the lesson plan by using the action verbs ‘interpret’ and ‘give’, while ‘remembering’ was encouraged in the second stage by identifying the elements of the paragraph. In the final stage of the lesson, T3 moved from using LOTS to HOTS because of the promotion of ‘creating’ and ‘evaluating’. Accordingly, this stage involved writing the paragraph and using peer feedback.

In conclusion, both T1 and T3 made a concerted effort to employ the necessary levels of thinking smoothly throughout the lesson plan procedures. The lesson plans had commonalities such as the exclusion of "analyzing", the inclusion of "understanding" in the initial stage of the plans, and the integration of "creating" in the final stage.

2. Reading Comprehension

Reading comprehension was used as a teaching task by T3 in her second lesson plan, T12 in his first lesson plan and T9. The findings indicated that T3 and T9 included LOTS and HOTS, but differently regarding the frequency of integrating each level. As for T12, his lesson plan missed the integration of all the thinking levels.

The results showed that “reading comprehension” was used by T3 to encourage all levels of thinking, except “applying”. To reach the first step, an oral discussion was incorporated as an instructional task for helping the learners to observe, analyze and discuss the picture’s content. Thus, these action verbs promoted "remembering", “understanding” and "analyzing". In addition, we noticed that remembering and evaluating were encouraged in the second stage

throughout the following procedures: discussing the task, matching ideas, and evaluating each others' work. Hence, there was a mixture of LOTS and HOTS. Again, "evaluating" was promoted with "creating" in the last stage. They were detected due to the use of "assess" and "rewrite".

T9 fostered only "remembering" "understanding" and "creating". She planned to ask learners to identify the purpose behind eating, the content of the picture and the effect of junk food; as a result, the enhanced levels were "remembering" and "understanding". This participant also encouraged "creating" by assigning homework where learners were asked to make a summary of the video. As for T12, he included reading comprehension as an instructional task, but it did not promote any level of thinking.

To sum up, these lesson plans' focus was reading comprehension. The results showed that not all teachers included Bloom's levels of thinking in their lesson plan for a specific reason that will be presented in the questionnaire data analysis. In addition, we found that lesson plans of T3 and T9 shared some points; for example, the promotion of 'remembering' and 'creating'; as well as, the inclusion of the LOTS during the second stage of their lesson plans and the incorporation of the highest one during the last stage.

3. Listening Comprehension

T12 used listening comprehension as an instructional task in his second lesson plan, but Bloom's taxonomy levels of thinking were missing. This result was identified through the absence of action verbs in the lesson plan.

4. Grammar

As the results showed, this task was used by T2 and T12 in their lesson plans. T2 tried to encourage 'remembering', 'understanding', 'analyzing', and 'creating'. Here, 'remembering' was frequently promoted due to the use of the action verbs 'identify', 'observe' and 'state' many times throughout the procedures of the lesson plan. For instance, observing the examples, identifying the meaning of each sentence and the function of the underlined words, and

stating the rule. Additionally, it was planned to analyze the examples before drawing the rule for encouraging ‘analyzing’. By the end of the lesson plan, T2 used ‘create’ as an action verb to foster the creating skill. Unlike T2’s lesson plan, T12’s did not promote Bloom’s taxonomy levels of thinking. This finding was reached since he did not use any action verb throughout the steps of the lesson. In brief, both lesson plans were about grammar, yet only T2 planned to use CTS through this instructional task.

5. Vocabulary Explorer

T6 adopts this task to promote ‘remembering’, ‘applying’, ‘evaluating’, and ‘creating’. They were enhanced right from the second and third stages of the lesson plan; for instance, the second stage was devoted to constructing the opposite form of the words extracted from the text, finding the term prefix and its function, listing all the prefixes, constructing opposites of other words, and assessing answers. Thus, almost all the aforementioned skills were promoted in the second stage; and re-promoted in the third one wherein it was planned to produce similar examples using negative prefixes and evaluate each others’ work.

To conclude, this part was about the integration of the instructional tasks into the lesson plans to promote Bloom’s taxonomy levels of thinking. The overall result showed that LOTS and HOTS were encouraged in these lesson plans. Concerning LOTS, the most enhanced thinking skill was: ‘understanding’ because it occurred many times in every lesson plan. As for its use, it appeared in the first and second stages of the lesson plans. With regard to HOTS, the most encouraged thinking skill was ‘creating’; it almost occurred in the last stage of the lesson plans through the incorporation of the following action verbs: construct, rewrite, or write. So, these teachers planned to encourage their learners to use the highest level by the end of the lesson.

Question 7: Do teachers integrate instructional strategies that foster the use of the levels of Bloom’s taxonomy?

The findings showed that almost all teachers integrated teaching strategies which promote Bloom’s taxonomy levels of thinking, except for T12.

Question 8: If yes, which ones? Which levels of thinking?

Table 4.11. The Use of Teaching Strategies in the Teachers’ Lesson Plans

Teacher	Teaching Strategies					
	Group Work	Think-Pair-Share	Brainstorming	Classroom Discussion	Multi-modals	Others
T1	1	1	1	1	1	0
T2	2	0	1	1	1	0
T3	2	0	1	1	1	0
	2	0	1	2	1	0
T6	1	0	1	2	0	0
T9	1	0	1	1	1	0
T12	0	0	0	0	0	0
	0	0	0	0	0	0
	0	0	0	0	0	0
Total	8	1	9	8	5	0

Table (4.11) is about the instructional strategies, which were integrated into the teachers’ lesson plans to promote Bloom’s taxonomy levels of thinking. The results indicated that the most frequently used strategy was ‘classroom discussion’ because it was incorporated in all the lesson plans, unlike the other teaching strategies. The findings indicated as well that the least frequently integrated one was ‘think-pair-share’.

Table 4.12. The Use of Levels of Bloom’s Taxonomy in Teachers’ Lesson Plans by the Teaching Strategies

		The levels of thinking											
		Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
Teachers		frequency	action verb	frequency	action verb	frequency	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb
	T1		2	Identify	3	Identify Discuss	2	Demonstrate	0 /		0 /		2
T2		4	Observe Identify State	2	Identify	0 /		1	Analyze	0 /		1	Create
T3		3	Observe Match Choose	4	Discuss Compare	0 /		3	Analyze Compare Contrast	1	Evaluate	1	Rewrite
		0 /		1	Interpret	0 /		0 /		1	Assess	1	Write
T6		1	Find	0 /		3	Construct Use	0 /		3	Evaluate Assess	1	Produce
T9		3	Identify	3	Identify	0 /		0 /		0 /		1	Make
T12		0 /		0 /		0 /		0 /		0 /		0 /	
		0 /		0 /		0 /		0 /		0 /		0 /	
		0 /		0 /		0 /		0 /		0 /		0 /	
Total		13		13		5		4		5		7	

Table (4.12) is about the promotion of Bloom’s taxonomy levels of thinking through teaching strategies. It also presents the action verbs that identified the promotion of these thinking skills. The overall results showed that the most frequently fostered levels of thinking were: ‘understanding’, ‘remembering’, and then ‘creating’. However, the least used ones were ‘applying’, ‘analyzing’ and ‘evaluating’.

The instructional strategies are tools to achieve the objective of the lesson (Singh and Gopal, 2009); therefore, similar learning objectives may have similar instructional strategies. For this reason, the results of the lesson plan analysis concerning the integration of the teaching strategies will be grouped based on the similarity of the learning objectives addressed in each lesson. We shall now discuss the integration of the instructional strategies and the promoted levels of thinking in each lesson plan in detail.

1. Writing an Essay/ Paragraph

The learning objectives planned by T1 and T3 were about writing an essay/ paragraph. They almost used similar teaching strategies for promoting the levels of thinking. In other words, both of the lesson plans included brainstorming, oral discussion, group work, and multi-modality; however, think-pair-share was used only by T1.

T1's lesson plan was about writing an essay. The findings showed that she used various instructional strategies to encourage the thinking levels (see **Appendix 6**). The initial stage of the lesson involved brainstorming and think-pair-share which helped the learners to identify the name of the civilization that was introduced by the teacher. In addition, they assisted in identifying the challenges faced in modern civilization and demonstrating the main arguments for fighting the threats. These two strategies promoted 'remembering', 'understanding' and 'applying'. However, during the planning stage, classroom discussion was integrated to encourage LOTS and HOTS; for instance, it was planned to discuss the format of the essay, demonstrate its content, and determine some arguments. The action verbs 'discuss', 'demonstrate', and 'determine' respectively indicated the promotion of 'understanding', 'applying', and 'creating'. The latter was fostered in the last stage of the lesson again by planning to write the essay, in groups. Finally, multimodality was included in the lesson plan since this teacher planned to use a picture, a video, a written handout, and a speech to reach the objective of the lesson, which was writing an essay (see **Appendix 6**).

T3's lesson plan was about writing a paragraph. Similarly to T1, T3 planned to use brainstorming as a teaching strategy to promote 'understanding'. It enabled the learners to give some details about the Egyptian civilization and interpret the content of the video. Unlike T1, T3 did not use any teaching strategy in the second stage of the lesson plan, but both group work and classroom discussion were integrated in the last stage. The former was incorporated to enable the learners to write the paragraph, and the latter was used so that learners could assess each others' work. Hence, 'evaluating' and 'creating' were promoted. Finally, the last teaching strategy was 'multi-modals' since T3 included various models such as video, writing, and speaking throughout the steps of the lesson plan (see **Appendix 9**).

To conclude, both teachers used several teaching strategies in their lesson plans to encourage Bloom's taxonomy levels of thinking. They smoothly incorporated these skills into their lesson plans by first encouraging LOTS and then moving on to HOTS. Furthermore, they utilized videos in the initial phase of the lesson plan to promote 'understanding'.

2. Reading and Interpreting a Text

T3 and T9 planned the same learning objectives of 'reading comprehension' sessions. They were about reading and interpreting a text. They integrated brainstorming, classroom discussion, group work, and multi-modals in their lesson plans through which they tried to promote both LOTS and HOTS. Moreover, although they attempted to encourage HOTS, they did not promote the same thinking skills; for instance, T3 focused on fostering 'analyzing' and 'evaluating'; however, T9 paid attention to 'creating' only. Now, we shall present the findings in detail.

The findings showed that T3 designed the lesson plan incorporating various teaching strategies among which were brainstorming, classroom discussion, group work and multimodality. As it was planned, during the initial stage of the lesson plan, T3 integrated brainstorming and classroom discussion to

encourage 'understanding' and 'analyzing'. Classroom discussion was reintroduced during the second stage in conjunction with group work. The latter promoted 'remembering' and 'evaluating' as the learners would assess each others' work (see **Appendix 9**). Multimodality was integrated through the incorporation of picture, handout and oral language.

As for T9, he used multiple strategies involving brainstorming, classroom discussion, group work, and multi-modals. As it was designed, in the first stage of the lesson plan, brainstorming and classroom discussion were incorporated to make learners aware of the learning objective and prepare them to comprehend the topic of the text. Accordingly, T9 planned to encourage the learners to identify the purpose behind eating; as well as, to identify the content of the picture introduced. These two teaching strategies were accompanied by multi-modals (i.e.; speech, picture and video) to promote 'remembering' and 'understanding'. The incorporation of the video was detected in the last stage of the lesson plan again to enhance the highest levels of thinking by making a summary of the video (see **Appendix 11**).

The results showed that T12 did not mention the learning objective of the lesson, yet the lesson focus was highlighted. It was 'reading comprehension'. The results showed that this participant did not integrate any teaching strategy and did not include any action verb that promoted Bloom's taxonomy levels of thinking (see **Appendix 12**). Therefore, his lesson plan lacked the inclusion of both LOTS and HOTS.

To conclude, the general result showed that almost all the teachers integrated instructional strategies for enhancing Bloom's taxonomy of thinking. We found that both brainstorming and classroom discussion were used together in the first stage of the lesson plans. They were used to encourage various levels of thinking. Additionally, group work was integrated into the second stage to encourage 'remembering' and sometimes 'evaluating'. During the first stage of the lesson, T3 and T9 incorporated pictures and used oral and written

explanations in addition to gestures. T9 introduced a video as well. These modes indicated the integration of multimodality.

3. Listening and Interpreting an Audio Script

T12's second lesson plan on listening comprehension lacked instructional strategies. Additionally, the results showed that all Bloom's taxonomy levels of thinking were not incorporated similar to the previous lesson plan on reading comprehension.

4. Building and Forming Opposites (Vocabulary Explorer)

Composing opposites by adding negative suffixes was T6's learning objective. To achieve this, brainstorming, classroom discussion, group work, and multimodality were used as teaching strategies. The findings showed that brainstorming was the first incorporated teaching strategy through which the learners were supposed to give examples of nouns from the text; therefore, it promoted 'understanding'. In the next stage, classroom discussion was integrated for constructing opposites, finding the term prefix, and listing the prefixes; as a result, it encouraged 'remembering' and 'applying'. In the same stage, group work was incorporated to help learners use negative prefixes and assess each others' work. This was planned to encourage learners to apply and evaluate their understanding of the lesson. In the last stage, classroom discussion was re-used to assist the learners in producing similar examples of words, using them in meaningful sentences, and evaluating each others' work. Therefore, classroom discussion enhanced 'applying', 'evaluating', and 'creating'. Finally, multimodals (i.e.; text, speech, handouts, and electronic dictionaries) were integrated throughout the lesson plan procedures for supporting the promotion of various levels of thinking. From this vein, it can be understood that T6 encouraged LOTS and HOTS through these teaching strategies.

5. Expressing Obligation, Habit, and Necessity (Grammar)

T2's lesson plan focused on grammar to encourage learners to observe, analyze, and state the rule for using 'had to', 'used to', and 'could'. The results showed that several teaching strategies, among which are brainstorming, group work, classroom discussion, and multi-modals, were introduced in the lesson plan to reach this learning objective.

1. Brainstorming was used in the first stage for reviewing the previous lesson, so it enhanced 'remembering'.
2. Multi-modals, group work, and classroom discussion were used in the second stage; for instance, multi-modals (including video, handout, and speech) were used for showing and observing the sentences; therefore, it promoted 'remembering'.
3. Group work was incorporated for analyzing the examples, identifying the meaning of each sentence, and creating similar sentences. Consequently, this teaching strategy was used to promote: 'analyzing', 'remembering', and 'creating'.
4. Classroom discussion was incorporated to help learners state the rule.

In brief, this teacher used several teaching strategies to foster the integration of LOTS and HOTS.

To conclude, after analyzing several lesson plans, it was observed that the implemented teaching strategies aimed to foster different Bloom's taxonomy levels of thinking. Brainstorming was widely used to promote 'remembering' and 'understanding', while group work was frequently employed to encourage 'remembering' and 'creating'. Classroom discussions were often accompanied by brainstorming or group work to enhance different levels of thinking, but it was rarely used alone to promote 'evaluating'. Finally, multi-modals were integrated

throughout the stages of the lesson to enhance various Bloom's taxonomy levels of thinking.

In conclusion, the data analysis of the lesson plans revealed that only six out of twelve teachers designed their lesson plans, but not for every teaching session. The only teacher who provided us with the lesson plan for each session was (T12). The overall results presented that many of these lesson plans integrated Bloom's taxonomy levels of thinking. In one way or another, several participants (i.e.; T1, T2, T3 in her second lesson plan, and T6) incorporated HOTS into learning objectives and aims, and they used instructional tasks and teaching strategies that encouraged these skills. Other teachers (i.e.; T3 in her first lesson plan and T9) planned their learning objective for promoting only LOTS, yet in their aims, they used action verbs that encouraged HOTS. They also incorporated instructional tasks and teaching strategies, particularly, group work and classroom discussion for encouraging HOTS. Finally, the results showed that T9 fostered HOTS neither through the learning objectives nor the aims.

The practical implementation of the lesson plans during the teaching sessions was another significant step in the current research; therefore, in the coming section, we shall present and discuss the results of classroom observation.

4.2. Classroom Observation Data Analysis

The purpose of Classroom Observation is to analyze how teachers use CTS during their teaching sessions. This analysis helps in answering the third research question by using frequencies. The researcher attended three sessions with each teacher, and in each school, three teachers were observed. Therefore, nine sessions were scheduled to be attended in each school.

This part addressed the distinctive results of the teachers in four different schools. They were obtained through the qualitative and quantitative analysis processes that involved: first, writing down the learning objectives and instructions integrated by teachers, and then counting the number of instances teachers enhanced the levels of thinking in the learning objective in addition to the number of times they integrated the instructional tasks and teaching strategies that encouraged these skills. These counts were used to generate tables of frequencies that showed how often teachers promoted CTS during their teaching sessions. (4.13; 4.14; 4.15; 4.16; 4.17 & 4.18).

Question 1: Do teachers integrate learning objectives during the session?

This question aimed at investigating the integration of the learning objectives during the teaching session. Results obtained to answer this question showed that only some participants highlighted the learning objectives of their lessons.

Question 2: If yes, which levels of thinking were promoted?

This question tried to investigate the extent to which Bloom's taxonomy levels of thinking were mentioned by our participants in their learning objectives (**Table: 4.13**). The results showed that the most promoted level of thinking was: 'understanding' followed by 'creating'. They also showed that the least enhanced ones were 'analyzing' and 'evaluating'. Concerning remembering, it was enhanced five times only. In addition, our findings revealed that the participants were grouped into three groups based on the consistency of stating the lesson's learning objectives during their teaching sessions as we shall discuss shortly.

Table 4.13. The Use of Levels of Bloom’s Taxonomy in the Learning Objectives of the Teachers’ Teaching Sessions (CTD)

Teachers	The Levels of Thinking											
	Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
	frequency	action verb	frequency	action verb	Frequency	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb
T1	0	/	0	/	0	/	0	/	1	Argue	1	Write
	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
T2	0	/	0	/	0	/	0	/	0	/	0	/
	2	Observe State	0	/	1	Use	1	Analyze	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
T3	0	/	1	Interpret	0	/	0	/	0	/	1	Make
	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	1	Write
T4	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
T5	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	0	/	1	Use	0	/	0	/	0	/
T6	0	/	0	/	0	/	0	/	0	/	1	Compose
	0	/	0	/	0	/	0	/	0	/	1	Write
	0	/	0	/	0	/	0	/	0	/	1	Write
T7	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	1	Use	0	/	0	/	0	/
T8	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	1	Write
	0	/	0	/	0	/	0	/	0	/	0	/
T9	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	0	/	1	Use	0	/	0	/	0	/

Table 4.13. The Use of Levels of Bloom’s Taxonomy in the Learning Objectives of the Teachers’ Teaching Sessions

T10	0	/	1	Interpret	0	/	0	/	0	/	0	/
	0	/	0	/	1	Use	0	/	0	/	0	/
	0	/	1	Give	0	/	0	/	0	/	0	/
T11	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
T12	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
	0	/	0	/	0	/	0	/	0	/	0	/
Total	2		9		5		1		1		7	

The first group of teachers (i.e.; T1, T2, T7, and T8) stated the learning objectives of their lessons, but not in every teaching session. The results indicated that T1 highlighted them in two sessions; however, T2, T7, and T8 stated them in one session, as follows:

- 1) T1 highlighted the learning objectives in the first two teaching sessions only. The learning objective of the first session was to build an essay about the major threats to modern civilization and argue to fight them. This objective aimed to enhance the two highest levels of thinking, namely evaluating and creating. Similarly, the learning objective of the second session was to interpret an audio script about Phoenician civilization, with the aim of using ‘understanding’ (**Table: 4.12**). Consequently, this participant could integrate Bloom’s taxonomy levels of thinking in their learning objectives.
- 2) T2 stated the learning objective in the second teaching session. It was: “to observe, analyze, and state the rule for using had to, used to, and could for expressing obligation, habit and ability in the past”. The aforementioned action verbs indicated the use of ‘remembering’,

‘applying’ and ‘analyzing’. All in all, this participant referred to two LOTS and one higher-order thinking skill.

- 3) T7’s learning objective for his third session was: "expressing certainty, probability, possibility, and remote possibility by using modals (may, will, might, can, and could)". This learning objective included one action verb that promoted ‘applying’.
- 4) T8 highlighted the learning objective in the second teaching session. It was about writing an opinion article about the negative impact of counterfeiting on consumers. Accordingly, it aimed to promote the highest level of thinking.

To sum up, the findings showed that T1, T2, T7, and T8 wrote and highlighted the learning objectives for certain lessons regardless to others. Nonetheless, the learning objectives which were mentioned for the lessons included Bloom’s taxonomy levels of thinking. More details will be provided in the section of the questionnaire.

The results showed that the second group of teachers among which were T3, T5, T6, T9, and T10 consistently stated the learning objectives of their lessons. Some of them included only LOTS; whereas, others enhanced even HOTS; for example:

- 1) During the observation, T3 highlighted the learning objectives in all the teaching sessions. Some of these sessions aimed to enhance the LOTS, while others focused on promoting HOTS. In the first session, the learning objective was centred on enhancing 'understanding' and 'creating'. However, in the second one, it was planned to foster only 'understanding'. Similarly, the learning objective of the third teaching session focused solely on enhancing 'creating', as it involved the action verb 'write'.

- 2) T5's learning objectives of each teaching session were respectively about: "interpreting the theme of the new unit, which was about ethics in business", "listening and interpreting an audio script, which spoke about Phoenician civilization" and "expressing condition type one using 'providing that', 'provided that' 'but only if' and 'as long as'". In this vein, the first two learning objectives enhanced 'understanding'; whereas, the last one fostered 'applying'. Therefore, there was an emphasis on LOTS only.
- 3) T6 also stated the learning objectives in all three observed sessions focusing on promoting HOTS, basically 'creating'. In the first teaching session, the learning objective referred to: "composing opposites by adding the negative prefixes (de) and (dis)"; whereas, in the second and third teaching sessions, it was about writing a composition about the Ancient Egyptian events of Pharaoh. In fact, the third observed session was the continuation of the second one. As a consequence, this teacher tried to enhance the highest level of thinking during these three teaching sessions.
- 4) T9's learning objectives of all the observed teaching sessions fostered LOTS only. The first learning objective centered on: "listening and interpreting an audio script about genetically modified food" and the second one was: "reading and interpreting a text about energy balance". Given this result, 'understanding' was included in both teaching sessions. As for the third learning objective, it referred to using gerund. So, it enhanced 'applying'.
- 5) Similarly to T9, T10's learning objectives of the three observed sessions aimed to enhance only 'understanding' and 'applying'. The former was enhanced through the first and the third learning objectives, which were respectively about interpreting the theme of the unit, and giving advice with 'should', 'ought to' 'it s high time' and 'if I were

you'. However, the latter was fostered through the second learning objective that was: "expressing condition by using if". In brief, these learning objectives promoted LOTS.

The findings indicated that the last group of teachers (i.e. T4, T11 and T12) did not mention the learning objectives in all their three observed sessions. As a result, we could not determine the thinking levels that the teachers intended to enhance through their learning objectives.

To conclude, the results showed that the most frequently enhanced the levels of thinking in the teachers' learning objectives were 'understanding' and 'creating', while the least encouraged ones were 'analyzing' and 'evaluating'. In addition, we found that some teachers enhanced HOTS (i.e. analyzing, evaluating and/or creating) in some of their learning objectives; however, T6 fostered 'creating' in all their observed teaching sessions. Upon comparing the teachers' lessons, it was noticed that not all the participants paid attention to consistently of highlighting the learning objectives. Others did not even state them in all their observed sessions. It can be understood that they devalued this step despite its importance or they were not familiar with writing them for some instructional tasks (more details about the absence of learning objectives and the thinking skills will be presented in the data analysis of the questionnaire).

Question 3: Do teachers integrate tasks that foster the use of the levels of Bloom's taxonomy?

This question attempted to investigate teachers' integration of the instructional tasks that enhance CTS. As the findings presented, many teachers mentioned more than one instructional task during their teaching sessions.

Question 4: If yes, which ones? Which levels of thinking?

This question tried to investigate the extent to which instructional tasks which promoted Bloom's taxonomy levels of thinking were integrated by our participants during their teaching sessions (**Table: 4.14**).

Table 4.14. The Use of CTS-Related Tasks in the Teachers' Sessions (CTD)

Teacher	Sessions	Teaching Tasks				
		Argumentative Writing	Oral Discussion	Reading Comprehension	Listening Comprehension	Others
T1	01	1	1	0	0	0
	02	0	1	0	1	0
	03	0	1	1	0	0
T2	01	0	1	0	0	1
	02	0	1	0	0	1
	03	0	0	0	0	0
T3	01	0	1	0	1	0
	02	0	1	1	0	0
	03	1	1	0	0	0
T4	01	0	0	0	0	1
	02	1	0	0	0	0
	03	1	0	0	0	0
T5	01	0	1	0	0	0
	02	0	1	0	1	0
	03	0	0	0	0	1
T6	01	0	0	0	0	1
	02	1	1	0	0	0
	03	1	0	0	0	0
T7	01	1	0	0	0	0
	02	0	1	0	0	1
	03	0	1	0	0	1
T8	01	0	0	0	0	1
	02	1	1	0	0	0
	03	0	1	1	0	0
T9	01	0	1	0	1	0
	02	0	1	1	0	0
	03	0	1	0	0	1

Table 4.14. The Use of CTS- Related Tasks in the Teachers’ Sessions

T10	01	0	1	0	0	1
	02	0	1	0	0	1
	03	0	1	0	0	1
T11	01	0	0	0	0	0
	02	0	0	0	0	0
	03	0	0	0	0	0
T12	01	0	0	1	0	0
	02	0	0	0	1	0
	03	0	0	0	0	1
Total	8	21	5	5	13	

Table (4.14) is about the instructional tasks integrated by teachers during their teaching sessions. As the findings presented, 'oral discussion' was the most commonly incorporated instructional task in the teaching sessions. However, the least integrated ones were listening comprehension and reading comprehension. Each instructional task was integrated by teachers during their teaching sessions to promote one or more thinking skills (see **Table: 4.15**) (see **Appendices 11, 12, 13, and 14**).

Table 4.15. The Use of Levels of Bloom’s Taxonomy in Teachers’ Sessions by the Teaching Tasks (CTD)

Teachers	Sessions	The levels of thinking											
		Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
		frequency	action verb	efrequency	action verb	Frequency	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb
T1	01	1	Identify	3	Give Identify Discuss	1	Demonstrate	1	Analyze	0	/	2	Determine Write
	02	3	Identify Review Select	2	Identify Review	1	Order	0	/	1	Justify	0	/
	03	2	Identify Match	2	Identify Give	0	/	0	/	0	/	0	/

Table 4.15. The Use of Levels of Bloom's Taxonomy in Teachers' Sessions by the Teaching Tasks (CTD)

T2	01	1	Tell	1	Discuss	2	Use	0	/	0	/	0	/
	02	4	Observe Identify Draw	2	Identify	0	/	1	Analyze	1	Assess	1	Create
	03	0	/	0	/	0	/	0	/	0	/	0	/
T3	01	3	Review Observe Identify	1	Identify	2	Illustrate Order	1	Examine	0	/	0	/
	02	2	Observe Match	2	Discuss Give	1	Use	2	Compare Contrast	1	Evaluate	0	/
	03	1	Identify	2	Identify Give	1	Use	0	/	1	Evaluate	1	Write
T4	01	0	/	0	/	0	/	0	/	0	/	0	/
	02	0	/	0	/	0	/	0	/	0	/	0	/
	03	0	/	0	/	0	/	0	/	0	/	0	/
T5	01	2	Identify Tell	1	Explain	0	/	0	/	0	/	0	/
	02	3	Review Observe Find	1	Compare	0	/	2	Categorize Compare	0	/	0	/
	03	0	/	0	/	0	/	0	/	0	/	0	/
T6	01	3	Name Identify Find	1	Identify	1	Use	1	Compare	1	Evaluate	0	/
	02	2	Review Select	1	Give	1	Order	0	/	1	Assess	1	Write
	03	1	Write on the board	0	/	0	/	0	/	0	/	0	/
T7	01	3	Review Tell List	0	/	2	Organize Use	1	Organize	1	Assess	2	Write Plan
	02	2	Observe	2	Explain Compare	0	/	2	Compare Deduce	0	/	0	/
	03	0	/	3	Give Explain Classify	0	/	1	Classify	1	Evaluate	0	/

Table 4.15. The Use of Levels of Bloom's Taxonomy in Teachers' Sessions by the Teaching Tasks

T6	01	3	Name Identify Find	1	Identify	1	Use	1	Compare	1	Evaluate	0	/
	02	2	Review Select	1	Give	1	Order	0	/	1	Assess	1	Write
	03	1	Write on the board	0	/	0	/	0	/	0	/	0	/
T7	01	3	Review Tell List	0	/	2	Organize Use	1	Organize	1	Assess	2	Write Plan
	02	2	Observe	2	Explain Compare	0	/	2	Compare Deduce	0	/	0	/
	03	0	/	3	Give Explain Classify	0	/	1	Classify	1	Evaluate	0	/
T8	01	0	/	0	/	2	Use	0	/	0	/	0	/
	02	2	Review List	1	Discuss	2	Organize Use	2	Analyze Organize	1	Assess	2	Write Plan
	03	1	Name	1	Discuss	0	/	0	/	0	/	0	/
T9	01	0	/	2	Discuss	0	/	0	/	0	/	1	Make
	02	1	Identify	2	Discuss Identify	1	Use	1	Compare	0	/	1	Make
	03	1	Find	1	Discuss	1	Integrate	1	Analyze	0	/	0	/
T10	01	3	Find Arrange Draw	2	Explain Classify	1	Use	1	Classify	1	Evaluate	0	/
	02	1	Identify	3	Explain Discuss Identify	0	/	1	Analyze	2	Argue Predict	0	/
	03	1	Find	1	Discuss	1	Integrate	0	/	0	/	0	/
T11	01	0	/	0	/	0	/	0	/	0	/	0	/
	02	0	/	0	/	0	/	0	/	0	/	0	/
	03	0	/	0	/	0	/	0	/	0	/	0	/
T12	01	0	/	0	/	0	/	0	/	0	/	0	/
	02	0	/	0	/	0	/	0	/	0	/	0	/
	03	0	/	0	/	0	/	0	/	0	/	0	/
Total	43			36		19		18		14		11	

Table (4.15) gives details about the promotion of Bloom's taxonomy thinking levels through instructional tasks. The results obtained from the lesson plans showed that the most fostered level of thinking through the instructional tasks was 'understanding' and the least fostered ones were 'applying' and 'analyzing'. On the contrary, during the implementation step, it was found that teachers gave more emphasis to include 'remembering'. In addition, the findings showed that LOTS were more enhanced than HOTS. Concerning the promotion of HOTS, teachers utilized 'analyzing' and 'evaluating' more frequently than 'creating', despite being the most emphasized level of thinking in the lesson plans. Moreover, the findings showed that not all the participants (such as T1, T2, T5, T6, T8, and T10) included both LOTS and HOTS during every observed session. Another striking result was that some teachers used the same teaching tasks, but they did not enhance the same levels of thinking (**see Tables: 4.14 & 4.15**). Now, we shall present the results concerning each instructional task in detail.

1. Argumentative Writing

As the results showed, argumentative writing was taught by T1, T3, T4, T6, T7, and T8. However, each participant used it to enhance different levels of thinking. Various topics were covered in these sessions of written expression, as follows:

- 1) T1's first session was about the major threats to modern civilization.
- 2) T3's third session and T6's second and third sessions were about the ancient Egyptian events of the pharaoh and their importance for the Egyptian civilization.
- 3) T4's second and third sessions were about the significant events of Western civilization and their influence on its development.

- 4) T7's first session and T8's second session were about "arguing that counterfeiting benefits consumers by giving them lower prices is a totally mistaken claim".

T1's first task was 'argumentative writing'. It was accompanied by 'oral discussion' for enhancing all the thinking levels of Bloom's taxonomy, except 'evaluating'. Both 'remembering' and 'understanding' were incorporated at the beginning of the session by enabling the learners to identify the civilizations they were familiar with, identify the challenges faced by modern civilization and give extra examples for discussing them. After watching the video, 'analyzing' and 'understanding' were promoted by encouraging the learners to analyze the content of the video and discuss the major threats to modern civilization. In addition, the planning stage was devoted to encourage the learners to demonstrate the essay's content and determine some arguments about the necessity of fighting these threats. This fostered both 'applying' and 'creating'. T1 kept enhancing 'creating' in the last stage of the session because she asked the learners to write the essay. Comparing to her lesson plan for this session, T1 could implement the steps that were mentioned there.

The findings showed also that T3 and T6 used the same topic in their argumentative writing task. In T3's session, this task was accompanied by oral discussion. At first, T3 presented a video to the learners and asked them to identify its theme and give the main events related to the story of the pharaoh to enhance the learners' remembering and understanding skills, while T6 displayed different pictures about the ancient Egyptian events related to the pharaoh and asked the learners to order them according to the chronology and to give ideas about each picture. The former enhanced 'remembering' and 'understanding', yet the latter fostered 'understanding' and 'applying'. After mentioning the events, T3 encouraged the learners to use them for writing the paragraph. This step fostered 'applying' and 'creating'. T6, however, asked them to select the most important ideas, which would convince readers about the importance of the ancient Egyptian events of the pharaoh for the Egyptian civilization. Next, they

were prompted to write the paragraph. In this regard, both teachers fostered ‘creating’. Even ‘evaluating’ was integrated into both sessions by encouraging the learners to evaluate each others’ paragraphs. It is worth adding that the final step of T6’s lesson was postponed to her last observed session, where the learners were asked to read their drafts in front of the whole class and write on the board the best one. This further enhanced ‘remembering’. As far as T3 made a lesson plan for this lesson, the results showed that the session was successful in promoting all the levels of thinking that were planned.

T4's theme of the lesson was different from the previous ones. It focused on the major events that took place in Western civilization and their impact on its development. Typically, two teaching sessions were dedicated to writing a paragraph on this topic. During the first session of writing expression (**Table: 3.15**), the teacher presented the most significant events of Western civilization, provided an explanation to the learners, and then organized these events using a timeline. While two learners attempted to participate, the lesson was mainly teacher-centred, and the teacher instructed the learners to complete the task at home. In the next session, T4 requested one learner in the class to write the paragraph on the board. In conclusion, Bloom’s taxonomy levels of thinking were absent in these two teaching sessions.

The results showed that T7’s first session and T8’s second one were about writing an opinion article to argue that: "counterfeiting benefits consumers by giving them lower prices is a mistaken claim". T7 and T8 started their sessions by reviewing the previous lesson to enhance remembering (**Table: 4.15**). T8 encouraged her learners to discuss and analyze the reasons behind avoiding counterfeited products. This enhanced ‘understanding’ and ‘analyzing’. After that, T7 and T8 prompted their learners to plan a suitable design for the article (i.e. the introduction, the conclusion, and the number of paragraphs in the body) and to organize it by listing their arguments from the least to the most important. They started writing the essay paying attention to using the linking words that were mentioned in the list. In this case, ‘remembering’, ‘applying’, ‘analyzing’

and ‘creating’ were used (**Table: 4.15**).As a final step in both sessions, the learners exchanged their drafts to evaluate their work. In brief, T8 was more interested than T7 in integrating all the thinking levels.

In conclusion, almost all the teaching sessions that integrated argumentative writing as an instructional task promoted the lowest-order thinking skill and the highest one (i.e. remembering and creating). The results indicated that ‘remembering’ was incorporated at the beginning of the lessons; whereas, ‘creating’ was promoted in the planning and drafting stages of the lessons. Furthermore, many participants did not neglect using ‘evaluating’ since they enabled the learners to assess each others’ articles. It is worth mentioning that T4 was the only teacher who did not foster the levels of thinking. In brief, HOTS were promoted in all these sessions.

2. Listening Comprehension

The findings showed that five observed sessions were about listening comprehension task. It occurred in the first sessions of T3, T9 and T12 and the second sessions of T1 and T5. The results indicated as well that the same topic of the audio script, which was about Phoenicians, was tackled in the teaching sessions of T1, T3, and T5. As for T9’s audio script, it was about genetically modified food. Finally, T12’s lesson was about a dialogue between a headmaster and a pupil’s father.

The audio script of the three sessions with T1, T3 and T5 was about Phoenician civilization. In the first stage, so-called before listening, all teachers promoted the ‘remembering’ skill by encouraging their learners to review the previous lesson. Both T1 and T3 asked their learners to observe the picture and identify its content to enhance their remembering and understanding skills. T3 encouraged them even to examine each others’ answers to the questions, which promoted ‘analyzing’. T5’s learners observed a video in order to find the name of the civilization and its important cities. In this case, ‘remembering’ was promoted. During the listening activity, T1 and T3 prompted their learners to order sentences. Following this, T1’s learners were presented with a picture of a

civilization and a list of terms from which they selected four terms that best described the qualities of the people who developed the civilization and then they justified their selection of those four terms. This step aimed to develop ‘remembering’ and ‘evaluating’. Nonetheless, T3 promoted ‘applying’ by asking the learners to illustrate the features of people who developed the civilization. In this stage, T5 adopted another activity, which encouraged the learners to categorize the Phoenicians’ achievements before and after the development of the Phoenician civilization. After that, they were asked to compare this civilization to the Sumerian one since they had learned about it before. In this regard, ‘understanding’ and ‘analyzing’ were enhanced. To sum up, evaluating and creating were missing in these teaching sessions.

