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Developing Learners 'Critical Thinking in Studying Literature: Case of EFL Learners in Algeria

A Dissertation Submitted to the Department of English as a Partial Fulfillment of the Requirements of the Master Degree in Didactics

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Dedication

In the memory of my grandmother

To my beloved mom who always puts my happiness before her own, for her endless support,

love, and sacrifices throughout my life

To my dear brother for his love

To my sisters **MINA** and **WIZA** who never left my hand and for pushing me to reach for the

stars

To my confident and only best friend **AMINA** who has been with me through thick and thin.

To the best aunt in the world for always keeping me in her prayers

To all my friends who are my biggest supporters

And to my partner **NAOUEL**, without her this work would not have been accomplished.

I LOVE YOU ALL.

NESRINE

Dedication

I dedicate this work to all the members of my family.

To the spirit of my father who was waiting for this special and unforgettable moments.

To my mother for her support, to my lovely sisters especially AYA and MERIEM for encouraging and helping me in my good and bad moments thank you for being in my life.

I also dedicate this work to all my teachers during my study career.

Finally, this humble work is dedicated to my self and my best friends AYA, NESSRINE, KHOULA, and SELMA for being a second family for me.

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Abstract

The research at hand aims to explore the correlation between literature teaching and critical thinking. Therefore, it seeks to examine whether literature courses are helping to improve EFL learners' critical thinking skills. In order to carry out this study a mixed method between quantitative and qualitative approach is undertaken. To validate or invalidate our hypotheses, we opted for a triangulation of data collection tools including a questionnaire for 3rd year EFL learnersan interview for literature teachers. The sample contains of (50) students and (7) teachers of literature. The data collected are analyzed both quantitatively and qualitatively using pie charts, tables, graphs…etc. The findings show that literature is a big factor for developing critical thinking skills for EFL learners since it is given much importance. The study reveals some suggestions and recommendations for teachers and future research to be taken into consideration as a matter of inquiry.

*Keywords***:** literature teaching, critical thinking, EFL learners

List of Acronyms

CT: Critical Thinking

CTS: Critical Thinking Skills

EFL: English as a Foreign Language

GTM: Grammar Translation Method

IA: Integrated Approach

IBA: Information-Based Approach

LBA: Language-Based Approach

PGA: Personal Growth Approach

T: Teacher

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General Introduction

General Introduction

Nowadays, critical thinking has become an essential part in any educational setting since it leads students to analyze, evaluate, and synthesize the ideas and it helps them to reflect, draw conclusions, and form decisions.

Critical thinking in its deep meaning is the ability to analyze information objectively and make a reasoned judgment. It involves evaluating sources, identifying biases, and distinguishing between facts and opinions. Mastering critical thinking skills is highly demanded in our fast-paced and information saturated world; yet enhancing critical thinking skills presents a big challenge to policy-makers and teachers in many educational contexts. Moreover, Literature with its diverse narratives, characters, and themes, has long been a mean for cultivating critical thinking. Through engagement with literature study, students are motivated to question assumptions, explore different perspectives, generalize predictions, and draw conclusions; However, the nature of both critical thinking and literature and the correlation between them remains a matter of investigation. This research endeavors to explore the correlation between studying literature and learners' critical thinking developments. By rummaging the review of literature and conducting practical analysis, this research seeks to explore the process through which literature effects the development of critical thinking skills. Meanwhile, it aims to identify gaps in current comprehension and suggest avenues for future research in this field of study. Conceptualizing the relationship between the two concepts critical thinking and literature is an appraisal for education and cognitive development, and can better highlight the importance of literature to foster students' critical thinking. Furthermore, policy-makers and curriculum designers could refer to these insights to create educational practices and activities that foster students' critical thinking skills.

This reseaarch paper took place in the academic year 2023/2024 at Ibn khaldoun University, Tiaret. It was performed with 3rd year EFL learners and literature teachers. To reach the aim of this research paper, two research questions were asked; they are:

1. Do literature teachers implement critical thinking skills in their teaching?

2. What are challenges encountered by literature teachers in implementing critical thinking skills in their courses?

In order to answer the aforementioned research questions, two hypotheses were asked; they are:

1. It seems that most of teachers are aware of the importance of critical thinking skills but they cannot implement them in the classroom.

2. It seems that most of teachers find difficulties in implementing critical thinking because these skills are not given much importance and are not sufficiently included in the teaching practices.

In this respect, the first chapter is about the literature review of critical thinking and literature to provide an overview about them from the previous theories and researches for facilitating understanding and deeper perception. In this case, the first chapter is structured as follows: the definition of literature, functions of teaching literature in EFL classroom, the importance of it, the approaches of teaching literature. Then, the definition of critical thinking, skills and subskills, the activities, the strategies and the instructions that foster critical thinking, the first chapter ends with relationship between critical thinking and literature. Subsequently, the second chapter is divided into two parts, the first on tackles the context of the study in which it discusses the new status of English language in educational levels, teaching literature in Algerian universities, in the Department of Ibn Khaldoun University. Tiaret, and the objectives of teaching literature. However, the second part in the second chapter deals with the research methodology in which we discuss the type of research methodology we work on which is the exploratory research. Then, the research design, the research instruments which are questionnaire and interview. Then, the participants of our research which are teachers of literature at Ibn Khaldoun University and 3rd year EFL students. Meanwhile, the second chapter ends with the data methods and analysis that follows a quantitative and qualitative approach. Finally, the third chapter, which is for data analysis and discussion, presents the results of the analysis of each tool followed by the interpretations of each tool, the discussion of the findings, then the recommendations for future research and conclusion.

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Introduction

In the realm of education, literature and critical thinking are two fundamental pillars of teaching. Each one of them encompasses qualities that contribute to learners' development thinking. However, the two concepts are defined from different perspectives, and the relationship between them has been extensively researched due to its potential for improving educational outcomes and encouraging a deeper understanding as well. This chapter aims to delve into the correlation between them and how literature can enhance learners' critical thinking. To create a solid foundation for our research, we start first by defining literature from diverse viewpoints according to many authors, exploring its various functions in the EFL classroom, moving on to its overreaching importance in education, and subsequently, examining the approaches that teachers may adopt to teaching literature to students. Additionally turning our focus on critical thinking, we give various definitions in the realm of academia, elucidating their skills, sub-skills, strategies, instructions, activities, and finally, which is the core point of investigating the link that exists between literature and critical thinking.

1. Literature

1.1. Definition of literature

Literature has been defined in different ways and from many perspectives. In a Longman Active study dictionary of English (1983), it is defined as "the written works that are of artistic value" (p352) This means that literature contains many types of writing, such as novels, stories, poems, essays, and drama, that are considered to be well crafted and important in some manner. Nonetheless, authors utilize literature to help them express their ideas, opinions, and experiences effectively and innovatively. It is creative writing that uses a unique style and form to convey meaning.

Indeed, many researchers and authors defined literature differently, according to Kennedy (2007), literature is a common type of academic writing, but there is no clear and precise definition of what exactly contains 'a body of literature' it could have different and various understandings and interpretations from many scholars and researchers, leading to a lack of agreement.

Long (1909) in his book "English Literature: Its History and Significance" defined literature as the creative and artistic expressions that deals with life through the use of powerful words that touch our sense of beauty. However, the author distinguished between the broader and narrower concept of literature which encompasses all written records, including science, history texts, poems, and novels. On the other hand, literature emphasizes the artistic aspect of writing, provoking a deeper understanding of the complexity of life.

According to Leavis (1943) as cited in Gilroy (1996) literature study, *"supremely civilizing pursuit and was influential in elevating it to an academic discipline"* (p213)*,* he stated that studying literature is the highest and most effective way to improve both intellectual and cultural refinement. According to this viewpoint, literature has a distinct and special role and it is fundamental aspect in education due to its capacity to develop and cultivate intelligence and sensitivity, providing an unmatched blend of critical thinking and emotional unlike other disciplines.