T9's listening comprehension topic was different from the previous topics. It was about genetically modified food, through which all the thinking levels except ‘evaluating’ were enhanced. Listening to the audio script to state whether the statements were true or false was the first activity and it aimed to promote ‘remembering’. After that, for enhancing ‘understanding’ and ‘analyzing’, T9 encouraged the learners to compare and discuss their answers. It was a transition to the last activity that enabled them to use their ideas for making a summary of the interview. In this final step, ‘applying’ and ‘creating’ were included. Summing up, the intent to promote Bloom’s taxonomy levels of thinking was clear during this teaching session.

The findings showed as well that T12’s second session was about listening comprehension; however, the striking point was the inexistence of the thinking levels. The focal concern of this participant was to give many details and various terms about the topic of the lesson.

To conclude, the overall results indicated that in these listening comprehension sessions, T1, T3, T5, and T9 promoted Bloom’s taxonomy levels of thinking. The commonly used level in all the sessions was ‘remembering’, and the least used one was ‘creating’. In addition, the findings showed that

almost all teachers tried to enhance “analyzing” and “evaluating”. Finally, although the sessions’ themes of T1, T3, and T5 were the same, each teacher promoted particular thinking levels.

3. Reading Comprehension

The third instructional that was used in some teaching sessions referred to reading comprehension. It was integrated into the first session of T12, the second session of T3 and T9, and the third session of T1 and T8 covering several topics.

- 1) T1 and T3 tackled the same topic of the text, which was about Egyptian civilization.
- 2) T8 and T9 adopted a text that spoke about energy balance.
- 3) T12 tackled a text about the solar system.

During the sessions of T1 and T3, the learners were presented with a text about Egyptian civilization; however, the promotion of thinking levels was different. At the beginning of the session, both teachers showed pictures to the learners. T1 encouraged them to identify the content of the pictures to promote ‘remembering’, while T3 asked the learners to observe them, discuss their content, and identify the civilization to foster ‘remembering’ and ‘understanding’. In the second stage, the so-called as you read, both teachers prompted their learners to read the text, give its suitable title and match the ideas with their corresponding paragraphs. In this regard, they kept enhancing the lowest level of thinking (i.e. remembering). Unlike T1, T3 encouraged the learners to compare and contrast their answers to foster ‘understanding’ and ‘analyzing’. In brief, T3 paid more attention to HOTS than T1 did.

The reading comprehension sessions of T8 and T9 were about energy balance. While T8 promoted only LOTS, T9 enhanced both LOTS and HOTS. Before reading the text, T8 encouraged the learners to name the sources of energy and discuss their importance; as a result, ‘remembering’, ‘understanding’ and ‘evaluating’ were promoted. Nonetheless, T9 presented a video to the

learners to discuss its content, which enhanced ‘understanding’. During the second stage, both teachers in both sessions asked their learners to read the text and identify whether the proposed statements were true or false. In this vein, they kept enhancing LOTS, basically ‘remembering’ and ‘understanding’. After reading, only T9 reinforced HOTS by encouraging the learners to make a summary of the text. This helped enhancing their ‘creating’ skill. Accordingly, these two teaching sessions did not witness the promotion of the same levels of thinking. Compared to the findings obtained from lesson plan analysis, T9’s teaching session included the intended levels of thinking.

As for T12’s observed session of reading comprehension, the findings indicated that Bloom’s taxonomy levels of thinking were not encouraged. The teacher showed a picture to the learners and explained its content that is related to the text, to which they were introduced. In addition, T12 provided the keywords of the text to the learners and explained them paying great attention to giving some synonyms or opposites.

The overall results revealed that most teaching sessions of reading comprehension promoted LOTS and HOTS. T3 enhanced all the thinking levels of Bloom’s taxonomy except ‘evaluating’, while T1 and T9 enhanced ‘remembering’, ‘understanding’, and ‘creating’. Concerning T8, she did not pay attention to HOTS. Furthermore, the findings showed that ‘remembering’ and ‘understanding’ were the most commonly enhanced levels of thinking among the majority of these observed sessions. Finally, we found that T12 did not incorporate any level of thinking throughout the steps of the lesson.

4. Grammar

Grammar was incorporated as a teaching task by several teachers among which were T2, T5, T7, T9 and T12. While some of their teaching sessions witnessed the promotion of LOTS and HOTS, others either promoted LOTS or did not include any level of thinking.

Our results indicated that teachers tackled various lessons of grammar as follows:

- 1) T2's first session was about articles, yet the second one was about expressing habit, ability, and obligation in the past.
- 2) T5's lesson was about expressing condition type one using providing that, provided that and as long as.
- 3) T7's lesson was about expressing certainty, probability, possibility and remote possibility.
- 4) T9 and T10 taught: "expressing advice".
- 5) T10 and T12 tackled: "expressing condition using types 01, 02 and 03".

The results showed that the first two teaching sessions with T2 were about grammar. In the first session, 'remembering' was enhanced by telling some details about the articles and reading the sentences carefully. Next, the learners were asked to use the appropriate article in a given sentence and discuss the rationale behind their choice. This fostered 'applying' and 'understanding'. Later, the learners were asked to use the correct article in the appropriate gap of the proposed paragraph, which further reinforced 'applying'.

As for her second session, T2 promoted all the thinking levels except 'applying'. First, she asked the learners to read and observe the examples. This task enhanced their understanding. After a few minutes of their observation, the learners were encouraged to analyze the examples by identifying the meaning of each sentence and the function of the underlined words and then state the rule. In addition to 'remembering', T2 enhanced 'analyzing'. Finally, the learners were encouraged to create similar examples and to assess each others' work so as to enhance 'evaluating' and 'creating'. To sum up, T2, in her second session, was able to promote HOTS as it was planned.

The results showed that T5's learning objective was about expressing condition type one using 'providing that' and 'as long as' (**Table: 3.13**). The results showed that T5 did not promote any level of thinking through this task (**Table: 3.15**). During the session, the participant reviewed tenses, particularly the present simple and the future, and then explained examples focusing on their structure and meaning. The remaining time was devoted to copying the lesson and the activity to be completed at home.

Even T7 promoted various thinking levels throughout his grammar lesson, which was about expressing certainty, probability, possibility, and remote possibility. The results indicated that at the beginning of the session, T7 asked the learners to observe the examples and explain what each underlined model expressed, so 'remembering' and 'understanding' were promoted. Then, a follow-up activity was given in which the learners classified the sentences in the proposed table. This activity enabled the learners to use their understanding and analyzing skills. Then, they evaluated each other's sentences. It is worth mentioning that 'applying' and 'creating' were missing.

The findings showed that expressing advice was the grammar lesson of both T9 and T10 (**Table: 3.15**). While T9 enhanced both LOTS and HOTS, T10 was content with promoting LOTS. The results indicated that both teachers asked their learners to read the examples and find the models. However, T9 went further by encouraging the learners to analyze them paying close attention to the model's position in the sentence and the nature of the verb. In this step, these teachers enhanced 'remembering', but T9 integrated 'analyzing' too. After that, the learners in both classes were encouraged to discuss the meaning that each model addressed. Once they understood their meaning, they integrated them into the proposed sentences. Here, 'applying' was promoted. In brief, T9 was more interested than T10 in enhancing LOTS with HOTS.

The last observed grammar lesson was about expressing condition types one, two, and three. It was taught by T10 and T12. Asking the learners to read the examples, and find the connector and clauses was the first step in T10's teaching session to promote 'remembering'. After that, they were encouraged to identify the tense used in each clause of each sentence and explain the way of constructing the sentences and the meaning they conveyed. They were also encouraged to arrange these sentences based on their conditional type and to state the rules governing each type's form and use. Therefore, 'remembering' and 'understanding' were fostered. For practicing this grammar point, T10 encouraged the learners to use 'if' in similar examples, and she added another activity in which the learners classified the examples in a table and evaluated each others' work. These activities promoted 'understanding', 'applying', 'analyzing', and 'evaluating'. Nonetheless, T12's teaching session didn't focus on thinking skills, as he only explained the examples and gave a general remark to learners. To sum up, these teachers taught conditions, but only T10 focused on promoting thinking skills through this instructional task.

To conclude, the total results about using grammar as an instructional task for promoting Bloom's taxonomy thinking levels showed that both LOTS and HOTS were enhanced in some teaching sessions. We found that 'remembering' was the most integrated level of thinking in all these observed sessions, but 'creating' was the least enhanced one.

5. Vocabulary Explorer

The results showed that "vocabulary explorer" was used by T4, T6 and T8 in their first observed sessions. T4's lesson was about word formation (verb, noun, adjective, and adverb), T6's lesson was about forming opposites using "de" and "dis", and T8's lesson was about noun suffixes.

To start with T4, he wrote on the board a list of suffixes for making nouns, adjectives and adverbs. After that, he wrote a list of verbs with their noun and adjective forms and asked the learners to copy the lesson. Next, the teacher explained the way of forming adverbs.

T6 taught the learners how to form opposites using the prefixes "de" and "dis" paying attention to foster various thinking levels. To begin with, this teacher asked the learners to pick out some adjectives from the text and then find their opposite forms but they had to keep the same root of the term. This activity enabled the learners to use 'remembering'. After that, she encouraged them to name the prefixes they were familiar with, which promoted 'remembering' as well. To consolidate the learners' understanding, T6 gave a list of words and prompted them to use the negative prefixes and then compare and evaluate their answers. This activity enhanced their 'understanding', 'applying' and 'analyzing' skills. Compared to the procedures of the lesson plan, this teacher did not implement the activity which promoted 'creating' (see **Appendix 10**).

As for T8's lesson, she gave the learners a list of noun suffixes and another list of verbs to use the appropriate suffix for deriving nouns from verbs. After they had finished, they were asked to use these nouns in meaningful sentences. In this vein, the skill promoted in this session was 'applying'.

6. Oral Discussion

This instructional task was used by T5, T7, and T10 (**Table: 4.14**) for introducing new units to learners. The results showed that T5 promoted only LOTS, unlike T7 and T10 who enhanced almost all the levels of thinking.

T5 used two pictures that were relevant to the theme being covered. First, the learners were asked to identify the content of each picture telling her some ideas about the proposed unethical behavior. This step enhanced 'remembering' and 'understanding'. The learners were encouraged as well to explain what they understood about ethics in business to promote their understanding skill again. Summing up, T5 focused only on LOTS.

T7 was able to foster both LOTS and HOTS. At the beginning of the teaching session, this participant encouraged the learners to explain the meaning of the unit's title to enhance their understanding skill. After that, he incorporated pictures to promote 'understanding' and 'analyzing' as the learners observed and compared them. By the end of the session, another picture was presented to the learners to deduce the negative effect of genetically modified food; consequently, 'analyzing' was enhanced. In brief, this participant integrated different levels of thinking throughout the steps of the lesson, but he neglected to enhance 'evaluating' and 'creating'.

Even T10 tried to promote LOTS and HOTS. At the beginning of the session, she presented a video and asked the learners to analyze its content and predict the theme of the unit. As a second step, T10 wrote the title of the unit on the board to be explained by the learners. These activities promoted 'understanding', 'analyzing' and 'evaluating'. Two pictures were presented to the learners to identify the place of learning (i.e. school or university). In this case, remembering was enhanced. The last step was devoted to arguing about the importance of education and discussing ideas. It fostered 'evaluating' and 'understanding'. To sum up, all the thinking levels were developed except the highest one.

Based on the obtained results, only T7 and T10 teaching sessions promoted HOTS but they did not pay attention to the highest level of thinking. All the teaching sessions enhanced 'remembering' and 'understanding'. It seems that these teachers emphasized these two lower levels of thinking because they started teaching new units. This required the learners to connect the presented concepts with their prior knowledge and comprehend the content.

In conclusion, the findings indicated that various instructional tasks, which were argumentative writing, listening comprehension, reading comprehension, oral discussion, grammar, and vocabulary exploration, were integrated by different teachers to promote different levels of thinking. The overall results

showed that LOTS were more emphasised than HOTS. In other words, these teachers did not totally neglect the promotion of HOTS through these instructional tasks, yet they paid great attention to LOTS, basically ‘remembering’. As for HOTS, we also found that ‘analyzing’ was continually fostered by several teachers; whereas, ‘creating’ was missing in many observed teaching sessions. The reason behind its absence will be discussed in the section of questionnaire data analysis. Another striking result refers to the total absence of Bloom’s taxonomy levels of thinking in T5’s grammar session despite being promoted by her in the other sessions. Some teachers did not include them in all their observed sessions as well.

Question 5: Do teachers integrate instructional strategies that foster the use of the levels of Bloom’s taxonomy?

The results obtained from classroom observation showed that many teachers included teaching strategies that promote thinking levels during their teaching sessions.

Question 6: If yes, which ones? Which levels of thinking were promoted?

This question tried to investigate the extent to which teaching strategies which promoted Bloom’s taxonomy levels of thinking were integrated by our participants during their teaching sessions (Table: 4.16).

Table 4.16. The Use of Teaching Strategies in the Teachers’ Sessions (CTD)

Teacher	Sessions	Teaching Strategies					
		Group Work	Think-Pair-Share	Brainstorming	Classroom Discussion	Multi-modals	Others
T1	01	1	1	1	1	1	0
	02	0	0	1	1	0	0
	03	1	0	1	1	0	0
T2	01	2	0	1	1	1	0
	02	1	0	1	1	1	0
	03	0	0	0	0	0	0

Table 4.16. The Use of Teaching Strategies in the Teachers' Sessions

T3	01	0	0		1	2	0
	02	1	0	1	1	1	0
	03	1	0	1	1	2	0
T4	01	0	0	0	0	0	0
	02	0	0	0	0	0	0
	03	0	0	0	0	0	0
T5	01	1	0	1	1	1	0
	02	1	0	1	1	1	0
	03	0	0	0	0	0	0
T6	01	1	0	1	2	0	0
	02	1	0	1	1	1	0
	03	0	0	0	0	0	0
T7	01	1	0	1	1	0	0
	02	0	0	1	1	1	0
	03	1	0	1	1	0	0
T8	01	1	0	0	0	0	0
	02	1	1	1	1	0	0
	03	1	0	0	1	1	0
T9	01	1	0	0	1	0	0
	02	1	0	1	1	1	0
	03	0	0	0	1	0	0
T10	01	1	0	1	1	1	0
	02	1	0	0	1	0	0
	03	1	0	1	1	0	0
T11	01	0	0	0	0	0	0
	02	0	0	0	0	0	0
	03	0	0	0	0	0	0
T12	01	0	0	0	0	0	0
	02	0	0	0	0	0	0
	03	0	0	0	0	0	0
Total	21	2	19	24	15	0	

Table (4.16) is about the instructional strategies, which teachers integrated into their teaching sessions to promote Bloom's taxonomy levels of thinking. The results showed that the most frequently used strategy was 'classroom discussion', yet the least used one was 'think-pair-share'. Further data about which thinking skill was promoted by which teaching strategy will be introduced in table (4.17).

Table 4.17. The Use of Levels of Bloom's Taxonomy by the Teaching Strategies in Teachers' Teaching Sessions (CTD)

Teachers	Sessions	The levels of thinking											
		Understanding		Remembering		Applying		Analyzing		Evaluating		Creating	
		frequency	action verb	frequency	action verb	Frequency	action verb	frequency	action verb	Frequency	action verb	Frequency	action verb
T1	01	1	Identify	3	Give examples Discuss Identify	1	Demonstrate	1	Analyze	0	/	2	Determine Write
	02	3	Review Identify Select	1	Identify	1	Order	0	/	0	/	0	/
	03	2	Identify match	2	Identify Give	0	/	0	/	0	/	0	/
T2	01	1	Tell	1	Discuss	0	/	0	/	0	/	0	/
	02	3	Observe Identify Draw	1	Identify			1	Analyze	0	/	1	Create
	02	0	/	0	/	0	/	0	/	0	/	0	/
T3	01	2	Review Identify	1	Identify	0	/	1	Examine	0	/	0	/
	02	2	Observe Match	1	Discuss	0	/	3	Analyze Compare Contrast	0	/	0	/
	03	1	Identify	2	Give Identify	0	/	0	/	1	Evaluate	1	Write
T4	01	0	/	0	/	0	/	0	/	0	/	0	/
	02	0	/	0	/	0	/	0	/	0	/	0	/
	03	0	/	0	/	0	/	0	/	0	/	0	/

Table 4.17. The Use of Levels of Bloom’s Taxonomy by the Teaching Strategies in Teachers’ Teaching Sessions

T5	01	2	Identify Tell	2	Explain Identify	0 /	0 /	0 /	0 /				
	02	1	Review	1	Compare	0 /	2	Categorize Compare	0 /	0 /			
	03	0	/	0	/	0 /	0 /	0 /	0 /	0 /			
T6	01	2	Find Name	1	Compare	1 Use	1	Compare	1	Evaluate	0 /		
	02	1	Review	1	Give	0 /	0 /	1	Assess	1	Write		
	03	1	Write on the board	0	/	0 /	0 /	0 /	0 /	0 /			
T7	01	2	Review List	0	/	2	Organize Use	1	Organize	1	Assess	1	Write
	02	1	Observe	1	Compare	0 /	2	Compare Deduce	0 /	0 /			
	03	0	/	2	Explain Classify	0 /	1	Classify	1	Evaluate	0 /		
T8	01	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
	02	2	Review List	1	Discuss	2	Organize Use	2	Analyze Organize	1	Assess	1	Write
	03	1	Name	1	Discuss	0 /	0 /	0 /	0 /	0 /	0 /		
T9	01	0	/	2	Discuss Compare	0 /	1	Compare	0 /	0 /	0 /		
	02	0	/	1	Discuss	0 /	0 /	0 /	0 /	1	Make		
	03	0	/	1	Discuss	0 /	1	Analyze	0 /	0 /	0 /		
T10	01	2	Identify Observe	1	Discuss	0 /	1	Analyze	2	Argue Predict	0 /		
	02	0	/	1	Discuss	0 /	0 /	0 /	0 /	0 /	0 /		
	03	1	Find	1	Explain	0 /	0 /	0 /	0 /	0 /	0 /		
T11	01	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
	02	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
	03	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
T12	01	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
	02	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
	03	0	/	0	/	0 /	0 /	0 /	0 /	0 /	0 /		
Total	31		28		08		18		08		08		

Table 4.17 gives details about the frequency of promoting Bloom's taxonomy levels of thinking through the incorporation of teaching strategies. It contains the action verbs that indicate their promotion. The results showed that LOTS were much more fostered than HOTS. Besides, the least enhanced HOT was: 'creating'. Now, we shall present the findings in details.

1. Writing a Paragraph/ Essay

During T1's session of argumentative writing, various teaching strategies were used to promote different levels of thinking among learners. These strategies included brainstorming, classroom discussion, group work, think-pair-share, and multimodality. Brainstorming and classroom discussion were used to enhance the two lowest-order thinking skills as the learners identified the civilizations and discussed their ideas about the targeted civilization. Further, they discussed the plan of the paragraph. Following this, the learners were grouped to write their paragraphs; therefore, group work was integrated to enhance 'creating'. Additionally, think-pair-share was used to promote 'understanding by discussing the ideas. Finally, the integration of multimodality into this session was indicated through several models: writing, speech, handouts, and video. The video and the speech were used at the beginning of the session to promote 'analyzing', yet the handouts were used when the learners started writing the paragraph to enhance 'creating'.

T3 and T6 tackled the same theme of the paragraph, and they involved the same instructional strategies among which were brainstorming, classroom discussion, group work, and multimodality. The teachers started their lessons by brainstorming their learners' ideas to foster 'remembering'. Accordingly, T3's learners gave their ideas about the video while T6's learners gave details about the picture. In this step, multimodality was integrated through using videos, pictures, writing, and speech. Towards the end of the session, both teachers used group work to enhance 'creating'. Classroom discussion was an integral part of the lesson and was used to enable the learners to evaluate each other's work; therefore, it enhanced 'evaluation'.

Unlike the previous teachers, T4 did not incorporate any teaching strategies. He explained all the details of the lesson, which was about Western civilization and gave the necessary grammar points that can be used. The learners were asked to write the paragraph at home. In this regard, Bloom's taxonomy levels of thinking were missing.

During the last observed sessions of argumentative writing, T7 and T8 addressed the same theme of the paragraph, yet they used different instructional strategies. Both teachers began their sessions by reviewing the previous lesson and brainstorming their learners' ideas, which enhanced 'remembering'. They also directed their learners' attention towards the diagram and asked them to read the reasons behind avoiding to buy counterfeits. Contrary to T7, T8 integrated 'think-pair-share' through which the learners analyzed the reasons individually and discussed them in pairs. This strategy enhanced 'understanding' and 'analyzing'. Next, these teachers used classroom discussion to plan a design for the paragraph, organize and list arguments, and use the linking words. These three steps promoted 'remembering', 'applying', 'analyzing', 'creating' and 'evaluating'. During the drafting stage, both teachers grouped their learners to write their paragraphs and assess each others' work. This step enhanced their creating and evaluating skills. It is worth mentioning that T8 informed the learners that they would continue the lesson in the next session to reach the last step of the lesson.

In short, this section discussed the use of instructional strategies during the teaching sessions focused on written expression. The results indicated that brainstorming and group work were frequently incorporated. Brainstorming was used at the beginning of the sessions to encourage LOTS, while group work was used during the sessions to enhance HOTS. Classroom discussions were also used to enhance LOT and sometimes HOTS, particularly 'evaluating' and 'creating'. Multi-models as a teaching strategy, was used in some sessions to foster 'understanding'.

2. Listening Comprehension

T1, T3, and T5 taught listening comprehension with similar theme and teaching strategies, including brainstorming, classroom discussion, and multimodality. However, in a few cases, they did not promote the same levels of thinking. In these teaching sessions, brainstorming was incorporated to enhance "remembering" by encouraging the learners to review the previous lesson. Besides, these teachers integrated classroom discussions in various ways. For example, T1 used it to foster 'evaluating', T3 incorporated it to enhance 'analyzing' since the learners were asked to examine their answers, and T5 used it to encourage 'evaluating' and 'understanding' because the learners were encouraged to categorize the Phoenicians' achievements and to compare the Phoenician civilization to the Sumerian one. In addition, various models (i.e.; pictures, video, audio script, and speech) were integrated throughout the steps of these three lessons, the fact that indicated the integration of multimodality. The last but not the least, pictures, gestures and written explanations were used by T1 to foster the two lowest levels of thinking (i.e.; remembering and understanding) and by T3 for fostering 'remembering', 'understanding' and 'analysing'. In his turn, T5 incorporated a combination of video, explanations and gestures to enhance 'understanding'.

On the contrary to the previous sessions, T9's session included only classroom discussion as a teaching strategy. During the lesson, T9 used it to enhance 'understanding' and 'analysing' because he encouraged the learners to compare each others' answers.

3. Reading Comprehension

T1 and T3 tackled the same theme of the text, but they integrated different teaching strategies. At the beginning of the sessions, they incorporated brainstorming as a teaching strategy for engaging their learners in the lesson. In this stage, only 'remembering' and 'understanding' were included. After that, group work was integrated by both teachers to foster 'remembering' again, yet T3 used it also to foster 'analyzing'. In other words, the learners were asked to

give a title to the text and match the ideas with the number of the paragraph; nonetheless, T3 encouraged her learners even to compare and contrast their answers where classroom discussion was incorporated too. In the last stage of the lesson, T3 kept integrating group work to enhance the two highest thinking skills (i.e.; evaluating and creating) as they wrote the summary of the text and assessed their performance. Finally, multimodality was incorporated throughout all the steps of T3's session since there were a mixture of pictures, speech, writing, and gestures. For example, the learners used their 'understanding' and analyzing' skills as they analysed the presented pictures and discussed their content.

Both T8 and T9 addressed the same theme. They incorporated a variety of teaching strategies, but the latter did not always lead to the promotion of the same level of thinking. On the one hand, T8 relied on classroom discussion and multimodality in the first stage of the lesson to enhance 'remembering' and 'understanding'. This participant presented the learners with a picture and encouraged them to name the sources of energy and discuss their importance. Written explanations were used by T8 to reinforce their learners' understanding. On the other hand, T9 combined brainstorming, classroom discussion and multimodals as she presented a video to the learners and engaged them in a discussion about its content. T9 used gestures and some written explanations as well to for deeper understanding of the topic. Besides, group work was integrated into the last stage of T9's lesson for enhancing the highest-order thinking skill. By the end of the session, multimodality was introduced again by re-watching the video and re-reading the text to make a summary of the lesson. Accordingly, 'creating' was fostered.

The results of the last reading comprehension session with T12 indicated the absence of teaching strategies which enhance CTS, during the teaching session. It was teacher-centred session.

To conclude, this part presented results of integrating the instructional strategies in reading comprehension sessions to promote Bloom's taxonomy thinking levels. The overall findings indicated that while similar teaching strategies were used in these lessons, they did not always enhance the same thinking skills. For instance, brainstorming was consistently used at the beginning of the sessions to foster LOTS. In addition, group work was integrated to enhance only 'remembering' in some instances, while in others; it encouraged HOTS such as evaluating and creating. As for classroom discussion, it was integrated by some teachers to foster 'evaluating', unlike others who involved it to enhance 'understanding'. Finally, multimodality was integrated throughout the procedures of these teaching sessions to support the promotion of various thinking skills like 'remembering', 'understanding', 'analysing' and 'creating'.

4. Grammar

T2 incorporated different teaching strategies in two distinct sessions to teach grammar, thereby also enhancing diverse thinking levels of Bloom's taxonomy. In the first teaching session, classroom discussion and brainstorming were combined to enhance the learners' 'remembering' and 'understanding'. The lesson began with encouraging the learners to tell the articles that they knew, and then to discuss the reasons behind using a particular article in a specific position. In the second teaching session, T2 incorporated brainstorming, classroom discussion, group work, and multimodality. For instance, brainstorming was integrated to promote 'remembering' by questioning the learners about the previous lesson. After that, Classroom discussion, group work, and multimodality were incorporated into the lesson to enhance 'understanding' and 'analyzing'. Learners were asked to form groups to observe and analyze sentences presented via PowerPoint. This participant used some written and oral explanations as well as gestures for successful learners' engagement. Finally, classroom discussion was integrated to encourage the learners to state the general remark, so it enhanced 'remembering'.

T5's grammar lesson was about expressing condition type one using 'providing that', 'provided that' and 'as long as'. However, the results showed that this participant focused on explaining the lesson during the whole session without incorporating any teaching strategy or promoting the thinking levels of Bloom's taxonomy.

During T7's observed session, two teaching strategies were used: brainstorming and classroom discussion. The former was integrated at the beginning of the session to enhance 'remembering'. Yet, the latter was incorporated while practicing the grammar point wherein the learners evaluated each others' work, intending to promote 'evaluating'.

T9 and T10 integrated only classroom discussion in their teaching sessions of grammar, which focused on expressing advice. These teachers used classroom discussion but in different ways. On the one hand, T9 encouraged her learners to analyze sentences and discuss the meaning of the models used in each sentence. This step fostered 'analyzing' and 'understanding'. On the other hand, T10 directly prompted her learners to discuss the meaning of the underlined models, which enhanced 'understanding'. To sum up, these teachers taught the same lesson incorporating similar strategies, yet only T10 paid attention to promoting HOTS.

T10's lesson on expressing condition used similar teaching strategies as the previous lesson, but focused on developing different thinking skills. To foster 'remembering', brainstorming was held at the beginning of the lesson where learners were asked to read the examples and find the models. Besides, classroom discussion was incorporated to prompt 'understanding' and 'evaluating' because the learners were encouraged to explain the way of combining the two clauses and the meaning conveyed by each sentence; as well as, to evaluate each others' answers while practicing the grammar point.

The findings indicated that the same lesson focus of T10's session was tackled in T12's teaching session. Nonetheless, this participant did not incorporate any teaching strategy. Even Bloom's taxonomy levels of thinking were missing.

To conclude, this section is about integrating the instructional strategies in the observed grammar sessions. The overall results showed that the most integrated teaching strategies were "brainstorming" and "classroom discussion". The former was always incorporated to enhance 'remembering', while the latter was involved to foster either 'understanding' or 'evaluating'. In very few cases, classroom discussion enhanced both of these skills. In addition, group work was incorporated into two sessions. During one session, it developed analyzing and creating skills, while in the other, it fostered 'applying' and 'evaluating' skills. As for multi-modality, it was incorporated in one session.

5. Vocabulary Explorer

T4 and T8 taught vocabulary explorer in their observed sessions. T4 explained the lesson without the integration of the teaching strategies. In contrast, T8 encouraged learners to form groups for using appropriate noun suffixes, and then using these nouns in sentences. Consequently, group work was used to foster 'applying'.

T6's session involved three major teaching strategies to promote LOTS and HOTS. Brainstorming was the first teaching strategy used to enhance 'remembering'. In this case, T6 encouraged the learners to select some adjectives from the text and find their opposites. After that, classroom discussion was so workable that the learners could name the prefixes. The last teaching strategy was group work, through which the learners were encouraged to use the negative prefixes and then to compare and evaluate each others' work. It enhanced 'understanding', 'applying', 'analyzing' and 'evaluating'. Summing up, this participant incorporated these teaching strategies to foster all the thinking skills except 'creating'.

6. Oral Discussion

As it was mentioned before, oral discussion was incorporated as a teaching task to introduce new units. The findings revealed that T5, T7, and T10 incorporated the same teaching task with almost the same teaching strategies to promote Bloom's taxonomy levels of thinking. Now, we shall discuss the results in detail.

During T5's observed session, four teaching strategies were incorporated to introduce a new unit. Brainstorming, classroom discussion, group work and multimodality were integrated together to enhance 'remembering' and 'understanding'. Accordingly, T5 directed the learners' attention towards the picture and encouraged them to identify its content. In this case, this participant incorporated written and oral explanations to clarify some items related to the lesson. After that, the learners were asked to form groups to explain their understanding of the title: 'ethics in businesses'. In brief, these teaching strategies enhanced only LOTS.

T7 integrated three teaching strategies to enhance various Blooms taxonomy levels of thinking. To start with, brainstorming fostered 'understanding' and 'analyzing' since the learners were encouraged to observe and compare the content of two pictures. In addition, multimodality and classroom discussion were incorporated together to promote 'analyzing'. This was achieved when another picture was presented to deduce the negative effects of genetically modified food. In this step, a combination of pictures, gestures, speech and written explanations were used. All in all, this participant paid attention to LOTS and HOTS.

T10 included the same teaching strategies as T7 to introduce a new unit. The lesson began with a video, aiming at brainstorming the learners' ideas. To achieve this aim, T10 asked the learners to analyze the video's content and predict the new unit's theme, which promoted 'analyzing' and 'evaluating'. Once the theme was predicted, the teacher wrote the title of the unit on the board

and asked the learners to explain it to enhance their understanding. In addition, classroom discussion and multimodality were integrated to foster ‘remembering’ as the learners were encouraged to identify the place of learning in the picture. In fact, the incorporation of multimodality was determined due to the use of several models including speech, written explanations, gestures, pictures, and video throughout the steps of the session. In brief, this teacher could enhance ‘understanding’, ‘analyzing’ and ‘evaluating’.

Throughout the teaching sessions, which were about introducing the new units, various teaching strategies, including brainstorming, classroom discussions, group work and multimodality, were implemented. The findings showed that brainstorming was used to promote one or more LOTS, while in T10's session, it was incorporated to enhance analyzing and evaluating. Similarly, group work was used to foster the lowest level of thinking. Nonetheless, classroom discussion was integrated to foster remembering and evaluating. Finally, the participants used a mixture of models throughout the steps of their teaching sessions to foster various thinking skills.

After making observations about the inclusion of teaching strategies that promoted CTS, it can be concluded that their incorporation during lessons to foster the different levels of thinking yielded several significant outcomes. To start with, the most commonly integrated teaching strategies were brainstorming and classroom discussions. Brainstorming was consistently integrated at the beginning of the lessons to improve one or more LOTS; whereas, classroom discussion was incorporated in distinctive steps in many lessons to enhance ‘remembering’, ‘understanding’, or ‘evaluating’. In addition, group work was sometimes used to promote ‘evaluating’, but many times it was included in argumentative writing sessions to enhance creating. When it came to reading comprehension sessions, group work was integrated to promote remembering. Teachers used multimodality in several sessions to help learners use their thinking skills. Many times, it was used to enhance ‘analyzing’ while in a few cases, it was incorporated to foster ‘creating’.

Based on the data gathered from classroom observations, it can be concluded that the overall results were significant. The teachers were classified into three categories regarding their integration of CTS (i.e.; analyzing, evaluating and creating). The first category included teachers who integrated CTS into all the observed teaching sessions and utilised instructional tasks and teaching strategies to promote them. The second category comprised teachers who used CTS, but not in every teaching session, especially those sessions on listening comprehension. The third category included those teachers who did not use all Bloom's taxonomy levels of thinking in their classes. The results also showed that many teachers neglected the promotion of 'creating' in their teaching sessions despite its incorporation in their lesson plans. Moreover, the findings indicated that a given strategy was integrated to promote a particular level (s) of thinking. For instance, some teachers used group work when they aimed at enhancing HOTS. Further, it was noticed that the lesson plans were not brought by all the teachers and not in every session. Finally, some teachers used the levels of thinking during the teaching sessions, but they did not have a lesson plan and vice versa.

**Chapter Five: Data
Analysis and Results of
Teachers' Questionnaires
and Interview**

Chapter Five: Data Analysis and Results of Teachers’ Questionnaires and Interviews

Introduction

This chapter is devoted to the results and the analysis of the data obtained from the two data-collecting instruments which were used, namely: the questionnaire and the interview. Both of them are analyzed to answer all research questions. The collected data are analyzed both qualitatively and quantitatively depending on the research method, which was exploratory.

5.1. The Teachers’ Questionnaire Results

5.1.1. Administering the Questionnaire

The questionnaire was the third data-gathering instrument. It was administered to twelve teachers. This questionnaire was designed to answer the last research question which was about determining the possible difficulties faced by EFL teachers in using CTS. Besides, it contained other categories to get further data about the other three research questions. They were purposefully designed to get valid and reliable data to compare and contrast what the participants did in their lesson plans and during the classrooms regarding the use of CTS with their answers to the questionnaire.

5.1.2. The Questionnaire’s Results

Question 1: Degree held

Table 5.1. The Degree Teachers Hold

Options	Number	Percentage
License	6	50%
Magister	0	0%
Master	5	42%
PhD degree	1	8.33%

This question attempts at gathering data about the degrees that the teachers from this sample hold. It is not directly relevant to the research; instead, it was only an introductory question in this questionnaire for the respondents. The results showed that six participants, which is their half number (50%) hold license degrees. Five teachers hold master's degrees (42%) and one teacher (8.33%) holds a PhD degree.

Question 2: CTS are important for the EFL teaching-learning process

Table 5.2. The Importance of CTS for EFL Teaching-Learning Process

Options	Number	Percentage
Strongly agree	6	50 %
Agree	4	33.33%
Neutral	2	16.70%
Disagree	0	0%
Strongly disagree	0	0%

This question attempts at highlighting the extent to which the participants were aware of the importance of using CTS in EFL teaching. Out of the total, six teachers (50%) strongly agreed with the importance of using CTS in the teaching process. In addition, four teachers (33.33%) agreed with their importance as well. Nonetheless, two (16.7%) answered with 'neutral', which may reflect their lack of familiarity with CTS, and probably their implementation too. In brief, many teachers had a positive attitude towards the integration of CTS in teaching.

Question 3: Justify your answer

Some teachers commented on their answers as follows:

- T1: "CTS are 21st-century skills. They enhance learners' abilities in solving problems and for their future life. They foster active learning."
- T2: "They are very effective for creating an active EFL learning environment".

- T3: "CT is one of the 4Cs of 21st-century skills, the fact that makes it crucial in teaching and learning processes. It enhances dynamic teaching and active learning: learners' future and real-life by solving problems."
- T5: "CTS inspire and support active learning and dynamic teaching. They are necessary for learners' future life."
- T6: "CTS in the classroom create dynamic teaching."
- T7: "They are important as they prepare EFL learners for their future life."
- T9: "Whenever I integrate CTS in my lesson, I feel that my EFL classroom is very active and creative; therefore, it boosts the active learning process."
- T10: "Effective implementation of CTS leads to successful outcomes like making our pupils solve problems."

Table 5.3. The Importance of CTS for the EFL Teaching-Learning Process

Items mentioned by teachers	Categories	Themes
-21 st -century Skills	- 21st-century skill	- The importance of CTS as new skills in education
- One of the Cs of 21 st -century skills		
-Dynamic teaching	- Teaching process	- CTS importance for teachers
-Prepare learners for future life	- Learning process	- CTS importance for
-Prepare learners' real life	and learners	Learners
- Prepare learners for problem-solving		
-Active learning		

Table (5.3) summarizes the codes, categories, and themes that emerged from the respondents' comments regarding the importance of integrating CTS in EFL teaching-learning process. The analysis revealed three major themes: "CTS importance as new skills", "CTS importance for teachers" and "CTS importance for learners".

First of all, "the importance of CTS as new skills" was the primary theme that emerged from the analysis of the quotes stated by T1 and T3. The analysis showed as well that there were two items, including "21st-century skills" and "one of the 4Cs of 21st-century skills". To this end, "21st-century skill" was found as the first category. In addition, quotes provided by T3, T5, and T6 identified the second theme of "CTS importance in teaching". It covered one item, which was "dynamic teaching" and one category that was "teaching process". The last theme referred to "CTS importance in learning". It emerged from the analysis of the quotes of T1, T2, T3, T9, and T10. The qualitative analysis of these quotes revealed four items: "learners' future life", "learners' real life", "problem-solving", and "active learning".

Summing up, the aforementioned participants recognized that CTS play a crucial role in improving the teaching process and are essential for successful learning process as they equip learners with the thinking skills necessary for their future lives.

Question 4: Have you read the accompanying document?

Table 5.4. Reading the Accompanying Document

Options	Number	Percentage
Yes	6	54.54 %
No	5	45.45%

Table (5.4) aims at exploring the teachers' familiarity and exposure to the accompanying document. Eleven teachers out of 12 teachers answered this question. The results showed that six participants (54.54%) read this document.

The remaining number of teachers (45.45%) was not exposed to it though it contained the principles of teaching. The reason behind not reading the document will be displayed in Table (5. 9).

Question 5: Does the accompanying document mention the interpretation of CTS?

Table (5.5). The Existence of CTS Interpretation in the Accompanying Document

Options	Number	Percentage
Yes	2	50%
No	2	50%

In Table (5.5), the teachers' attitudes towards the meaning of CTS in the accompanying document were explored. The findings revealed that four teachers, among those who read the accompanying document (See table 5.4), answered this question. So, half of the number (50%) confirmed the existence of CTS in such a document, while the other half answered with 'no', which means that CTS were not highlighted in this document.

Question 6: if yes, what is it?

Table 5.6. The Teachers' Awareness of the Existence of CTS in Accompanying Document

Items mentioned by the teachers	Categories	Themes
Critical thinking Levels of Bloom's taxonomy (the six levels)	- Critical skills: (remembering- understanding- applying-analyzing- evaluating- creating)	thinking-The existence of CTS

In their justifications, T1 mentioned that CTS (i.e. remembering, understanding, applying, analyzing, evaluating, and creating) were mentioned in the document, while T7 related CTS to Bloom's taxonomy's six levels of thinking, which were all mentioned in the document.

Table (5.6) gives details about the items, the categories, and the themes that emerged from the respondents' comments about the meaning of CTS that is stated in the accompanying document. During the analysis of the comments received, two items were identified. The first item, "critical thinking", was derived from T1's quote, while the second item, "levels of thinking", was derived from T7's quote. Both items were found to be related to the same category, which was "critical thinking skills". The theme that emerged from these items was "the existence of CTS in the accompanying document". To sum up, these respondents ensured CTS' existence in the accompanying document, in particular, the presence of Bloom's taxonomy levels.

Question 7: Does the accompanying document state the levels of Bloom's Taxonomy?

Table 5.7. The Existence of Bloom's Levels of Thinking

Options	Number	Percentage
Yes	4	100%
No	0	0%

The findings showed that among teachers who read the accompanying document (**Table: 5.4**), four of them answered this question (**Table 5.7**). All of them confirmed the existence of Bloom's taxonomy levels of thinking in the accompanying document.

Question 8: Are you implementing the meaning of CTS according to the accompanying document?

Table 5.8. Implementing CTS's Interpretation according to the Accompanying Document

Options	Number	Percentage
Yes	6	100%
No	0	0%

Table (5.8) is about EFL teachers' use of the interpretation of CTS as mentioned in the accompanying document. The results revealed that only six out of twelve teachers answered this question and all of them (100%) confirmed that they implemented the interpretation of CTS in accordance with the accompanying governing document.

Question 9: justify your answer

Some respondents added justifications about the previous question as follows:

- T2: "I am not sure about that. I will read it to enrich my knowledge about CTS"
- T3: "I read it and the levels of Bloom's taxonomy are written there, yet I am not sure if they reflect critical thinking"
- T4: "I am not sure that I am familiar with the meaning of CTS that is mentioned in the accompanying document and I did not come across the accompanying document"
- T6: "I read this document"
- T7: "I read it and I found that the six levels of Bloom's taxonomy are mentioned".

-T8: “It is written in French; as a consequence, I did not read it. We need its English version. I am not sure about the meaning of CTS that is mentioned there”.

-T9: “The Algerian accompanying document is written in French even though it is planned for EFL teachers. Many teachers, unlike me, did not read it due to this cause”.

-T10: “Indeed! I read it and found the six levels of Bloom’s taxonomy which reflect critical thinking skills”

-T11: “I did not read the accompanying document, so I am not sure about this interpretation”

-T12: “I do not know critical thinking skills since I have not even seen the content of the accompanying document”.

Table 5.9. Teachers’ Familiarity with CTS as Mentioned in the Accompanying Document

Items mentioned by the teachers	Categories	Themes
- Unfamiliarity with the meaning of CTS	- Teachers’ unfamiliarity with the interpretation of CTS	- Non-exposure to the accompanying document
- Uncertainty about the meaning of CTS		
- French as a hindrance	- Language use in the document	
- The preference for using the English language in the document		
- The levels of Bloom’s taxonomy exist in the document	-The levels of Bloom’s taxonomy in the document	- The exposure to the document

Table (5.9) summarizes the teachers' comments on their familiarity with the interpretation of CTS mentioned in the accompanying document. The analysis of the teachers' comments revealed six items, three categories, and two themes.

The first two items, "unfamiliarity with the meaning of CTS" and "uncertainty about the meaning of CTS", were identified from the qualitative analysis of five teachers' comments (i.e. T2, T4, T8, T11, and T12). It is important to note that these items belonged to the first category, "teachers' unfamiliarity with the interpretation of CTS".

Additionally, "French as a hindrance" and "the preference for using the English language in the document" were brought up by T8 and T9 in their comments. These items fell under the category of "language usage in the accompanying document" and were part of the larger theme of "non-exposure to the accompanying document".

After analyzing the comments of three teachers (T3, T7, and T10), it was found that the accompanying document contained the levels of Bloom's taxonomy. This was identified as the final item and fell under the category of "existence of the levels of Bloom's taxonomy" with a theme of "exposure to the document".

In summary, there were various responses to this question. Some participants seemed unsure about the presence of CTS in the accompanying document because they had not read it. However, those who came across it confirmed the existence of Bloom's taxonomy levels of thinking.

Question 10: Are you familiar with the interpretation of CTS regardless of the accompanying document? (Even without reading the document)

Table 5.10. Teachers’ Familiarity with the term CTS Regardless of the Accompanying Document

Options	Number	Percentage
Yes	8	83%
No	2	17%

This question aims to collect data on the participants’ familiarity with CTS, regardless of the accompanying document. As mentioned in the second chapter, teachers need to be familiar with the educational interpretation of this term. The findings indicated that ten out of twelve participants responded to this question. Eight of them (83%) pretended that they were familiar with the term CTS. Their comments (**Table: 5.11**) provided further insight into whether they were familiar with it from an educational perspective or other perspectives.

Question 11: if yes, what is it?

Six participants added their comments to clarify how they perceived it (**Table: 5. 11**). Six teachers shared their interpretation of the term CTS, each from their perspective. T4 defined the term from a cultural perspective, which was the second theme identified (**Table: 5.11**). Additionally, the definitions of T6, T7, and T9 were related to the educational interpretation of CTS as they mentioned the different levels of Bloom's taxonomy of thinking. Therefore, not all respondents ignored this taxonomy of thinking. One category that emerged from the analysis of these teachers’ quotes was: “the levels of Bloom’s Taxonomy”. It was related to the theme of "the educational perspective". Moreover, the qualitative analysis of T11 showed that “philosophy” was one item, which belonged to the theme of “philosophical perspective”. Finally, T12 defined the term from a cognitive perspective and the analysis of his definition

revealed two items: "cognitive process" and "cognitive process for judgment". They belonged to the theme of "cognitive perspective". Summing up, the participants had different interpretations of CTS. Some viewed it from an educational angle, citing Bloom's taxonomy of thinking in their definitions, while others perceived it from cultural, cognitive, or philosophical perspectives.

Table 5.11. Teachers' Perception of the Term CTS (CTD)

Teachers' definition of CTS	Items mentioned by teachers	Categories	Themes
T4 said: "CTS are related to <u>culture</u> to become a good citizen"	- culture	-Culture	-Cultural perspective
T6 said: "they are related to <u>Bloom's taxonomy of learning</u> "	-Bloom's taxonomy	-The levels of Bloom's taxonomy	-Educational perspective
T7 said: "There are some <u>cognitive skills associated with CTS like comparing and contrasting, evaluation, and new ideas in the classroom</u> "	-Cognitive skills used in learning the levels of Bloom's taxonomy (analyzing, evaluating, and creating)		
T9 said: " <u>Creative way of learning</u> since we had to teach them through <u>evaluation, analyzing, interpreting...</u> those related to Bloom's <u>taxonomy</u> "	-Creative way Bloom's taxonomy levels (remembering, analyzing, evaluating and others)		

Table 5.11. Teachers’ Perception of the Term CTS

T11 said: “CTS is - Philosophy -Philosophy -Philosophical related to philosophy perspective including moral judgment”

T12 said: “CT is an - Cognitive process -Cognitive - Cognitive individual cognitive - Cognitive process for process perspective process to judge or judgment accept beliefs and actions”

Question 12: Do you agree that it is important to include critical thinking skills in the lesson plan?

Table 5.12. The Importance of Including CTS in the Lesson Plan

Options	Number	Percentage
Strongly agree	5	83.33%
Agree	1	16.66%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%

Table (5.12) presents data on teachers' awareness of integrating CTS into lesson plans. The inclusion of these skills in the lesson plans is a crucial step that needs to be reached by teachers. Therefore, our participants were questioned about their attitudes towards the integration of CTS in their lesson plans. In this respect, the findings showed that six out of twelve teachers responded to this

question. Five of them (83.33%) strongly agreed with the importance of integrating CTS into the lesson plans, while one of them (16.66%) agreed with it.

Question 13: Justify your answer

Some teachers added justifications as follows:

- T1: “Teachers integrate CTS in their lesson plan to prepare them for the real implementation during the lesson.”
- T2: “It is necessary for teachers to integrate CTS in their lesson plan to be well-prepared.”
- T3: “Well-preparation means successful implementation of critical thinking”
- T5: “CTS need to be integrated into the lesson plan for being prepared. Planning for integrating CTS helps with workable planning for accessing the teaching material that needs to be used for the suitable incorporation of these skills. I mean by material, data show, videos, electronic dictionaries, or any other teaching materials.”
- T6: “They have to be integrated for their easy practical integration, and active interaction during the session. If the teacher prepares a lesson plan that aims at integrating CTS, it will be easy for him or her to promote active interaction among the pupils during the lesson.”
- T10: “I think, for planning materials; i.e. activities, resources and so on that needed to use CTS, but I don’t make lesson plans since I am cognizant of my lessons and the way they need to be taught”.
- T12: “I don’t know what is meant by CTS ‘as you need’, so I can not ascertain their necessity or declare that I am using them in my lesson plans”.

Table 5.13. Teachers’ Comments about the Need to Include CTS in the Lesson Plan

Items mentioned by teachers	Categories	Themes
- Well-preparation	- Well- preparation	- Well-Preparation
- Accessing Materials		
- Easy practical integration of CTS	- Easy and active implementation of CTS	- Well-Implementation
- Active interaction		
- Unfamiliarity with CTS	- Teachers’ unfamiliarity with CTS	- The necessity to get familiar with CTS

Table (5.13) displays results regarding the teachers’ use of CTS in lesson plans. It was found that the item shared in the comments of T1, T2, T3 and T5 was “well-preparation”. T5 and T10 also emphasized the importance of "workable planning for accessing materials". These items fell under the first category of “well-preparation”. The second category, "easy and active implementation", included “easy practical integration of CTS” and “active interaction during the lesson”, which were mentioned by T3 and T6. The last item was “the unfamiliarity with CTS”, and it illustrated the reason behind the non-integration of CTS in the lesson plan. In this regard, three themes emerged including "well-preparation", "well-implementation", and "the necessity to get familiar with CTS". In brief, some participants recognized the importance of integrating CTS into their lesson plans.

Question 14: Do you agree that teachers need to improve their capacities on how to include critical thinking skills in the lesson plan?

Table 5.14. Teachers' Necessity to Improve their Capacities in Including CTS in the Lesson Plan

Options	Number	Percentage
Yes	12	100%
No	0	0%

Table (5.14) is about the teachers' attitudes towards the necessity of receiving training on how to use CTS in the lesson plan. The results showed that all the respondents (100%) answered with 'yes'. Thus, they confirmed that they needed improvement. Although only six teachers responded to question 12, all of them showed their positive attitude towards the necessity to improve their capacities on how to include CTS in the lesson plans. More justifications were provided in the next question.

Question 15: Justify your answer

Some teachers justified as:

- T2: "CTS are crucial in the teaching-learning process; consequently, we must know them to improve our capacities in using them in the lesson plan, which is one vital element in education".
- T3: "CTS are important. Integrating them into the lesson plan is a new subject of research and teaching. It can be difficult to integrate them into the lesson plan. I confirm that we are in need to improve our capacities to integrate them workably".
- T5: "As I have mentioned earlier, for careful preparation of the lesson that requires the integration of CTS, teachers, especially novice ones, have to improve their capacities in how to integrate them in their lesson plans."

- T6: “Personally, from time to time I attended online webinars or conferences and some of them were about CTS. I recognized that CTS are essential in the teaching-learning process”.
- T9: “I find it necessary to improve my capacity in using CTS in the lesson plan to prepare my lesson plans in a good way. I declare that CTS are difficult to implement during the session because my pupils do not easily respond to them...”
- T10: “Because integrating CTS in the lesson plan is hard task especially higher-order thinking skills for some teachers. For me, creating a written instructional plan is unnecessary since I am already familiar with the content of the lessons”.

Table 5.15. Reasons behind the Need for Improving their Capacities in Using CTS in the Lesson Plan

Items mentioned by teachers	Categories	Themes
- Crucial in teaching-learning	- CTS’ importance in teaching	- The necessity of improving teachers’ capacities in using CTS
- New subject in teaching		
- Difficult to integrate into the lesson plan	- Difficulty in integrating CTS in teaching practices	
- Difficult to integrate during the session		
- Careful preparation	- Well-preparation	
- Unnecessary to make lesson plans	- Unnecessary to make lesson plans	- The unnecessary to make lesson plans

Table (5.15) is about the reasons behind the teachers' need to improve their capacities to use CTS in the lesson plan. The results showed that T2 and T6 considered "CTS crucial skills in the teaching process" and valued their use into teaching practices. In her turn, T3 considered CTS as a: "new subject in teaching". These items belonged to the category of "the importance of CTS in teaching".

In addition, during the analysis of the quotes provided by T3, T9 and T10, two common difficulties were identified regarding the integration of CTS. The first issue, "difficult to be integrated into the lesson plans", was mentioned by T3 and T10. The second issue, "difficult to be integrated during the session", was identified from T9's comment. Both of these issues fell under the second category, which was "the difficulty in integrating CTS into teaching practices". The last item, "careful preparation", emerged from the analysis of the T5's quote and its category was "well-preparation of the lesson plan". All these categories belonged to one theme that referred to "the necessity of improving teachers' capacities in using CTS". However, the striking result emerged from T10's comment mentioning that "making lesson plans is unnecessary". In brief, our participants confirmed the necessity to improve their capacities for using CTS in their lesson plans.

Question 16: Do you agree that critical thinking skills need to be integrated into English as foreign language classes?

Table 5.16. The Need for Integrating CTS in EFL Classes

Options	Number	Percentage
Strongly agree	5	42%
Agree	5	42%
Neutral	2	16%
Disagree	0	0%
Strongly disagree	0	0%

This question aimed to investigate the need for integrating CTS in EFL classes. The findings indicated that out of twelve participants, five of them (42%) strongly agreed, and an equal number (42%) agreed that CTS should be incorporated into EFL classes. Two participants (16%) remained neutral, and none of the participants disagreed or strongly disagreed with the idea of integrating CTS into EFL classes. More justifications were given in the next question.

Question 17: Justify your answer

Their choices were followed by some justifications:

- T1: “Integrating CTS in EFL classes creates dynamic teaching that promotes active interaction between learners”.
- T2: “For successful and active interaction.”
- T3: “I use the levels of Bloom’s taxonomy. I think that they are very useful for reaching the general goal that is the active teaching process.”
- T5: “Active teaching is one major consequence of integrating CTS in the classes, basically EFL ones”.
- T6: “Incorporating CTS in EFL classes leads to active interaction among learners. It is also an effective factor for preparing learners for their future life”.
- T9: “For training pupils to solve problems”.
- T10: “I strongly agree that their integration in the lesson encourages active learning where learners will be prepared to make decisions and solve problems”.

Table (5.17) shows the justifications given by participants for their choices in table (5.17). Answers mentioned by T1, T3 and T5 revealed "dynamic teaching" and "active teaching "as the first items categorized under

“active teaching”; whereas, the analysis of comments given by T1, T2, T6 and T10 showed two items: "active interaction among learners" and "active learning". They were categorized under "active learning setting". The last two basic items: “problem-solving” and “decision-making” were categorized under "life skills". Accordingly, two themes were identified: “the necessity of CTS for the teaching process” and “the necessity of CTS for the learning process”. In brief, these respondents recognized the necessity for using CTS in EFL classes to create an active teaching-learning environment.

Table 5.17. The Respondents’ Justifications for Their Choices

Items mentioned by teachers	Categories	Themes
- Dynamic teaching - Active teaching	- Active teaching	- The necessity of CTS for the teaching process
- Active interaction among learners - Active learning	- Active learning setting	- The necessity of CTS for the learning process
- Problem- solving - Decision-making	- Learners’ Life skills	

Question 18: Do you agree that teachers need to improve their capacities on how to use critical thinking skills during the session?

Table 5.18. Teachers’ Need for Improving their Capacities in Using CTS during the Session

Options	Number	Percentage
Yes	12	100%
No	0	0%

The main aim of this question was to find out whether or not the participants needed to receive training on how to use CTS during the session.

The findings showed that they all (100%) answered ‘yes’, so they needed to receive training.

Question 19: justify your answer

The following justifications were added to show the reasons behind their need:

- T2: “CTS are crucial in the teaching-learning process. We must improve our capacities in using them in the lesson”.
- T3: “CTS are vital skills in the teaching process. Integrating CTS in the session is a new subject in research and teaching. It can be difficult to implement them”.
- T5: “They, in particular creating, are not easy to apply during the session due to the poor level of the learners. For well-implementation, teachers need to improve their capacities in promoting them”.
- T6: “Tasks of CTS, namely the highest level, are hard to practice by pupils, so teachers have to improve their capacities to incorporate CTS during the session in an easy way”.
- T7: “I need to improve my capacities in using CTS for well-implementation.”

Table 5.19. Reasons behind the Need for Improving their Capacities in Using CTS in the Session

Items mentioned by teachers	Categories	Themes
- Crucial in the teaching-learning process	- CTS’ importance in the teaching-learning process	- The necessity of improving teachers’ capacities in using CTS during the
- Vital skills in the teaching process		
- New subject in teaching		

- Not easy to apply due to learners' level	-The difficulty of CTS for learners	session
- Hard skills to practice by pupils		
- Finding the easiest way to teach CTS	- Workable implementation of CTS	
- Well- implementation		

The analysis of the teachers' comments regarding the need to improve their capacities in using CTS in teaching sessions revealed seven items, categorized into three groups and one theme, as presented in Table (5.19).

The results showed that quotes of T2 and T3 provided three items, which were “crucial in the teaching-learning process”, “vital skills in the teaching-learning process”, and “new subject in teaching”, all of which were categorized under "CTS importance in the teaching-learning process". In addition, two other items, “not easy to apply due to learners’ level” and “hard skills for practice by pupils”, were identified during the analysis of quotes provided by T5 and T6. They were categorized under “the difficulty of CTS for learners”. Finally, "finding the easiest way to teach CTS" and "well- implementation" emerged from the analysis of the comments provided by T6 and T7. They were categorized under “workable implementation of CTS”. All these categories were grouped into one theme, which was “the necessity of improving teachers’ capacities in using CTS during the session”.

In summary, these participants believed that improving their capacities in using CTS was necessary for reaching their workable implementation as these skills are crucial for the learning and teaching processes. It's worth noting that the participants took their learners into account because they declared that the difficulty of CTS for learners led teachers to find the easiest way to teach these skills.

Question 20: Did you follow the teaching training planned by the inspectors?

Table 5.20. Following Teaching Training planned by Inspectors

Options	Number	Percentage
Yes	8	100%
No	0	0%

This question aimed at gathering data on whether or not the participants had received training. Out of the total sample, eight teachers provided an answer to this question. The results indicated that they followed teaching training.

Question 21: justify your answer

The results showed different responses. T1 said: “yes, I followed the teacher training planned by the inspector of my district. We received training about classroom management and psycho-pedagogy etc, but with little practice”, and T3 stated that we received theoretical knowledge in some cases where teachers missed practical training. The last participant, who was T9, said: “there were both theory and practice”.

Table 5.21. Following Teaching Training

Items mentioned by teachers	Categories	Themes
-Classroom management as theoretical knowledge	- Lecturing Phase of training	- The existence of teaching training
-Psycho-pedagogy as theoretical knowledge		
- Absence of practice in teaching training		
- The existence of practice in teaching training	- The practical phase of training	

Table (5.21) gives details about the qualitative analysis of the teachers' comments about their teaching training. They clarified the nature of the training sessions that they attended throughout their teaching process. Five items emerged from this analysis. Firstly, "classroom management as theoretical knowledge", "psycho-pedagogy as theoretical knowledge", and "absence of practice" were identified from the comments of T1 and T3. These two participants shared the point of theoretical knowledge, which was categorized under: "the lecturing phase of training". Secondly, "practice in training", was found in T9's quote, and its category was "the practical phase of training". These categories belonged to one theme, which was "the existence of teaching training sessions". In brief, those respondents ensured the existence of training sessions with their inspectors, but some of them added that the focus was given much more to theory rather than practice.

Question 22: Did you receive training on how to integrate CTS into the lesson plan?

Table 5.22. Receiving Training on How to Integrate CTS into the Lesson Plan

Options	Number	Percentage
Yes	7	77.78%
No	2	22.22%

Table (5.22) shows whether or not the respondents received training on integrating CTS in their lesson plans. Nine of twelve teachers answered this question. Two respondents (22.22%) said 'no'. Seven respondents (77.78%) answered with 'yes' indicating that they received such training. They chose the way of receiving such training as table (5.23) shows.

Question 23: If yes, how?

Table 5.23. The Way of Receiving Training in Using CTS in the Lesson Plan

Options	Number	Percentage
Seminars with inspectors	4	80%
Online courses (professional development)	1	20%
Planning lessons with colleagues	0	0%
Others	0	0%

Table (5.23) is about the way through which these participants received training in integrating CTS into the lesson plan. Out of the teachers who answered with “yes” (**Table: 5.22**), five of them responded to this question. Accordingly, the results showed that the majority of them (80%) chose ‘attending seminars with inspectors’; however, one participant (20%) selected ‘following online courses (professional development)’.

Question 24: If no, why?

Table 5.24. The Reasons behind not Receiving Training in Using CTS in the Lesson Plan

Options	Number	Percentage
CTS are not encouraged in our education	2	100%
CTS are less important	0	0%
Others	0	0%

Table (5.24) highlights the causes behind not receiving training in integrating CTS into the lesson plans. Those teachers who answered that they did not receive any training (**Table: 5.22**), justified that these skills were not encouraged in our education.

Question 25: Have you received training on how to integrate CTS during the session?

Table 5.25. Receiving Training in Using CTS in the Session

Options	Number	Percentage
Yes	7	70%
No	3	30%

Table (5.25) shows whether or not the respondents have received training on how to integrate CTS during the session. The findings revealed that ten out of twelve participants responded to this question. The majority of them (70%) answered with ‘yes’ and only three of them (30%) said ‘no’. They justified their answers as it is presented in (Table: 5.26) and (Table: 5.27).

Question 26: If yes, how?

Table (5.26). The Way of Receiving Training

Options	Number	Percentage
Seminars with inspectors	4	57%
Online courses (professional development)	3	43%
Attending sessions with colleagues	0	0%
Others	0	0%

Table (5.26) aims to highlight how the participants received training for using CTS in the teaching process. Seven out of twelve teachers answered this question. Four of them (57%) clarified that they attended seminars with inspectors. Meanwhile, three of them (43%) said that they received training through online courses (professional development). None of the participants

(0%) answered by “attending sessions with colleagues”. It can be understood that some participants made an effort to improve their knowledge of using CTS.

Question 27: If no, is it because?

Table 5.27. The Reasons Behind not Receiving Training in Using CTS

Options	Number	Percentage
CTS are not encouraged in our education	3	100%
CTS are less important	0	0%
Others	0	0%

Table (5.27) presents the reasons for the lack of training in the use of CTS in the teaching process. The findings showed that participants, who answered with no (Table: 5.26), chose "the use of CTS in the teaching process is not encouraged in our education".

Question 28: Is time a barrier to integrate CTS in the classroom?

Table 5.28. Time as a Barrier to Integrate CTS in the Classroom

Options	Number	Percentage
Yes	8	88.88%
No	1	11.11%

Table (5.28) shows teachers’ attitudes concerning whether or no time hindered the integration of CTS in the classroom. The results indicated that nine out of twelve teachers responded to this question, and the majority of them (88.88) answered with ‘yes’. In response to this topic, some teachers provided further details in the following question.

Question 29: Explain your answer

Teachers added some justifications to their answers as follows:

-T2: “Due to the length of the syllabus, teachers could not properly integrate CTS. So, the integration of these skills is time-consuming”.

- T3: “I consider time as a barrier to integrate CTS in the classroom since their incorporation is time-consuming”.
- T5: “Integrating critical thinking skills into lessons consumes a lot of time because they are difficult for many pupils to practice”.
- T6: “Actually, we have a limited time; hence, I prioritize teaching language skills over CTS integration due to low pupil understanding”.
- T7: “As far as third-year classes are concerned, their syllabus is too long. Due to time constraints, we cannot intensively cover CTS during the session as it requires a long time for teaching; especially in classes that include pupils with intermediate level. I allocate more time for teaching language skills, such as listening, reading, speaking, and writing, in a very simple way”.
- T9: “The length of the syllabus of third-year classes may appear as a hinder for some teachers.”

Table 5. 29. Time as a Barrier to Integrate CTS in the Classroom

Codes	Category	Theme
- Long syllabus	- Syllabus’ length	- Insufficient time
- Time-consuming	- Lack of Time	
-Much time for language skill		

Table (5.29) presents the various reasons behind considering time a barrier to integrate CTS in the classroom. Based on the analysis of comments provided by T2, T7, and T9, it was found that the length of the syllabus was one main reason behind the lack of CTS integration during the teaching session. Additionally, T3 and T5 stated that integrating CTS consumed a lot of time, while T6 and T7 argued that they preferred to dedicate the available time to

teaching language skills rather than CTS. All these reasons fell under the theme of "insufficient time".

Question 30: Does English as a foreign language hinder teachers from integrating critical thinking skills?

Table 5.30. English as a Barrier for Integrating CTS into the Lesson

Options	Number	Percentage
Yes	6	66.66%
No	3	33.33%

Table 5.30 is about investigating whether or not English language acts as a barrier to integrate CTS into the lesson. The main aim of this question was to identify if teachers found it challenging to incorporate CTS due to the English language. The findings revealed that nine out of twelve teachers participated in this question. Among them, six teachers (66.66%) said ‘yes’, indicating that they faced difficulties in integrating CTS mainly because of the English language. However, the remaining participants answered ‘no’. Those teachers who answered ‘yes’ were then requested to elaborate on their responses.

Question 31: If yes, why?

Table 5.31. The Reasons behind Choosing English as a Barrier

Options	Number	Percentage
The learners’ limited level in English	6	100%
The teachers’ experience does not qualify them to integrate them easily	0	0%
Others	0	0%

Table (5.31) shows the reasons behind considering English as a barrier to integrate CTS into the lesson. The whole number of the respondents (100%), who answered with ‘yes’ (**Table: 5.30**), selected "the level of the learners in

English is low". Thus, this was the major reason behind considering English a barrier to integrating CTS into the lesson.

Question 32: Justify your answer

The results showed that the respondents did not add justifications to their answers of the previous question.

Question 33: Is it difficult to integrate CTS into the learning objectives?

Table 5.32. The Integration of CTS in the Learning Objectives

Options	Number	Percentage
Yes	8	66.66%
No	4	33.33%

This question aimed to highlight whether or not the participants of this research faced difficulties in incorporating CTS into the lesson's learning objectives. The results showed that eight teachers (66.66%) answered 'yes' and four of them (33.33%) answered 'no'.

Question 34: If yes, this is because?

Table 5.33. The Reasons behind the difficulties in using HOTS in the Learning Objectives

Options	Number	Percentage
Lack of practical training with inspectors	4	50%
Lack of following continuous professional development	0	0%
Lack of collaboration between colleagues	3	37.5%
Others	1	12.5%

The results displayed in table (5.33) showed that four respondents among those who answered with ‘yes’ (See table 5.32) (50%) chose “lack of training” as their major cause behind facing difficulties in using CTS in the learning objectives, yet three teachers (37.5%) selected “lack of collaboration”.

Question 35: justify your answer

The results indicated that one teacher added a justification as follows:

- T5: “Maybe because some teachers do not know the CTS and the action verbs that must be used while writing the learning objective of a given lesson.”

Table 5.34. The Teachers’ Justifications behind their Choice

Items mentioned by teachers	Categories	Themes
- The teachers’ unfamiliarity with CTS	- Teachers’ lack of knowledge about CTS	- Teachers’ lack of knowledge about CTS
- The teachers’ unfamiliarity with the action verbs		

Table (5.34) summarizes the teachers’ comments concerning the obstacles behind incorporating CTS into the learning objectives. The qualitative analysis of T5’s comment showed that a lack of knowledge about CTS and the action verbs of Bloom’s taxonomy were major obstacles to integrating CTS into the learning objectives.

Question 36: Is it difficult to implement tasks which foster the use of CTS?

Table 5.35. The Difficulty of Integrating Tasks to Foster CTS

Options	Number	Percentage
Yes	9	75%
No	3	25%

Table (5.35) is about whether or not EFL teachers faced difficulties in implementing those tasks that promote the use of CTS. The results illustrated that a high number of the participants (75%) said ‘yes’; however, only three of them (25%) said ‘no’. Hence, the majority of the respondents faced difficulties when integrating CTS instructional tasks in the sessions.

Question 37: If yes, this is because?

Table 5. 36. The Reasons Behind the Difficulties in Using Tasks to Foster CTS

Options	Number	Percentage
Lack of practical training with inspectors	3	33.33%
Lack of following continuous professional development	4	44.44%
Lack of collaboration between colleagues	0	0%
Others	2	22.22%

This question is about the reasons behind facing difficulties in using the tasks that may promote CTS during the session. The findings showed that three participants (33.33%), among those who answered with ‘yes’ (Table: 5.35), selected “lack of training” as their cause, while only four of them (44.44%) chose “lack of following professional development”.

Question 38: Justify your answer

The results indicated that three teacher added justifications as follows:

- T2: “Teaching CTS to advanced learners is a very interesting process since they respond to the tasks that promote their HOTS; however, it is very hard to integrate these skills during the lesson if the majority of my learners have a weak level of English”.

- T5: “In some cases, the limited level of our learners makes the process of implementing tasks that foster CTS difficult. So, we will be obliged to present our lesson in a way that enables them to understand it regardless of promoting CTS”.
- T6: “I can include tasks to promote CTS in some lessons, but I can not do that in other sessions because I am not very familiar with the way of promoting such skills in various types of lessons. For example, in reading comprehension, I do not have strong background knowledge about using HOTS in such a task.”

Table 5.37. The Teachers’ Justifications behind their Choice

Items	Categories	Themes
- Learners’ limited level of English	- The learners’ factor	- Difficulties in using tasks to foster CTS
- Unfamiliarity with using CTS in various lessons	- Teachers’ factor	

Table (5.37) gives justifications about the reasons behind the difficulties in using tasks to foster CTS. The qualitative analysis of the comments showed that there were two major items: “learners’ limited level of English” and “unfamiliarity with using CTS in various lessons”. They belonged to one theme, which refers to “difficulties in using tasks to foster CTS”.

Summing up, based on teachers’ answers, five reasons led to the lack of integrating CTS, and they involved:

- 1- Lack of practical training.
- 2- Lack of following professional development.
- 3- Lack of collaboration between teachers.

- 4- Learners' limited level in English.
- 5- Unfamiliarity with using CTS in various types of lessons.

Question 39: Is it difficult to implement instructional strategies to foster the use of CTS?

Table 5.38. The Difficulty of Integrating CTS Instructional Strategies in the Lesson Plan

Options	Number	Percentage
Yes	5	41.66%
No	7	58.33%

Table (5.38) aims at investigating if EFL teachers faced difficulties in implementing the instructional strategies that promote the use of CTS. The results illustrated that a high number of the participants (58.33%) answered 'no'; however, only three of them (41.66%) answered 'yes'. Consequently, many respondents argued that they did not face difficulties when using CTS instructional strategies in their lesson plans.

Question 40: If yes, this is because?

Table 5.39. The Reasons behind the Difficulties in Using Instructional Strategies to Promote HOTS

Options	Number	Percentage
Lack of practical training with inspectors	3	60%
Lack of following continuous professional development	2	40%
Lack of collaboration between colleagues	0	0%
Others	0	0%

Table (5.39) is about the reasons behind facing difficulties in using the instructional strategies that may promote CTS during the session. Three participants (60%), among those who answered with ‘yes’ (See table 5.38), selected “lack of training with inspectors” as their cause, while two (40%) chose “lack of professional training”.

Question 41: If yes, justify your answer

Results obtained to answer this question showed that our participants did not add justifications to the answers of the previous question.

In conclusion, the teachers’ questionnaire highlighted significant results for each category. The first category was not directly relevant to this research, but it helped to gain the respondents’ involvement in answering the questionnaire.

The second category of questions showed several results for answering the first research question. First, the term CTS was not elicited in the accompanying document; however, some teachers confirmed the existence of Bloom’s taxonomy levels of thinking. Other participants did not read this document because it was written in French, yet they knew that CTS parallels the HOTS of Bloom’s taxonomy. It is worth adding that few teachers were unfamiliar with the educational interpretation of the term CTS; they instead perceive it from cultural and philosophical perspectives.

The third category of questions was about integrating CTS into the lesson plan, which answered the second research question. The overall results showed that many teachers did not design their lesson plans. Some of them argued that they were already familiar with the content and the procedures of their lessons. As a result, we analyzed only nine lesson plans. The results showed that many teachers included CTS; however, they insisted on improving their capacities in this subject. Other teachers did not incorporate these skills since, as they said, they were unfamiliar with the term CTS.

The fourth category was about the use of CTS during the session, which helped in answering the third research question. The inclusive results showed that many teachers promoted CTS during their teaching sessions, but not continuously. Some of them argued that they could not foster CTS through every teaching task. To this end, they confirmed their need to receive practical training sessions with inspectors.

The fifth category was about receiving teaching training to incorporate CTS in the lesson plans and during the sessions. The findings showed that some participants did not receive practical training about the use of CTS in lesson plans or during teaching sessions, while others did. It is worth adding that some participants followed professional development.

The last category was about the difficulties which might be faced by teachers while integrating CTS into the teaching process. It helped to answer the last research question. The use of CTS in learning objectives and the integration of tasks, which promote CTS, were challenging processes for many teachers due to a lack of practical training, professional development, and collaboration between colleagues. Finally, time constraint and learners' limited level in English also hindered teachers when they aimed to incorporate CTS into the teaching practices.

5.2. Interview's Data Analysis

The interview was carried out to triangulate data about the participants' attitudes concerning several points that were linked to the posited research questions. Data obtained from the teachers' interview were analysed qualitatively, as we shall see shortly.

5.2.1. Conducting the Interview

As part of the data-gathering process, teachers' interview was conducted with four participants from our sample. One teacher from each school was invited to participate in the interview (**Table: 5. 40**). Due to the COVID-19 pandemic, some teachers could not be reached by the researcher; as a result,

an online interview with the participants was conducted via the Zoom application. Each participant was interviewed individually, and since there were four interviews, the process took four sessions.

Table 5. 40. The Interviewed Teachers

The schools	The interviewed teachers	Teachers' role
School one	T1	Coordinators
School two	T4	
School three	T8	
School four	T10	

5.2.2. Interview Results

Question (N°1): Are CTS important in EFL classes?