Klarer (2004) found some ambiguity surrounding the term of literature; he described it as the entire collection of written works but it's important to n=ote that not every written document is considered literature. This is the exact meaning of the concept, however; literature can also include oral traditions and non-fiction genres like diaries, memoires, letters, and essays. The word 'Literature' is derived from Latin roots that relates to learning and writing reflecting its roles and functions in transferring knowledge.

'Literature is something that you know when you see it' (p5) this is how Bibby (2012) sees literature; it is frequently guided by one individual opinion and natural sense rather than following specific rules. To understand literature, we have to take into consideration all the aspects of content; it is about knowing when and where it is written, how and what people think and rely for understanding the meaning.

Another scholar named Onuekwusi (2013) who points out that "Literature is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience" (p5). The intention of this definition is attempting the use of literature as a school discipline can benefit students, provide them with extra knowledge and deeper their understanding by giving them the emotional and intellectual pleasure.

In our point of view, as we studied literature for three years in the department of Ibn Khaldoun Tiaret, literature is an art; it refers to written and oral work that is considered to have artistic or intellectual value. It lets people express and reflect on their emotions, feelings, ideas, and experiences through words in a creative and innovative way. It is a method of recording, preserving, and conveying knowledge and entertainment.

1.2. Functions of teaching literature in EFL classroom

Teaching literature in the EFL classroom is more than just reading texts; it is a wealth of exploration that helps students understand the world around them. By analyzing literary works, their critical thinking, empathy, and understanding of other cultures will be developed. According to this fact, literature is of great significance and plays a pivotal role in the realm of education; hence, through these functions, they can understand how it enriches their personal development.

1.2.1. Entertainment

According to (Simwa, 2020), despite the fact that being in the digital age and having unlimited entertainment options at our fingertips, many learners still find enjoyment and pleasure in reading books to entertain themselves. However, literature lets learners travel through the book, they can enjoy hours of fun with it. Another author, Tutaş (2006) as cited in (Tatzl, n.d) stated that literature can "amuse, sadden, thrill, frighten, and inspire" (p. 143), (Prado, n.d) who considered this function as pleasure reading, in that sense he stated "literature is used to entertain its readers, it is consumed for the sake of one's enjoyment" (p. 9). Another opinion given by (Hall, 1941) who confirmed "literature is written primarily for entertainment" (p390) which means that most of scholars believed that teaching literature to learners focuses firstly on entertainment and appreciation. Additionally, when learners appreciate studying literature it entails comprehending its beauty, profundity, and importance. Furthermore, they find a pleasure and joy in its language as well.

1.2.2. Education and knowledge sharing

The most fundamental and essential function of literature is this, thanks to magazines, books, and articles learners have the chance to obtain and gain new knowledge and develop themselves

to become more smarter, Paran (2008) as cited in (Tatzl, n.d) believed that teaching with literature is "not only about training, but also about education", thus "developing the whole person" (p469). Moreover, it educates learners about diverse cultures. In this context, (Shanahan, 1997) stated that it is a means "to expand and enrich the lives of our students and the society in which they live" (p171).

1.2.3. Motivation

Motivating students to read literature has become a principle and important factor in education. In this respect (van, 2009) stated that what can make students motivated is their authenticity and meaningful context of literary texts. However, (Lazar, 1993) emphasized the role of reading literary works is "to stimulate the imagination of students, to develop their critical abilities, and to increase their emotional awareness" (p19). On the other hand, learners can have the ability to reflect on their opinions, insights, perspectives, and skills in education. Additionally, it will help them to show their capacities like critical thinking and to see life from different point of view, as (Langer, 1997) said literature " helped them reflect on and learn to gain control of the content, language, structure, and surface" (p1).

1.2.4. Cultural and intercultural awareness

Literature is a gateway to foreign cultures around the world and it has been confirmed it. Learners have the opportunity to learn about various cultures through their literary works, and recognizing differences and similarities between their cultures and those of others. However, literature is considered to be among the most effective strategies to understand the culture and traditions of the target language, as (Carter, 1991) pointed out that literature can help students "to understand and appreciate cultures and ideologies different from their own in time and space and to come to perceive traditions of thought, feeling and artistic form in those culture" p2. In this vein, literature is an effective means for fostering the cultural and intercultural competencies of the student and for learning more about the world and its diverse societies.

1.2.5. Critical thinking

Being a critical thinker means being creative, reflective, and adaptable, so, literature lets students feel more confident and free in their own opinions. It is the appropriate technique to develop and foster their minds. CT is not only about learning but a sense of discovery and

excitement. As Gandana, Nafisah, & Imperiani (2021) stated, *"the use of literary texts often provides more opportunities in cultivating critical thinking skills."* (p139) *T*hey added also that a critical thinker is aware of applying the skills of analysis, interpretation, explanation, evaluation, and inference through reading literature. Hence, literary texts and CT are interconnected with each other since they develop students' brains and make them think more deeply by answering reflective questions with their own words, like (Daud & Husin (2004) as cited in Liao, ND) "incorporating literary texts for language teaching is effective in developing students' critical thinking skills given the fact that literary texts and critical thinking are interrelated". (p. 97).

1.3.Importance of teaching literature in EFL classroom

Since a long time ago, literature has been studied worldwide; however, it is considered significant in education and also in personal life. Some authors quoted in (Maharsi, 2012) about the importance of leaning literature and bringing it in classroom. Thus, according to E.L Marson (1969), he pointed out the importance of literature as "carves upon the bedrock of humanity, reflecting man and his world…" (p10), this means that literature leaves lasting legacy on human's understanding and consciousness. Furthermore, it enables student reflect on his experience, feeling, and get his insight.

McKay (1982) confirmed that literature is important to be learned and taught in classroom due to its positive influence on student. It could be used to raise the awareness of language use, to motivate students, to promote their creativity, and to increase reading proficiency as well. Another author, Abraham (2010), stated that literature helps "interpretative power of students" he added that it could be also "a source of inspiration and motivation from which students may develop an interest for political criticism" (p80)

Marson (1982) again said that literature courses' goal at universities is to develop learners who can be able to make a critical literary statement, this will lead to a critical thinking. Additionally, another opinion given by (McGarrell, ND) that is students can experience their ideas through the use of literature throughout history.

Since literature is fundamental and important in education (Prado, nd) in his book "Nature and purpose of literature" gave various reasons including:

Literature improves the command of language, it teaches students about life, cultures and experiences in other parts of the world , in addition to that , it can make person wiser and more experienced by forcing to judge, sympathize with or criticize the character he reads about. Finally, it gives information which may be useful in other subjects. (P17-19) (Lazar 1993 as mentioned in Sell, 2005) proposed that in the EFL classroom literature is effective in motivating, offering access to cultural background, enhancing language acquisition and awareness, and educating the whole person in a way that improves our imaginative and affective capacities.

Lazar (1993) in his book "Literature and Language teaching" affirmed that teaching literature to students in the classroom

"Can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. They will feel empowered by their ability to grapple with the text and its language and to relate it to the values and traditions of their own society" (p19)

According to (Balakian 1977 as quoted in Alsmari & Khan, 2018 "Literary language is helpful for learning a language since the important purpose of it is "the revelation of creativity, of the knowledge of the self and of others manifested by that language used in literary context" (p8), which means that through literature students' linguistic skills will be developed since the language used is important in learning thus, it enhances a deeper understanding of human experiences and cultures.

Mckay (1982) again quoted in Alsmari & khan (2018), he enumerated three major advantages of employing literature in classroom: it helps students develop their reading skills, make them become more creative and promoting tolerance.

Carter & Brumfit (1986) reported that through engaging with literary works, students will be able to develop their skills in understanding and interpreting multiple levels of meanings these skills should be used in various types of texts such as newspapers, academic articles and advertisements.

According to (Sage, 1987), literature is innately human, it depicts a diverse of human concerns

and needs through its stories, plays, and poems. Hence, it is meant to attract readers because it reflects on timeless values of people.

In conclusion, literature is important in human life as it reflects on what they have experienced and felt such as emotions and feelings, that's why most of scholars and authors insisted for bringing it into classroom due to its positive impact on student.