The first question aimed at highlighting the teachers' attitudes toward the importance of CTS in EFL classes. Different opinions were expressed and various attitudes were shown. For instance, (T1),(T8) and (T10) valued their importance. They commented as follows:

- T1: “Yes, I strongly agree that CTS are needed to be integrated into our classes. I feel satisfied when I make my learners think critically such as when they analyze a text or they evaluate a work. They must become active and creative”.
- T4: “I feel confused about integrating CTS in my classes. Normally, we were trained because it is not that easy task”. Some EFL teachers were still confused about the importance of the use of CTS.
- T8: “They lead to creative learning”.

- T10 said: “My job in the class is not delivering theoretical knowledge, yet I must motivate my students to be active through using CTS. I adopt the taxonomy of Bloom depending on the lesson and the activity”.

Table 5.41. The Importance of CTS in EFL Classes

Items mentioned by teachers		Categories	Themes
- Active and creative learning	- Motivating active learning	- Active learning	- The importance of CTS for active learning
- Confusion in integrating CTS		- Uncertainty about the use of CTS	- Uncertainty about CTS' importance
- The necessity for receiving training in using CTS		- The necessity for receiving training	- The necessity for receiving training

Table (5.41) provides details about the teachers' opinions about the importance of CTS in EFL classes. The analysis of quotes provided by T1, T4, T8, and T11 revealed four items.

First of all, "active and creative learning" and "motivating active learning" were the first two items mentioned in the quotes of T1, T8 and T10. They were categorized under "active learning". Thus, these participants emphasized the significance of integrating CTS in their EFL classes. Furthermore, the qualitative analysis of T4's quote showed one item, "confusion in integrating CTS", which belonged to the second category of "uncertainty about the uses of CTS." Finally, T4 suggested a solution to the teachers' uncertainty about the integration of CTS, which was "the necessity for training in using CTS". It was categorized under

"the necessity for training". Thus, teachers had different opinions about the importance of CTS in EFL classes.

In summary, the responses received from the participants confirmed the significance of CTS in EFL classes for promoting an active learning process. The questionnaire and interview results aligned with each other on this matter. In the interview, some participants expressed their confusion regarding the implementation of CTS, so they preferred to receive training.

Question (N°2): How does the accompanying document introduce “CTS”?

This question attempted to identify how the term CTS was introduced and defined in the accompanying document. (T1) and (T10) confirmed CTS' existence; for example, (T1) declared: “I found all the levels of Bloom’s taxonomy in this document”, and T10: “According to my background knowledge, the accompanying document mentions the levels of thinking related to Bloom’s taxonomy (analyzing, evaluating, and creating)”. In this respect, the accompanying document interpreted the term CTS as Bloom’s taxonomy of thinking.

According to (T8), “It was written in French, I did not read it. I will try to get familiar with it though it will be hardly understood... better if it is written in English to avoid translating it”. Therefore, the French language was an obstacle for her. Additionally, (T4) gave a more detailed answer: “I am wondering why this document is written in French, it would be easy for us as EFL teachers to understand its content if we find the English version”. Thus, this respondent had the same point of view as (T8), arguing that they did not read the accompanying document.

Table 4.42. The Interpretation of the Term CTS in the Accompanying Document

Items mentioned by teachers	Categories	Themes
- The teachers' lack of access to the document	- Teachers' lack of access to the accompanying document	- Teachers' lack of access to the accompanying document
- The document is written in French	- The used language in the accompanying document	
- The preference for using English in the document		
- The existence of levels of Bloom's taxonomy	- The existence of the levels of thinking	- The existence of the levels of Bloom's taxonomy

Table (5.42) represents the interpretation of the term CTS in the accompanying document. The qualitative analysis of the teachers' quotes showed that four items, three categories, and one theme emerged.

The first item, "teachers' lack of access to the document", emerged from the analysis of T8's quote. The second and the third ones: "the document is written in French" and "the preference of using English in the document", respectively, were identified in the analysis of quotes given by T4 and T8. Both of them fell under one category, "the language use in the accompanying document". The aforementioned items were part of a single theme, "teachers' lack of exposure to the accompanying document", which confirmed that some teachers did not read the document.

Meanwhile, the second theme ensured the existence of Bloom's taxonomy levels of thinking in the accompanying document. This result emerged from the analysis quotes provided by T1 and T10.

Overall, these teachers' comments showed that not all teachers had access to the accompanying document and its content, namely, the levels of Bloom's taxonomy, which could affect their use. This result consolidated the one found through the teachers' questionnaire analysis.

Question (N°3): To what extent are you familiar with how to include CTS in your lesson plans?

The third question of the interview aimed to investigate the extent to which EFL teachers were familiar with how to include CTS in their lesson plans. Unfortunately, only two teachers (i.e.; T1 and T8) among four ascertained their familiarity with integrating CTS in their lesson plans.

T1: "I am doing my best to include Bloom's taxonomy levels in the lesson plan, but I confirm that it is a demanding step".

T4: "I rarely prepare lesson plan sheets because I am familiar with the tasks that need to be taught, but I perhaps use them when I make a lesson plan... I say perhaps because I am not sure about what it meant by CTS in teaching."

T8: "I am an experienced teacher, so I am familiar with the content of my lessons. I make a lesson plan when I find it necessary. I mean that sometimes I need to reconsider some teaching strategies or activities, and in this case, I plan a new lesson map which actually contains action verbs of CTS (HOTS of Bloom's taxonomy)."

T10: "I do not prepare lessons because I am well-versed in the tasks, strategies, and materials that I will need in every lesson".

Table 5.43. Teachers’ Familiarity with Integrating CTS in the Lesson Plans

Items mentioned by teachers	Categories	Themes
- The inclusion of Bloom’s taxonomy in the lesson plan	- The familiarity with CTS’ use in the lesson plan	- CTS’ use in the lesson plan
- The uncertainty about the use of CTS in lesson plans	- The unfamiliarity with the use of CTS in the lesson plan	- The unfamiliarity with CTS’ use in the lesson plan
- Lack of preparing the lesson plan	- The lack of lesson plans	- The lack of lesson plans

Table (5.43) is about the teachers' familiarity with integrating CTS into their lesson plans. The analysis of the teachers' comments showed that there were three items, three categories, and three themes.

The first item, "the inclusion of Bloom's taxonomy in the lesson plan", emerged from the analysis of quotes provided by T1 and T8. It appeared under the first category of "the familiarity with the use of CTS in the lesson plan". Accordingly, these participants knew that the HOTS of Bloom’s taxonomy reflect the educational interpretation of CTS. The second item referred to "the uncertainty about the use of CTS", and it was categorized under "the unfamiliarity with the use of CTS in the lesson plan". The last item, “the lack of preparing lesson plan”, emerged from the analysis of comments of T4 and T10. Thus, each of the aforementioned categories belonged to a specific theme involving: "the use of CTS in the lesson plan", "the unfamiliarity with CTS' use in the lesson plan", and "the lack of having lesson plans".

In brief, the qualitative analysis of teachers' comments showed that not all the participants were familiar with integrating CTS into their lesson plans.

Question (N°4): Do you need training to improve your capacities in using CTS in the lesson plan?

This question aimed at investigating whether EFL teachers needed to receive training to improve their capacities in incorporating CTS in the lesson plan. Hence, our participants expressed their opinions as follows:

- (T1): “Its meaning denotes its function. We still need sessions of training”.
- (T4): “It is necessary to receive training in using CTS in the lesson plan, but before this step, we need to know its nature”.
- (T8): “Theoretical knowledge in how to use CTS in the lesson plan is not sufficient; teachers need to follow training either with the inspector or with competent colleagues”.
- (T10): “I had already trained myself by attending sessions of MOOC, webinars, conferences, and accessing different inspectors. I think that continuous training is mandatory”.

Table (5.44) shows the teachers’ opinions about the necessity of receiving training about using CTS in their lesson plans. After analyzing the qualitative data, three main points were identified. The first point, as indicated by T1 and T4, was the necessity of training to improve their understanding and application of CTS in their lesson plans. The second point, mentioned by T10, was the need for continuous training. The third point was highlighted by T8, who suggested that training should be followed up with guidance from competent colleagues or inspectors. All these points were categorized under: "the necessity of receiving training".

In brief, all the participants confirmed their need for training in integrating CTS into their lesson plans, which was consistent with the results of the questionnaire.

Table 5. 44. The Necessity of Receiving Training for Using CTS in the Lesson Plan

Items mentioned by teachers	Categories	Themes
- The necessity of receiving training	- The necessity of receiving training	- The necessity of receiving training
- The necessity of receiving continuous training		
- Following training with an inspector or a colleague		

Question (N°5): Are you familiar with how to integrate CTS during the teaching session?

This fourth question sought to investigate teachers’ familiarity with how to integrate CTS during their teaching sessions. (T1) said: “I can not declare that I am very familiar with the integration of CTS during the session, but I confirm that I am doing my best to make my learners analyze, evaluate, and create materials through the integrating easy tasks and workable strategies like group work”. T8 and T10 did not neglect the fact that they were familiar with this process. On the one hand, T8 said: “yes, I am. To facilitate the process of integrating these skills, I include some teaching strategies, namely group work. I also insist on using pictures and videos to engage my learners in CTS tasks”. On the other hand, T10 said: “selecting the most appropriate activities enhances my integration of CTS during the session; for example, in oral discussion session”. Here, the participants showed the vital role of using tasks and teaching strategies

that encourage the integration of CTS; nonetheless, (T4) was still confused about the integration of CTS during the session because he said: “I am unsure about that”.

Table 5.45. Teachers’ Familiarity with Integrating CTS during the Session

Items mentioned by teachers	Categories	Themes
-Uncertainty of being familiar with the use of CTS	-Lack of existence of CTS during the sessions	-Teachers’ unfamiliarity with the use of CTS during the session
-The use of CTS during the session	- The existence of CTS during the session	- Teachers’ familiarity with the use of CTC during the session
-The use of CTS tasks		
-The use of the teaching strategies that foster CTS		

Table (5.45) is about the teachers’ familiarity with the integration of CTS during their sessions. The analysis of the teachers’ comments introduced four items, which appeared under two categories. The first item was “uncertainty of being familiar with the use of CTS”, which emerged from the analysis of T4’s quote. The second item, “familiarity with the use of CTS”, appeared from the analysis of comments provided by T1, T8, and T10. From their analysis, we identified two other items: “the use of CTS tasks” and “the use of teaching strategies that foster CTS”. The last three items were categorized under: “the existence of CTS during the session”. Based on the teachers’ comments, we found two themes, which were “the teachers’ unfamiliarity with the use of CTS during the session” and “the teachers’ familiarity with the use of CTS during the

session”. These contradictory results will be discussed in the upcoming chapter where we discuss the results. Nevertheless, it is worth mentioning that T4 repetitively showed his uncertainty about the incorporation of CTS in the lesson plans and the teaching sessions.

Question (N°6): Do you need training to improve your capacities in using CTS in your teaching sessions?

The main aim of this question was to find whether EFL teachers needed training to improve their capacities in incorporating CTS in their teaching sessions or not. There were several answers as follows:

- T1: “Yes, of course. I have worked with more than one inspector; not all my inspectors encouraged teachers the use CTS. I remember that one of them gave us a strong background about using CTS in the learning objectives”.
- T4: “Great attention towards practical training must be given by the Ministry of Education because, as a teacher, I want to enhance my capacities. We lacked teacher training about CTS. In the questionnaire, I defined it according to my conception”.
- T8: “I have worked with one inspector who usually plans workshops during the seminar; sometimes we received knowledge about the thinking levels of Bloom’s taxonomy in the learning objectives and the exam”.
- T10: “It is necessary especially to incorporate the creating skills. I followed online workshops and I came across those which train teachers to use CTS; especially the highest level, in the teaching process. I followed them during the quarantine of COVID-19”.

Table 5. 46. The Necessity of Receiving Training for Using CTS during the Teaching Sessions

Items mentioned by teachers	Categories	Themes
- Lack of planning practical training from the inspectors' side Lack of encouraging training sessions about CTS by the Ministry of Education	Lack of training in using CTS during the teaching sessions	- Lack of training in using CTS during the session
- The necessity for receiving training about CTS - The necessity for receiving training about creating	-The necessity for training to use CTS during the session	-The necessity for teacher training to use CTS during the session
- The existence of training to use CTS in the learning objectives - The existence of training to use CTS in the exams	- Existence of training in using CTS	- Existence of training for using CTS during the session

Table (5.46) provides an overview of the qualitative analysis of teachers' comments. The analysis revealed six items, three categories, and three themes.

The first and the second items, which were "lack of planning practical training sessions from the inspectors' side" and "lack of encouraging training sessions from the Ministry of Education side", were mentioned by T1 and T4. They were categorized under "lack of training in using CTS during the teaching sessions".

In addition, the third item, "the necessity for receiving training about CTS", emerged from comments provided by T1 and T4, but T10 specified her answer by stating the "necessity for receiving training about the creating skill". Both items belonged to the same category, which was "the necessity for training to use CTS during the session". Therefore, it was clear that some EFL teachers required training to improve their capacities in integrating CTS during their sessions.

Nonetheless, T8 and T10 declared that they had already received training from their inspectors and through online workshops. These training sessions covered, as they said, the integration of CTS into the learning objectives and the exams. Hence, the last category that emerged from their quotes was "the existence of training of using CTS". Summing up, these participants had different answers about receiving teachers training about integrating CTS during the teaching sessions.

In brief, the comments gave worthy data concerning the importance of receiving training for EFL teachers. Almost all the respondents valued the necessity for teacher training to enhance their capacities in using CTS during the session. One of the respondents (T4) had such intrinsic motivation to improve his capacities. However, not all inspectors gave the same level of importance for using CTS during sessions. Based on these responses, practical training sessions were necessary for EFL teachers to improve their capacities in the use of CTS during the sessions.

Question (N°7): To what extent are you encouraged by your inspectors to use CTS in your teaching practices?

Inspectors might encourage teachers to integrate CTS into their teaching practices as they work under their supervision. Therefore, this question aimed at investigating the extent to which teachers were encouraged by their inspectors to use CTS in their teaching practices.

We received different answers as follows:

- T1: “My previous inspector, when I was working in another school, encouraged us to use CTS (the levels of Bloom’s taxonomy), particularly in the learning objectives. We attended workshops as well”.
- T4: “We attended training sessions with our inspector; however, it was about other topics such as classroom management and word-cloud strategy”.
- T8: “Yes, I confirm that the inspector of our district encourages teachers to use CTS (i.e. Bloom’s levels) in teaching practices, specifically to build up the learning objectives of the lessons. I would like to add that some colleagues from other districts were not encouraged to use CTS in the teaching process”.
- T10: “We received theoretical knowledge about teaching, and sometimes my inspector utters this term (critical thinking). I was not trained on this about the inspector”.

Table 5.47. The Inspectors’ Encouragement to Integrate CTS into the Teaching Practices (CTD)

Items mentioned by teachers	Categories	Themes
- The inspectors’ support to teachers to use Bloom’s taxonomy levels of thinking into the learning objectives	- the inspectors’ support to teachers to use CTS	- Inspectors’ support for using CTS
- The absence of support from some inspectors	- Different attitudes among inspectors concerning the integration of CTS	-Inspectors’ lack of support for the use of CTS by teachers

Table 5.47. The Inspectors’ Encouragement to Integrate CTS into the Teaching Practices

- The absence of inspectors’ practical support to use of CTS	- the absence of the inspectors’ support to use CTS	- The absence of practical support by inspectors
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The qualitative analysis of participants' quotes about their inspectors' encouragement of incorporating CTS in teaching practices (i.e; lesson plan and teaching sessions) is presented in Table (4.63). It included three items, consisting of three categories and two themes.

The first item, “the existence of the inspector’s encouragement to integrate CTS”, was mentioned by T1 and T8 in their comments. Its theme was "inspectors’ encouragement for the use of CTS by teachers through workshops". Based on this result, these teachers confirmed that their inspectors motivated and encouraged them to incorporate CTS in their teaching practices, namely when stating the learning objectives.

Nonetheless, T4 reported the absence of such encouragement from their inspector, which fell under the category of “disagreement among inspectors concerning the integration of CTS”. This point was mentioned further by T8, who confirmed that inspectors of different districts had different attitudes toward the importance of incorporation of CTS in teaching practices.

The last item mentioned by T10 referred to “the absence of practical use of CTS” and it was categorized under “the absence of the inspectors’ encouragement of the practical use of CTS”. The last two categories belonged to the same theme: “inspectors’ lack of encouragement for the use of CTS by teachers”. Regarding this result, some inspectors directed teachers’ attention towards CTS, but without providing practical training.

It can be understood that even the inspectors had different attitudes in terms of encouraging the use of CTS. That is to say, some teachers declared that their inspectors encouraged them to use CTS in their teaching practices, while others argued that they did not train them.

Question (N°8): What obstacles may hinder you from using CTS in your classes?

This question attempted to investigate the possible obstacles that may hinder the participants from integrating CTS into their classes. They gave deep and detailed answers.

- T1: “HOTS consume time, particularly the creating level. For example, when I ask my students to produce a piece of argumentative writing, it takes three sessions. Because of the weak level of my learners in English; I usually keep correcting the grammar mistakes, the choice of vocabularies, the spelling, or others”.
- T4: “As I told you, I am not very familiar with CTS and their implementation in the educational setting, and this is my first obstacle. The second one refers to the fact that the majority of our learners are still weak linguistically(limited proficiency in English). So, how we can make them think critically in EFL classes”.
- T8: “I think that time (duration) plays a negative role in integrating CTS in our EFL classes.
- T10: “The majority of intermediate and weak learners do not welcome the tasks that need CTS, I tried to follow different strategies to engage them in using these skills”.

During the interview, participants mentioned several obstacles that prevented them from integrating CTS. The analysis of the responses of T1 and T8 showed that "time" was the primary obstacle to the integration of CTS, which

was categorized as a "general factor." Additionally, T4 mentioned: "being unfamiliar with using CTS", which was categorized as a "teacher-related factor". The last category, "learner-related factors," included only one item, which was "learners' weak level." This point will be discussed in the upcoming chapter, as it was argued that it reduced the chances of incorporating CTS during the teaching session.

Table 5. 48. Teachers' Obstacles to Using CTS in Teaching Practices

Items mentioned by teachers	Categories	Themes
- Time	- General factor	- The existence of hinders against CTS' use in teaching practices
- Teachers' unfamiliarity with the use of CTS	- Teacher-related factors	
- Learners' weak level	- Learner-related factors	

To conclude, the results obtained from the interview provided valuable insights that complement the ones obtained from the questionnaire. It was observed that some teachers were not entirely aware of the importance of using CTS in EFL classes despite their crucial role. Additionally, some teachers were familiar with the concept of CTS mentioned in the accompanying document. However, not all participants were familiar with the appropriate way to integrate CTS into the lesson plan and during class sessions. As a consequence, most teachers stated that they needed training to improve their capacity to implement CTS. Finally, teachers acknowledged the presence of some hindrances that could impede the integration of CTS in their classes.

Table 5.49. Summary of the Total Findings about the Familiarity with CTS and their Implementation (CTD)

Teachers	Teachers' access to the accompanying document	Teachers' familiarity with Bloom's taxonomy	Teachers' use of CTS (i.e.; HOTS) in lesson plans	Teachers' use of CTS (i.e.; HOTS) during the session
T1	Yes	Yes	-The use of CTS in the first lesson plan -The absence of lesson plans for sessions 2 and 3	-the absence of evaluating in session1 -The use of evaluating only in session 2 -The absence of CTS in session 3
T2	No	Yes	-The use of analyzing and creating in the second lesson plan -The absence of lesson plans for sessions 1 and 3	- Using all CTS in session 2 -The absence of CTS in session 1and 3
T3	Yes	Yes	-The use of CTS in the lesson plan of session 1 -The absence of the lesson plan in session 2 -The absence of analyzing and 'evaluating' in the lesson plan of session 3	- CTS were used in all the sessions -The absence of creating in session one

Table 5.53. Summary of the Total Findings about the Familiarity with CTS and their Implementation (CTD)

T4	No	No	-The absence of lesson plans in all the sessions	- The absence of CTS in all the sessions
T5	Not mentioned	Not mentioned	-No lesson plans of all the sessions	-The absence of CTS in sessions 1 and 3 -The use of analyzing and evaluating in session 2
T6	Yes	Yes	-The use of CTS in the first lesson plan -The absence of the other lesson plans	-The absence of analyzing and creating in session 1 -The absence of analyzing in session 2 -The absence of CTS in session 3
T7	Yes	Yes	- The absence of the lesson plan	-The absence of analyzing in session 1 -The absence of creating in sessions 2 and 3

Table 5.53. Summary of the Total Findings about the Familiarity with CTS and their Implementation

T8	No	Yes	-No lesson plans	-The absence of CTS in sessions 1 and 3 - The use of CTS in session 2
T9	Yes	Yes	-The use of CTS in the second lesson plan	-The absence of evaluating and analyzing in session 1 -The absence of analyzing in session 2 -The absence of evaluating and creating in session 3
T10	Yes	Yes	-No lesson plans	-The use of analyzing and evaluating in the first two sessions -The absence of CTS in all the sessions
T11	No	-No (Philosophical perspective)	-No lesson plans	-The absence of CTS in all the sessions
T12	No	-No -(cognitive perspective)	- The absence of CTS in the lesson plans	-The absence of CTS in all the sessions

The use of CTS by EFL secondary school teachers was studied using four data-gathering instruments. The major results were summarized in one table (5.49), which provided an overview of participants' use of CTS, their access to the accompanying document, and their familiarity with Bloom's taxonomy of thinking.

First and foremost, the results showed that teachers who got access to the accompanying document (i.e.; T1, T3, T6, T7, T9, and T10), were familiar with Bloom's taxonomy of thinking. They even knew that the interpretation of CTS is related to Bloom's taxonomy, but T3 was unsure about that. As for integrating CTS in their teaching practices, results showed that all the lesson plans collected from the aforementioned teachers contained CTS. They even could incorporate CTS in their teaching sessions, but inconstantly, except for T9, who used these skills in all sessions. Despite the integration of 'creating' in the lesson plans, it was missing in some sessions due to their learners' poor level in English, as they commented in the questionnaire and interview.

In addition, data gathered from all the instruments showed that some teachers (i.e.; T2 and T8) did not read the accompanying document; nonetheless, they were familiar with Bloom's taxonomy of thinking and knew its relationship with CTS. This result was identified from their answers to the questionnaire when they defined the term CTS and from T8's answer to the interview. It is worth noting that, both of them inconstantly incorporated CTS in their teaching sessions despite their familiarity with the concept (the reasons will be discussed in the coming chapter).

The findings showed that (T5) did not explicitly mention that she was familiar with Bloom's taxonomy levels of thinking, yet her comments to questions 19, 35, and 37 ensured her familiarity with it. This participant did not make lesson plans and did not use CTS in every session. Besides, she did not incorporate 'creating' in all the observed sessions.

Finally, (T4), (T11) and (T12) did not read the accompanying document. According to their proposed definition of the term ‘CTS’, they did not know that its educational meaning parallels HOTS of Bloom’s taxonomy. As a result, these skills were missing in all their observed sessions.

Conclusion

As a conclusion to this chapter, this research was conducted by using four data instruments. Each of them was used for a specific rationale, but they all served to explore the use of CTS by EFL teachers teaching in Biskra secondary schools. Firstly, the accompanying document was analyzed to identify how the term CTS was interpreted in such a document, and then the lesson plan was analyzed to investigate the extent to which CTS were integrated into such documents by EFL teachers. Secondly, there was an analysis of classroom observation data to investigate the implementation of CTS during the session by EFL teachers. Thirdly, the questionnaire was planned to identify the possible difficulties while using CTS by EFL teachers. It also served to gather data to answer the previous research question. Finally, the teachers’ interviews were analyzed to triangulate the data of the questionnaire. Through the analysis of the gathered data by all these instruments, several valuable results that would be discussed in the fifth chapter of discussion and recommendation were reached.

Chapter Six: Discussion

Chapter Six: Discussion

Introduction

This chapter is devoted to the discussion of the results, findings and their implications. It starts by reiterating the research problem and summarizing the main findings. Then, it explains the interpretation of the results and answers the research questions. The pedagogical implications of this research and the limitations are highlighted. The chapter ends with recommendations that might assist further research.

5.1. Answering the Research Questions

This research explored the use of CTS by EFL secondary school teachers in Biskra. It was conducted in order to explore the extent to which the teachers who teach third-year level incorporated CTS in their teaching practices both in lesson plans and during the teaching sessions and to determine the possible difficulties encountered by these teachers in using CTS in their teaching practices. It was designed, therefore around the following four research questions.

1. How are CTS introduced in the accompanying document guiding education?
2. To what extent do EFL teachers include CTS in their lesson plans?
3. To what extent do EFL teachers use CTS in their classrooms?
4. What are the possible difficulties encountered by EFL teachers in using CTS?

To answer the first research question, we relied on the analysis of the accompanying document. Our findings showed that the term 'CTS' was neither mentioned nor explained in the accompanying document by its designers. However, the thinking levels of Bloom's Taxonomy were clearly elicited through two elements: the description of the linguistic content, and the glossary included in the document. The educational interpretation of CTS parallels the HOTS of

Bloom's taxonomy. It was found that not all participants were familiar with this interpretation because of the lack of accessing the accompanying document.

Additionally, to reach an answer to the second research question, we relied on the analysis of the teachers' lesson plans. Hence, the results showed the absence of lesson plans for many teachers. They were missing in the majority of the observed sessions since they were felt to be unnecessary, as some teachers said. Nonetheless, among the teachers who had a lesson plan, most of them tried to integrate CTS (i.e.; Bloom's taxonomy levels of thinking), particularly into the learning objectives, the aims, and the procedures of implementing the teaching tasks. In other words, action verbs that indicated the promotion of CTS (**see Appendix 6**) were used in their learning objectives, aims, and instructional tasks. To gain an in-depth understanding of the reasons for not including CTS in some lesson plans, we relied on questionnaires and interviews with teachers. Therefore, the obtained results showed that teachers' lack of exposure to the accompanying document, their misconception of CTS, and their lack of teacher training can be the primary reasons behind the absence of integrating CTS into their lesson plans.

Classroom observation was used to answer the third research question. The total results showed the integration of CTS during the teaching sessions by some teachers, but it was almost not respected. They were not integrated into every single teaching session. Concerning those participants who had lesson plans, the results showed their ability to implement the planned instructional tasks and teaching strategies that aim at fostering CTS during the teaching sessions. The creating level was missed in many teaching sessions despite being present in several teachers' lesson plans. The participants' answers to the questionnaires and interviews confirmed the teachers' inability to include «creating» during the teaching session due to the limited level of the learners.

The last research question aimed to determine the possible difficulties faced by EFL teachers in using CTS. Results from the questionnaires and interviews highlighted that the participants faced some difficulties while integrating CTS into the teaching process due to some hurdles like time constraints, the learners' level in the English language, and the lack of cooperation between colleagues. These difficulties emerged mainly due to the lack of training.

5.2. Interpretation and Discussion of the Findings

In this section, we shall interpret and discuss the results obtained through the document analysis (i.e, the accompanying document and the teachers' lesson plans), classroom observation, teachers' questionnaires and interviews to answer the posited research questions.

5.2.1. The Mention of "CTS" in the Accompanying Document

The result that emerged from the data gathered to answer the first research question was that the accompanying document elicits the levels of Bloom's taxonomy of thinking. In the light of the literature, the educational definition of CTS refers to HOTS of this taxonomy (Benard, 2004; Sternberg et al, 2007; Goodwin & Sommervold, 2012; Keengue, 2022). Hence, this document was analyzed to elicit the levels of Bloom's taxonomy, particularly HOTS (i.e.; analyzing, evaluating, and creating) and how they are introduced. The findings showed a correlation between what has been found through the analysis of the accompanying document and the definition that was chosen by the researcher to conduct the current research, as suggested by Goodwin and Sommervold (2012, p. 66): "The definition of critical thinking almost perfectly parallels Bloom's taxonomy of higher-order thinking language". This correlation refers to the existence of HOTS in this document.

Since these levels are mentioned in the accompanying document, they were supposedly incorporated by the teachers in their teaching practices including the preparation of lesson plans and the implementation of the lesson. This result of

the first research question was the leading step to answer the other ones by exploring the extent to which these levels of thinking were integrated into the teachers' lesson plans and during their teaching sessions, in addition to determining the difficulties that may be faced by the teachers while using these skills.

5.2.2. The Teachers' Familiarity with CTS

The questionnaire and interview findings showed that some secondary school EFL teachers in Biskra, teaching third-year level, did not read the accompanying document. In this regard, there is a mismatch between the result reached and the aim of the accompanying document, highlighted right from the beginning as follows: "This document is designed to support the implementation of the programs" (our translation, accompanying document, 2007, p.1). Provided that the teachers wanted to make their implementation of CTS useful, they should go through this document first because it contains Bloom's taxonomy of thinking, which represents CTS. However, not all teachers did because it was written in French, as many of them said. This led to a gap between the intended interpretation of CTS (i.e.; HOTS of Bloom's taxonomy of thinking) and some teachers' use of CTS in their teaching process.

Among the teachers who did not read the accompanying document some of them were misguided in interpreting the term 'CTS', which was shown in their answers to the questionnaire when defining CTS. They grasped it from different angles, like the cultural, cognitive, and philosophical perspectives, rather than the educational one. In other words, the review of the literature showed that the educational interpretation of CTS parallels HOTS of Bloom's taxonomy (Benard, 2004; Goodwin and Sommervold, 2012; Sternberg et al, 2007); however, some participants did not mention these levels once they defined the term. For instance, T4 matched its interpretation with culture: "CTS are related to culture", and T11 linked it to philosophy: "the term CTS is related to philosophy including moral judgment". A recent study by Mariano and Figliano (2019, p. 348) supports the existence of such a category of teachers as: "individual

instructors based their pedagogy and practice upon their interpretation of critical thinking". Accordingly, it is noteworthy to mention that in teaching practices, teachers must narrow their understanding of the term CTS (Garcia, 2011) by focusing on Bloom's taxonomy of thinking.

A few teachers did not come across this document, yet they knew that CTS and Bloom's taxonomy of thinking are interrelated. For instance, T8 mentioned in her comments that she received training about CTS from the inspectors, yet T2 stated that she used to attend online webinars and conferences about CTS. There are sources from which teachers can get background knowledge about CTS and their use in teaching practices.

These obtained results are important to discuss the findings of the second and the third research questions regarding integrating CTS into those teachers' teaching practices.

5.2.3. The Teachers' Use of CTS in their Lesson Plans

The second research question aimed at investigating the extent to which EFL teachers use CTS in their lesson plans. In this vein, the findings of lesson plan analysis showed that some teachers followed Bloom's taxonomy of thinking as a source for using CTS in their lesson plans. They incorporated its levels of thinking (i.e.; remembering, understanding, applying, analyzing, evaluating, and creating) in their lesson plans. This was done by using the required action verbs (see **Appendix 6**) in the learning objectives, aims of the lesson, and instructional tasks. This finding confirms teachers' perception of CTS from the same angle that is followed by the accompanying document (i.e.; HOTS of Bloom's taxonomy). Choy and Cheah (2009, p.198) illustrate the strong link between the perception of CTS from a specific angle and their use: "Many argue that the perceptions of teachers influence their behaviours in the classroom". Besides, this result interprets the teachers' capacity to incorporate the levels of Bloom's Taxonomy, when they planned their lessons.

Nonetheless, the previous result does not mean that all teachers used all the levels of critical thinking. As far as HOTS are concerned, analyzing and creating were almost integrated into every lesson plan regardless of the element of the lesson plan in which they occurred. For instance, some teachers planned tasks whose aims were: to analyze a video, picture or examples to foster "analyzing". As for promoting "creating", they planned tasks about elaborating arguments, summarizing a text, or writing a paragraph. Considerable insight into the inclusion of each thinking skill and its intentional development indicates that "evaluating" was inconsistently included in the teachers' lesson plans. Mariano and Figliano (2019) reached the same result in their study as evaluating is the least commonly addressed skill in the lesson plan.

The inconsistency of using even one of these thinking skills does not go in the same line with the existing knowledge. For instance, Crews (2010, p. 48) mentions: "the use of Bloom's Taxonomy as a scaffold for planning lessons permits the teacher to systematically teach the content at the advancing degrees". Consequently, neglecting one level of this taxonomy many times may create a gap in this systematic process.

In light of the analysis of the lesson plans, we found that few of them were planned without integrating CTS. The latter is noted depending on the incorporation of the action verbs related to Bloom's taxonomy of thinking because they can identify the desired action, which will be fostered (Richard & Renandya, 2002). For Zainudin, Vianty, and Inderawati (2019, p. 52), "it could be seen from the lesson plan they made that there was a lack of knowledge to fulfil the indicator of higher-order thinking skills". This finding illustrates the teachers' inability to incorporate the levels of Bloom's taxonomy of thinking in the planning sheet. However, the literature review does not go in line with this finding, for instance, Fleming (2012, p 85) emphasises: "When you are planning lessons use Bloom's taxonomy".

The results of the questionnaire and interview corroborated the absence of CTS in the lesson plans. Some teachers commented that they need to familiarize themselves with CTS before integrating them into their lesson plans. Another point worth noticing refers to the participants' awareness that they still need to improve their capacities in including CTS in their lesson plans. They recognized that their unfamiliarity with the term CTS and its use were the major gaps that need to be fulfilled for good preparation to incorporate CTS. It can be deduced that teachers reflected upon their lessons in terms of both their strengths and their weaknesses.

In terms of the inclusion of CTS in the lesson plan, the discussion of the results is significant as it answers the second research question. The majority of teachers who planned the lesson included CTS in their lesson plans, namely "analyzing" and "creating". On the one hand, "analyzing" was integrated through planning tasks about analyzing a video, picture or examples, yet on the other hand, "creating" was included by designing plans, elaborating arguments, summarizing texts, or writing paragraphs. The findings showed that many teachers planned to use various teaching strategies and instructional tasks to promote HOTS. Classroom discussion and group work were the most integrated teaching strategies into the lesson plans to foster HOTS. As for the instructional tasks, although some teachers integrated the same teaching task like reading comprehension, not all of them planned to enhance CTS. This was due to their unfamiliarity with them, such as (T12). The last result is that many teachers from this sample did not prepare their lesson plans.

It is worth adding that these findings also are linked to the previous ones discussed above about the first research question. They confirm the significance of getting familiar with the elicited interpretation of CTS (i.e.; the levels of Bloom's taxonomy of thinking) in the accompanying document, to successfully introduce these skills into the lesson plan. Since the classroom is the place where real implementation of what is planned takes place, these particular results are

fruitful in interpreting some findings related to the third research question as we will discuss in the following section.

5.2.4. The Teachers' Use of CTS during the Teaching Session

The third research question aimed to investigate the extent to which EFL teachers were familiar with incorporating CTS in their teaching practices. A fundamental result that answers the third research question is some EFL teachers' ability to implement the content of their lesson plans in their teaching sessions. In other words, the comparison between the results gathered from analyzing the lesson plans' containing CTS and the findings obtained from classroom observation shows the teachers' ability to implement some CTS, which they had originally planned. Unlike "analyzing" and "evaluating", we found that some teachers introduced "creating" in their lesson plans, but they did not integrate it in their teaching sessions.

Although the "creating" level was incorporated throughout some steps of their lesson plans (i.e.; learning objectives, aims, and teaching tasks), it was missing during some teaching sessions. This is the most irreconcilable point between the inclusion of "creating" in the lesson plan and its implementation. This finding does not go in harmony with the existing knowledge; for instance, Mastascusa, Snyder, and Hoyt (2011, p.168) point out: that "teachers should work towards higher levels in Bloom's Taxonomy". Even though the creating level is one of the higher levels in the taxonomy, only a few teachers implemented it. So, this can be considered as a gap related to integrating "creating" in the teaching sessions. As some teachers commented in the questionnaire, their lack of integrating this skill refers to their learners' limited level of responding to "creating". In this respect, they insisted on the necessity of receiving training to improve their capacities in how to teach this skill in an easy way that fits their learners' levels.

A comparison between the results that emerged from the lesson plan analysis and those discussed in the analysis of the classroom observations shows that many teachers, who could have implemented tasks which promoted "creating", have actually used group work as a teaching strategy. This major result goes in line with the literature review; for example, a very recent study by Gumbo and Williams (2023, p.262) shows that: "group work can promote the development of higher-order thinking skills". It enables learners with different levels in English to learn from each other as they (ibid) declare: "In teamwork, learners who are intellectually more advanced can help those with learning difficulties". Given this result, group work can assist teachers to foster the highest-order thinking skill even among poor learners.

It is worth mentioning that the teachers' lack of knowledge about integrating "creating" does not diminish their effort to implement the other levels of thinking and the content of the lesson plans. In other words, they could reach other steps, which were introduced in the lesson plans such as incorporating almost all the planned tasks and teaching strategies that aimed at fostering the levels of thinking. To discuss this result to the ones of the first and second research questions, it can be deduced that these teachers were familiar with CTS' educational interpretation, its integration into the lesson plans and during the teaching session. The only point that needs improvement by those teachers refers to the inclusion of 'creating' in the session.

The findings further showed another category of teachers who integrated both LOTS and HOTS during the teaching session without making a lesson plan. Although their integration during the session without previous planning was achieved, the literature estimates the importance of designing lessons for their better implementation during the class. According to Mohanna et al (2007, p.60), "Plan what you are going to do, will enhance your performance in this teaching style". This result may offer compelling evidence that this group of teachers did not care about designing lesson plans. To cross out the findings, we relied on questionnaires and interviews through which the teachers were asked about the

importance of integrating CTS into their lesson plans. The results confirmed that these teachers diminished the necessity of making lesson plan sheets on the one hand. But, on the other hand, they valued the inclusion of CTS into the lesson plan. This contradiction arises because these teachers thought that they were familiar enough with the teaching procedures of their lessons and did not need to plan for them. According to some of them (e.g., T5), novice teachers should incorporate these skills into their lesson plans. Yet, the review of the literature does not support this finding; instead, it confirms that even experienced teachers must plan for new teaching methods to make it easier (Killen, 2007).

The striking point is the discontinuous incorporation of CTS into the lesson by many teachers from both categories. They integrated Bloom's taxonomy levels in one or two sessions, yet they completely neglected them in others. This is an undesirable result as the integration of CTS in every single session may prove their ability to teach CTS. The possible interpretation behind this result does not refer to the unfamiliarity with CTS because they have already used them in other sessions. It may refer to the lack of knowledge in implementing them in various types of lessons, whatever the content is. In a similar vein, Zainudin et al (2019, p.52) say: "It was assumed that teachers were still in a lack of understanding to promote critical thinking in the classroom". Some teachers' comments in the questionnaire (such as T5 and T6) confirmed the lack of receiving teacher training about using CTS during the session.

The results have further indicated the existence of a third category of teachers who did not integrate CTS at all during the teaching sessions as T4, T11, and T12. Given this result and the teachers' comments in the interview, it can be understood that they were unfamiliar with CTS and their implementation during the teaching session. Choy and Cheah (2009, p.199) support this interpretation as: "many argue that the perception of teachers influences their behaviour in the classroom". These participants either did not read the accompanying document or perceived the interpretation of CTS from other angles, which influenced their behaviour in the lesson. The evidence was T11's

interpretation of CTS from the philosophical angle and T4's interpretation of the term related to culture.

Another factor that influenced their behaviour in the classroom is the lack of training because this point was repeatedly mentioned in their comments to the questionnaire and interview. These participants were not reluctant to improve their capacities in using CTS during the teaching session. For example T4 acknowledged that CTS are crucial in the teaching-learning process. As a consequence, they reflected upon their lessons in terms of strengths and weaknesses in both lesson plans and teaching sessions. Accordingly, it is important to note the necessity of teacher training on the perception of CTS and their implementation in the teaching process.

These findings are significant in answering the third research question. They showed that CTS (i.e.; HOTS) were integrated into several sessions; however, only a few teachers used them in all the observed sessions. Furthermore, some teaching sessions lacked the incorporation of "creating" despite its presence in the lesson plans. So, this result illustrated the mismatch between the lesson plan and the lesson. These teachers confirmed their need to receive training to overcome this mismatch and accelerate their abilities in using such skill. Results gained from classroom observation indicated the total absence of CTS in a few lesson plans due to the teachers' unfamiliarity with the term, as they commented in the questionnaires. The aforementioned result illustrates the link between the answer to the first research question and this third one. The latter is related to the second research question in the sense that some EFL teachers could implement CTS except "creating". It is also linked to the last one, which provides more clarifications of the difficulties faced by teachers in using CTS in the lesson plan and during the session.

5.2.5. The Teachers' Difficulties in Incorporating CTS

The last research question aimed to determine the possible difficulties faced by EFL teachers in using CTS in their teaching practices. The most notable observation that emerges from comparing data obtained from lesson plan analysis, classroom observations, the questionnaire, and the interview is the teachers' difficulties to incorporate CTS in their teaching practices. These difficulties can be summed up as follows:

- The unfamiliarity with the educational interpretation of CTS (i.e.; HOTS of Bloom's taxonomy).
- The use of CTS in the learning objectives.
- The integration of CTS instructional tasks.
- The promotion of the creating level among learners with limited levels in English.
- Time barrier.

According to the answers to the questionnaire and interview, each difficulty emerged due to: the lack of practical teacher training, the lack of following continuous professional development, the lack of collaboration among teachers, or the learners' poor levels of English. Now, we shall discuss each of these difficulties below.

5.2.5.1. The Unfamiliarity with the Educational Interpretation of CTS

Teachers, who did not include CTS in their teaching practices, argued that they were not familiar with the educational interpretation of CTS. In other words, they linked the absence of incorporating CTS in their lesson plans and during their teaching sessions to their unfamiliarity with the educational meaning of CTS. This result aligns with the literature review; for instance, Schulz and Fitzpatrick (2016, p. 77) say: "What we believe was abundantly clear from the interviews is that teachers lack an understanding of critical and higher-order

thinking". They considered it one difficulty that has to be treated through attending training sessions with inspectors. Results from previous studies also estimated the necessity of getting familiar with CTS, such as the one of Choy and Cheah (2009, p.105): "Critical thinking can only be taught by teachers who have in-depth knowledge of critical thinking". Indeed, the first step for teachers to plan and implement CTS into their teaching sessions is to be familiar with its operational interpretation. This finding corresponds with the result of the first research question.

5.2.5.2. The Use of CTS in the Learning Objectives

Data gathered from the questionnaire ensured that some teachers considered the incorporation of CTS in the learning objectives a difficult step. The qualitative analysis of teachers' comments showed different reasons behind such difficulty as follows:

1. Teachers' unfamiliarity with CTS.
2. Teachers' unfamiliarity with the action verbs that must be used to write the learning objectives.
3. The lack of practical training about CTS.
4. The lack of collaboration between colleagues.

This result is in contradiction with previous research; for example, Burriss and Garrity (2012, p. 45) state: "The integration of thinking skills, however, is not something to be done on the fly. Thoughtful planning, using Bloom's taxonomy of cognitive domain, can help us design lessons that develop higher level thinking skills". The learning objective is one vital element of the lesson plan. So, it must be planned by paying attention to the incorporation of Bloom's levels of thinking, namely the higher-order thinking ones. The participants valued this step and ascertained the necessity of receiving training sessions and collaborating to get in-depth knowledge about integrating CTS into the learning objectives.

Other comments to the questionnaire confirmed that some teachers received training in seminars. This result guaranteed that the inspector/s with whom those teachers worked, have trained them to integrate CTS in the teaching process, particularly the learning objectives and the exam paper. A contradictory view emerges between this answer and one that ensured the lack of receiving such training because the participants worked under the supervision of various inspectors whose concerns may not be the same.

5.2.5.3. The Integration of Instructional Tasks to Promote CTS

Results gathered from the questionnaire showed that some teachers faced difficulties in incorporating CTS instructional tasks. These results are in line with previous studies; for instance, empirical research conducted by Mursyid and Kurniawati (2019, p. 123) highlights that: "implementing HOTS in EFL classroom is not an easy task". Teachers mentioned several reasons behind this difficulty.

Many teachers linked this difficulty to the lack of receiving practical training in including the instructional tasks for promoting CTS. This result matches the literature; for instance, Gul et al (2014, p. 46) say: "Findings from this study affirm the need for a formal and structured training for teachers' critical thinking so that they can develop, appreciate, and apply teaching practices that are known to promote students' critical thinking". The teachers' answers to the questionnaire and interviews confirmed that they wanted to improve their capacities in using HOTS's instructional tasks in particular by receiving training. Nonetheless, many other recent studies confirm the lack of training despite its usefulness in teaching practices like building learning objectives (Al Fadda and Osman, 2020; Gul et al, 2014; Senthilkumar and Kumar, 2017; Snyder and Snyder, 2008).

Other teachers added that they could enhance these skills but through just some tasks. T6 gave an example about the reading comprehension instructional task arguing that she lacked sufficient knowledge of how to foster CTS through this task. Findings obtained from classroom analysis showed also that some

sessions of listening comprehension did not promote CTS. Based on these results, these teachers were familiar with CTS, but they struggled to enhance them through different types of tasks. This result concurs well with previous findings confirming that teachers found it difficult to relate tasks, which enhance CTS to some lessons with a particular focus (Bonnet, 2004).

Learners' limited level in English is another reason behind the difficulty in integrating tasks to foster CTS. As the findings showed, several participants confirmed that most of their learners had limited English levels. Consequently, they focused on teaching them language skills rather than fostering their CTS. This result goes in line with the literature; for instance, a study carried out by Liyanage & Walker (2014, p. 71) reached the same result: "teachers suggested that students' limited English language skills hinder their understanding or application of critical thinking". From this vein, the level of the learners affects the integration of CTS by their teachers. Another study conducted by Hamid, Nguyen & Baldauf (2014) confirmed these findings. It shows that learners almost rely on the translation by their teachers due to their limited level in English; hence, it is difficult for them to develop their CTS. While some teachers could incorporate CTS tasks, their learners' poor level in English complicated the process of incorporating these tasks, as reported by T2 and T5. Nevertheless, their point of view does not go in line with some previous works; for instance, Yosintha & Arochman (2019, p. 166) say, "their teaching methods they use are usually teacher-centred, and thus hinder the development of students' critical thinking skills". For that reason, teachers must couple the integration of the instructional tasks with some adequate teaching strategies to facilitate the promotion of CTS during the session. The proof was the undesirable results obtained from T2's and T5's classroom observation during the sessions, which did not include any teaching strategy; they were teacher-centred lessons.

Lack of following continuous professional development by teachers led to their inability to incorporate instructional tasks which foster CTS, as some teachers said. The importance of continuous professional development in helping EFL teachers to implement tasks which enhance CTS is highlighted in several empirical studies. In this respect, Spires (2018, p.102) demonstrates: "Professional development programs aim at developing teachers' understanding of the new curriculum and training them on pedagogy-related issues including how to foster student higher-order thinking skills". If teachers need change and improvement regarding the inclusion of HOTS, they will need to engage in continuous professional development, which is a personal effort to achieve a particular goal (Robinson and Knight, 2019). Nonetheless, some teachers from our sample did not make such an effort; as a result, they still face difficulties regarding the inclusion of CTS.

5.2.5.4. The Promotion of the Creating Level among Learners with Poor Levels in English

Compared to the data obtained from the analysis of the lesson plans, classroom observation, questionnaires and interviews, we reached a significant result related to the promotion of the highest level of thinking "creating". As mentioned earlier, some teachers struggled to foster "creating" during their teaching sessions despite its integration into their lesson plans. Regarding teachers' comments on the questionnaire and interview, some teachers cited their learners' limited level in English as the reason for this difficulty. However, results reported in the literature differ from this one; for instance, Moran and Mallot (2004, p.105) say: "students would be required to perform at the higher levels of the taxonomy". In this respect, teachers from our sample did not show their reluctance to improve their capacity in promoting this highest level of thinking among learners, as was found in a previous study by Alwadai (2014, p. 46), who stated that teachers did not value and welcome applying CTS in their classrooms. In brief, these teachers estimated the importance of receiving training to eliminate this difficulty.

5.2.5.5. Time Barriers

Time constraint is the last difficulty that hindered teachers from integrating CTS. Many participants considered lack of time as a major constraint, which complicated the process of incorporating CTS, especially during the teaching session. They argued that third-year classes have a long syllabus, and teaching CTS is a time-consuming process. Consequently, they could not continually incorporate CTS in their teaching practices. Khalid, Bucheerei, and Issah (2021, p. 3) state: "Much of the lesson time is dedicated to covering content and no time is left to implement critical thinking". Therefore, the integration of CTS during the teaching session was not the priority of teachers in their teaching. The findings of other researchers ascertain that CTS is time-consuming; for instance, Al Fadda and Osman (2020, p. 1282) say: "they evade incorporating critical thinking activities because of the idea that they are time-consuming". With the demand of covering the proposed syllabus within a specific period, teachers may consider CTS time-consuming.

These findings are significant since they answer the last research question. They give details about the difficulties encountered by the participants when they aimed at integrating CTS. They further clarify that the lack of training, lack of professional development, lack of collaboration between teachers, and the learners' poor level in English are the main reasons behind these obstacles. In addition, data gathered to answer this research question shows the link between the useful integration of CTS, without intensive difficulties, and the existence of training sessions, particularly with inspectors. Finally, it confirms the benefits of cooperation between teachers.

In conclusion, the discussion of the results highlights several points. First and foremost, many teachers were familiar with the interpretation of CTS (i.e., Bloom's taxonomy HOTS) because they read the accompanying document or followed a continuous professional development program. However, the remaining teachers perceived the term CTS from other angles as philosophical and cultural, a fact that affected their behaviour in their teaching practices

regarding the inclusion of CTS. In this respect, teachers need to familiarize themselves with the educational interpretation of CTS. In addition, a discussion of the results to answer the second research question confirmed that many lesson plans included CTS except for the ones designed by teachers who were unfamiliar with the education interpretation of CTS. Moreover, an answer to the third research question showed that some teachers incorporated CTS during their teaching sessions and others did not. Our findings showed that the teachers who could include these skills during the teaching session faced two major difficulties: First, the continuous incorporation of CTS in every session and second, the lack of promoting the skill of "creating" despite its inclusion in the lesson plan. The first difficulty occurred because teachers were unfamiliar with promoting CTS through some instructional tasks like reading comprehension, yet the second difficulty appeared due to the learners' poor level in English. Finally, a discussion of the last research question ascertained the existence of other difficulties: the use of CTS in the learning objectives and the time constraint. The obtained results are significant to come up with implications for the current research.

5.3. Pedagogical Implications

This research was conducted to explore the extent to which EFL teachers, who teach the third-year secondary school level in Biskra, integrated CTS in their teaching. Drawing on the results obtained from our data collection tools, some recommendations aimed at the designers of the accompanying document, the inspectors, and the teachers are suggested below.

5.3.1. To the Designers of the Accompanying Document

Results obtained to answer the first research question were about the existence of CTS in the accompanying document. Since CTS are related to HOTS in Bloom's taxonomy, our data highlighted that these levels are stated in this document. In other words, the term CTS is not literally elicited in the accompanying document, but the levels of Bloom's taxonomy (including remembering, understanding, applying, analyzing, evaluating, and creating) are

mentioned. Despite their existence in this document, some teachers did not follow them in their teaching practices, and they were even unaware or unsure that this taxonomy reflected the educational interpretation of CTS. They grasped it from other preconceptions like cultural or philosophical.

This confusion emerges due to the unclear mention of CTS's interpretation in the accompanying document by its designers. That is to say, the relationship between CTS and Bloom's taxonomy levels of thinking was not highlighted. As a result, information from this research regarding the use of the term "CTS" in such a document increases the opportunity for teachers to perceive the term from its educational perspective and to integrate it appropriately into their teaching practices. Accordingly, there is a possibility that the designers of the accompanying document reconsider the usage of CTS in the accompanying document. This can be achieved by articulating the term "CTS" literally, clarifying its link with Bloom's taxonomy levels of thinking in general and HOTS in particular, and mentioning the meaning of each level. The current research may also raise the possibility of agreeing upon one educational interpretation of the term 'CTS' and write it down in the document by its designer so as to be used appropriately by all EFL teachers in Algeria. This step makes all secondary school EFL teachers very aware of the interpretation of CTS that they will use in their teaching practices.

Furthermore, this document is prepared and addressed to EFL teachers, and it contains key terms and principles the teachers should be aware of, so it is important for teachers to read and follow it. However, based on the results obtained from the questionnaire and interview, some teachers did not read it since it is written in French rather than English. Therefore, this finding provides some support for the accompanying document designers that some key terms, like "CTS", should be translated appropriately so that every teacher can grasp them.

5.3.2. To the Inspectors

5.3.2.1. Concerning the Accompanying Document

As already indicated in the results obtained from the accompanying document, it was observed that this document did not mention the correlation between Bloom's taxonomy of thinking and CTS. Therefore, some teachers were misled in their understanding of the term CTS, and they understood it from different angles. Thus, it is necessary for the inspectors to draw teachers' attention to the fact that the HOTS of Bloom's taxonomy reflect the educational interpretation of CTS. It is one major step to:

1. Familiarize teachers with Bloom's taxonomy of thinking and the term CTS.
2. Help teachers to avoid interpreting the term CTS away from its educational meaning.
3. Enable teachers to differentiate between LOTS and HOTS.
4. Enable teachers to incorporate CTS (i.e.; HOTS of Bloom's taxonomy) in their teaching lesson plans and practices.

This step can assist the teachers to get familiar with the educational interpretation of CTS on the one hand and to integrate these thinking skills appropriately in the teaching practices on the other hand, as will be presented in the coming sections.

5.3.2.2. Concerning the Lesson Plans

Our findings gave us valuable information about the extent to which teachers integrated CTS into their lesson plans. These findings showed that only nine lesson plans were collected from 32 observed teaching sessions because many participants did not make lesson plan sheets. They revealed as well that the six levels of thinking (i.e., remembering, understanding, applying, analyzing, evaluating, and creating) were incorporated into some teachers' lesson plans.

That is to say, teachers used them in the learning objectives and the aims of the lesson; as well as, integrated the instructional tasks and the teaching strategies, which foster their incorporation during the teaching sessions. Finally, it was found that in the remaining lesson plans, which were few, Bloom's taxonomy levels of thinking were missing mainly due to the teachers' unfamiliarity with the educational interpretation of the term. These findings are important as they give insight to the EFL inspectors in several ways, which we shall discuss now.

Some teachers from our sample believed that planning lessons was not an important step; as a result, they skipped it. However, this research emphasizes the importance of making lesson plans and urges inspectors to encourage teachers to plan their lessons. Inspectors can organize seminars, which give theoretical knowledge about the necessity of planning lessons and practical workshops that train teachers in designing successful lesson plans. Besides, inspectors are very likely to make school inspection visits and insist on the existence of lesson plans during the teaching sessions. In addition, it is very possible for inspectors to collect teachers' lesson plans and provide feedback on their inspection visit reports to identify areas of strengths and weaknesses.

Other participants designed their lessons, but without integrating Bloom's taxonomy of levels thinking, particularly HOTS. This absence was due to their lack of knowledge that these thinking skills parallel CTS. In other words, once they were asked to define the term; they did not mention Bloom's taxonomy of thinking. In order not to deviate from the adopted interpretation of CTS that has been already mentioned in the accompanying document, inspectors should encourage teachers to read the accompanying document to get familiar with Bloom's taxonomy of thinking, and then inform them about the relationship between this taxonomy and CTS.

This shortcoming appeared also because of the lack of training, which if persistent, teachers will continue to lack the sufficient ability to integrate CTS into their lesson plans. Therefore, after familiarizing teachers with CTS, it is very likely for inspectors to prepare workshops to train them about incorporating CTS into their lesson plans (i.e.; the learning objectives, the aims, and the steps of implementing the instructional tasks). Recent studies on CTS ensure the value of training sessions in assisting teachers to incorporate such skills (Al Fadda and Osman 2020; Gul et al, 2014; Senthilkumar & Kumar, 2017; Snyder& Snyder, 2008). Inspectors can also inform the teachers about the list of action verbs of Bloom's taxonomy of thinking levels and train them about their use in the lesson plan. Each level of thinking is introduced through particular action verbs (**see Appendix 6**). This step can assist teachers to be well-versed in integrating CTS into their lesson plans. Inspectors can also encourage co-planning lessons with colleagues who teach the same level of the same stream with a view of exchanging ideas with each other.

To conclude, despite the absence of lesson plans in many teaching sessions, the lack of integrating CTS into some lesson plans and the total absence of the teaching strategies, this research gives fruitful suggestions to the inspectors to overcome these struggles.

5.3.2.3. Findings from Classroom Observation

The above shortcomings are not the only ones. The findings from the classroom observation confirmed that some teachers were unable to use CTS respectively in every single teaching session and others did not use them at all. The results further showed that many teachers could not implement "creating". In other words, they planned learning objectives, aims, instructional tasks, and teaching strategies to foster the creating level, but during the teaching sessions, this skill was missing.

No one can neglect the fact that the inspectors supported teacher training. Nevertheless, as the research showed, the topic of integrating CTS within the teaching session took little consideration. That is to say, not all inspectors trained their teachers on how to incorporate CTS during their teaching sessions, and even if these teachers have heard about CTS from their inspectors during the seminars, much consideration was given to the theoretical explanation rather than their practical implementation. On that account, inspectors may find this research so important that they give much more attention to practically train the teachers in incorporating CTS during the teaching sessions. It is very possible for them to give samples to the teachers about the way of integrating instructional tasks and teaching strategies that aim at boosting these thinking skills during the lesson. Based on these samples, teachers will be requested to present virtual teaching sessions on this topic in front of their colleagues and their inspector. This step can maintain continuous integration of CTS during the teaching sessions; as well, it can familiarize teachers with the integration of CTS in various types of lessons.

This research can be relevant for inspectors as it unravels the incapacity of some EFL teachers and their lack of knowledge in how to incorporate CTS, namely "creating" during their teaching sessions though it was integrated into their lesson plans. This basic confirmation raises the possibility of looking at an appropriate solution to improve the teachers' capacities in incorporating "creating" during the teaching sessions. Therefore, inspectors are very likely to take into consideration their teachers' needs by preparing practical training sessions on how to flexibly implement instructional tasks and teaching strategies to promote this skill during their lessons. During these training sessions, it is possible for inspectors to ask teachers to present virtual learner-centred lessons using tasks and strategies that foster this thinking skill so that they can benefit from their colleagues' constructive feedback. As far as some teachers found it hard to implement "creating", inspectors can plan inspection visit that focuses on improving teachers' performance regarding the incorporation of this highest

level of thinking. Another possible implication for inspectors refers to encouraging the teacher coordinator of each secondary school to guide colleagues, who may lack knowledge about incorporating "creating" in their teaching sessions. This can be done by attending sessions with them and providing constructive feedback based on their performance.

5.3.3. To the Teachers

5.3.3.1. Teachers' Familiarity with CTS

Similarly, findings from this research have some potential implications for teachers. For example, many participants understood the meaning of CTS from different angles, like the cultural and philosophical ones, far away from the educational one, which is about HOTS of Bloom's taxonomy. Accordingly, an important implication of this finding concerns raising teachers' awareness to ask their inspectors about the educational interpretation of CTS, which needs to be followed in teaching practices. This step saves teachers from any deviations towards other perspectives. Teachers are very likely to read the accompanying document to find Bloom's taxonomy of thinking and then to search for its implementation in their teaching process.

5.3.3.2. The Teachers' Use of CTS in their Lesson Plans

In addition, our findings in answering the second research question showed that many teachers did not have a lesson plan for every single session, while others did not have them at all, diminishing the importance of such a document. Teachers must plan many elements such as learning objectives, aims, instructional tasks, teaching and learning strategies, time, and other considerations; however, the teacher's lesson plan was missing, in many cases. An implication stands for the possibility of recognizing the importance of planning lessons before they reach their classes to achieve workable performance during the teaching session.

Teachers who struggle to plan lessons or incorporate Bloom's taxonomy levels of thinking should work on improving their capacities; for example, by:

1. Asking colleagues for help.
2. Arranging regular coordination meetings with the coordinator so as to enrich their background knowledge and receive constructive feedback.
3. Following personal professional development such as attending online webinars, workshops and seminars, reading books and articles, or others.

5.3.3.3. The Teachers' Use of CTS during the Session

Our findings in answering the third research question, which dealt with the integration of CTS during teaching sessions, have several potential implications for teachers who were unable to consistently use CTS, those who did not include CTS at all, and those who lacked the ability to promote 'creating'.

To start with, some participants did not continuously integrate CTS during their teaching sessions due to their lack of knowledge in implementing these skills in various types of lessons; for example, reading comprehension as T6 said, and listening comprehension as it was obtained from the classroom observation. Consequently, one implication of this result is to include activities with action verbs that promote Bloom's taxonomy levels of thinking (**see Chapter Two**); for example:

1. Making a summary of an audio script (in listening comprehension) / text (in reading comprehension): it can be used by the end of the session to foster the creating level.
2. Assessing each others' work: this activity helps in fostering the evaluating level wherein the learners assess each others'

performance after answering a given question. It can be adopted in different types of lessons.

3. Providing extra details about a given topic or idea to foster "evaluating" too.
4. Compare and contrast answers, pictures, ideas, or others to promote the analyzing level. This activity can be accompanied with multi-modality (such as video, picture, handout and speech) as a teaching strategy for integrating this level of thinking easily.
5. Analyzing the content of a picture, a video, a text, an audio script, or other materials: it fosters the analyzing level. This activity can be used in lessons on listening or reading comprehension.

In fact, these proposed activities were used by some teachers from our sample, who could foster CTS during their teaching sessions. They even accompanied them with teaching strategies to fortify CTS' use. Another important implication is to attend practical training courses with inspectors, experienced teachers or educational experts through which teachers will improve their capacities in incorporating CTS during the teaching session. In addition, this finding can be fruitful for teachers to start following continuous professional development program; for example, participating in workshops and conferences about the integration of CTS in different types of lessons (such as listening and reading comprehension, grammar, written expression and others), or they can read books and articles on this topic. The last but not the least, it is also possible for teachers to request constructive feedback from their inspectors by inviting them to visit their classrooms.

It is also worth mentioning that since some teachers were unfamiliar with CTS, they consequently did not use them in their teaching sessions. When defining the term, they did not mention Bloom's taxonomy of thinking. This result raises the necessity for teachers to read the accompanying document

because it introduces Bloom's taxonomy thinking skills and to ask their inspectors or colleagues about its role in teaching. Based on this implication, teachers will know the relationship between this taxonomy and CTS, which introduces the educational interpretation of CTS. After reaching this step, they can move to the second step of implementing them in their teaching practices.

The findings showed that some teachers did not always integrate the creating skill in their teaching sessions despite its inclusion into their lesson plans. The main reason behind its absence during the teaching session is the learners' limited level in English, as the interviews and questionnaires showed. In other words, the learners' limited level in English did not qualify them to use their creating skill; as a result, some teachers could not implement it. Teachers, however, should encourage their learners of all levels of English to engage in instructional tasks that involve "creating" because of its importance. In this regard, they can integrate teaching strategies, which can facilitate teaching this thinking skill to weak learners; for example, group work and multimodality. On the one hand, the evidence from this research showed that group work is a suitable teaching strategy that helps teachers to enhance "creating". This result is consistent with a very recent one by Gumbo and Williams (2023, p.262): "Group work can foster the development of higher-order thinking skills [...]. In teamwork, learners who are intellectually more advanced can help those with learning difficulties". On the other hand, teachers are very likely to incorporate multimodality to facilitate the way of teaching "creating" since learners often engage in multimodal texts that present information through a combination of modes: visual images, design elements, written language and other semiotic resources (Syakirah, Fathiyah & Rafidah, 2019). The research found evidence that supports the use of multimodality in promote 'creating', specifically in T9's lesson on listening comprehension, where learners were introduced to multimodals towards the end of the session. The use of multimodality involved re-watching a video and re-reading the text to make a summary of the lesson.

5.3.3.4. The Teachers' Barriers to Integrate CTS

The results to answer the last research question showed some barriers that hindered some teachers from integrating CTS in their teaching practices. Teachers mentioned five obstacles: the unfamiliarity with the educational interpretation of CTS (i.e.; HOTS of Bloom's taxonomy), the integration of CTS instructional tasks, the promotion of the creating level among learners with poor level in English, the use of CTS in the learning objectives, and time constraint. They emerged due to the lack of practical teacher training, lack of collaboration between teachers, lack of following continuous professional development, or learners' limited levels in English.

5.3.3.4.1. Lack of Practical Training

As far as teachers' training is concerned, this research showed the necessity of providing training to familiarize teachers with CTS and their use in teaching practices and to reduce the obstacles they faced while integrating these skills. It is, therefore, vital for the teachers to request workshops, seminars, or even online webinars covering several points about CTS from their inspectors; for example:

1. The relationship between CTS and Bloom's taxonomy of thinking.
2. The levels of Bloom's taxonomy of thinking (i.e., LOTS and HOTS) and their action verbs.
3. The incorporation of CTS in the teachers' lesson plans, namely in the learning objectives, the aims of the lesson, and the procedures of the instructional task.
4. The integration of CTS during the teaching session in which they will be trained to integrate a specific task for reaching a given level of thinking by paying attention to the use of the action verbs. For example, if the teacher aims to promote "evaluating", s/he can ask the learners to assess each other's work.

5. The implementation of the creating skill and the tasks that can be used to foster it.
6. The implementation of instructional strategies that enhance CTS among learners with different levels of English.
7. Time management regarding the integration of instructional tasks that foster CTS.

Some participants, however, commented in the questionnaire and interview that they gained some background knowledge about the integration of CTS in the learning objectives and the exams in some seminars with their inspectors. These discrepancies emerged because participants belonged to different districts in Biskra, and each of these was headed by a different inspector (**see Chapter 03**). Results so far have been encouraging teachers from different districts to exchange ideas gained from their inspectors about the integration of CTS in teaching practices. To this end, teachers can create blogs or other forms of distance media to share what they learned with their colleagues after attending inspector training sessions. They can also download teaching materials and resources, such as videos, pictures, documents, slides, sites or others, which were suggested during the training session, and add them to their blog walls. These practices can help teachers build a strong and a fruitful foundation of knowledge about incorporating CTS into their teaching practices.

5.3.3.4.2. Lack of Collaboration between Teachers

The lack of collaboration between colleagues is another obstacle which emerged from this research. Our results showed that some teachers from the same school or district lacked a sense of collaboration despite its importance in solving problems and increasing their knowledge concerning their teaching practices. Encouraging teachers to coordinate and cooperate can help them benefit from each other's knowledge, namely concerning the interpretation of the term CTS and its use in teaching practices. In this respect, collaboration can be scheduled by either creating opportunities to frequently meet in the school or

using digital resources to connect online when they cannot meet. Online collaboration can be achieved using various applications like Zoom, Google Meet, or others. Another possible implication for teachers is to co-plan their lessons to make successful lesson plans that contain instructional tasks and teaching strategies which boost CTS. The last but not the least, this research suggests that coordinator teachers should plan regular coordination meetings to discuss various concerns related to CTS and their incorporation. They can then write a report to the inspector for organizing a training session. This will help to improve the overall workable use of CTS.

5.3.3.4.3. Lack of Following Continuous Professional Development

Considering the importance of having strong background knowledge about the way of integrating CTS into teaching practices, teachers should not rely on their inspectors' training or their colleagues' help only. They should start emphasizing individual continuous professional development to maintain their professional growth. Phillips (2008, p. 37) values it as: "Professional development is critical for maintaining continuous improvement in teacher quality". Accordingly, this research raises the teachers' attention towards being independent by following other sources of training (such as; webinars, seminars, conferences, online courses, books and others) on how to integrate CTS into teaching practices, namely in lesson plans and during the teaching sessions. Besides, they are expected to implement the knowledge and experience they acquired from these sources of training. To sum up, in addition to the inspectors' training or the colleagues' help, teachers need to follow individual professional development.

5.3.3.4.4. Learners' Limited Level in English

During teaching sessions, it is important for teachers to ensure that learners understand the lessons being taught while incorporating CTS. Nevertheless, some participants reported that their learners had limited level in English, which minimized the chances of integrating the highest thinking skill into their lessons. As a result, they almost focused on promoting the other levels of thinking

including remembering, understanding, applying, analyzing, and evaluating. These participants assumed that "creating" was too complex skill for their learners to comprehend and practice, which led them to be reluctant to foster it during the session. In this respect, some suggestions can be addressed to teachers for overcoming this difficulty.

First, an implication that stems from this finding refers to the possibility of using a combination of teaching strategies that enhance the integration of "creating" by the teachers to facilitate their learners' understanding and practice during the teaching session. Broadbear's point of view (2003, p. 8) supports this result as: "a lesson designed to promote critical thinking needs to contain strategies for the improvement of students' thinking". From this vein, classroom discussion, group work, and multi-modals can be combined for the useful promotion of "creating" during a given teaching session among learners among learners with different levels, as was found in T2's lesson on grammar and T9's lesson on listening comprehension.

In addition, some teachers from our sample incorporated group work whenever they aimed at fostering this highest level of thinking such as writing a paragraph, because it helps learners with poor levels to benefit from their classmates.

Moreover, our result is also of direct practical relevance for teachers to minimize their struggle in incorporating "creating" among learners with limited levels by using a mixture of writing, speech, pictures, gestures, and ICTs. This combination is called 'multi-modals' (Ragupathi, 2012) which allows learners to better understand and make meaning. According to Dahlström (2021), the multimodal design process assists in discussing and analyzing the ways in which students create meaning using various modes (p.4). In his turn, Ragupathi (2012, p.1) says: "It is possible for students to convey their ideas that are critically engaged through the use of multimodal forms". Therefore, it may be useful for teachers to integrate multi-modals to help their learners better understand the material, which was the case of T3's and T6's sessions of written expression.

According to Mayer and Alexander (2011, p.182), "Teachers can rely more heavily on different representations of content, such as visual imagery (drawings, charts)". If teachers are unfamiliar with this instructional strategy and its use, it would be useful for them to attend training sessions to become familiar with it and its use.

To conclude, this part tackled the implications of our research. Regarding the obtained results and their interpretation and based on what has been already discussed, several implications were addressed to the concerned authorities. For example, the research provided a set of recommendations to the accompanying document's designer to add key points about CTS. In addition, the inspectors can find this research significant because it highlighted several points concerning the teachers' needs and the necessity of training for the successful inclusion of CTS in teaching practices. Because the teachers were the subject of research in this research, many implications were addressed to them. Summing up, this part reflected the answers to the research questions and their importance for various authorities of education.

5.4.Limitations

This research was carried out to explore the use of CTS by secondary school EFL teachers who teach third-year classes in Biskra. It raised some issues that may provide a basis for future research. This is because it has potential limitations concerning the generalization of the findings, access, implementation of video records in classroom observation, and time.

5.4.1. Generalization of the Findings

One of the limitations of this research refers to the difficulty of generalizing the results. The sample size was twelve secondary EFL teachers who taught third-year level. Such a small sample size did not allow for accurate generalization of the results. The reason behind choosing the small number of participants referred to the nature of the research method, which was exploratory; for instance, Gronmo (2019, p. 156) states: "Exploratory studies are

often based on qualitative approaches. Typically, such studies are based on relatively small samples”. Although this type of research limited the research to a small size, it helped in gaining an in-depth understanding of the problem and in finding the possible reasons for the problem (Upagade and Shende, 2010).

5.4.2. Access

Another basic limitation is related to the lack of access to all teachers’ lesson plans. The researcher expected to receive 36 lesson plans, which is the same number as the observed sessions with 12 teachers. Unexpectedly, in many cases, the participants did not make lesson plans; as a result, only (11) of them were collected to be analyzed. This lack of lesson plans affected the current results of the second research question because the researcher could not get data about some of the participants whether they used CTS in their lesson plans or not. If all the required lesson plans had been available for the researcher, the findings would have been more valid.

5.4.3. Non-Implementation of Video Record in Classroom Observation

Classroom observation was adopted to gather data for answering the third research question. In fact, observing the integration and incorporation of CTS during the session is not an easy task. Although the researcher could fortify her observation process by identifying specific items to be observed, it would have been more convenient if a video recording was used for more flexibility in gathering data. The researcher requested the participants to film the sessions, yet they showed their disagreement. There was a strong desire to film the session to reach more credibility of the classroom observation process.

5.4.4. Time

The COVID-19 quarantine postponed some steps of the research. It was planned at the beginning that the classroom observations would not exceed the school year of (2019-2020). However, due to COVID-19, the schools stopped working in March (2020), which hindered the researcher from carrying out

classroom observations in the last school. Thus, it was conducted in the school year (2020-2021) in March because the observation of the last group of teachers was planned to be done in the third trimester. In addition, the questionnaire was planned to be administered just after completing classroom observations. Yet, this step was postponed to the coming year (2021). Thus, the researcher had to postpone the analysis of the data gathered.

5.5. Suggestions for Future Research

This research aimed at exploring the use of CTS by secondary school EFL teachers who teach third-year classes. Throughout the research and during the analysis of the data gathered from our research instruments, some limitations were identified and several issues were raised. Hence, based on these limitations, some recommendations for future research are presented below:

To start with, since this was an exploratory research, a small number of participants was required. As a result, 12 secondary school EFL teachers who teach third-year classes in Biskra region were chosen to conduct this research. However, due to this small sample, it is difficult to generalize the obtained findings. Based on this limitation, further research can be conducted in a larger area. That is to say, it is suggested to select different secondary schools from various Algerian regions to investigate the practical inclusion of CTS by EFL secondary school teachers in Algeria.

This research found that teachers lacked training on how to integrate CTS into their teaching practices. The questionnaire and interview responses from the teachers revealed that their inspectors did not provide them with sufficient guidance on incorporating CTS. This indicates that the opinions of some stakeholders were not included in the research. To address this gap, future research can focus on obtaining insights from inspectors too through interviews or questionnaires about their opinions on CTS training sessions. This can strengthen the findings of the research.

Furthermore, the research also suggests exploring the reasons behind the lack of practical training seminars and workshops for teachers' workable and regular integration of CTS, particularly HOTS, into their teaching practices. Future research can also conduct an experimental research to examine the impact of teachers' lack of training on the inclusion of CTS in their teaching practices.