1.4. Approaches to teaching literature in classroom

Having chosen to incorporate literature into classroom, there are various methodological approaches that are proposed by some scholars and authors that are beneficial to the learners and suit everyone. Carter and Long (1991) suggested some three models to the teaching literature that will be discussed: the language based-approach, the cultural approach and the personal growth approach. Recently, Savvidou (2004) has added another approach to the teaching which is: the integrated approach. In addition to that, it exists other approaches that may teachers adopt in teaching and use them appropriately namely the stylistic Approach, Information-Based Approach, Moral-Philosophical Approach, and paraphrastic approach,

1.4.1. The cultural based approach (CBA)

This model is the most traditional in teaching, it is teacher-centered. His role is transferring knowledge to students while providing them the opportunity to know more about other cultures. By integrating the cultural content into the curriculum, teacher can improve students' understanding, enhance their cultural awareness, and encourage them to appreciate universal thought that differ from their own. Carter and Long (1991) in this context stated: "Teaching literature within a cultural model enables the students to understand and appreciate cultures and ideologies different from their own and space and to come to perceive traditions of thoughts, feeling and artistic form of within heritage literature of such cultures endows." (p 2) Hence, considered literature as a valuable tool of fostering a sense of understanding and tolerance towards the otherness. (Kheladi, 2013)

1.4.2. The cultural based approach (CBA)

This model, which is the most common approach to literature, it is learner centered that basically focuses on language as the literary medium. Maley and Duff (1990) propounded that first goal for this approach is utilizing literary texts as a tool for motivating and enhancing

language activities. However, it is meant to help pupils developing their language skills. Therefore, through the integration of the language and literature syllabuses will be enhanced by studying the language of literary texts more closely (Lazar, 1993). Thus, LBA aims at making students more aware of the language. Too Wei keong's (2007) words as quoted in Rashid et al., (2010) who emphasized this point.

1.4.3. Personal Growth Approach (PGA)

The third model which is personal growth, attempts to establish a connection between the two models language and cultural approach by emphasizing on the specific language usage in a text and also placing it in particular cultural context, as (Yimwilai, 2015) stated: " Learners are encouraged to express their opinions, feelings and to make connections between their own personal and cultural experiences and those expressed in the text." (p15) In addition to that, and through different themes and topics, learners are able to develop their ideas and language. Cadorath and Harris (1989) claimed "text itself has no meaning; it only provides direction for the reader to construct meaning from the reader's own experience" (p188). In other words, this aspect is related to the reader with the text itself. Students are fully engaged with the content of literary texts during their reading, this will lead to an active interaction for creating a memorable literary experience among students to read literature. Therefore, teachers have to base on an important pedagogical responsibility which is the selection of the appropriate texts that suit learners' needs and interest. To convince this fact, Carter and Long (1991) pointed out that this approach helps learners "achieve an engagement with the reading of literary text […] and helping them to grow as individuals" (p3).

These three models are considered as roots of literature teaching. They are interconnected with each other as value and resource for the study literature, purpose, and personal response development as well as exposure to language skills.

1.4.4. The integrated approach (IA)

There is an overlap between the three previous approaches, and that's why Savvidou has advocated this model that integrates them. It develops student's knowledge about language and making their learning experience more enjoyable than classroom instructions, also it enhances their cultural awareness and personal development as well .Accordingly, Maley and Duff

(2007) as cited in Savvidou (2004), dropped their arguments about integrating this approach to teaching literature that are motivational, methodological, and linguistic reasons. The goal of teaching literature in the classroom is that students will be able to think critically and creatively, analyze and interpret with own words, give opinions and connect what they have learnt with their real life situations. As Pascal (1670/1910) wrote in Oster (1989) "We view things not only from different sides, but with different eyes; we have no wish to find them alike" (p85).

In fact, the integrated approach is an activity based approach. When there are more chances for learning or when learners are fully engaged in activities, as well as relative success in solving problems, they can learn more. (Hassaine Bensenane, 2017). Here other approaches that teacher can use to teaching literature in classroom

1.4.5. Information-based approach (IBA)

This one is related to cultural model. It is teacher centered, mostly is based on the new information and knowledge that students will gain from their teachers (Thunnithet (2011) as cited in Ling,S & al, 2016). According to (Rachich, vethamani& Rahman, (2010) as cited in Ling,S & al, 2016), since the instructors are the most focus of this curriculum, it required a lot of input to give students a various of contents of literary texts including: historical, political, cultural, and social background. For examinations sake it includes reading from the criticism or notes, explanations and lectures that are given by teachers Hwang & Embi (2007) as cited in Ling,S al,(2016).

1.4.6. Paraphrastic approach (PA)

Diana Hwang and Amin Embi (2007) stated that this approach deals with the surface of text's meaning, Divsar (2014) as wrote in Ling,S & al 2016) its primary purpose is paraphrasing or rewording the text in simple language or using other language to translate. In order to make the original text understandable, teachers use simple words and less complex sentence structure. However, (Rosli, 1995 as cited in Rashid et al., 2010), argued that beginners of the target language can use this approach as a starting point for formulating original assumptions of the work of author. Thus, it is teacher-centered and it does not make much contribution in providing interesting activities towards learners. (Hwang & Embi, 2007 as cited in Ling,S & al, 2016).

1.4.7. Stylistic approach (SA)

According to (Lazar 1993 as cited in Hwang, D and Embi, A. 2007), through this approach and the use of linguistic analysis and literary critics, students will be guided towards a deeper understanding and appreciation of the literary texts. Moreover, (Short 1996 as cited in Boudar, B & Bouzidi, O 2021) considered it as a method by which linguistic evidence used directly for analyzing and interpreting literature. It is general tool that utilize poetry interpretation for discussing meaning as well.

1.4.8. Moral-philosophical approach (MPA)

The value of moral and philosophical considerations in reading is demonstrated by this approach, (Rosli 1995 as wrote in Hwang, D and Embi, A. 2007). He stated in his article that MPA helps students understand future readings through the observation of their awareness of values. Besides, by reading particular literary texts, learners will be allowed to reflect on what they have learnt. However, the role of teacher in this approach is guiding students toward self-realization and self-understanding during the interpretation of literary works (Lim & Omar as mentioned in Ling, S &Al, 2016).

2. Critical Thinking

2.1. Definition of Critical Thinking

The concept critical thinking made a revolution in all of psychology, philosophy, and education. This concept is not unprecedented one; However, it puts researchers in a big doubt for conceptualize it and define it in one precise definition; Thus, it leads them to diverse its definitions each one according his view and perspective.

First of all, John Dewey (1909) considered CRITICAL THINKING as a "careful reflective thinking". He saw critical thinking as a "process that begins with a problem and ends with a solution and self-interpretation" (1916) (cited in Alsaleh 2020, p .21). Dewey in his book 'How we Think' (1933) asserted that critical thinking (or reflective thinking) is the most effective tool which paved the way for us to achieve our goals and plan rationally for it; in this respect, he mentioned: "thinking enables us to direct our activities with foresight and plan according to ends-in view, or purposes of which we are aware." (p19).

Then, according to D'Angelo (1971):" critical thinking is the process of evaluating statements, arguments, and experiences. "(p.7), and "critical thinking means making reasoned judgments" (Beyer.1995). Both D'Angelo (1997) and Beyer (1995) viewed critical thinking as a mean of judgement that enables the individual to assess and evaluate people' speech, actions, and purposes. Adding to this point Mc Peck (1981) asserted that critical thinking should include not only the evaluation of a statement, but also the evaluation of a decision included the aspect of problem solving in critical thinking (as cited in Sarbu,2003 p,2) Mc Peck assumed that critical thinking acceded the act of evaluating a statement; and it also helps to evaluate decisions and find solutions to solve problems.

From another view, Paul and Elder (2006) perceived critical thinking as "the art of thinking about thinking while thinking in order to make thinking better. It involves three interwoven phases: it analyses thinking, it evaluates thinking, it improves thinking." (p.13). Paul and Elder had an artistic view about critical thinking that enables the thinker to think about a given subject and rethink about his way of thinking at the same time; this process according to Paul and Elder follows three stages are as follow: the first stage in which the thinker understands, analyses, and syntheses his way of thinking and broking down a given idea. the second stage, in this phase the thinker is capable to evaluate and judge his way of thinking whether it is efficient or not. In the last stage, the thinker takes a decision about his thinking whether to change it or to approve it for the sake of improving it. Paul and Elder who saw critical thinking as an art highlighted that this faculty aimed to help people to select the best choice and take the best decision for themselves in this discipline he said "The general goal of thinking is to figure out the lay of the land. we all have choices to make. We need the best information to make the best choices" (2002, p.1). Paul and Elder (2001) conceptualised critical thinking as 'that mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structure inherent in thinking and imposing intellectual standard upon them.'(p50).

Many researchers believes that good critical thinkers have inquiring minds and are able to raise appropriate clarifying questions reflective of their level of thinking (as cited in Qamar, 2016). Turning around the same idea Paul and Elder assumed that the critical thinker questions the information, conclusion, the point of view and they think more deeply behind the issue to understand the purpose logically and fairly.

Critical thinking, reflective thinking or the art of thinking as many researchers defined it differently as Philley (2005) asserted that this diversity in defining the concept of critical thinking indicates the truth that this term is wide spreaded and has been studied in many fields and from multiple perspectives. Although critical thinking was defined multimediatly and from different perspectives but till now this concept challenging for researcher and no one can deny this truth as Black (2007) said "critical thinking is difficult to define satisfactorily and hard to measure" (p4)

2.2. Critical Thinking Skills and Subskills

As we mentioned before that critical thinking had been studied differently and conceptualized from many perspectives, this diversity leads researchers to develop their understanding toward this issue and set skills that help people to be good critical thinker.

Bloom (1956) in his known taxonomy organized the learning process in six learning stages, they are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Basically, this taxonomy was developed based on three educational domains: the cognitive, the affective, and the psychomotor domain. Paul (1985) reported that (analysis, synthesis, and evaluation) are essential part from critical thinking because they are relevant to higher-order thinking. In this view, Paul (1985) claimed that: "to help teachers incorporate critical thinking in the classroom is to help them ask questions that call for analysis, synthesis, and evaluation." (p. 36-37). He also declared that this taxonomy especially the last stages are all what the teacher needs to incorporate critical thinking skills in the classroom.

Erwin (1998) (as cited in Sârbu 2003) in his comprehensive definition of critical thinking set seven skills of it with their subskills. He started with the skill of interpretation; this skill needs two subskills to master it, they are categorization and clarifying meaning. The second skill is analysis which needs examining ideas and purpose, detecting and analyzing arguments as subskills. The third skill Erwin set is evaluation, then inference which demands collecting and questioning evidence, developing alternative hypotheses, and drawing conclusions Finally, Erwin (1998) finished his definition with three last skills of critical thinking, they present argument, reflection and dispositions.

According to Lai (2011) determined that critical thinking skills includes problem solving, decision making, evaluation, analyzing arguments and drawing conclusions. Khamkham (2022) mentioned that Giancarlo and Facione in 2001 asserted analysis, inference, explanation,

evaluation and self-regulation as a set of skills that help thinkers to make reasoning judgment and develop their judgment.

Halpern (2014) critical thinking skills

Seek out contradictory evidence. (2) Make risk[sic]: benefit assessment. (3) Generatea reasoned method for selecting between several possible courses of actions. (4) Recall relevant information when it is needed. (5) Use skills for learning new techniques efficiently and relate new knowledge to information that was previously learned. (6) Use numerical information including the ability to think probabilistically and express thoughts numerically (7) Understand basic research principles. (8) Present a coherent and persuasive argument on a controversial, contemporary topic: (9) Synthesize information from a variety of sources. (10) Determine credibility and use this information in formulating and communicating decisions (p.19).

Due to O'Donnel (2017), who mentioned five critical thinking skills which have a relation with problem solving. Those skills are: identifying the problem, gather information, evaluate evidence, consider solution and choose and implement. (As cited in Ramadhana, N, R. Al Arief, y. Eka, P, E. Fatchul, M.2022). Shukri and Mukundem (2015) also claim that critical thinking helps students to participate in reasonable and self-regulatory judgment and to evaluate arguments based on purposeful vision coming to the appropriate solutions for any complex dilemma and difficult conflicts which can face them every day. Moving to Alison (2022) who asserted that analysis, communication, creativity, open-mindedness, and problem solving are the most demanded critical thinking skills in nowadays job interview. He also underlined subskills under these skills are as follow: analysis (asking thoughtful questions, data analysis, research, interpretation, judgment questioning evidence, recognizing, skepticism), communication (active listening, assessment, interpersonal, collaboration and others), creativity (flexibility, conceptualization, curiosity, imagination, drawing connections, inferring, predicting synthesizing and vision), open-mindedness (diversity, inclusive, objectivity, observation and reflection), and problem solving (Attention to detail, clarification, decision making, evaluation, innovation and others) and he also added 26 other critical skills.

Ending with Coursera Staff who mentioned in their article **What are Critical Thinking Skills and why are they Important?** which was published in the first December 2023, critical thinking as a muscle that can be exercised over time. In this article, Coursera Staff identified

five common critical thinking skills which are identification of biases, research, open-mindedness, analysis, and problem solving.

To conclude, from all the different critical thinking skills we mentioned before; this study focuses on the commonly agreed ones which are analysis, synthesis, and evaluation that are relevant to Bloom's Taxonomy.

2.3. Critical Thinking Strategies

According to Suacillo et Al (2016) there are seven strategies can be used for reading critically and help in fostering critical thinking skills through critical reading, those strategies are previewing, contextualization, questioning, reflection, outlining and summarizing, evaluating, and comparing and contrasting. In the first strategy, previewing, the reader takes a snapshot or an overview about the whole written passage before starting reading in which he has to generate an idea about the structure, the organization, and the content of the text. The second strategy, contextualization, means setting the scene of the text historically, biographically, or culturally. For questioning, in this strategy the teacher ought to urge learners to question the evidence presented in the text, share those inquiries with the classmates for further a debate and provide answers for those questions; and for reflection, the critical reader investigates the notions and attitudes which is not familiar with and this reflection must be based on a rational reason. Then, the fifth strategy, outlining and summarizing in which the reader has to make a plan for ordering the ideas and distinguishing between the general and the specific ones. According to McCornic (1989) this technique aids language learner emphasis on essential items, enhance awareness through structure, develops remembering, generates substitute resources for extra ones, and facilitates learning. Moving to the sixth phase which is evaluating, here the reader break the information into pieces, judges the validity of the arguments and analyze how they affect the text. Finally, the last strategy provided by Suacillo et Al (2016) is comparing and contrasting which enables the reader to addresses the similarities and the differences between stories and texts in order to better recognizing.

Fadiah (2019) also set 10 strategies for promoting critical reading; monitoring [check if the text make sense], drawing conclusions [make interpretations], annotating [underlining key words and reading reactions], facts vs opinions [writers can prove facts and truth through providing evidence], summarizing [the reader represents the text facts with his own words],

paraphrasing [the reader rewrites passages from the text with his personal writing style], questioning [the reader writes questions for every paragraph for better understanding],

2.4. Critical Thinking Instructions

Critical thinking instructions refer to guidelines or steps that can help someone develop and improve their critical thinking skills. Researchers and scientists set many instructions for reinforce critical thinking skills.

Martins (2024) set seven steps to be used for enhancing critical thinking skills are as follows:

1/ **Identify the problem**: what is happening, how and why.

2/ **Research:** collect information about the problem including data, statics, historical background…etc.

3/**Determine data relevance:** determine and select the relevant information from the non-relevant one.

4/**Ask questions:** the assumptions you provide whether it work or not? Are they efficient or not?

5/**Identify the best solution:** after asking questions you can take a decision about the solution you think is the best to solve the problem.

6/**Present your solution:** communicate; share the solution you provide with others.

7/**Analyze your decision:** now, you put your solution in test and evaluate its effectiveness.

Moving to another research paper in which (Heiltjes, A. Gog, T, Leppink, J, Paas, F, 2013) provide us with many critical thinking instructions are:

-The avoidance of biased reasoning**.**

-Giving prompts**:** refer to (Macpherson & Stanovich, 2007) prompts improved performance on argument generation and reasoning tasks.