Finally, the results showed that some teachers followed continuous professional development programs on CTS and their use in teaching practices. Consequently, further research can be conducted about the relationship between continuing professional development and the workable inclusion of CTS in teachers' teaching practices.

General Conclusion

General Conclusion

This research explored the use of CTS by EFL teachers who teach the third-year level at secondary school. It was designed with four basic aims in mind, namely (i) the identification of the ways the term CTS was introduced in the accompanying document guiding education, (ii) determining the extent to which teachers used CTS in their lesson plans, (iii) determining the extent to which teachers used CTS in their teaching sessions and, (iv) the identification of the difficulties teachers faced in using CTS in their teaching practices. To achieve the previous aims, four research questions were posited: 1) how are CTS introduced in the accompanying document guiding education? 2) To what extent do EFL teachers use CTS in their lesson plans? 3) To what extent are EFL teachers familiar with the use of CTS in their classrooms? 4) And what are the possible difficulties encountered by teachers in using CTS?

To answer these four research questions an exploratory research was conducted with twelve EFL teachers who teach third-year classes in secondary schools from different regions in Biskra. In addition, a mixed approach was adopted for data collection involving document analysis of both the accompanying document and the lesson plans to answer the first two research questions, and the classroom observation to answer the third research question. Besides, teachers' questionnaires and follow-up teachers' interviews were designed to answer the last research question; as well as they contained some questions that served at answering the previous research questions.

The accompanying document was analyzed qualitatively to identify how the term CTS was introduced and explained. This was done in order to establish an operational definition of CTS that aligns with educational principles. Based on this educational interpretation, subsequent research questions were answered. In this regard, the researcher analyzed data gathered from the teacher's lesson plan and classroom observation to investigate the extent to which CTS were included in the plan and then during the teaching session. The same process was done with all teachers of our sample.

For more valid data, the researcher administered questionnaires to teachers and carried out interviews with them to investigate if they were familiar with the accompanying document; as well as, to assess their familiarity with CTS. Additionally, these two data-gathering instruments were conducted to obtain more insights from teachers about the inclusion of CTS in their lesson plans and during their teaching sessions. Hence, these instruments assisted in answering the first three research questions. They also contained some items to determine the possible difficulties faced by EFL teachers in using CTS in their teaching practices, which was the answer to the last research question.

The analysis of the accompanying document showed that the term CTS was not literally stated in this document. Based on the literature review, it was determined that the equivalent educational interpretation of the term CTS refers to HOTS of Bloom's taxonomy (analyzing, evaluating, and creating). The results of the first research question indicated that these skills were indeed mentioned in the accompanying document. Despite the existence of these levels in this governing document, some teachers did not get exposed to them and then they did not implement them in their teaching practices. They perceived the term CTS from other angles like the cultural and philosophical ones rather than referring to Bloom's taxonomy since they did not read the content of the accompanying document. Their perception of the educational interpretation of the term affected their behaviour in teaching, particularly in planning lessons and implementing them during the session.

One of the crucial steps of the teaching practices is planning lessons. Hence, the lesson plans were analyzed to answer the second research question, which was about investigating the extent to which CTS were included in the lesson plans. However, due to the absence of lesson plans in many teaching sessions, only nine of them were analyzed. The obtained results showed that CTS were integrated into many lesson plans throughout the procedures of the teaching task and the aims of the lesson. In addition, the findings revealed that instructional strategies which foster CTS were incorporated into many lesson

plans. Nonetheless, few lesson plans were designed without the integration of CTS. They contained neither the teaching tasks nor the instructional strategies to foster CTS; consequently, the teachers valued receiving training sessions to improve their practical capacities in including CTS, as shown in both the questionnaire and the interview.

Another step of the teaching practice refers to the implementation of the lesson. Classroom observation was conducted to investigate the extent to which CTS were implemented during the teachers' teaching sessions. In this regard, the results showed that some teachers could incorporate these thinking skills during every observed lesson, and other teachers did not include them because they were unfamiliar with them. Besides, during their lessons, some participants integrated CTS inconsistently. This was not due to the teachers' unfamiliarity with CTS, as they had used them in other sessions. The inconsistency was a result of their lack of knowledge in implementing CTS in various types of lessons, regardless of the content. The last obtained result from classroom observation revealed that the "creating" level was not integrated into many teaching sessions, despite being mentioned in lesson plans. In other words, some teachers planned instructional tasks to promote the "creating" level, but did not implement them during the lessons. According to the participants, the aforementioned challenge was mainly due to the learners' poor level in English, which did not qualify them to use their creating skills. Importantly, these teachers acknowledged the need to improve their capacity regarding the incorporation of CTS. They mentioned in the questionnaire and interview that they would prefer to receive training sessions from their inspectors or help from their colleagues.

In response to the last research question, we found that EFL teachers faced various difficulties that hindered them from incorporating CTS into their teaching practices. Results obtained from lesson plans, classroom observations, questionnaires, and interviews showed the nature of these obstacles and revealed that not all participants encountered the same hurdles. These difficulties included: 1) unfamiliarity with the educational interpretation of

CTS (i.e., HOTS of Bloom's taxonomy), 2) difficulty in integrating HOTS instructional tasks, 3) promoting the creating level among learners with a limited level in English, 4) using HOTS in learning objectives, 5) and time constraints. Teachers concluded, therefore that such challenges can be recovered through receiving extra practical training sessions with their inspectors in addition to following professional development and collaborating with colleagues.

Despite the necessity of planning training sessions by inspectors for their candidate teachers to clarify both the 'what' and the 'how' in relation to CTS within the teaching practices, little emphasis was given to this aspect. The participants neither denied that they received training with their inspectors nor underestimated the training sessions they had already attended. Nonetheless, some of them mentioned the lack of receiving practical training sessions on CTS and how these skills can be included in the teaching practices in lesson plans and during teaching sessions. Interestingly, an acceptable number of participants were independent and they worked hard to improve their capacities through continuous professional development; for instance, attending online workshops, conferences, webinars and others.

More specifically, these basic findings were consistent with the research problem showing that the use of CTS by EFL teachers who teach the third-year level in Biskra secondary schools still needs to be reconsidered. This is because of the lack of incorporating the highest level of thinking in the teaching practices of many of them, and in some cases, it was totally absent. Irregular inclusion of CTS was not enough and it did not meet what the review of the literature has been showing.

Based on the results of the current research, some implications were offered to increase the opportunity of integrating CTS by EFL secondary school teachers. First and foremost, it was recommended that the designers of the accompanying document should reconsider the usage of CTS in such a document by articulating the term CTS and highlighting that the HOTS of

Bloom's taxonomy reflects the educational interpretation of CTS. This step can familiarize teachers with the educational interpretation of CTS and avoid any misconceptions about the term. They also should provide an English version of this document, as teachers wanted, so that every teacher can get access to it and appropriately grasp its content. In addition, given the teachers' complaint about the lack of practical training sessions about CTS's use from some inspectors on the one hand, and based on their need to improve their capacities in incorporating CTS in their teaching practices, on the other hand, EFL inspectors should plan practical training sessions where teachers will be familiarised with the educational interpretation of CTS, and will improve their abilities to integrate the instructional tasks and teaching strategies that foster the use of CTS in their lesson plans and during their teaching sessions. Besides, it was recommended that inspectors plan continuous inspection visits to follow their teachers' improvement regarding the inclusion of CTS. Inspectors should also encourage collaborative work between colleagues so that they will help each other when necessary. Nonetheless, teachers should not rely only on their inspectors' training sessions and their encouragement; they have to be independent. Thus, they were recommended to read the accompanying document to familiarize themselves with Bloom's taxonomy of thinking since, as the literature review showed, its HOTS parallels the educational definition of CTS. There was inconstant incorporation of CTS in teachers' teaching practices; therefore, they were encouraged also to exert more effort to consistently incorporate CTS in their teaching practices by following continuous professional development like attending online workshops, webinars, or conferences, as mentioned by one participant, that improve their capacities in CTS' integration and minimize the abovementioned obstacles. Finally, drawing on the teachers' complaint about their learners' limited level in English which decreased the chance of using "creating" during their teaching session, and referring to the literature review, it was recommended to use simple instructional tasks that fit their level, group work as a teaching strategy and a mixture of modes like pictures, gestures, speech, and ICTs.

The results we obtained achieved the major aims of the current research and answered our research questions. However, like any research, the current one was subject to some limitations; for instance, the lack of access to all the teachers' lesson plans, the absence of video recording during the classroom observation, the COVID-19 quarantine that postponed some steps of the research, and the difficulty of generalizing the findings because of the nature of the research. An exploratory research required a small number of participants; as a consequence, this research was conducted with a sample consisting of 12 secondary school teachers from four different secondary schools in Biskra. Although this type limited the research to a small size, and its results can not be accurately generalized, it helped to deeply understand the issue.

Considering the aforementioned limitations, further research can be conducted in a larger area. This means that instead of only focusing on Biskra, it is suggested to select various secondary schools from different regions in Algeria to explore the practical implementation of CTS by EFL teachers in various Algerian secondary schools. Another suggestion based on the research findings related to the lack of training sessions in using CTS refers to exploring the reasons behind the lack of preparing practical training workshops and sessions by inspectors for workable and regular integration of CTS in teaching practices. As far as continuous professional development was concerned, further research can investigate the relationship between continuous professional development with the inclusion of CTS in teaching practices.

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Appendices

Appendix (1)

Accompanying Document Analysis

1. How is the term “critical thinking skills” introduced in the accompanying document?

.....

2. Are the Levels of Blooms’ taxonomy mentioned in this document?

.....

3. If yes? Which ones

The levels of Bloom’s taxonomy	Yes	No
Remembering		
Understanding		
Applying		
Analyzing		
Evaluating		
Creating		

4. How are they defined?

The levels of Bloom’s taxonomy	Their interpretation
Remembering	
Understanding	
Applying	
Analyzing	
Evaluating	
Creating	

Appendix (2)
Lesson plan

Teacher N°:

School

Year:.....

School

Date:.....

Lesson Theme.....

Time:.....

1) Do teachers integrate learning objectives in the lesson plans?

Yes No

2) If yes, which levels of thinking were promoted?

The learning objective (s)	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1-						
2-						

3) Do teachers integrate the aims of the lesson in the lesson plan? Yes No

No

4) If yes, which levels of thinking were promoted?

The aims	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1-						
2-						
3-						
4-						
5-						

5) Do teachers integrate tasks that promote the use of Bloom's taxonomy levels of thinking? Yes No

6) If yes, which ones? Which levels of thinking were promoted by this task?

- Argumentative writing
- Oral debate
- Reading comprehension questions
- Listening comprehension questions
- Others

The instructions of the task	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

6) Do teachers integrate instructional strategies that promote the use of CTS Yes No

7) If yes, which one? Which level of thinking?

- Think- pair- share
- Classroom discussion
- Group work
- Brainstorming
- Multi-models
- Others

The instructions accompanied with the teaching strategy	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

Appendix (3)

Classroom Observation

Teacher N°:

School

Year:.....

School

Date:.....

Lesson Theme.....

Time:.....

1. Do teachers integrate learning objectives during the session?

Yes No

2. If yes, which level of thinking were promoted?

The learning objective (s)	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
1-						
2-						

3. Do teachers integrate tasks that promote the use of CTS? Yes No

4. If yes, which task? Which level of thinking?

- Argumentative writing
- Oral debate
- Reading comprehension questions
- Listening comprehension questions
- Others

The instructions of the task	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
3-						
4-						
5-						
6-						
7-						

5. Do teachers integrate instructional strategies that promote the use of CTS? Yes No

6. If yes, which one? Which level of thinking?

- Think- pair- share
- Classroom discussion
- Group work
- Brainstorming

- Multi-models
- Others

The instructions accompanied with the teaching strategy	Bloom's taxonomy levels of thinking					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

Appendix (4)
Teachers' Questionnaire

Teacher N°:

Dear colleagues,

This questionnaire is part of my Ph.D. degree dissertation that is under the title “exploring the use of CTS by EFL teachers”. Your answers will be treated anonymously and confidentially. So, would you please tick the answer that best corresponds to you. Thank you

- 1) I hold
a- Licence b- Master c- Magister d-Phd
- 2) Do you agree that critical thinking skills are important in English as Foreign Language classes
a- Strongly agree b- agree c- Neutral d- disagree e- strongly disagree
- 3) Justify your answer
.....
.....
- 4) Have you read the accompanying document?
a-Yes b- No
- 5) Does the accompanying document state the interpretation of critical thinking skills?
a- Yes b- No
- 6) If yes, what is it?
.....
.....
- 7) Does the accompanying document states the levels of Bloom's taxonomy?
a- Yes b- No
- 8) Are you implementing critical thinking skills according to the accompanying document?
a-Yes b- No
- 9) justify your answer:
.....
.....
- 10) Are you familiar with critical thinking skills regardless of the accompanying document ?
a-Yes b- No
- 11) If yes, what is it?

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

Note : Goodwin and Sommervold (2012, p. 66) declared: ‘the definition of critical thinking almost perfectly parallels Bloom’s taxonomy of higher-order thinking’,

12) Do you agree that it is necessary to integrate critical thinking skills in the lesson plan?

a-Strongly agree agree Neutral disagree strongly disagree

13) justify your answer

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

14) Do you agree that teachers need to improve their capacities on how to use critical thinking skills in the lesson plan?

a-Strongly agree b- agree c- Neutral disagree strongly disagree

15) justify your answer:

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

16) Do you agree that critical thinking skills need to be integrated in English foreign language classes?

a- Strongly agree b- agree c- Neutral d- disagree e- strongly disagree

17) Justify your answer :

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

18) Do you agree that teachers need to improve their capacities on how to use critical thinking skills during the session?

a- Strongly agree b- agree c- Neutral d- disagree e- strongly disagree

19) justify your answer:

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

20) Did you follow the teaching training planned by the inspectors?

a- Yes b- No

21) Justify your answer

.....
22)Have you received training on how to integrate critical thinking skills into the lesson plan?

a- Yes b- No

23)If yes, how?

- a- Seminars with inspectors
- b- online courses (professional development)
- c- attending sessions with colleagues
- d- others

24)If not, is it because?

- a- it is not encouraged in our country
- b- it is less important
- c- others

25)Have you received training on integrating critical thinking skills during the session?

a- Yes b- No

26)If yes, how?

- 2) Seminars with inspectors
- 3) online courses (professional development)
- 4) attending sessions with colleagues
- 5) Others

27)If not, is it because?

- a- it is not encouraged in our country
- b- it is less important
- c- Others

28)Is time a barrier to integrate critical thinking skills in the classroom

a-Yes b- No

29)Justify your answer

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

30)Does English as a foreign language itself hinder teachers from integrating critical thinking skills?

Yes b- No

31)If yes, it is because?

- a- The level of the learner is limited at English
- b- The level of the teacher does not qualify him to use them
- c- others

32) Justify your answer

.....
.....

33) Is it difficult for teachers to include higher order thinking skills in the learning objectives

a- Yes b- No

34) If yes, this is because?

- a- lack of training with inspectors
- b- lack of following professional development
- c- lack of collaboration between colleagues
- d- Others

35) Justify your answer

.....
.....

36) Is it difficult to integrate the tasks to foster the use of higher order thinking skills during the session

a- Yes b- No

37) If yes, this is because?

- a- lack of training with inspectors
- b- lack of following professional development
- c- lack of collaboration between colleagues
- d- Others

38) Justify your answer

.....
.....

39) Is it difficult to integrate the teaching strategies to foster the use of higher order thinking skills during the session

a- Yes b- No

40) If yes, this is because?

- a- lack of training with inspectors
- b- lack of following professional development
- c- lack of collaboration between colleagues
- d- Others

41) Justify your answer

.....
.....

Appendix (5)
Teachers' Interview

School:.....

Teacher N°:.....

Question 1: are CTS important in EFL classes ?

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

Question 2: How does the accompanying document interpret the term CTS?

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

Question 3: to what extent are you familiar on how to include CTS in your lesson plan?

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

Question 4: do you need training for improving your capacities in using CTS in the lesson plan?

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

Question 5: to what extent are you familiar on how to include CTS during the session?

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

Question 6 : do you need training for improving your capacities in using during the session?

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

Question 7 : to what extent are you encouraged by your inspector to use CTS in your teaching practises?

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

Question 8 : what obstacles may hinder you from using CTS in your classes?

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

Appendix (6) The Lesson Plan of T1

unit: exploring the past
sequence: read and consider
the focus: written expression
the learning objective: to write an expository essay about the major threats to modern civilization, arguing to fight them

Teaching framework	time	interaction	Materials	Aims	Procedures	Teaching Strategies
Brainstorming	20m	T-S	Pictures	To brainstorm the Ss's ideas	What was our previous lesson? Ss respond They identify the civilizations they know (referring to the picture) In pairs, identify the challenges that are faced in modern civ	Brainstorming Think-pair-share
			Video	To watch, interpret, analyze the video	Give examples/ your ideas and discuss them with classmates Ss watch the video and analyze it They jot down extra ideas They discuss the major threats to modern civ They demonstrate the main arguments for fighting these threats	Classroom discussion
Planning	10m	S-T	Written handout	To design a plan for the essay To demonstrate the content of the essay's body	They discuss with the teacher the form of the essay, referring to the handout (template of the essay) Ss demonstrate the content in the body of the essay by exposing the threats to modern civ and determining some arguments behind the necessity to fight them	
Drafting	30m			To compose an essay as the first draft	Ss and T discuss the grammatical items that can be used The T requests the Ss to form groups They start writing the essay	Classroom Discussion

Appendix (7) The Lesson Plan of T2

Lesson Plan

Lesson focus: Grammar

Learning objectives: PPL will be able to ¹observe, ⁴analyze, and ¹state the rule for ³using had to, used to, and could for expressing obligation, habit and ability in the past.

Competencies: PPL should be able to express a past habit, ability and obligation

Required material: white board, handout, writing materials, cards, data show

Personal goal: developing the mastery of language through grammar

Stage	Aim	focus	Procedures	observation
Pre 10m	<u>To review the previous lesson</u> 1	T- PPLS	The T asks the PPLs about the previous lesson PPLs respond with different answers	<u>brainstorming</u> S3
During 40m	<u>To observe the examples</u> 1	PPLs-T	The T plays the video to show the examples The T highlights: had to, could, and used to The T asks the PPLs to read them silently and <u>observe</u> them They respond 1	<u>video</u>
	<u>To analyze them</u> 4		The T asks the PPLs to form groups for <u>analyzing</u> the ⁴ examples by <u>identifying</u> the meaning of each sentence 1, 2	<u>Group work</u> S1
	<u>To draw the rule</u> 1		They identify the function of the underlined words Classroom discussion They <u>state</u> the rule 5, 4 1	<u>Discussion</u> S4
	<u>To practice their use</u> 3	Handout	They read the task They start doing it by filling in the gaps using one of these words Correction on the board They produce/ <u>create</u> similar examples 6	<u>Group work</u> S1
Post	To consolidate the PPLs' understanding			

Appendix (8)

The Lesson Plan of T3

Unit: exploring the past

Sequence reading and writing

Lesson focus: reading comprehension

Learning objectives: by the end of the session, SWAB to read and interpret a text about Egyptian civilization and summarize it

A. Pre (brainstorming): 10m/ interaction: T-S/ resources task: pictures, text, handout for questions and answers ^{S 3}

The aim:

1) To brainstorm and review the ppls' ideas

The procedures: (pictures)

- ppls observe the pictures

- they discuss and analyze their content (discussion)

B. During: 30m/ interaction: S-T

The aim:

1) To read and discuss the activity

2) To read and analyze the text for answering the activity

The procedures: (text-handout)

1) They discuss the first task

2) They answer it by matching the ideas with paragraphs (group work)

3) They evaluate each other's answers

4) They do the second task by answering the questions (group work)

5) They compare and contrast their answers to choose the right answer

C. Post: (the remaining time)/ interaction

The aim:

1) To rewrite the text (summary)

The PPLs assess each other's work

Appendix (9) The Lesson Plan of T3

Unit: exploring the past

Sequence: reading and writing

Lesson focus: writing development

Learning objectives: by the end of the session, SWAB to write a narrative paragraph about the major events of the Pharaoh

A. (brainstorming): 20m/ interaction: T-S/ resources task: video

The aim: ⁵³

- 1) To brainstorm the ppl's ideas
- 2) To present the theme of the pharaoh

The procedures: asking ppl's about the Egyptian Civ

- Give some details about it.

- Give some details about the most famous person.

- The PPLs watch a video.
- They respond by interpreting the content.

B. Planning: 10m/ interaction: T-S

The aim:

- 1) To make a plan for the paragraph

The procedures: they identify the elements of the paragraph

- The connector ^{1. 2}
- Identifying the tense
- Give examples about time and concession
- They respond

C. Drafting: (the remaining time)/ interaction S-T

The aim:

- 1) To write the first draft

The procedures:

- They start writing (group work)

- Peer feedback (assess)

- The teacher checks them

Appendix (10)

The Lesson Plan of T6

Lesson plan
 School:
 School year:
 Lesson focus: Vocabulary Explorer
 Learning objective: by the end of the session, SWAB to compose opposites by adding the negative prefixes (de/ dis)

Unit: Exploring the Past
 Sequence: read and consider

Teaching framework	Timing	Interaction	Resources of task	Procedures of the task	Aims	Strategies
Brainstorm	5m	T-S		The T asks the PPLs about the previous lesson They respond	To brainstorm the PPLs' ideas	<u>Brainstorming</u> S 3
Pre	10m	T-S		The T requests the PPLs to pick out from the previous text some nouns They respond	To ² give examples of nouns from the text	
During	25m	S-T	<u>Text of the previous lessons</u>	They ³ provide the opposites from one of the found nouns by keeping the same root They respond PPLs will find the term prefix and its meaning and function They try to ⁴ list the prefixes for building opposites	To ³ construct opposites by keeping the same root	<u>Discussion</u> S 4
			<u>Handout</u>	The T directs the PPLs' attention towards the task	To ⁵ practice using prefixes	<u>Group work</u>
			<u>Electronic dictionary</u>	They ⁵ use the negative prefixes so that sentences make sense	To ⁵ use negative prefixes	S 4
				The T checks their work They assess each other's work ⁵		<u>Group work</u> S 4
				Correction on the board PPLs try to ⁶ produce similar examples of the nouns and the opposites They ⁵ use them in meaningful sentences	To ⁶ produce similar examples of nouns and their opposites by using negative prefixes	
				Peer feedback (evaluate each other's answers) ⁵		

3

Appendix (11)

The Lesson Plan of T9

Lesson Plan

Lesson focus: reading and speaking

Objective: students will be able to read and interpret a text for general information and details

Competencies: interacting, interpreting, and producing

Personal goal: students will learn about the influence of food advertising and how to become healthier and easier

Required materials and/or resources: picture, video (data-show), pen, paper

Stage	Strategies and procedures			Observation
	time	Aim	Focus	Procedures
Pre	15m	To be aware of the objectives of the lesson and to prepare them to the comprehension of the text	T- Ss	<p>-The T starts by asking the Ss to <u>identify</u> the purpose of eating 1</p> <p>Ss' response: to stay alive</p> <p>-The T asks the Ss to <u>identify</u> the content of the picture</p> <p>Ss' response: fast food/ junk food (discussion) S4</p> <p>-The T asks the Ss to <u>identify</u> the effect of this type of food on our health 1</p> <p>Ss' response: it contains too much sugar, salt and fats</p> <p>-The T shows a <u>video</u> to the Ss as to <u>identify</u> its theme 1</p> <p>Ss <u>give</u> many answers 2</p>
During	10m	To read the text for general ideas	T-Ss	<p>T guides the Ss to skim through the text and do the first activity</p> <p>Ss read the text for general and do the activity</p>
		To read the text for details	Ss-T	<p>Ss read the text to answer the questions in <u>group</u></p> <p>Key answers:</p> <ul style="list-style-type: none"> -An energy balance is to eat enough food for the exercises we take -If we eat, we will put on weight -The government should pass laws to limit the influence of advertising of unhealthy food
Post	10m	To find reference words 1	T- Ss	<p>The T asks the Ss to do the third activity</p> <p>Ss think and answer</p> <p>Key answers:</p> <ul style="list-style-type: none"> -this: when we eat -their: people
Home work		To check their understanding 5	Ss-Ss	<p>T shows them the <u>video</u> again and asks them to <u>make its summary</u> 6</p>

Appendix (12)

The Lesson Plan of T12

Lesson Plan

Level: third year

input: read and consider

Unit: astronomy

<i>Timing</i>	<i>Steps</i>	<i>Input/ output</i>	<i>Aims</i>
<i>10m</i>	<i>Warming up</i>	<i>Astronomy</i> <i>The teacher explain what is meant by solar system</i>	<i>To introduce the theme of the text</i>
<i>10 m</i>	<i>Pre-reading</i>	<i>The teacher shows pictures of solar system to the learners and explained them with naming the planets</i> <i>The teacher directs the learners' attention towards the small ball in the picture</i> <i>It is MOON</i>	
<i>30 m</i>	<i>During reading</i>	<i>The teacher reads the text to the learners to make it clear for them and explained the key terms</i> <i>Providing synonyms or opposites to the learners</i> <i>The teacher asks the learners to answer the questions at home</i>	

Appendix (13)

Lesson Plan of T12

Lesson Plan

Level: third year

input: listen and consider

Unit: education

Timing	Steps	Input/ output	Aims
10m	Warming up	<p>School: different and alike (education)</p> <p>Introducing the topic of the unit</p> <p>The teacher explain what is meant by solar system</p>	To introduce the theme of the unit
20 m	Pre-listening	<p>The teacher shows two pictures about school and university and explained them to the learners</p> <p>The teacher shows the necessity of using 'in my opinion' and 'I think' to express opinion</p>	
30 m	During listening	<p>The teacher directs the learners' attention towards the audio script (you are about to listen to an audio script between a secondary school headmaster and a pupil's father)</p> <p>After listening to the conversation, the teacher explains the theme of the conversation</p> <p>The teacher explains the key terms</p> <p>Providing synonyms or opposites to the learners</p>	

Appendix (14)

The Lesson Plan of T12

Lesson Plan

Level: third-year

Unit: education

Timing:

Timing	Steps	Input/ output	Aims
	Presentation	Education -The T presents the examples 1/ if he went to an art school, there would be no guarantee that he could get job. 2/ I would not have been a teacher myself if it were the last job in the earth -The T explains them to the learners by identifying each type and its form The T writes down the remark The remark: a/ type 2: if +past/ would+stem=unreal situation b/type 3: if+ past perfect/ would have pp+stem c/ type 1: if +present simple/ will + stem	To present the examples

Appendix (15)

Examples of Action Verbs for Use in Bloom's Hierarchy

Remember	Understand	Apply	Analyze	Evaluate	Create
Remember previously learned info	Demonstrate meaning of info	Apply info to a real situation	Break into parts/see how they state	Make judgment about info	Rearrange info into something new
Arrange	Act	Adapt use	Analyze	Adapt	Award
Choose	Categorize	Apply	Appraise	Appraise	Cartoon
Combine	Chart	Build	Brainstorm	Argue	Caricature
Compile	Classify	Calculate	Categorize	Assess	Compose
Copy	Compare	Change	Choose	Build	Construct
Count	Conclude	Command	Classify	Change	Create
Dance	Correct	Construct	Compare	Choose	Design
Define	Demonstrate	Convert	Connect	Combine	Determine
Draw	Describe	Demonstrate	Contrast	Compile	Devise
Fill in	Differentiate	Diagram	Critique	Craft	Develop
Find	Discover	Display	Debate	Criticize	Disprove
Hunt	Discuss	Dramatize	Deduce	Decide	Dispute
Identify	Explain	Draw a map	Dissect	Defend	Explore
Label	Extend	Illustrate	Distinguish	Elaborate	Hypothesize
List	Find more about	Implement	Examine	Estimate	Improvise
Match	Generalize	Incorporate	Experiment	Evaluate	Influence
Memorize	Give example	Integrate	Infer	Forecast	Invent
Observe	Identify	Interpret	Investigate	Imagine	Make
Name	Infer	Interview	Question	Improve	Measure
Play	Interpret	Listen	Organize	Judge	Perform
Point	Locate	Manipulate	Select	Justify	Plan
Quote	Outline	Mime	Separate	Modify	Produce
Rap	Paraphrase	Model	Simplify	Predict	Propose
Recall	Put into your own words	Modify	Solve	Prioritize	Refine
Recite	Recognize	Order	Survey	Prove	Report
Recognize	Report	Organize	Test for	Rank	Rewrite
Rehearse	Research	Plan		Rate	Satirize
Relate	Restate	Practice		Select	Transform
Repeat	Retell	Prepare		Self-evaluate	Write
Review	Review	Produce		Suppose	
Select	Rewrite	Record		Theorize	
Show	Show	Reformat		Value	
Sing	Summarize	Reread		Verify	
Sketch	Visualize	Research			
Spell		Revise			
State		Role play			
Tell		Sequence			
Write on board		Share			
		Stimulate			
		Solve			
		Translate			

Table 2.1: Bloom's Taxonomy Action Verbs. (Blaz, 2016, p. 49)

Appendix (16)

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTERE DE L'EDUCATION NATIONALE

**DOCUMENT
D'ACCOMPAGNEMENT
DU
PROGRAMME D'ANGLAIS
DE
3^{ème} ANNEE SECONDAIRE**

Mai 2007

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Préambule

Le présent document est conçu pour accompagner la mise en œuvre des programmes des deux principaux groupes de filières de troisième année secondaire. Il est important de mentionner que ce programme est construit conformément à l'approche par les compétences préconisées par les instances supérieures, cette approche, constituant de constituer le principal soubassement théorique pour les trois années du cycle secondaire.

Il y a lieu de noter que, contrairement au précédent programme, une attention particulière a été accordée aux contenus à inclure tout au long de l'année. Chaque proposition de projet est accompagnée à titre indicatif, de savoirs, savoir-faire et savoir être qu'elle permet de développer. Les enseignants désireux d'innover, pourront ainsi confectionner leurs propres matériels didactiques en s'inspirant des propositions de thèmes, fonctions, structures langagières, lexicque et prononciation incluses dans ce programme.

Ce document d'accompagnement se propose d'explicitier les points suivants :

- les finalités et valeurs
- les objectifs généraux pour la 3^{ème} AS
- les profils de sortie à l'issue de la 3^{ème} AS : objectif terminal d'intégration (O.T.I.)
- le profil d'entrée en 3^{ème} AS
- l'approche par les compétences : une pédagogie de l'intégration
- les apprentissages propres à la discipline
- les ressources de la compétence
- les projets proposés
- l'évaluation des apprentissages
- un glossaire

1. Finalités et valeurs préconisées par le programme

L'enseignement de l'anglais, dans notre pays, doit participer au développement de l'apprenant algérien dans toutes ses dimensions. Il prône, entre autres valeurs l'ouverture sur le monde, le respect de soi et des autres ainsi que la tolérance indispensable dans une société qui tend vers la mondialisation.

2. Profils visés : Objectif Terminal d'Intégration, (qui se confond avec l'OII de 3^{ème} AS).

- *Profil d'entrée :*

A son entrée en 3^{ème} AS, l'apprenant a déjà été exposé à l'anglais pendant six années scolaires. Il est donc capable de produire un énoncé cohérent.

- ***Profil de sortie***

A la fin de la troisième année secondaire, l'apprenant est donc capable de produire un énoncé descriptif, narratif, argumentatif, expositif et / ou injonctif cohérent, correct et structuré (introduction, corps, conclusion).

3. Les Caractéristiques du Programme

Ce programme préconisé par le Ministère de l'Éducation Nationale est destiné à la 3^{ème} AS. Il est formulé par compétences et fixe l'ensemble des apprentissages que les élèves devront maîtriser à la fin de l'année. Il sert à guider les enseignants dans leurs interventions pédagogiques auprès des élèves.

4. Présentation Générale de la Discipline

Le programme propose une présentation générale de la discipline à travers :

- les objectifs linguistiques et de communication, méthodologiques et technologiques, et socio culturels concernant la septième année d'apprentissage de l'anglais (voir objectifs généraux : point 2 du programme)
- l'approche préconisée et la démarche d'enseignement / apprentissage (voir indications méthodologiques : point 6 du programme)
- les compétences (voir apprentissages propres à la discipline point 7 du programme)
- les ressources de la compétence (voir point 8 du programme)
- les projets proposés (voir point 9 du programme)
- l'évaluation (voir indications méthodologiques : point 10 du programme)

4.1. L'approche (voir indications méthodologiques point 1 du programme)

L'approche par compétences vise à créer un lien entre les apprentissages acquis en classe et les contextes d'utilisation hors de l'école. Elle permet à l'apprenant non seulement ,d'apprendre à apprendre, mais également d'apprendre à partager, échanger et coopérer avec l'autre. Cette approche s'appuie d'une certaine manière sur une conception de l'apprentissage et de l'enseignement à la fois cognitiviste et socioconstructiviste.

L'approche étant centrée essentiellement sur l'élève, il est indispensable de :

- respecter les besoins et intérêts de l'élève tout en tenant compte de son vécu,
- tenir compte des différents styles d'apprentissage en donnant aux élèves des situations d'apprentissage variées,
- considérer la langue comme un moyen de communication en incitant l'élève à l'utiliser en contexte signifiant,

- fournir des activités qui répondent à un besoin de communication authentique ou vraisemblable en insistant sur l'importance du sens du message par rapport à la forme,
- tolérer les erreurs de forme qui ne gênent pas la transmission et la réception du message,
- insister sur l'importance d'une pratique langagière authentique ou vraisemblable en évitant les exercices monotones et répétitifs,
- mettre l'accent sur la compréhension par rapport à la production en variant et en multipliant les situations d'écoute et de lecture,
- inciter l'élève à rechercher le sens à travers l'ensemble des énoncés et non pas se limiter aux mots et énoncés isolés.

4.2. Qu'est-ce qu'apprendre ?

Communément, apprendre c'est acquérir des connaissances, mais c'est surtout élaborer sa structure cognitive et construire sa propre théorie du monde.

Il est donc indispensable que l'enseignant sache comment se passent les choses dans la tête de ses élèves, qu'il cerne et comprenne les mécanismes mis en branle afin de les favoriser.

Pour ce faire, la **pédagogie du projet** est d'une grande aide. Basée sur le déroulement d'une 'recherche- démonstration- création' menée par l'élève et guidée par l'enseignant, elle vise à modifier en profondeur les pratiques scolaires en transformant radicalement les rapports de l'école avec l'ensemble des pratiques sociales en général et des rapports enseignant / enseigné en particulier. En favorisant **l'interdisciplinarité**, la **collaboration**, la pédagogie du projet vise à rendre les savoirs **fonctionnels** , **motivant l'intérêt de l'apprenant**.

Active, vivante et différenciée la pédagogie du projet implique :

- L'**autonomie** à la fois comme objectif et comme point d'appui.
- La **motivation** comme condition de fonctionnement (contrôle continu, évaluation de tout travail produit...).
- Un grande souplesse voire même la suppression de la **hiérarchie** pouvant exister dans les rapports enseignant et enseignés.

L'approche par les compétences se propose de parvenir à l'autonomie de l'apprenant. Celle-ci se traduit par l'acquisition d'outils linguistiques, procéduraux et comportementaux qui l'amènent à exprimer ses idées personnelles sous forme verbale (dialogues, paragraphes etc.) et sous forme non verbale (schémas, tableaux etc.).

4.3. La démarche d'apprentissage

L'environnement algérien n'offrant pas d'occasion de parler en anglais, l'accent sera mis tant sur la compréhension que sur la production. Le contexte scolaire n'étant pas un milieu naturel, l'apprentissage est soumis à des contraintes de temps qui limitent les interventions individuelles et les possibilités de contact avec la langue. Ceci nous amène à limiter le contenu linguistique présenté aux apprenants pour atteindre les objectifs du programme. Toutes ces considérations ramènent aux postulats suivants :

- l'apprenant doit jouer un rôle actif dans son apprentissage
- la langue est considérée comme un instrument de communication : l'apprenant doit recevoir et transmettre des messages réels et non dans un but strictement académique. Il faut donc faire la différence entre communication et production orale. La communication implique aussi bien la compréhension que la production de messages oraux ou écrits. Ainsi lorsqu'on lit un texte, il y a communication entre l'auteur et le lecteur, même s'ils ne sont pas en présence l'un de l'autre.
- Comme il n'a pas cessé de le faire depuis le début de son apprentissage de la langue, l'apprenant doit prendre conscience de la tâche à accomplir, l'accepter, la pratiquer, l'exécuter et l'intégrer.

Pour qu'une telle pratique débouche sur une véritable acquisition d'habiletés et de connaissances et qu'elle s'intègre à celles déjà acquises, il faut qu'elle soit motivée. L'apprenant doit donc, partant de ses pre-requis, et de sa pratique effective de la langue, de plus étant informé des objectifs à atteindre, savoir ce qui a, ou n'a pas bien fonctionné, en d'autres termes être en mesure d'évaluer son propre apprentissage.