-Teaching the rules and guidance to apply**.**

-Provide examples**.**

-Use causal and conditional tasks**.**

-Teaching the reasoning principles and practicing them**.**

- Self**-**explanation**.**

2.5. Critical Thinking Activities

There are a lot of activities and exercises that can be used by teachers to foster and enhance

Students' cognition and thinking skills**:**

Editional, T (2023) suggest 6 critical thinking exercises that can be used to foster the cognition skills:

1/ Explain the problem to someone else: the first step you must do before solving a problem or discussing an issue is to understand it well, so you can explain it to someone, then you can think to a find the best solution for it.

2/ Work backward: it means reverse the method you use in discussing an issue or solving a problem in order to get more information and fine the best solution

3/ Create a mind-map: mind-maps are an effective tool which can be used to summarize and organize ideas. It also helps students to understand better information and extract easily the relationship between ideas.

4/ Read every day: reading is so beneficial for exposing new ideas and perspectives. It is the best way to refresh the brain every day

5/ Hold a debate: this activity helps students to accept opinions and create strong arguments to defend their view points.

6/ Memorize logical fallacies: memorize the logical fallacies helps the learner to identify them when they arise in conversation. Coming to Tennessee University (2022) which set three main activities for reinforcing critical thinking each one includes such activities to be used in classrooms, those activities are:

1/**Cognitive Appraisal:**

-Explain to an extraterrestrial: like giving the opportunity to explain the content.

-Evaluating assumptions: the student evaluates the assumptions they made about the solution of the problem.

-Debate dialogue: debates help students to develop their self-confident, avoid being shy to talk and their ideas, and also accept other opinions and compare them with their opinions.

2/**Questioning evidence:**

-Evaluating evidence.

-Expert testimony: compare and contrast evidence.

-Fact vs Opinion: guiding students whether their opinions present the truth or not.

3/**Building Awareness:**

Know What to Learn (KWL): this activity keeps the students on the track what they already know, what they want to know, and what they have learned throughout the course.

-Learning journal: using this activity help learners to follow their learning approaches and development.

-Driving forces: this activity leads to identify students forces and strengths that facilitate them progress toward the ideal state.

 Furthermore, Global (2021) states 5 activities to develop thinking skills like:

1/ Giving students the opportunity to think and challenge what they previously believe and be able to rationalize and justify.

2/ Using puzzles and deciphers which help students easily to solve problems.

3/ Quarrel some questions: questions which have no set answer will prompt students to think deeply.

4/ Mystery activities: like the use of cards, charts, small statements which motivate learners to enjoy learning collaboratively.

5/ Compare: it is an excellent quality to build in all learners which improve their thinking skills and impower their confident.

 Finishing with, Rejeev (2024) who suggest many critical thinking activities we mention from them:

-Socratic questions

-Analysis of media and news

-Case studies

-Role playing and simulations

-Critical reading and writing.

2.6. The Relation between Critical Thinking and literature

Many researchers and experts' state that there is a strong relation between the two concepts critical thinking and literature. According to Ann (1997) "Literature-based reading has an important effect on the development of critical thinking. A reader must recognize patterns within text, fit details into these patterns, then relate them to other texts and remembered experiences."(p1).

Hall (2005) reported that the act of reading a literary works is the basis for making students think critically. Qamar (2016) asserted that literature study needs an intellectual operation which enable learners to reflect and reform datum. (Facione, 2007; Halpern ,1998; & Lazer, 1987) demonstrated that the process of teaching literature requires all the critical thinking skills.

According to (Chang &Tung,2009) the reading of literary works engages student in a mental process in which they reflect, recall and retrieve about others experiences, at the same time literature is considered as a mirror about other's lives and the language used in the literary works presents to the learner real life situations which put him in the context and helps to extract the meaning easily; for this purpose (Chang & Tung, 2009) considered literature as one of the critical thinking characteristics.

Liao (2008) confirmed that many researchers encouraged using activities required critical thinking skills because it can be beneficial for fostering students' language acquisition. Daud and Husin (2004) assumed that critical thinking and literature is strongly connected because integrating literary works in teaching language is so beneficial for enhancing learners' critical thinking abilities. Cotton (1982) asserted that implementing Bloom's Taxonomy in asking questions within teaching literature for children helps them to develop their critical thinking. (As cited in Patterson,1993, p.24). Cotton here saw bloom's taxonomy as an important framework which requires a set of questions from the easiest to the most complex ones can be

applied in fostering children' critical thinking in the field of teaching literature. Completing with idea of questioning as part from critical thinking, Liao (2008) said that:

'Questions and critical thinking skills also are strongly connected because questions do provoke thinking, for example, many connecting questions require students to compare and contrast between characters in the reading, agree and disagree with a situation, and evaluate the value of a belief.' (p97)

Finally, Brown (2002), Ketch (2005), Sai and Hsu (2007) claimed dialogue which is an essential part of teaching and learning literature and reflect on texts is also involved with critical thinking.

Conclusion

This chapter is devoted in a way that enables the reader to be conscious of the basis of critical thinking and literature. It described the notion of these two concepts and other terms relate to them in details. Within this chapter, we discussed the strong interconnection between literature teaching and critical thinking development. Moreover, this chapter highlighted to the reader set of strategies, instructions, and activities which can be used to develop his critical thinking skills while studying and learning literature. Subsequently, the coming chapter will state the influence of teaching literature in fostering EFL learners critical thinking in the Algerian context.

Chapter Two

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Introduction

The present chapter is divided into two distinct parts, the initial one is concerned with teaching literature in English as a Foreign Language (EFL) context, precisely in Algeria, highlighting the syllabus and content used by literature teachers with 3rd year students in the classroom in the department of Ibn Khaldun Tiaret. Moving to the second part, which spot light on the methodology used in our investigation, this section outlines the research design and instruments employed providing a full illustration of the methodological framework used in the investigation. Each instrument has its own definitions, objectives, advantages, and they are fully described.

3. Context of study

3.1. The status of English language in educational levels

The use of English as a medium of communication increased the amount of space available in a globalized Algeria. Therefore, aberrations in the use of French began to disappear in some areas, allowing more space for English to be taught as a foreign language. (Mami, 2013). In this respect he said "As a matter of fact, English has been defined as a second foreign language at the beginning of the 90s, and as a first foreign language after the 2000 reform, to gain the status of the language of science and technology used in lifelong learning in recent years." (p912)

Benrabeh (2003) reported that the implementation of English into the Algerian school system through reforms was designed to eliminate the French language and liberate Algerian schools from the legacy of French educational system. So, according to most recent update on this matter, Algerian president Abdelmajid Tebboun announced in July, 2022 that children in schools will begin studying English in primary school rather than middle school (Algeria Introduces English at Primary Level to Counterbalance French, 2022). There are many reasons of its implementation; one of the main ones is to improve pupils' language skills. However, English language became a mandatory in primary school in third, fourth, and fifth grade during the academic year 2022/2023 (Saada, 2022). According to the two researchers Sennegh Sibachir (2022) that pupils in primary school are given two sessions per week to study English for a period of two weeks which means 28 weeks in the whole year, they learn the basics of language using the textbook "My Book of English" This stage focuses on developing a foundation of basic English skills with engaging and interactive methods.

In middle school, students are expected to attend 250 hours of English teaching sessions (4 sessions per week). It is necessary for them to learn the basic of English enabling them to convey the functions of language through the four skills (listening, speaking, reading, and writing with using same title of textbook "My book of English" which has different content tailored to each level (Slimani, 2016). According to the Algerian Government 'directives' and official texts (June 1999) as cited in (Slimani,2016) , The English language syllabuses are designed to provide Algerian learners with the necessary language to communicate efficiently in a typical social or working situation, both verbally and in writing. they aim also at enhancing those who go on further studies to use foreign languages as a means to broaden their knowledge for academic purposes in their field of study,

Concerning secondary school, Students learn English as a subject for three years, with variations depending on their chosen branches, in the initial of two years they use textbooks "At the crossroads" and " Getting through" which are supposed to attend the total of 156 hours in literary streams and 140 for the scientific streams. By the end of these two years, it is expected to have gained more. The last year, they utilize the textbook "New Prospects. It is believed that by this time they can demonstrate a satisfactory grasp of the main aspects of English language and are capable to express themselves with enough fluency (Slimani, 2016). However, in the introduction of English syllabus provided by Ministry education (2006), the document outlines a set of objectives that should be attained a three-year timeframe which is facilitating the promotion of self-learning and critical thinking among learners, boosting the intellectual abilities of learners to analyze, evaluate, and synthesize, and also to motivate them to embrace diverse cultures and cultivate a spirit of tolerance and open-mindedness.

The course books along three stages (primary, middle, and secondary) are different in terms on contents, syllabus, and objectives but they complement each other. Through these specialized textbooks, students receive a comprehensive and focused education which effectively prepares them for higher education and different career paths.

Balan (2011) stated that the process of utilizing English in higher education is considered as "a parallel and unavoidable process resulting in improved international academic communication worldwide" (p15), policy makers around the world should consider it as an inevitable path. The two researchers (Ghaib & Kadari, 2021) noted that in English department learners study it as a branch or as a module in other areas of study such as economy, sociology,

biology, and physics and so on. In light of English being the language used in science today, there is a demand to teach it in this field.

3.2. Teaching literature in Algerian Universities

Teaching literature opens up a gateway to learners in the realm of creative imagination, according to (Jacobs, 2022) who gave various reasons why learners should study literature due to its advantages and positive impact on students' lives, it has the ability to offer a deeper understanding of other worlds, diverse lives, and time, as well as the things that have been and how they may become.

Literature in education aims to enhance the performance and skills of students. However, reading literature is considered as the appropriate way to improve their language skills (Boudar & Bouzidi 2021). By discussing teaching literature in general, our focus will be on teaching literature on the three years of license degree at university.

According to the CANEVAS provided by teacher (2018), during the initial year in first semester, the module of literature or "the study of literary texts" has a coefficient 1 with a credit of 2. Learners are taught about the basics and fundamental of literary analysis and comprehension. They study 1 hour and half per week. The courses aim to help them distinguish literary discourse from other types and also know the difference between three major literary genres (poetry, narrative (both fiction and non-fiction) and drama). As prerequisites, it is better for learners to have a general knowledge about literature, its genres, and its discourse. Generally, literature teachers at first level in university teach them the basics of the module like the definition of literature, the diverse literary genres, types of poetry, figures of speech, methods of how they analyze poems. etc. However, in the second semester they start with old English literature, middle English…etc. And for the assessment, it is split between written and continuous ones.

Additionally, in the second year, the knowledge gained during the first year is further slightly developed by students, the aim of the course changes which is developing the learners' ability to read and study different texts and authors, and also to be capable to write a literary commentary on the studied text building on the knowledge acquired from the first year as well as the mastery of English language which make this year different from the previous one is the content provided by teachers; they deal deep in the poetry. In the second

semester, they move to the introduction of American literature, they study also about the short stories genre. We are going to turn our focus more on the third year which is relevant to our study precisely in the department of Ibn Khaldoun Tiaret.

3.3. Teaching literature in the department of English

Literature module is a crucial pillar in the realm of educational journey of learners; it helps them improve their personal and academic development. The curriculum is built and based on this module due to its positive impact on their minds, it provides learners various chances to engage and participate with literary works that covers a diverse cultures and genres. Importantly, by involving into novels, plays, drama, and stories, learners' critical thinking and cultural awareness will be enhanced, it fosters their creativity and imagination, and also it offers them to gain knowledge and reflect on their point of view through different perspectives effectively.

The curriculum integrated the module of literature in the department of Ibn Khaldoun Tiaret from first year through third year license degree. However, learners engage with it as part of the weekly schedule in two semesters for one hour and half. During the two first years, teachers took into consideration that most of students are unfamiliar with this module, since they are new in academic at university. So, they teach them about the basics principles of literature, then give them various methods and techniques how to analyze and express themselves freely. Literature has 1 of coefficient and 2 of credits in the two first years. Moreover, a significant shift occurs by the third year, learners delve deeper in subject matter it becomes among most essential modules, its coefficient increases to 2 and credit doubles to 4. This shift plays a vital role of effective learning and teaching to promote a profound appreciation and understanding of literature this is our focus of our research, Here is the content of the whole year of literature teacher.

3.3.1. Third year course content

Coefficient: 2

Credit: 4

Course Objectives:

-Describe what the student is expected to have acquired as skills after passing this subject

- A good knowledge about important novelists and poets belonging to different eras, plus an understanding of concepts in English literature.

- Improve students' knowledge and practice of the analysis of contemporary literary texts.

Prerequisites:

-The beginning of literature, the different movements in English literature some plays, poems, and short stories.

-A brief description of the knowledge required to follow this course.

-Knowledge and strategies acquired from S1 to S4

- Mastery of English

Semester one

Subject Contents:

-Modernism:

-The Dead by James Joyce

-Joseph Conrad's Heart of Darkness

-Slave Narratives: Narrative of the Life of Frederick Douglass An American Slave

Semester two:

Subject Contents

-20th century African American literature

-Richard Wright "The Ethics of Living Jim Crow" –

-Integrationists: James Baldwin "Autobiographical Notes"

-20th century poetry

-W. B. Yeats "The Second Coming"

-T. S. Eliot the Waste Land

Assessment:

40% - 60% (continuous assessment and written exams)

3.3.2. The objectives of teaching literature

Literature has become one of the most essential subjects for various reasons, in this sense, the objective of teaching literature in university is to introduce learners to complex themes and unanticipated language usage; This makes students participate regularly and may

provoke a strong emotional response from them. Additionally, one of e crucial goals is when the materials are chosen carefully, learners receive meaningful context that is relevant to their lives. Literature can aid them in understanding diverse culture, improve their interpretative abilities, and their language awareness and importantly it enables them to grasp, savor, and value their own learning. (Fehaima,2018)

According to Kheladi (2013), through literature learners can discover and enjoy the literary world, increasing their interest in it. Moreover, it assists them in reading and analyzing literary texts in English utilizing the adequate techniques, this will lead them to the development of their language proficiency and inculcate the culture of extensive and intensive reading.

Hamdi (2016) reported that literature aims to improve linguistics and communicative abilities. In this vein, literary studies have the potential to be very valuable and can greatly enhance the process of language learning. He also noted that literary analysis requires a set on intellectual tasks such as analyzing, reading, forming an opinion, and developing arguments; these are cognitive activities that can be improved by practice and time. Most importantly, the diverse tasks implemented in literature courses can be very effective in enhancing learners' critical thinking.

In general, teaching literature in the classroom make students to become intellectually independent, and also it enables them to express their responses to literary texts in a way that is both consistent and personal. In return, they will gain various opportunities to develop their confidence and self-reliance in reading and judging literary texts, it makes them active students as well. In this sense, Arab (ibid, n.d) stated that "The aim of literature is not to cram the students' heads with knowledge , but essentially to form their intellectual and critical faculties ; which is what university education is ultimately about (p143) (Bousbai, 2010)

4. Methodology

4.1. Research Method

This study is based on exploratory research which can be beneficial for finding solutions, adjustments, and suggestions to a given problem or phenomenon. This type of research helps determine the best research design, data collection method, and selection of subjects. According

to Indeed (2024), the exploratory research can test the immemorial information about a given subject and it could enable to finding additional information.