Il importe donc d'insister sur l'importance d'une **pratique langagière authentique** ou vraisemblable en présentant des activités de pratique dans un contexte signifiant et linguistiquement riche, en offrant à l'apprenant des activités dans lesquelles il est appelé à composer avec l'aspect imprévisible de la langue et à résoudre des problèmes.

4.4. La méthode

Fondée sur une démarche structurée qui aide l'élève dans son processus d'apprentissage, elle juxtapose et agence des stratégies cognitives et métacognitives, des techniques et des moyens pour atteindre un objectif d'apprentissage. Centrée sur l'activité de l'élève, individuelle ou de groupe, elle développe chez lui la coopération autant que la compétition. En étant d'abord axée sur la résolution de problèmes, elle réduit l'écart entre la vie scolaire et la vie réelle. Elle permet à l'élève de faire appel à des connaissances pluridisciplinaires, de découvrir ses valeurs et de réfléchir sur ses attitudes. Ce type d'appropriation des savoirs dépasse le cadre fragmentaire des activités scolaires habituelles et ne peut exister que dans un cadre de tâche globale.

Pour ce faire, le travail en projet est préconisé. Celui-ci suscite sans arrêt l'apparition de besoins nouveaux, implique des savoirs disciplinaires et extra disciplinaires, une division et une complémentarité de la tâche. D'individuel, le travail devient collectif. Le

processus est réversible : de collectif le travail doit devenir individuel afin de préparer l'élève aux épreuves du baccalauréat. Il serait par conséquent tout à fait justifié de faire en sorte que les thèmes des projets coïncident avec ce qui fera l'objet de l'évaluation certificative ,pour la conception des sujets du baccalauréat.

4.5. Le travail en projet

Les caractéristiques d'un travail en projet sont :

- une démarche créative
- une durée définie
- un résultat accessible
- des phases individuelles
- des phases collectives
- des apprentissages spécifiques
- une confrontation périodique
- une valorisation de la réalisation

- Le projet permet d'apprivoiser l'inconnu pour le transformer en connu. C'est un cheminement qui implique différentes étapes :

- 1 - le point de départ concerne les finalités / buts et objectifs du projet (les intentions, les desseins et les ambitions sont formulées).
- 2 - l'étape de définition des moyens de mise en œuvre concerne la planification (temps et espace) et l'organisation des ressources matérielles et humaines. Les élèves établissent des hypothèses et proposent des scénarios.
- 3 - le point d'arrivée concerne la phase de pré réalisation. Tout est prêt pour réaliser le projet qui deviendra une réalité.

- Il s'agit maintenant de détailler le processus du déroulement d'un projet.

Le projet se conçoit selon trois phases distinctes

1 - la phase de préparation : elle concerne les tâches, les objectifs, et les activités d'apprentissage. Elle se fait autour du 'produit' à réaliser, des moyens à mettre en œuvre, des stratégies à adopter, des tâches à répartir, de l'échéancier à respecter.

2 - la phase de réalisation : elle se fait sur deux plans : notionnel et procédural. Ils sont marqués par des pauses bilan qui permettent de faire le point et de réguler les apprentissages, ceci grâce à la co-évaluation, l'auto- évaluation et l'évaluation menée par l'enseignant.

3 - la phase de restitution : elle concerne la présentation finale du produit devant un public qui peut comprendre les camarades de la classe, les élèves d'autres classes et même des invités comme les parents, les membres de l'administration etc.

Impliquant une centration de l'acte éducatif sur l'élève, le projet pédagogique est donc le cadre intégrateur dans lequel les apprentissages destinés à installer, une ou des compétences, prennent tout leur sens. Il se compose d'un certain nombre de **séquences** dont le nombre est fonction des objectifs à atteindre. Chaque séquence est elle-même démultipliée en **séances** déterminées par les **tâches** à accomplir et les **activités** qui leur correspondent.

NB : Il est à noter que le processus d'élaboration d'un projet est mené parallèlement aux séquences d'apprentissage

- *En tant qu'enseignant, comment allez-vous organiser un projet ?*

I - La phase de préparation (Starting off the project)

C'est à ce moment que vous définissez clairement le projet, ayant toujours à l'esprit que tout projet doit être négocié avec les apprenants. Vous l'ajustez aux compétences visées. Vous décidez du nombre de séquences et vous planifiez les activités d'apprentissage et d'évaluation, exigées par la nature du projet. Avant de commencer un projet, vous devez considérer un certain nombre de paramètres :

- | | | |
|----------|-------------------------------|-----------------|
| 1. thème | 3. votre rôle | 5. l'évaluation |
| 2. durée | 4. le regroupement des élèves | |

a) Le thème

Comment sera-t-il sélectionné ?

- Est-ce vous ou les élèves qui le choisissent ?
- Est-ce que tous les élèves travailleront sur le même thème ?
- Est-ce que les différents groupes travailleront sur des thèmes différents ?

Que le thème soit proposé par vous ou par les élèves il doit répondre à certains critères.

- Il doit être intéressant et signifiant pour les élèves.
- Il doit maintenir l'intérêt des élèves pendant toute la durée du projet.
- Il doit être un défi à relever, mais un défi de difficulté raisonnable.
- Les informations qui le concernent doivent être accessibles.

b) La durée

Combien de temps durera le projet ? La durée doit tenir compte des facteurs tels que le programme, le plan de travail, la motivation des élèves et le thème. Pour la troisième année secondaire les impératifs du baccalauréat vont conditionner le choix de la durée et du nombre du projet tout en tenant compte de différents paramètres (temps disponible par

rapport aux autres matières, nombre d'élèves par classe, nombre de projets pour l'ensemble des matières, les filières ...).

c) Votre rôle

Pendant la durée du projet vous jouerez plusieurs rôles. Au début vous serez le détenteur du savoir. Puis vous deviendrez un conseiller et un facilitateur qui servira de guide aux élèves. Vous devez laisser de plus en plus l'initiative à vos élèves afin de leur faire prendre conscience que le projet relève de leur responsabilité dans l'apprentissage de la discipline. Ainsi, vous aurez également à jouer, de temps en temps, le rôle de co-apprenant réceptif à l'information au même titre que l'audience que constitue les autres apprenants. Cependant, il ne faut pas oublier de reprendre votre rôle et les emmener à intégrer un travail individuel.

d) Le regroupement des élèves

Avant d'entamer le projet, vous devez décider du nombre de groupes à former, du nombre d'élèves par groupe ainsi que des critères de regroupement. Les élèves peuvent être regroupés d'après leurs niveaux, leurs affinités ou tout autre critère. Le regroupement peut être également fait par les élèves eux-mêmes. Il serait intéressant de prévoir pour l'année un projet par groupe, exemple un groupe de huit élèves pour chaque projet dans une classe de quarante élèves.

e) L'évaluation

Que doit-on évaluer ? Le processus ou le produit, le groupe ou l'individu ? Vous devez définir tout ceci à l'avance et les élèves doivent en être informés. Vous devez concevoir une fiche d'évaluation dont vous remettrez, si possible, une copie à chaque élève.

II- La phase de réalisation (building the project)

○A/ A cette étape l'enseignant devient conseiller, un facilitateur, une personne ressource qui guide, facilite et réajuste les actions à mener ainsi que les échéances à respecter. Il doit aider les élèves à :

a) définir les objectifs du projet : vous aiderez les élèves à formuler les objectifs de leur projet. Il est possible que tous les élèves travaillent sur le même projet, mais il faut que chaque groupe se concentre sur une tâche différente.

b) collecter les idées, les écrire au tableau, les sélectionner, les classer, les évaluer, les combiner et les améliorer.

c) établir le plan de travail et décider des actions à mener : Quand les élèves sauront ce qu'ils auront à faire ils devront :

- identifier le genre, les sources et les méthodes de collecte d'informations dont ils auront besoin ;
- établir une liste du matériel dont ils auront besoin (exemple : les supports techniques)
- établir un échéancier
- partager les responsabilités

d) fixer les habiletés et autres relatives au projet : quand les détails du projet auront été planifiés, vous saurez exactement quel type de langage sera nécessaire pour l'exécuter. Vous vous concentrerez sur l'enseignement des habiletés langagières dont les élèves auront besoin pour leur projet. D'autres habiletés comme les techniques d'interview, de documentation, de prise de notes seront également enseignées.

B/ Pendant ce temps les élèves doivent :

a- concevoir le matériel et faire un plan du projet lui même. A cette étape du projet les élèves ont le contrôle de leur travail. Ils commencent à concevoir leur propre matériel, (questionnaires, interviews, enquêtes etc.). Vous aurez le rôle d'un consultant qui donnera des conseils sur l'utilisation du langage, d'un facilitateur qui aide et guide quand cela s'avère nécessaire.

b- collecter les informations et sélectionner les idées les plus pertinentes, les plus originales et les plus créatives. Cela se fera dans et hors de l'établissement à travers des interviews, des questionnaires ou une recherche documentaire.

c- collationner les informations : la collation des données se fera quand toutes les informations pertinentes auront été collectées et sélectionnées. Il s'agira d'organiser les données, de les discuter et de les analyser avant de les présenter.

d- organiser le travail et le matériel : quand l'analyse des données est terminée, les élèves pourront discuter des différentes manières d'organiser le matériel pour la présentation finale du projet.

e- Premier jet (première mouture)

f- Relecture et collection.

g- Mise au propre (final draft).

III-. La phase de restitution (presenting the project)

A ce stade les élèves devront être encouragés à présenter leur produit devant un grand public (sous forme d'exposition ou à travers Internet par exemple). Pour rendre le produit plus intéressant, des tableaux, des photos, des diapositives etc. peuvent être incorporées.

Si la présentation est une exposition, vous devez décider des équipements, des invitations etc. Vous devez également préparer vos élèves à fournir des éclaircissements sur leurs projets aux invités.

La phase de présentation n'étant pas l'étape ultime, d'autres étapes sont à considérer :

a- Le feed-back des élèves après présentation du projet à un public

A ce stade les élèves font un retour en arrière pour revoir le projet sous un autre angle par rapport aux réactions du public. Il est utile de leur demander de revoir les actions entreprises et

d'en discuter entre eux. Ils envisageraient ainsi des améliorations si le projet venait à être repris. Il s'agit en fait d'une autoévaluation de leur travail.

b- Votre feed-back

Il est important que vous discutiez honnêtement de ce que vos élèves ont produit. Montrez que vous avez apprécié leurs efforts. Commentez et critiquez leur travail dans le but de leur montrer comment améliorer leurs processus et leurs produits.

c- Stockage des produits / archivage

Un projet ne doit pas être mis de côté après sa présentation. Différentes façons de l'exploiter peuvent être envisagées. Inclus dans un journal, enregistré, le projet peut servir à d'autres utilisations. Pour faciliter l'accès aux produits des différents projets, il convient de les stocker dans un endroit accessible à tous.

Tableau récapitulatif des rôles de l'enseignant et des élèves dans un travail par projet

<i>Rôle de l'enseignant</i>	<i>Rôle des élèves</i>	Rôle commun à l'enseignant et aux élèves
<ul style="list-style-type: none"> - Négocie le thème du projet - Détermine la durée du projet - Détermine les critères d'évaluation - Regroupe les élèves - Délimite ses propres actions - Donne son propre feed-back - aide à stocker les produits finis 	<ul style="list-style-type: none"> - Forment des groupes - Créent les matériaux - Collectent les informations - Sélectionnent les informations - Organisent les matériaux - Présentent le produit 	<ul style="list-style-type: none"> - Formulent les objectifs du projet - Collectent les idées - Planifient les actions - Pratiquent les habiletés langagières et autres en relation avec le projet - Collectent le feed-back - Analysent le feedback

NB.

Même si la pédagogie du projet est préconisée par le programme, il est toutefois utile de signaler qu'il n'est pas nécessaire de travailler toute l'année par projets (un projet par groupe pour l'année sera suffisant en 3^{ème} AS).

Les projets présentés dans le manuel de 3^{ème} AS devront refléter la démarche décrite et permettre aux élèves de mettre en œuvre leurs compétences linguistiques, cognitives, culturelles et méthodologiques.

Le travail en projet impose également une réorganisation du travail et de l'espace scolaire.

Le travail en groupe

Peu apprécié parce qu'il impose une modification de l'espace, qu'il défait un ordre préétabli, qu'il est bruyant et qu'il permet à certains de se reposer sur les autres, il reste néanmoins adapté à des tâches définies et permet aux élèves de se soutenir et de s'entraider mutuellement. La relation duelle enseignant / enseigné est ainsi brisée avec l'introduction du tiers qu'est le groupe (ou la classe). Pour qu'un groupe fonctionne il faut que :

- les objectifs d'apprentissage soient précis ;
- le travail soit structuré et guidé ;
- tous les membres du groupe s'attellent à la tâche ;
- chaque élément du groupe ait une responsabilité particulière par rapport à la tâche et se sente responsable du succès, ou de l'échec de l'équipe ;
- chaque élément joue un rôle complémentaire dans le groupe ;
- tous les éléments du groupe partagent le même matériel, les mêmes ressources et les mêmes informations.

- les élèves interagissent verbalement entre eux en échangeant de l'information, en s'interrogeant, en répondant aux questions des autres, en demandant des clarifications et en expliquant leurs idées et leurs choix.

4.6. Les styles d'apprentissage

Du point de vue de l'élève, on peut distinguer trois systèmes de représentation de la réalité : le mode visuel (regarder), le mode auditif (échanger) et le mode psychomoteur (pratiquer). L'élève combinera souvent ces modes suivant les éléments de contenu d'un objectif d'apprentissage.

4.7. Les styles d'enseignement

Du point de vue de l'enseignant, on peut distinguer l'enseignement individuel et l'enseignement collectif. L'enseignant choisira le style d'enseignement selon les besoins de l'individu ou du groupe.

Etant donné que l'élève apprend mieux ce qu'il voit, ce qu'il entend, ce qu'il discute et ce qu'il met en pratique, il est donc important de varier les outils pédagogiques et de faire en sorte qu'ils contiennent des aides visuelles et auditives ainsi que des exercices pratiques.

a- L'enseignement collectif :

L'enseignant donne les mêmes explications à tous les élèves sans tenir compte des différences individuelles. Par souci d'efficacité, il faut commencer par susciter l'intérêt des élèves par une anecdote, une question, un problème à résoudre, une révision des notions précédentes etc... Il faut ensuite présenter et expliquer aux élèves l'objectif de la leçon et enfin poursuivre l'enseignement en donnant des activités d'apprentissage aux élèves tout en étant attentif à leurs questions. Au besoin faire des reformulations pour vérifier leur compréhension.

b- L'enseignement individuel

Ce type d'enseignement ne se fait de personne à personne. Il faut donc être attentif au comportement de l'élève. La prise de contact est une étape très importante. Pour éviter que l'élève soit stressé, le ton de la voix doit être neutre et sans aucune émotion. Amener l'élève à identifier son problème en posant des questions et en reformulant ses réponses : c'est à dire paraphraser ce qu'il vient de dire pour s'assurer de sa compréhension. Proposer ensuite des activités pour résoudre le problème, identifier la tâche, planifier l'action pour que l'élève puisse le résoudre et faire ensuite le suivi en corrigeant les exercices et en vérifiant la démarche adoptée.

L'objectif recherché par le travail en projet est bien sûr une production écrite à travers laquelle les élèves s'affirment. Ceux-ci pensent donc au **résultat** tandis que l'enseignant doit penser au **cheminement** d'abord et au résultat ensuite.

4.8 Gestion de la classe

Le travail en projet, l'enseignement différencié, l'apprentissage personnalisé impliquent une gestion totalement différente de l'espace et du temps. Il est important que l'enseignant soit formé à gérer le temps imparti aux différentes activités, ainsi que les conditions dans lesquelles les élèves apprennent (bruit, mouvement, disposition des tables et des chaises etc.), pour répondre aux besoins spécifiques des apprenants.

5. Rôle de l'enseignant et stratégies d'enseignement

- Rôle de l'enseignant

L'approche par compétences, basée sur une logique d'apprentissage, ne veut en aucun cas amoindrir le rôle de l'enseignant. Elle se propose d'aider l'enseignant à devenir autonome en le libérant du 'carcan' des fiches pédagogiques qui ne tiennent pas compte des spécificités de chaque élève. L'enseignant, sans abandonner son rôle, ne doit plus se contenter de dispenser des contenus mais il doit guider, aider et encourager l'élève à prendre part et à compléter sa propre formation. Il doit créer un climat dans lequel l'élève ne se sentira pas en situation d'échec en développant des situations positives face à la deuxième langue étrangère. Pour cela il doit :

- travailler régulièrement par situations- problèmes,
- négocier et mener des projets avec ses élèves,
- considérer les savoirs comme des ressources à mobiliser,
- varier les moyens d'enseignement,
- pratiquer une évaluation formatrice en situation de travail,
- travailler en collaboration avec les collègues d'autres disciplines pour éviter le risque de cloisonnement

- Stratégies d'enseignement

Dans quelle mesure l'enseignant doit-il orienter l'élève dans son apprentissage ?

Comme pour les trois années précédentes, le nouveau rôle de l'enseignant consiste désormais à aider l'élève à mettre en place des stratégies d'apprentissage appropriées, à en faire usage, à construire ses connaissances par la découverte en lui donnant des problèmes à résoudre (l'intervention de l'enseignant peut être minimale ou accentuée, ceci dépendant du degré de difficulté de la situation problème).

Dans cette perspective, l'enseignant doit non seulement aider l'élève dans le traitement de l'information, lui enseigner des stratégies d'apprentissage mais doit également lui apprendre à évaluer l'usage de ces stratégies en lui donnant, le cas échéant, des moyens de réajuster son utilisation.

Pour que l'apprenant croit en l'utilité de ces stratégies il faut qu'elles soient fonctionnelles, significatives et qu'elles satisfassent ses besoins. L'enseignant doit donc lui rappeler et l'aider à choisir la stratégie la plus adéquate (quoi, comment, quand et pourquoi).

Pour cela, il est important :

- d'expliquer à l'élève en quoi consiste cette stratégie et en quoi elle est utile ;
- d'interagir avec l'élève et le guider vers la maîtrise de la stratégie en lui donnant des indices, des rappels, tout en diminuant progressivement l'aide fournie jusqu'à l'autonomie totale;
- d'amener l'élève à expliquer lui même la stratégie qu'il a utilisée ;
- d'inciter l'élève à appliquer la stratégie en lui indiquant le meilleur moment pour le faire.

<i>Rôle de l'enseignant</i>		
Dans l'approche antérieure l'enseignant était	Dans l'approche actuelle :	Ce qui a changé
- détenteur des connaissances	- Guide / aide	- Attitude moins autoritaire
- dispensant les connaissances	- Conseiller	- Ouvert à la discussion, à la négociation
- Il était omniprésent en classe	- Facilitateur	- Prend en compte les soucis et intérêts de ses élèves
- Il décidait de tout en classe	- Co-apprenant	
	- Fait participer les élèves	
	- Fait de l'enseignement individuel (si nécessaire)	
	- Développe l'autonomie dans l'apprentissage	

- Il était autoritaire		
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6. Rôle de l'élève et stratégies d'apprentissage

- Rôle de l'élève

Parce qu'il vit dans un monde de choses réelles, l'élève, à partir de sa perception de du monde qui l'entoure et par son activité cognitive, passe au stade de la conception. En jouant un rôle, parfois le rôle principal, il est amené à prendre conscience de sa démarche en participant activement à son apprentissage. Il n'est pas simplement le réceptacle passif des connaissances qu'on lui transmet ; il a le droit à la parole, la possibilité d'être en accord ou en désaccord avec ce qui lui est proposé et de l'exprimer, il est capable de se projeter dans l'avenir, de connaître les procédures selon lesquelles il travaillera. Il a ainsi acquis une attitude positive face aux études.

En tenant compte du principe selon lequel l'apprentissage est une construction, l'élève apprend parce **qu'**il fait et **par ce** qu'il fait. Il acquiert des habiletés en résolution de problèmes, augmente son potentiel intellectuel et améliore son processus de mémorisation.

Avec le soutien de l'enseignant et ses interactions avec ses pairs, il va se représenter la situation, envisager diverses façons d'exécuter sa tâche, construire et mobiliser des ressources et procéder en fin de parcours à l'évaluation de ses apprentissages. Pour consolider ses apprentissages et favoriser leur transfert dans la vie quotidienne, des travaux personnels ancrés dans la réalité seront préconisés. Ils aideront l'élève à développer des méthodes et des habitudes de travail à même de le rendre de plus en plus autonome. Plutôt que d'être simplement des exercices d'application qui visent la réalisation d'un objectif purement académique, ces travaux personnels consisteront désormais à préparer ou construire ou poursuivre un projet individuel ou collectif. L'élève n'écrit pas uniquement pour le professeur, mais il travaille pour lui même. Ses efforts se traduisent par une production à travers laquelle il existe réellement.

En d'autres termes, dans cette approche, l'élève est un apprenant lié à son

enseignant par un contrat où il est partie prenante et responsable de son apprentissage. Il sait absorber des connaissances linguistiques, culturelles ou autres mais il a aussi appris à apprendre. Il sait partager, échanger et coopérer avec autrui, pour trouver des solutions aux problèmes qui se posent à lui. En classe, il réalise des tâches variées, de difficulté progressive qui lui permettent de découvrir, de construire ses connaissances et de donner du sens à ce qu'il fait. Il développe les stratégies d'apprentissage acquises avec de moins en moins l'aide et le soutien de son enseignant ou de ses camarades jusqu'à devenir autonome. En dehors de l'école ces acquis linguistiques culturels et procéduraux lui serviront dans la vie de tous les jours pour être productif et efficace quelle que soit sa trajectoire future.

Dans la nouvelle approche	Ce qui change
<ul style="list-style-type: none"> - Il veut savoir ce qu'il apprend. - Il est responsable de son apprentissage. - Il assimile mieux étant donné qu'il agit. - Il construit ses propres stratégies. - Il connaît les procédures selon lesquelles il travaillera. - Il consolide ses habiletés en résolution de problèmes. - Il s'évalue au fur et à mesure de son apprentissage. - Ses motivations personnelles sont encore plus fortes (estime, réalisation de soi). 	<ul style="list-style-type: none"> - Il apprend parce qu'il fait et par ce qu'il fait. - Il augmente son potentiel intellectuel. - Il améliore son processus de mémorisation. - Il a une attitude positive par rapport aux études. - Il donne du sens à son travail. - Il est partie prenante de son apprentissage. - Il trouve des solutions à ses problèmes. - Il est conscient de travailler pour lui-même et non pour le professeur uniquement. - Il apprend à coopérer, échanger, partager. - Il travaille de façon encore plus autonome. - Il poursuit l'affirmation de sa personnalité.

Stratégies d'apprentissage

Les stratégies d'apprentissage sont un ensemble d'étapes qui aident l'élève à acquérir, emmagasiner, organiser et utiliser l'information. Elles sont **primaires** si elles visent la compréhension, la mémorisation, le rappel et l'utilisation des informations. Elles sont de **soutien** si elles visent la planification, la détermination des horaires, la gestion de la concentration, le contrôle.

Ces stratégies peuvent être classées en trois catégories :

Les stratégies cognitives qui consistent à répéter, regrouper, déduire, évoquer etc. Elles comprennent :

- *les stratégies d'énumération* qui aident à l'attention et à l'encodage
- *les stratégies d'élaboration* qui permettent de garder l'information dans la mémoire à long terme en établissant des liens logiques
- *les stratégies d'organisation* qui permettent de sélectionner l'information et de construire du sens

Les stratégies métacognitives qui servent à organiser, prévoir, s'évaluer etc.. Elles comprennent :

- *les stratégies de planification* qui permettent de planifier l'usage des stratégies et le traitement de l'information
- *les stratégies de contrôle* qui permettent de comprendre la matière et de l'intégrer à la connaissance antérieure
- *les stratégies de régulation* qui permettent de vérifier et de corriger le comportement afin d'augmenter la performance

Les stratégies de gestion des ressources qui permettent d'adapter l'environnement ou de s'adapter à lui et qui comprennent :

- *l'organisation du temps*
- *la gestion de l'effort*
- *l'organisation de l'environnement d'étude*
- *le soutien des autres*

7. Evaluation des apprentissages

L'évaluation est une **action** réalisée par un **sujet**, relative à un **objet**, située dans le **temps** pour déterminer une **valeur** à l'aide **d'outils** dans **un but** déterminé.

L'évaluation fait partie intégrante du processus d'enseignement et d'apprentissage. Elle doit être planifiée en même temps que l'enseignement car elle permet de poser un **diagnostic**, d'orienter la **régulation** des apprentissages et de planifier des activités de **remédiation**. Elle s'intéresse plus au processus qu'au produit, au résultat, et met davantage l'accent sur le '**pourquoi**' que sur le '**quoi**'. Le résultat sert de point de départ dans l'action d'évaluation. Les informations recueillies, fournies par le '**feedback**', permettront de mettre en place un dispositif pertinent et cohérent d'actions pour améliorer le rendement de l'élève et l'aider à mieux gérer son temps.

Vous devez vous assurer que les moyens et démarches de formation correspondent aux performances des élèves. Vous devez adapter continuellement votre enseignement en fonction de l'apprentissage de vos élèves.

Comment apprécier le travail des élèves ?

Il y a différents types d'évaluation.

7.1. L'évaluation diagnostique

Donnée sous forme de test en début d'année, pour identifier le niveau réel de l'élève, elle permet de découvrir les forces et les faiblesses des élèves par rapport à leurs acquis (connaissances, démarches, techniques et stratégies d'apprentissage). A ce stade elle permet de préparer des activités adaptées aux élèves. Une **évaluation diagnostique** vous permettra de mesurer le chemin parcouru, de répertorier les éléments fondamentaux du programme des années précédentes non encore acquis, afin de les intégrer dans votre progression. Des exercices bien ciblés vous apporteront l'information la plus complète. Cette évaluation ne fera l'objet ni de notation ni de correction exhaustive. Elle sera un diagnostic qui vous permettra de commencer à connaître vos élèves individuellement.

7.2. L'évaluation certificative

Instituée par le système scolaire, elle correspond à la logique de la sélection et de l'orientation, elle est basée sur l'élaboration de tests et examens conformément aux directives officielles. La notation est donc toujours indispensable dans la réalité de l'établissement scolaire.

Exclusivement menée par l'enseignant, elle intervient à l'issue d'un trimestre ou d'une année et rend compte de l'apprentissage de chaque élève.

Se situant donc à la fin d'une période d'enseignement, elle se réfère à une norme préalablement établie et se traduit le plus souvent par une note chiffrée. Son but est de consigner des résultats pour les communiquer, valider ou justifier une orientation de l'élève, établir un classement, sélectionner (concours...) etc.

A la fin de l'unité d'apprentissage ou à intervalles réguliers, il conviendra de faire le bilan des acquisitions des élèves. **L'évaluation certificative** permet de baliser l'apprentissage. Elle permet à l'élève de cerner de façon plus globale son apprentissage et de se situer par rapport aux autres et par rapport à l'institution.

7.3. L'évaluation formative

Réalisée par l'enseignant, elle est relative à un produit obtenu. Elle se situe en cours d'apprentissage et prend en compte la démarche de production. Elle est pratiquée à l'aide d'outils telles les **grilles de critères** et indicateurs d'objectifs opératoires (*learner's outcomes*), élaborées par l'enseignant. Son but est de prendre en compte les erreurs, de les réguler et d'adapter le dispositif pédagogique à la réalité des apprentissages pour renforcer les réussites. Une phase d'évaluation peut être suivie d'une phase de **remédiation** après constat de résultats insuffisants ou de lacunes dans un domaine donné. Vous devez planifier des exercices de **remédiation** qui ont pour but d'aider les élèves à s'améliorer. La remédiation concerne non seulement le matériel didactique (type d'activité par exemple) mais aussi le mode d'intervention (verbal et

surtout écrit), les stratégies d'enseignement, la durée des exercices et le moment (jour et heure) qui leur est réservé.

En cours d'apprentissage des évaluations ponctuelles permettront de vérifier l'assimilation des structures et des éléments lexicaux appris et pratiqués au(x) cours précédent(s). En évaluant régulièrement la compréhension orale et écrite et l'expression orale et écrite il est possible de déceler l'origine des erreurs afin de concevoir des stratégies de remédiation qui permettront à l'élève de surmonter l'obstacle et de poursuivre sa progression. Cette évaluation continuera de se faire à travers des exercices qui porteront aussi bien sur les savoirs que sur les savoir-faire. Par exemple, en expression écrite on évaluera les connaissances (lexique, structures) et leur mise en œuvre par des exercices de moins en moins guidés, mettant l'élève en situation de choix et conduisant progressivement à la production autonome. Vous veillerez également à communiquer les objectifs et les critères d'évaluation à l'élève afin de l'associer aux procédures d'évaluation et contribuerez ainsi, à le responsabiliser par une prise de conscience de ses progrès ou de ses faiblesses et lui montrerez également l'importance d'un travail régulier.

Pour évaluer les démarches d'apprentissage, l'acquisition des connaissances et porter un jugement sur le développement des compétences de l'élève, vous pouvez utiliser différents outils et moyens :

- le journal de bord : vous devez continuer à encourager vos élèves à parler franchement de leur succès ou échec au cours de leur apprentissage. Son feed-back est d'une grande importance dans la mesure où il va vous permettre de 'rectifier votre tir' et de prendre des décisions quant aux actions futures.
- le portfolio : comme dans le cycle moyen, vous devez continuer à encourager vos élèves à produire des travaux personnels, en rapport avec leurs goûts et intérêts, qu'ils rangeront dans des portfolios (boîtes à archives) pour une éventuelle révision ou une réutilisation ultérieure.
- le questionnaire ou l'entretien : Ils peuvent être utilisés avec les élèves et leurs parents. Ils peuvent vous aider à dégager le profil de vos élèves en termes de connaissances linguistiques, culturelles et méthodologiques.
- la discussion et le débat : vous engagerez des discussions ou des débats avec vos élèves en ce qui concerne leurs difficultés, leurs préférences et l'utilisation appropriée des connaissances et compétences acquises.

7.4. L'évaluation formatrice

L'évaluation d'une tâche faite en classe n'est pas uniquement menée par l'enseignant. Partie intégrante de la démarche d'apprentissage, elle est réalisée par l'enseignant et par l'élève qui est étroitement associé à cette démarche.

En effet, il est indispensable qu'à une étape donnée chacun sache ce qu'il a fait et où il en est. Donc, les critères de réussite et de réalisation seront donnés dans

un premier temps par l'enseignant et leur appropriation deviendra un objectif prioritaire. Relatifs à la production attendue, les critères de réussite montrent à l'élève la représentation du but à atteindre. Les critères de réalisation quant à eux, permettent de décrire les règles de fonctionnement, les actions à mettre en œuvre et induisent des stratégies personnelles. En plus de ses travaux, l'élève est amené à évaluer les démarches et les processus qu'il a utilisé pour les réaliser. Intervenant aux différentes étapes de l'apprentissage, cette autoévaluation doit être associée à la gestion de l'erreur et à l'auto correction.

L'évaluation formatrice s'articule autour de trois modalités :

- La co-évaluation

Elle vous implique et implique l'élève. En comparant sa propre estimation à la vôtre, l'élève est amené à revoir son jugement et à se corriger.

- L'évaluation mutuelle

Elle implique deux ou plusieurs élèves entre eux. Ils évaluent leurs productions en s'entraînant avec l'aide d'un référentiel.

- L'autoévaluation

Apprendre à l'élève à s'auto évaluer c'est lui faire prendre conscience de ses erreurs. En s'auto évaluant l'élève structure ses apprentissages, organise ses prestations, porte un regard critique sur ses productions dans le but de les améliorer et devient plus responsable de ses apprentissages. L'élève manifeste ses propres exigences, ses propres critères d'appréciation. Les questions qu'il pourra se poser lui permettront d'appréhender son passé immédiat, de se situer au plus juste dans le processus d'apprentissage. Ce n'est qu'à travers les réponses qu'il aura données que se feront la compréhension et l'assimilation. Ainsi il devient suffisamment autonome pour se prendre en charge dans un contexte extra scolaire.

7.5. La régulation

Composante essentielle de l'évaluation formative, la régulation nécessite parfois une remise en question. Elle consiste après constat et analyse des erreurs de l'élève, à revoir et à modifier éventuellement les méthodes d'enseignement pour l'aider à surmonter la difficulté rencontrée et s'engager dans un processus d'apprentissage constructif. Le but de la régulation est donc de corriger, orienter et améliorer les conditions d'apprentissage en apportant une aide individualisée en cours d'apprentissage, tout en visant l'équilibre et l'harmonie entre le programme, les élèves et l'enseignant.

Elle se fera par l'organisation d'activités de remédiation, de soutien pédagogique qui peuvent consister en un renforcement des acquisitions par le rappel

des notions essentielles d'un cours, de l'élaboration d'exercices de renforcement et de consolidation .

Pour appréhender différents types d'évaluation l'enseignant obéit à un plan prédéterminé (**Quand ? Pour – quoi ? Pourquoi ? Comment ? Quoi ?**)

En voici quelques exemples :

1. l'évaluation diagnostique

- Elle se pratique au début de l'année ou lors d'un nouvel apprentissage. (**Quand ?**).
- Elle est menée pour prendre les décisions qui s'imposent pour bien commencer de nouveaux apprentissages (**Pour – quoi ?**).
- Elle permet de vérifier si les pré requis sont bien installés (**Pourquoi ?**).
- Elle se fait à travers un test des pré requis qui permettra de diagnostiquer puis de remédier (**Comment ?**).
- Le test se rapportera à une compétence ou à un **Objectif Terminal** d'**Intégration** de la fin de l'année précédente (**Quoi ?**).

2. l'évaluation de régulation

- Elle se fait tout au long de l'année, pendant chacune des leçons (**Quand ?**).
- Elle est menée pour prendre les décisions pour améliorer la qualité de l'enseignement et de l'apprentissage (**Pour – quoi ?**).
- Elle est faite pour réguler le plus rapidement possible, adapter l'enseignement aux élèves, améliorer la qualité de l'enseignement et de l'apprentissage, diminuer les disparités (**Pourquoi ?**).
- Elle est menée à travers des observations, des évaluations rapides, et l'analyse des erreurs – diagnostic – remédiation (**Comment ?**).
- Le test se rapportera un objectif spécifique (**Quoi ?**).

3. l'évaluation de certification

- Elle se pratique en fin d'année (**Quand ?**).
- Elle est menée pour prendre les décisions réussite / échec c'est-à-dire la maîtrise de ce qui est pré requis strictement indispensable pour commencer les apprentissages importants. Elle permet également de prendre des décisions de classement des élèves sur une échelle de performance (**Pour – quoi ?**).
- Elle permet de ' certifier socialement que...' (**Pourquoi ?**).
- Elle se fait à travers des épreuves certificatives en fin de trimestre sur une compétence, ou en fin de cycle sur un **Objectif Terminal** d'**Intégration** (**Comment ?**).
- Le test se rapportera à une compétence ou à un **Objectif Terminal** d'**Intégration** (**Quoi ?**).

4. l'évaluation de certification et de régulation

- Elle se pratique à la fin du 1^{er} trimestre, du 2^{eme} trimestre ou à la fin de l'année (**Quand** ?).
- Elle est menée pour réguler l'enseignement / apprentissage puisque l'année n'est pas terminée mais permet également de participer à la prise de décision certificative finale (**Pour – quoi** ?).
- Elle permet de certifier progressivement et non en un seul moment ce qui permet étant donné que l'année n'est pas terminée de réguler et d'éviter les échecs précoces ou abusifs (**Pourquoi** ?).
- Elle se fait à travers des épreuves certificatives en fin de trimestre axées sur une compétence (**Comment** ?).
- Le test se rapportera à une compétence (**Quoi** ?). Pour le moment il s'agit de tester les compétences de l'écrit.

8. Apprentissages propres à la discipline et ressources de la compétence (voir page 7 du programme 3^{ème} AS).

Les compétences disciplinaires visées doivent refléter l'ensemble des résultats d'apprentissage que les élèves devront maîtriser à la fin de cette année.

A travers l'énoncé de chacune d'elles, on retrouve les intentions de formation c'est-à-dire **le pourquoi** d'une situation pédagogique donnée.

8.1 ressources de la compétence

Qu'est-ce qu'une ressource ?

C'est l'ensemble des capacités, attitudes et connaissances (données, notions, faits, concepts, etc.) **mobilisables** pour identifier et résoudre des problèmes. Ces mêmes ressources peuvent être utilisées dans des contextes différents pour développer diverses compétences. Il faut noter que des compétences peuvent mobiliser des ressources pour ensuite elle-même fonctionner comme ressources pour le développement d'une compétence plus vaste.

Le point 7 du programme présente les éléments de la discipline, en terme de savoir/savoir faire et savoir être que les élèves doivent développer, dans des **situations d'apprentissages**, pour atteindre les compétences et les objectifs visés pour la 3^{as}.

Les ressources de la compétence incluent :

- Les contenus linguistiques (des fonctions langagières/ structures/lexique / prononciation et orthographe .Ce sont les savoirs mis à la disposition de l'apprenant.
- Les habiletés langagières liées à la compréhension et l'expression orale et écrite, de même que les stratégies et la maîtrise des outils technologiques de communication. Il s'agit des savoir faire.
- La dimension interculturelle qui implique la mise en œuvre des savoir être.