4.2. Research Design

This research aims to explore learners' critical thinking development in studying literature. This research topic was not selected at random; however, we observed it when we were studying literature in our 3rd year at university. After discussing this topic, we choose two issues to focus on in this research. They are: do teachers foster critical thinking skills in their teaching and what are the challenges encountered by teachers in implementing critical thinking in literature courses. To reach our goals we used a mixed approach of both quantitative and qualitative methods, the choice of this research methods was the appropriate one for the topic of the study, the sample and the aim wanted to be achieved. The data were collected and analyzed quantitatively and qualitatively. This research was oriented to 3rd year English language students, Department of English language at Ibn Khaldoun University of Tiaret. This study took place during the academic year 2023/2024. This research used a triangulation method, consisted of a questionnaire for students, an interview for teachers, and a classroom observation. The questionnaire was modified many times in-order to select the well-crafted questions for gaining valid answers from our participants. For filling this questionnaire, we asked the teachers of 3rd year to let the last 15 minutes for the students to fill this questionnaire, It was conducted with 10 students from 5 groups. In each classroom, we distributed the questionnaire on the students and we explained to them all the questions and the difficult concepts, we gave them the chance to ask for more clarifications. This process was done on February, 19th,2024 and it lasted from 20 to 30 minutes. Then, the teachers' interview also was modified as the questionnaire. It took the form of a semi-structured interview, it was done face-to-face with teachers and we took an appointment from them before joining any interview. All the interviews were flexible, and we recorded the answers. They took from 10 to 15 minutes, and it took place in the last week of February

2024. Finally, the last tool we used was the classroom observation. It was an observation under the agreement of the teacher of literature module in order to make the students feel more comfortable as in the normal sessions. The observation took three sessions each one with a different group. The classroom observation sessions were between 21st and 27th February 2024.

4.3. Research Instruments

This study used a triangulation of research instruments for collecting data. This triangulation contains a questionnaire for 3rd year EFL learners at Ibn Khaldoun University, an interview for teachers of literature module or whom had been teaching it before, and a classroom observation during the sessions of literature.

4.3.1. The Questionnaire

The questionnaire is the well-known research tool; it was defined profusely by a lot of researchers. Kabir (2016) reported that the questionnaire can be used for many objectives for generating statistical information; also, it could help for measuring different variables like behaviors and facts. From another view Brown (2001) defined the questionnaire as "any written instrument that presents respondents with a series of questions or statements to which they are to react either by written out their answers or selecting from among existing answers." (p.3). Additionally, Mehiri (2018) reported that the questionnaire can be utilized to elicit from the participants ideas and viewpoints about their personal experiences; However, it is hard to interpret the results of it. He also added that it can be administer over the phone, e-mail, or sent by post. The questionnaire is a good tool for collecting data through providing the participants with suggestions and choices that lead them to specific information in order to keep them in the track of the research topic. This research instrument is a set of questions which can be presented in a paper or online asked to the participants for the sake of receiving different answers in a short time and without taking trouble efforts from the researcher.

4.3.1.1. Advantages of questionnaire

There are many advantages to incorporating a questionnaire into this research. From these positives, we mention the ones provided by Taherdoost (2021), which were the reasons behind using this research instrument in our study:

1/ It is a time saver.

2/ It facilitates obtaining precise data from a large sample.

3/ It is too objective and it helps in the scientific analysis.

4/ It is highly structured.

4.3.1.2. The Questionnaire Description

The questionnaire was used as a data collection tool since it can be used with a large population and allows for different responses and reflections. This questionnaire aims to investigate the impact of studying literature on the students' critical thinking skills. This questionnaire consists of 10 questions. The kinds of questions included in this questionnaire are both open-ended and closed-ended questions to generate quantitative data. The aim behind using close-ended questions like Yes/No questions and questions with multiple choices is to guide the participants to specific answers relevant to our research by ticking the right answer and avoiding getting answers outside of our discipline. However, the use of open-ended questions is to give the participants the opportunity to share their personal opinions, suggestions, and views with us if they want. The questions were structured as follows: three initial questions about the students' attitudes towards literature and critical thinking; three questions about the critical thinking activities used in literature classes; three questions about the teacher's instructions during the lesson; one question about the questions asked by the teacher; and one last question about the students' difficulties in developing their critical thinking skills in the literature courses.

4.3.2. The Interview

A semi structured interview was opted as a second research instrument. According to Taherdoost (2021) an interview is "a fundamental way of social interaction, questions are asked and data is collected using provided answers and it is in contrast to the questionnaire with indirectly collected data methodology." (p17). In the previous definition Taherdoost (2021) viewed the interview a social discussion in which questions are asked and answered. Moving

to Pandey & amp; Pandey (2015) whom conceptualized the interview as a two-way path for interchanging ideas. In addition, Frechtling (2002) said that in the most of time researchers used interviews when they could not conseptualized concepts and need more clarifications in their research. Finally, Taherdoost (2021), noted that an interview can be utilized with both quantitative and qualitative research using both open-ended and close-ended questions.

4.3.2.1. The Advantages of the Interview

The interview was selected as a data collection instrument because of the opportunities it provided us with. According to Taaherdoost (2021)

1/ It helps to gather rich, in-depth, and detailed data directly.

2/ The flexibility of administration of it.

3/ It gives the researcher the opportunity to explain and clarify questions to the interviewees

4/it is suitable for explore complex subjects.

5/ it is useful for the development of hypotheses.

6/ it can be used for gaining data from small group.

4.3.2.2. The Interview Description

A structured interview was designed for teachers whom are specialized in literature or had been teaching literature. The interview was done with 7 teachers (two females and five males) from the Department of English language in Tiaret. This interview consisted of nine questions and it is divided into 3 sections. The first section dealt with the teacher's background about critical thinking and teaching literature. The second section focused on the instructions, questions, activities, and skills they focus on in their literature sessions to enhance student's critical thinking. And the last section was designed to check the barriers that teachers face in incorporating critical thinking within the literature courses and seek for suggestion and insights for facilitating the integration of critical thinking in literature courses.

4.3.3. The Observation

As we mentioned before, this research opted for a triangulation data collection method which consist of a questionnaire for learners, an interview for teachers, and a classroom observation.

This later was defined by Taherdoost (2021) as research method for obtaining first hand data via observing behaviors, events, and reactions. It can be utilized to evaluate teaching methods in class. In this respect, Taherdoost (2021) reported that 'researchers can use a direct observation method in which they observe participants in the natural setting and gather information regarding the reactions and interactions of the individuals.' (p.29). and it can be used in quantitative and qualitative data. Kabir (2016) asserted that the observation enables the researcher to understand what is happening. According to Taherdoost (2021) "the observation is too demanding from the researcher, it demands "engagement with the setting, a clear expression of the events, technical improvisations, high attention, and good recording". (p23).

4.3.3.1.   The Advantages of Observation

There are many advantages of using an observation as a data collection tool. according to Taherdoost (2021), these advantages include:

1/ The observation is flexible and free from biases.

2/ It helps in gathering direct information in a natural setting.

3/ It helps to gather reliable and precise data.

4.3.3.2 The Observation Description

To avoid the ambiguity of data collected we opted for a triangulation method in which we add a classroom observation which took the form of a covert non participant observation. It lasted for 3 sessions each session with a different group from 3 rd year students of English language at Ibn Khaldoun University of Tiaret. There was a checklist pre-prepared for the observation in which we decided what it considered to be observed. In this checklist we took in consideration: the teaching method used in delivering information teacher instructions, the interaction between the teacher and the learners and between the learners, the activities applied during the session, the questions asked by the teacher to the learners or by the learners to one other. Basically, the observation was performed during the act of teaching literature that have a high chance to be implemented during this course.

4.4. The Sample

After choosing the research topic and selecting the appropriate method for undertaking this study; the research discussed deeply to choose the suitable sample which. As it has been mentioned before, this research followed a mixed method between qualitative and quantitative approach, which means the research must select a sample population that enables them to collect valid data and leads them to describe and explain an issue with small groups and make generalization with the whole population. So, the participants chosen to be involved in this study were divided into two groups. The first group is the teacher who are specialized in literature or whom had been teaching literature, and the second group was the 3rd year students of English language at Ibn Khaldoun University. Tiaret.

4.4.1. Students' profile

The participants of this study were taken from the Departments of English Language at the University of Tiaret. The assistants in this case of study were fifty (50) third year EFL students mixed between the two genders males and females. Those presents were selected randomly from all the groups of 3 rd year to complete a questionnaire. The reason behind selecting 3 rd year students is that they master the English language and advanced their language skills; also, they had been studied literature for 2 years before and they knew all the notions and characters of literary study. This population would be the appropriate for conducting our study in which we aimed to explore the correlation between literature and students critical thinking development.