Les situations d'apprentissages sont des contextes servant à développer ces ressources. (ces situations d'apprentissages sont amplement détaillées dans le descriptif des projets (voir programme pp01-20) .Elles doivent avoir en commun les caractéristiques suivantes :

- Poser un problème à l'apprenant,
- Proposer des activités variées en vue de l'amener vers la résolution du problème .De ce fait, rendre la situation d'apprentissage opératoire, et mettre en évidence ce que l'apprenant est capable de faire, spontanément, ainsi le pousser à aller le plus loin possible par lui-même.

8.2. Description du contenu linguistique

Les éléments linguistiques englobent les formes grammaticales et lexicales et la prononciation. L'apprentissage de ces éléments se fera toujours sous forme de tâches et d'activités pratiquées à chacune des étapes du projet que l'élève intégrera dans le projet final.

Pour l'apprentissage / enseignement de ces éléments linguistiques, il sera toujours fait appel à des stratégies pédagogiques qui aideront l'élève à s'approprier ces formes linguistiques et à les réinvestir dans de nouveaux projets. L'enseignant doit s'assurer également de la pertinence de leur utilisation.

Ce programme implique toujours l'apprentissage de la grammaire et du vocabulaire, ainsi que l'aspect culturel de la langue (surtout dans les filières lettres et langues étrangères). En fait, il recommande que ces aspects continuent d'être pris en charge dans une perspective globale pour en faire des outils nécessaires à la réalisation et à l'aboutissement de projets linguistiquement et culturellement cohérents. Il s'agit toujours de réorienter l'apprentissage de l'anglais de façon à permettre à l'élève de **problématiser**, de **s'informer**, de **organiser**, de **contrôler**, de **réaliser** et de **rendre compte**. En saisissant la portée des formes de la langue et en identifiant leurs fonctions communicatives, l'apprenant saura de plus en plus les utiliser dans la finalisation du ou des projets qu'il devra concevoir.

- Centration sur le message

Etant donné que la communication a une double dimension (compréhension et production), l'accent sera mis sur le message véhiculé et sur la forme (d'autant plus que l'examen du baccalauréat est écrit). Ainsi, le programme tient compte des intérêts et du vécu de l'apprenant et veut donc que les messages à comprendre et à produire soient les plus signifiants possible. **En compréhension**, on attend de l'apprenant qu'il saisisse le sens du message sans avoir à analyser sa structure ou sa forme. L'enseignant doit donc poser des questions, reformuler, illustrer et faire occasionnellement des références grammaticales aussi bien que lexicales (la grammaire et le lexique étant au service de la communication). **En production** Il faut pousser l'apprenant à prendre des risques et à se désinhiber par rapport aux erreurs qu'il pourrait commettre dans la structuration ou la forme des phrases.

- Développement de la compréhension écrite

Pourquoi et comment lit-on à ce stade de l'apprentissage ? On lit pour rechercher une information, découvrir des indices (dates, lieux, biographies, contes etc.). Il s'agit donc de lire pour comprendre, l'objectif étant de susciter chez l'élève le goût, l'envie et le plaisir de la lecture. Ayant été mis, dès la 1^{ère} AM, en contact avec des documents aussi authentiques que possible, l'élève se rend compte qu'il sait beaucoup de choses en anglais et qu'il continuera à en découvrir d'autres. Il acquiert une plus grande confiance en lui en prenant conscience qu'il peut comprendre bien plus qu'il ne croit.

- Les textes

Une fois les objectifs d'enseignement apprentissage déterminés, des textes à même de servir ces objectifs seront choisis, tant du point de vue forme que du point de vue contenu.

Le choix des textes doit se faire sur les deux principes suivants :

- assurer le lien avec les programmes de 3^{ème} AS
- utiliser les notions et les fonctions langagières les plus susceptibles de figurer dans un type de texte donné.

Cette organisation permettra d'aborder les notions et les fonctions langagières comme un ensemble dans un contexte de communication donné.

- respecter les besoins et les intérêts de l'apprenant et tenir compte de son vécu.
- Tenir compte des différent styles d'apprentissage en donnant à l'apprenant des situations d'apprentissage variées pour lui permettre de choisir les moyens d'apprentissage qui lui conviennent.
- Favoriser la pédagogie du succès en favorisant le développement d'attitudes positives face à la deuxième langue étrangère, en maintenant et en développant la motivation et par la même éviter à l'apprenant d'être en situation d'échec,
- Considérer la langue comme un moyen de communication en prônant l'utilisation de celle-ci en contexte signifiant, en présentant des activités qui répondent à un besoin de communication authentique ou vraisemblable, en insistant sur l'importance du sens du

message par rapport à la forme et en tolérant les erreurs de forme qui n'entravent pas la transmission et la réception du message tout en visant la perfection.

- Mettre l'accent sur la compréhension autant que sur la production en multipliant et en variant les situations d'écoute mais surtout de lecture étant donné la nature de l'épreuve du baccalauréat.

- Grammaire

Le contenu du programme est organisé de façon à mettre en évidence l'importance du sens autant que celle de la forme. Il tient compte des intérêts et du vécu de l'élève et veut que les messages à comprendre et à produire soient les plus significatifs possibles. Il tient également compte des fonctions de la langue et s'articule autour de la compréhension et de la production de diverses sortes de messages à caractère authentique, **dans un contexte significatif**.

L'étude de la grammaire est vue non comme une fin en soi mais est subordonnée au développement des habiletés langagières. Donc pour amener l'élève à formuler ses propres messages (oraux et surtout écrits) il est indispensable de lui faire rechercher le sens à l'aide **d'un contexte** offrant plusieurs indices pour sa compréhension étant donné que dans la réalité, les éléments du langage sont rattachés à un contexte significatif.

L'approche choisie vous permettra de faire percevoir à l'élève les règles de fonctionnement de la langue, règles qui régissent la cohésion et la progression d'un texte. A ce niveau tout en n'étant pas enseignée de manière formelle, la grammaire sera toujours un moyen privilégié mis au service de la communication et de l'expression, car l'objectif est d'amener l'élève à communiquer et à s'exprimer clairement, correctement et aisément oralement mais surtout par écrit. Il vous appartient de guider vos élèves dans la découverte des concepts et de les aider à les exprimer dans leur propre langage (démarche inductive). Il en résultera un minimum approximation qu'il faudra réduire au fur et à mesure que l'élève progressera et que s'affinera sa conscience du fonctionnement de la langue. Elle met l'élève dans une démarche de découverte et lui permet de réfléchir, d'analyser et de synthétiser en faisant des comparaisons et des inférences. Une fois assimilées ces règles peuvent être données explicitement grâce au métalangage.

Pour fixer les apprentissages dans la mise en place de compétences et dans le cadre du projet, la démarche inductive est préconisée. Celle-ci suit trois phases bien distinctes:

- **la phase d'observation** (de phrases, d'exemples, de contre exemples, de textes) qui met l'élève face à une situation problème. (pre-teaching).

- **la phase de construction des règles** .Il s'agit de fonctionnement du texte après interaction.(while teaching)

- **la phase de réinvestissement des savoirs** mis en place par le biais de productions personnelles qui donnent lieu à une réflexion métalinguistique et à une utilisation pratique en rapport avec la production et la lecture. (post teaching)

- L'enseignement du lexique

Tout comme la grammaire, l'enseignement du lexique doit aider l'apprenant à développer sa compétence communicative. Il doit se faire dans un contexte significatif, partant du vécu de l'apprenant, de l'environnement immédiat ou lointain, de ses intérêts, de son imaginaire.

L'enseignement du lexique tient compte des situations d'apprentissage sans toutefois limiter l'utilisation des éléments lexicaux au seul contexte choisi ou aux projets retenus. Les thèmes choisis seront d'une grande importance dans leur vie d'étudiant ou d'adulte. Ils sont liés à la vie extrascolaire et à l'actualité nationale et internationale. Toutefois, pour donner à l'élève les moyens de communiquer de façon authentique, des expressions spécifiques et idiomatiques sont à enseigner. Bien que celles-ci relèvent de l'aspect culturel de la langue étrangère, elles font partie intégrante du stock lexical que l'apprenant devra s'approprier pour répondre aux exigences d'une situation de communication authentique. L'élève pourra ainsi comparer, si besoin est, ces formes avec celles utilisées dans la langue maternelle ou dans d'autres langues qu'il connaît.

Le lexique est un élément très important dans l'utilisation d'une langue. Par conséquent, il est essentiel d'encourager les élèves à acquérir autant de vocabulaire que possible afin de capitaliser un maximum d'éléments de langage parmi lesquels il peut choisir ceux dont il a besoin lorsqu'il veut s'exprimer, comprendre et interpréter.

Les trois phases préconisées pour l'enseignement de la grammaire s'appliquent également à l'enseignement du vocabulaire, à savoir :

- Phase 1 : observation
- Phase 2 : analyse /construction de règle d'usage /application...
- Phase 3 : synthèse /réinvestissement / réemploi

Quelques stratégies pour l'enseignement du lexique :

- Demander à l'élève d'étudier ou d'examiner le contexte dans lequel le nouveau terme apparaît, l'inciter à deviner le sens en étudiant sa place et sa fonction dans la phrase autant que dans l'idée générale du texte.

- L'usage de définitions, mimes, synonymes, antonymes, exemples, analogies est plus efficace que des explications interminables.

- L'usage du dictionnaire en classe, par contre, est à éviter, sauf si cela fait partie de l'apprentissage (instruction)

La langue ou les langues maternelles peuvent être utiles. Elles permettent de gagner du temps, particulièrement pour les notions abstraites. Cependant, il ne faut y recourir qu'en dernier ressort, seulement lorsqu'il n'y a aucun moyen de faire autrement.

La dimension culturelle

En 3^{ème} AS, les projets retenus s'articuleront autour de thèmes à portée universelle. Les thèmes par lesquels l'élève sera amené progressivement à la réalisation de son projet seront donc axés sur la sphère culturelle anglo-saxonne et universelle.

En six ans l'élève a des acquis suffisants pour identifier, assimiler et comprendre des explications, notions et concepts complexes et abstraits sur la culture du pays étranger. Cela se fera à travers l'observation, l'identification, la description des paysages, monuments, personnages, emblèmes et modes de vie, etc.

Cette dimension culturelle doit donc être intégrée à des contextes variés et ne doit pas être conçue sous la forme d'une liste de traits culturels à étudier. Elle s'insère dans une progression tout au long de l'apprentissage, et sera reprise, enrichie au fil de la scolarité.

La conscience d'une nouvelle culture et à la confrontation avec la sienne permettra à l'élève d'accepter l'altérité ; ce qui facilitera ses échanges face à des anglophones, son interprétation de documents écrits ou sonores.

9. Exemple de situation d'intégration

La situation d'intégration peut s'étaler sur une durée variant entre trois à quatre séances . L'élève réinvestit les acquis des diverses situations d'apprentissages indéterminé selon dans un contexte proche de son quotidien et de ses intérêts. Elle doit avant tout permettre de procéder à son évaluation

(auto évaluation / co-évaluation /évaluation de régulation faisant suite à l'évaluation de l'enseignant .

L'exemple ci-dessus présente les deux phases de la situation d'intégration

1. la phase de réinvestissement
2. la phase d'évaluation

1. la phase de réinvestissement

Topic: you have had a class discussion about the following statement: the Internet is one of the most important means of communication nowadays.

Write an opinion essay of about fifteen lines on this topic.

Instructions to students:

-Your essay should have two paragraphs.

-each paragraph should start with a topic sentence introducing the main idea.

-each paragraph should have two

Prompts:

a/-internet is cheap/useful

-easy way to keep in touch with people in any part of the world

-exchange idea sand information

b/-harmful/ dangerous tool of

<p>supporting sentences, which give reasons and/or examples to justify and support the main idea.</p>	<p>communication</p> <ul style="list-style-type: none"> -use internet to commit crime -Easy access to private life <p>Functional language:</p> <ul style="list-style-type: none"> -I do not think/I believe/I agree that... -To begin with / as a matter of fact... - On the one hand.../on the other hand sentence - In addition to that / furthermore... -The fact that
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2. La phase d'évaluation (tenir compte des descripteurs proposés en annexe III)

I evaluate my writing process

<p>When writing this text I succeeded in</p> <ul style="list-style-type: none"> - - - - - <p>But I had these difficulties:</p> <ul style="list-style-type: none"> - - - - 	<p>To overcome my difficulties :</p> <p>I should follow the following criteria of writing :</p> <ul style="list-style-type: none"> - - - <p>I should do some revision activities about:</p> <ul style="list-style-type: none"> - - - -
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10. GLOSSAIRE

Activité :

Ensemble des actions et réactions psychomotrices et mentales qu'une personne met en branle dans la réalisation de tâches.

Apprendre :

Acquérir et développer des savoirs et des savoir-faire.

Apprentissage :

Acquisition de savoirs et développement de savoir-faire, de savoir être qui s'ajoutent à la structure cognitive déjà existante d'une personne.

Approche :

Ensemble de principes sur lesquels repose l'élaboration d'un programme d'études, le choix des stratégies d'enseignement ou d'évaluation et qui constituent la base théorique du dit programme.

Attitude :

Une attitude consiste en une intégration relativement stable et durable de certaines valeurs prédisposant à certains comportements. Une attitude n'est pas directement observable mais elle peut être inférée à partir de l'observation de comportements. (exemples : objectivité, esprit d'initiative, esprit critique, curiosité, créativité, indifférence, refus etc.)

Autonomie :

L'autonomie consiste pour l'élève à se donner ses propres fins, ses propres méthodes et à apprendre à s'auto évaluer. Elle engage une redéfinition des tâches et des rôles de l'enseignant.

Quand la progression vers l'autonomie est la finalité de l'éducation et de la formation, on met les élèves en situation de prendre des initiatives et de faire des choix dans le cadre de leur travail scolaire

Capacité :

Activité intellectuelle stabilisée et reproductible dans divers champs de connaissances. Elle est souvent utilisée comme synonyme de 'savoir-faire'

Pouvoir d'exercer un certain type d'activité cognitive et ou gestuelle sur un certain type de contenu. Exemple de capacités :

- cognitive : résumer, classer, comparer, lire, additionner
- gestuelle : tracer, colorier, mélanger
- socio affective : écouter, communiquer, entrer en relation.

Certaines capacités peuvent être aussi bien cognitives, que gestuelles que socio affectives : **exemple : écrire une lettre**

- aspect cognitif : quoi écrire
- aspect gestuel : faire des gestes pour avoir une écriture lisible
- aspect socio affectif : prendre en compte le destinataire

Les capacités sont **transversales** dans leur majorité. Elles sont mobilisables dans toutes les disciplines à des degrés divers. Elles sont **évolutives** en se développant tout au long de la vie.

Elles sont **transformables** au contact de l'environnement, avec des contenus, avec d'autres capacités et avec des situations. Elles interagissent, se combinent entre-elles et génèrent de nouvelles capacités de plus en plus opérationnelles.

Exemple : la capacité de communiquer est liée à la capacité de parler et à celle d'écouter.

Cheminement :

Démarche progressive et orientée d'un apprenant au sein d'un ensemble d'objectifs ou d'activités d'une méthode d'apprentissage.

Compétence :

Il s'agit d'un ensemble coordonné de savoir faire, de savoirs et de savoir être mobilisables pour résoudre une catégorie de situations problèmes. Une compétence implique non seulement leur maîtrise mais également leur coordination face à des situations appartenant à une même famille. On peut l'observer par la réalisation des tâches demandées au moment de l'évaluation.

Exemple : pour rédiger le récit d'un événement auquel on a assisté il faut mobiliser et coordonner plusieurs savoir faire, de savoirs et de savoir être :

Il faut être capable de se situer, de situer les choses dans le temps et dans l'espace, construire des phrases significatives et grammaticalement correctes, reconnaître et utiliser différentes structures de phrases grammaticalement correctes etc....

Compétence transversale

Une compétence transversale s'apprend à travers une très grande variété de matières.

Exemple : résumer un message dans un contexte donné s'apprend dans toutes les disciplines et ce du primaire à l'université.

Compétence disciplinaire

Une compétence disciplinaire ou spécifique ne s'apprend que dans un contexte disciplinaire ou spécifique.

Exemple : produire un énoncé pour décrire un événement ne peut se faire qu'en langue (arabe, tamazight, langues étrangères 1,2 et plus)

Encodage

L'encodage correspond au transfert de l'information de la mémoire à court terme à la mémoire à long terme. Il inclut l'intégration des nouvelles informations aux connaissances déjà existantes dans la mémoire à long terme.

Évaluer

Évaluer consiste à recueillir un ensemble d'informations pertinentes, valides et fiables, et à examiner le degré d'adéquation entre cet ensemble d'information et un ensemble de critères adéquats aux objectifs fixés pour prendre une décision fondée.

Evaluation formative : entièrement intégrée au processus d'apprentissage, elle intervient pendant et après le cursus de formation. Centrée sur l'élève, elle mesure ses résultats en fonction d'objectifs spécifiques. Elle permet de réguler son enseignement et à l'élève de gérer son apprentissage.

Evaluation sommative : elle permet de comparer les performances des élèves et les classe en fonction de leurs résultats

Feed-back :

Information reçue à partir des résultats d'un travail donné pour en évaluer l'impact sur l'apprenant.

Habilité :

Savoir-faire qui intègre des connaissances (contenu disciplinaire). Elle peut être d'ordre intellectuel, mental, stratégique, socio affectif et psychomoteur.

Induction :

Opération mentale par laquelle un sujet confronte des éléments pour en faire sortir une relation commune permettant une généralisation.

Inférence :

Opération cognitive par laquelle un lecteur ou un auditeur saisit une information, non formulée explicitement dans l'énoncé, par l'activation de connaissances déjà présentes.

Intention :

Effet souhaité à plus ou moins long terme. Terme englobant ceux de 'finalité, but, profil, objectif', il indique le pourquoi d'une situation pédagogique particulière.

Interagir :

Utiliser une langue avec un ou plusieurs locuteurs pour communiquer dans un cadre de travail, d'études ou de loisirs et ceci dans le but de s'informer, s'instruire et se divertir mutuellement.

Méta cognition :

Activité par laquelle un sujet s'interroge sur ses stratégies d'apprentissage et met en rapport les moyens utilisés avec les résultats obtenus.

Objectif :

Intention éducative qui décrit une capacité, une attitude, un comportement attendus des élèves au terme d'une période d'apprentissage.

Objectif Intermédiaire d'Intégration :

Ensemble de compétence qui vise à synthétiser les acquis d'une année d'apprentissage et s'exerçant dans une situation d'intégration. Centré sur l'élève, il indique en termes de compétences, les résultats escomptés à la fin d'une année

Objectifs spécifiques : centrés sur l'élève, ils affinent la compétence en la démultipliant en autant d'objectifs spécifiques qu'il est nécessaire pour que l'élève l'atteigne. Ils permettent de constater si l'apprentissage a été acquis. Directement évaluables ils permettent de juger si l'élève peut passer à d'autres apprentissages ou pas.

Objectif Terminal d'intégration :

Ensemble d'objectifs intermédiaires d'intégration visant à synthétiser les acquis de tout un cycle et s'exerçant dans une situation d'intégration. Centré sur l'élève, il indique en termes de compétences, les résultats escomptés à la fin d'un cursus.

Exemple : A l'issue de la troisième année secondaire.....

Pédagogie de l'intégration

C'est une façon d'envisager les apprentissages selon laquelle on tente de distinguer l'important de l'accessoire, de donner du sens à ce que l'élève apprend en l'amenant à utiliser ce qu'il a appris dans des situations proches de ce qu'il va rencontrer plus tard.

Qu'est ce que l'intégration ? (Roegiers) :

Pour résoudre une situation donnée, l'élève doit mobiliser conjointement différents acquis scolaires. Cette opération par laquelle il fait fonctionner, d'une manière articulée, différents éléments dissociés au départ en les rendant interdépendants est ce que l'on appelle **l'intégration**. C'est une démarche personnelle dont l'élève est acteur. Elle renferme trois caractéristiques :

- l'interdépendance des différents acquis liée à l'organisation des contenus et des disciplines
- la mobilisation dynamique de ces acquis
- la polarisation de cette mobilisation vers la résolution de différentes situations

Performance :

Activité concrètement accomplie par un sujet, observable et susceptible d'être quantifiée.

Processus :

C'est l'aspect dynamique de l'acte intellectuel. Autrement dit c'est ce qui se passe 'dans la tête' d'un élève vu sous un aspect fonctionnel.

Production :

Ensemble de pratiques mises en œuvre dans une classe aboutissant à la fabrication d'un produit dont l'utilité est à définir pour le groupe : un livre, une exposition, une pièce de théâtre, un meuble...

Raisonnements : Outils cognitifs utilisables dans différentes situations. Ils sont transversaux ou intra disciplinaires.

Savoirs (cognitif) :

Ensemble de connaissances acquises par un individu grâce à l'étude et à l'expérience. Ces connaissances préalables sont importantes pour le développement d'une compétence. Elles vont de la mémorisation à l'évaluation en passant par la compréhension, l'application, l'analyse et la synthèse.

Savoir-faire :

Il désigne les connaissances procédurales qu'un individu est susceptible d'appliquer dans une situation. Ces connaissances procédurales sont des 'savoir comment'.

Savoir- être :

Terme qui désigne des attitudes, des valeurs, des sentiments, des émotions, des motivations, des traits de la personnalité, des styles de conduite etc. qui sont des 'variables internes' d'un individu.

Situations problème :

Situation qui permet à un sujet, en effectuant une tâche, de faire face à un obstacle qui nécessite la mise en œuvre d'une opération mentale déterminée pour trouver une solution.

Stratégies d'apprentissage :

Ensemble de techniques qui aident l'élève à acquérir, organiser et utiliser l'information.

Stratégies d'enseignement :

Ensemble d'opérations planifiées par l'enseignant pour atteindre un objectif.

Structure cognitive :

Organisation, précision et qualité des connaissances ou des notions dont l'élève peut disposer à tout instant.

Tâche :

Travail que l'élève doit faire, dans le cadre d'une situation pédagogique, dans un temps fixé.

ANNEXE

ANNEXE I

Assessment Questionnaire at the end of the project

To the students

Answer the following questions :	Your answers
<ul style="list-style-type: none">▪ Overview of the project	

- Did you like the project?
- What did you like most? Why?
- What did you like least? Why?
- Which part of the project did you find most difficult to do?
- Which part of the project did you find most easy to do?

▪ **Building the project**

- Did you work alone?
- With a partner?
- In the group?
- What was your own contribution to the project?
- How did you organise your work?
- Do you think that the work method you chose was successful? Why?
- Which stage of the project did you like best?
- What material did you use? Photos? Posters? Leaflets? Audio means? Video means?
- Did you use ICTs?
- In what way were they helpful?

▪ **Presenting the project**

- What was your role in the presentation phase?
- Did you express yourself often?
- If yes, why?
- If no, why?
- Was the time allocated to the presentation sufficient?
- What would you have done differently?

ANNEXE II

Various Samples of Assessment Tools to the Teacher

Checklist for teacher assessment of project:

Project, File 1	yes	no
1. Did the group do research about their topic?		
2. Did the groups process information in some way (not just copy it)?		
3. Did the group use visual aids to support the theme of their project?		
4. Does the project use verbs in past simple correctly?		

Descriptive Rating Scale

Group Work

	Always	Usually	Some times	Rarely	Never
Does the learner :					
Share her/his ideas with members of the group?					
Take turns speaking during group work?					
Actively listen when other participate?					
Encourage others to participate?					
Politely disagree with group members when necessary?					
Accept and fulfil group roles assigned by the teacher?					
Work quietly, using her/his “classroom voice?”					
Stay “on task” until the group is finished?					

Numerical Rating Scale

Class Presentation

Did the presenters:

Rating

- | | | | | | |
|---|---|---|---|---|---|
| 1. Use appropriate visual aids to support the presentation? | 1 | 2 | 3 | 4 | 5 |
| 2. Maintain eye contact with the audience? | 1 | 2 | 3 | 4 | 5 |
| 3. Prepare, present and conclude? | 1 | 2 | 3 | 4 | 5 |
| 4. Give the presentation without reading aloud from notes? | 1 | 2 | 3 | 4 | 5 |
| 5. Engage the audience in the presentation? | 1 | 2 | 3 | 4 | 5 |

Checklist

Speaking Skills Interview

Interview

Learner spoke fluently.

Learner could answer all questions.

Questions were correct.

/ʌ/ and /ɛ/ were correctly pronounced.

Intonation was appropriate for the phrase.

Source: Introduction to Teaching Methodology (Alison Oswald ,2005)

ANNEXE III

Rubric for assessing an essay (writing)

Essay

	Mechanic – 25 points	Composition – 40 points	Content – 35 points
Excellent	<ul style="list-style-type: none"> • All words are spelt correctly. • Punctuation is completely correct. • Subject-verb agreement is correct. • Grammatical categories of words used are correct. <p style="text-align: right;">20-25 points</p>	<ul style="list-style-type: none"> • Every paragraph has a topic sentence and a conclusion. • Every paragraph has supporting sentences. • The composition has a thesis paragraph and a concluding paragraph. <p style="text-align: right;">31 – 40 points</p>	<ul style="list-style-type: none"> • The composition focuses on the assignment. • The paper does not have unrelated details. • The paper contains sufficient details to support its thesis. • Citations are credited. <p style="text-align: right;">27 – 35 points</p>
Good	<ul style="list-style-type: none"> • There are fewer than 5 spelling mistakes. • Most punctuation is correct; there are fewer than 5 mistakes. • Subject-verb agreement is mostly correct. • Grammatical categories of words used are mostly correct. 	<ul style="list-style-type: none"> • Most of the paragraphs have topic sentences and conclusions. All paragraphs have either a topic sentence or a conclusion. • One or two paragraphs do not have sufficient supporting sentences. • The composition has a thesis paragraph and a concluding paragraph. <p style="text-align: right;">21 – 30 points</p>	<ul style="list-style-type: none"> • The composition is generally focused on the assignment. • The paper has one or two unnecessary details. • The research paper is missing details in a few sections. • Most citations are credited. <p style="text-align: right;">17 – 26 points</p>

	14 – 19 points		
Fair	<ul style="list-style-type: none"> • There are fewer than 10 spelling mistakes. • There are fewer than 10 errors in punctuation. • There are some errors in subject-verb agreement. • There are some errors in grammatical category. 	<ul style="list-style-type: none"> • Some paragraphs have topic sentences and conclusions. Some paragraphs have neither a topic sentence nor a conclusion. • Some paragraphs do not have sufficient supporting sentences. • The composition is missing either a thesis paragraph or a conclusion. 	<ul style="list-style-type: none"> • The composition is somewhat focused on the assignment. • The paper has a number of unnecessary details. • The research paper is missing details in some sections. • Some citations are not credited.
	9 -13 points	11 – 20 points	8 – 16 points
Poor	<ul style="list-style-type: none"> • There are more than 15 spelling mistakes. • There are more than 15 errors in punctuation. • There are many errors in subject-verb agreement. • The grammatical category of words is often incorrect. 	<ul style="list-style-type: none"> • Few paragraphs have both topic sentences and conclusions. • Many paragraphs are short and lacking in support. • The composition has neither a thesis paragraph nor a conclusion. 	<ul style="list-style-type: none"> • The composition is unfocused. • The paper has many unnecessary details. • The composition lacks many details. • Citations are not credited.
	0 – 9 points	0 – 10 points	0 – 7 points

Source: Introduction to Teaching Methodology (Alison Oswald, 2005)

ANNEXE IV

Sample of an evaluation sheet for phonetics

Type of test: aural discrimination

Objective: be able to discriminate between spelling and pronunciation

Support: list of words to be read and pronounced

Instruction.

You're going to decide with your partner if the number of letters and sounds in the words below is same or different. The first two examples are done for you.

Grid

	S	D		S		D	S	D
a. More		<input checked="" type="checkbox"/>	f. Can		k. Luck			
b. How	<input checked="" type="checkbox"/>		g. Look		h. Body			
c. Because			h. Body		m. Who			
d. Through			i. Other		n. Pencil			
e. Hand			j. What		o. Cultures			

Correction grid

Words	different	Words	Same	I correct my mistakes and say why I did them.
a. More	<input checked="" type="checkbox"/>	b. How	<input checked="" type="checkbox"/>	-
c. Because	<input checked="" type="checkbox"/>	e. Hand	<input checked="" type="checkbox"/>	
d. Through	<input checked="" type="checkbox"/>	f. Can	<input checked="" type="checkbox"/>	

g. Look	<input checked="" type="checkbox"/>	h. Body	<input checked="" type="checkbox"/>	
i. Other	<input checked="" type="checkbox"/>	h. Body	<input checked="" type="checkbox"/>	-
j. What	<input checked="" type="checkbox"/>	n.Pencil	<input checked="" type="checkbox"/>	
k. Luck	<input checked="" type="checkbox"/>			-
m. Who	<input checked="" type="checkbox"/>			
o.Cultures	<input checked="" type="checkbox"/>			-

ANNEXE V

Sample of an assessment tool for a reading comprehension

Learning situation: reading comprehension of a text about nonverbal communication

Objective: understand a text about interpretation and explanation of body language, and gestures.

	What I do	I evaluate my actions		
		I can do	I can't do	I justify
Pre-reading activity	1. I say what I know about the subject. - I name the most frequent gestures we use to communicate in our country. - I say what they mean. - I give some examples of body language of different countries.			
While reading	2. I read the text			
	3. I compare my ideas with those of the text. What is same			

	<p>What is different</p> <p>What I learn from the text</p>			
	<p>4. I identify the words related to the theme:</p> <ul style="list-style-type: none"> - I give their definitions - I classify them according to categories (verb, adjectives...) - I identify the link words, and the functional language. 			
Post reading	<p>5. I give my opinion about the writer's interpretation for body language :</p> <ul style="list-style-type: none"> - I write some sentences using my own words, the right modal verbs. - I organize my sentences using the suitable link words. 			

Text

Body language

More than half of what we communicate is communicated not through words but through body language. This includes our posture, facial expressions, and gestures. Because body language is so important, you will want to know what yours is saying and how to interpret other people's, too. Here are some examples of body language and its meaning. (Note: These meanings are for North America. Interpretations may differ in other cultures.)

If your posture is slumped and your head is down, this could mean that you are sad or lack confidence. If your posture is straight but relaxed, you are expressing confidence and friendliness.

A smile is a sign of friendliness and interest. But people smile sometime just to be polite. To get another clue from people's faces, notice their eyes. Friendliness and interest are expressed when a person's eyes meet yours (especially when you are the one who is talking) and then look away and meet yours again. A person who doesn't look away is expressing a challenge. A person who doesn't look at you is expressing a lack of interest or is shy.

Hand gestures can mean a person is interested in the conversation. But repeated movements – like tapping a pencil or tapping a foot – often mean the person is either impatient or nervous. Stay away from someone who points at you while talking with you: That person might be angry at you or feel superior to you.

Source : New interchange, Jack C Richards(1997), p.91

ANNEXE VI

Guide to the Portfolio Project to the students

Questions and answers about the portfolio project

What is the portfolio project?

For the portfolio project, you will keep a folder with a collection of your assignments – some typed and some handwritten. There are two types of writing assignments for the portfolio project: guided-practice portfolio assignments and independent-practice portfolio assignment.

What are guided-practice portfolio assignments?

Guided-practice portfolio assignments are directly related to activities. They are called *guided* because you are given words and sentences you need to do the writing. When you do guided-practice portfolio assignment, you should focus on accuracy. If you make too many mistakes, your teacher may ask you to rewrite and resubmit the assignment.

What are independent-practice portfolio assignments?

Independent-practice assignments may or not be directly connected with activities done in class. They are called *independent* because you will use your own language and vocabulary to express your own ideas. When you do this type of portfolio assignment, focus on communicating ideas clearly, writing the suggested number of words, and writing efficiently (In addition to the topics given for the project at the end of each unit of your textbook, your teacher may suggest a topic.)

What is the difference between a portfolio and a journal or a diary?

Portfolios can contain many different types of writing assignments, but a journal or a diary usually has only personal writing.

Why use a folder for the portfolio and not a spiral notebook?

You will be adding new papers to your portfolio each week. A folder has rings or prongs so you can add pages easily. You can be writing a new assignment while your teacher has your portfolio of previous assignments.

How about computers versus handwriting?

Learning to use the computer comfortably and efficiently is important for success in our increasingly computer-dependent world. Therefore, **if possible**, it is a good idea to write your portfolio assignments on the computer.

- Computer format: Use font size 12, with approximately 2.5 cm margins at the top and bottom and 3cm margins on the sides. Always double space and write a little.
- Handwriting format: Use lined paper with margins. Always write a little.

How much should I write?

When doing portfolio assignments, you want to write fluently and efficiently and develop your writing “muscles” You want to develop confidence in your ability to write and to finish within a time limit. Your teacher will give you time and length requirements.

You will usually write one strong paragraph per topic (about 100 to 200 words) in about 15 to 30 minutes, either in class or at home. If you use a computer, the software can count words for you. If you write by hand, you will need to count.

What is a typical portfolio routine?

On a regular basis, perhaps once a week, students add assignments, perhaps one guided-practice and one independent-practice assignment, to their folders and turn them in. Some weeks, however, there may be more or fewer assignments [...]

Source: From writing to Composing (Beverly Ingram, Carol Lewis, CUP ed.2004)

Observation:

The teacher might give to the students, at the beginning of the term, a checklist of guided portfolio assignments on which a checkmark will be put next to the ones he /or she has assigned.

المخلص

يستكشف هذا البحث استخدام أساتذة اللغة الإنجليزية في المرحلة الثانوية لمهارات التفكير النقدي في ممارساتهم التدريسية. يهدف هذا البحث إلى تحديد كيفية توضيح هذه المهارات في الوثيقة المرافقة، والتحقق من دمجهم من قبل الأساتذة في مذكرات الدروس وجلسات التدريس، ومن ثم تحديد الصعوبات التي تعيق دمجهم بيد هؤلاء الأساتذة. يُعد هذا البحث استطلاعيًا، وقد أُجري على عينة من اثني عشر أستاذًا للغة الإنجليزية يُدرسون السنة الثالثة في الثانويات في بسكرة. جُمعت البيانات من خلال تحليل الوثائق (الوثيقة المرافقة ومذكرات دروس الأساتذة)، الملاحظة الصفية، واستبيانات الأساتذة ومقابلاتهم. أظهرت النتائج أن مصطلح مهارات التفكير النقدي لم يُذكر بوضوح في الوثيقة المرافقة، بل أُشير إليه بشكل غير مباشر بمستويات تصنيف بلوم. ومع ذلك، لم يُدرك جميع الأساتذة أن مهارات التفكير العليا تتوافق مع التفسير التعليمي لمهارات التفكير النقدي. وبينما أدرج بعض الأساتذة مهارات التفكير النقدي في مذكرات دروسهم، لا يزال هناك تباين بين محتوى خطة الدرس وتنفيذها، لا سيما عند دمج مهارة "الإبداع". بالإضافة إلى ذلك، أظهرت نتائجنا عدم اتساق استخدام مهارات التفكير النقدي. حدد المشاركون خمسة قيود في استخدام هذه المهارات: عدم الإلمام بالتفسير التعليمي لها، صعوبة دمج مهارات التفكير العليا في أهداف التعلم ومن خلال الأنشطة التعليمية، ضعف مهارة الإبداع، وقلة الوقت. ونتجت هذه القيود عن نقص التدريب العملي للأساتذة من قبل بعض المفتشين. واستنادًا إلى هذه النتائج، توصي هذه الدراسة بضرورة تحديد العلاقة بين مهارات التفكير النقدي وتصنيف بلوم من قبل مؤلفي الوثيقة المرافقة، تنظيم دورات تدريبية عملية من قبل المفتشين، ومتابعة التطوير المهني للأساتذة. ويمكن للبحوث المستقبلية استكشاف أسباب نقص إعداد الجلسات التدريبية العملية من طرف المفتشين.

الكلمات المفتاحية: الوثيقة المصاحبة، تصنيف بلوم للتفكير، مهارات التفكير النقدي، خطة الدرس، المعلمين، جلسات التدريس

Ministry of Higher Education and Scientific Research
University of Algiers 2 Abou Elkacem SaadAllah Faculty of Foreign
Languages
Department of English



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Submitted by:

Ms. Rim Bougherara

Supervised by:

Prof. Kamel Khaldi

Board of Examiners

Prof. Fatiha HAMITOUCHE

Prof. Kamel KHALDI

Prof. Siham BOUZAR

MCA. Fiziya Sari Ahmed-BOUCHAMA

Prof. Mohamed Redha BOUCHAMA

MCA. Amina HAMDOUN

Chair

Supervisor

Internal Examiner

Internal Examiner

External Examiner

External Examiner

Professor- University of Algiers 2

Professor- University of Algiers 2

Professor- University of Algiers 2

MCA-University of Algiers 2

Professor -University of Blida 2

MCA – ENS Bouzareah

AcademicYear:2024–2025