4.4.2. Teachers Profile

The group of teachers who participated in our study consisted of seven (7) teachers consists of 2 females and 5 males taken from the Department of English languages at Ibn Khaldoun university of Tiaret.

4.5. Data Collection Methods

We used a mixed method between qualitative and quantitative techniques for generating data. On the first hand, Creswell (2002) defined the quantitative research as the process of collecting, analyzing, and interpreting the study results. In (2003), he noted defined the

quantitative research as the type of research which includes collecting data and transfer it into statistics data for the sake of accept or reject an idea. In addition, Williams (2007) declared that: "quantitative research creates meaning through objectivity uncovered in the collected data" (p66). On the other hand, the qualitative research was conceptualized by Mehiri (2018) as the approach which help to obtain a lot of data about a given issue and it facilitates the accessibility to the participants. From the same view point, indeed (2024) reported that the quantitative research is based on numerical data that respond on questions like whom, what, when, and where and it can be organized in a form of graphs and figures, and the qualitative research involves non-numerical data like the description of opinions and feelings. Moreover, Leedy & Ormrod (2001) reported that this kind of research is less structured in the description since it forms and builds new theories. In order to collect data quantitatively and qualitatively, the researcher diverse the use of data collection instruments from the students' questionnaire to the teachers interview to the classroom observation.

4.6.Data Analysis

For data analysis there were used a quantitative and qualitative techniques. For analyzing the data generated through the questionnaire we used pie charts, tables, graphs…etc. Then, we opted for a descriptive analysis in which we transform those tables and graphs into words. Finally, both of the interview and the classroom observation was analyzed descriptively, in which we did our best to describe opinions, feelings, actions, and reactions as they were in the real setting.

Conclusion

In this chapter, we delved into a comprehensive investigation of teaching literature in Algerian universities particularly in the department of Ibn Khaldoun Tiaret and the program employed by literature teachers. Additionally, we detailed the methodology and procedures used in our exploration. Moreover, this methodological approach was carefully crafted to provide a complex interplay between these two significant concepts "Literature and critical thinking" through a blended methods approaches. Importantly, the insights gained from this chapter will be a solid foundation for further investigation and examination. However, by triangulating data from different sources we are going to delve deeper in the upcoming chapter which emphasizes the data analysis, empirical results, and findings of our study, elucidating the gap between the theoretical frameworks and practice.

Chapter Three

Chapter three   Data analysis and interpretation

Introduction

This chapter details the analysis and interpretations of data collected to examine the implementation of critical thinking skills in literature courses, our research is starting by analyzing each data collection tool than summarizing their findings followed by discussions of the results which help us to confirm or disconfirm our hypotheses about the implementation of critical thinking skills in literature courses. Then, we address some suggestions and recommendations to foster the integration of CT in classroom. Finally, we conclude this chapter with some of the limitations and difficulties we face throuout conducting this research.

5. Analysis of collected data

5.1. Students' questionnaire

Question1: What types of critical thinking activities have you encountered in literature course?

	Number of students	Frequencies
A group discussion	30	60%
B analytical assays	15	30%
C comparative analysis assignments	03	06%
D debates	08	16%
E close reading activities	03	06%
F socratic seminars	/	/
Others	/	/

Table 1 : Types of critical thinking activities students have encountered in literature course

This question aims to identify diverse activities of critical thinking that students may engage with in classroom during literature courses. It is a multiple choice, and students were able to select more than one answer, which exceeded the total of (100%). However, the results show that the majority of students, (60%) have encountered critical thinking through group discussions, (30%) through analytical essays by analyzing and interpreting literary texts which promotes deep engagement , whereas (16%) of them have chosen debates as an activity used in literature course. On the other hand, comparative analysis assignments and close reading exercises are used in the classroom by only (6%) of students; none of them have noted Socratic seminars or other activities such as role-playing or creative projects that are widely used in literature courses which means students may not be familiar and aware of these activities.

Question 2: What questions does your literature teacher use frequently in the class?

a) Questions related to knowledge   b) Questions related to comprehension

c) Questions related to application   d) Questions related to analysis

e) Questions related to synthesis   f) Questions related to evaluation

g) None of them   h) others
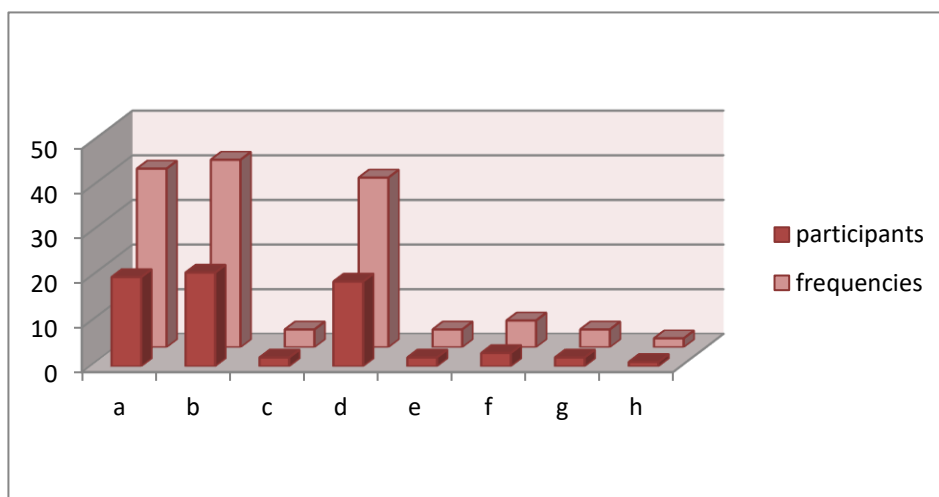
Graph 1 : Questions that literature teacher frequently uses in the class

This graph is designed for students to get information about various types of questions that teachers use frequently in their literature courses. In this respect, students select more than one

choice; our finding shows that questions related to comprehension are ranked in the first place by (42%), followed by knowledge for the second place by (40%) And (38%) of students were asked through analysis, while only (6%) of their teachers mostly use the evaluation ones. Moreover, synthesis and application were relatively selected by (4%) of each; thus, (4%) responded that their literature teachers do not ask any types of the previous questions to promote their critical thinking; additionally, just (2%) highlighted another type that is frequently used in the classroom, which are questions related to the theme that they dealt with.

Question 3: How does teacher encourage critical thinking in the course?

a) Encouraging you to make connections between the text and real-world events or personal experiences

b) Presenting alternative interpretations of the text.

c) Encouraging you to explore the motivations and intentions of characters.

d) Providing opportunities for creative writing or reinterpretation of scenes

e) Others
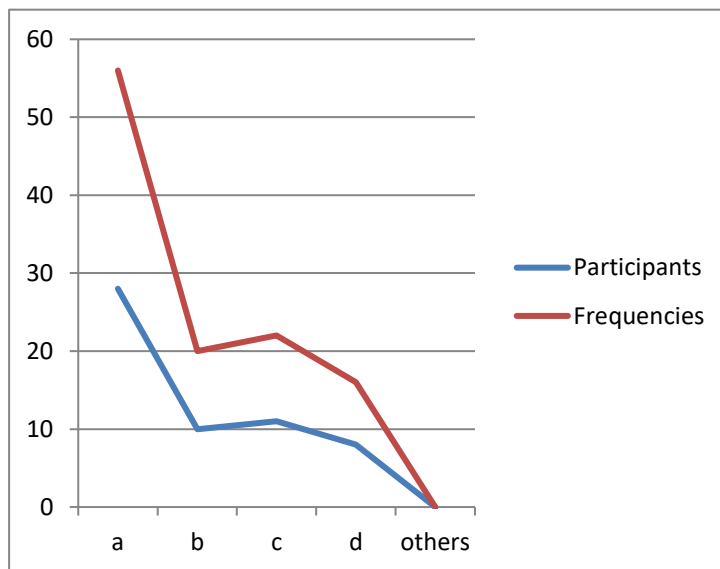
Graph 2 : The teacher's encouragement of critical thinking in the course

The rationale of this question is to gather information from students about the effective strategies that teachers use during class to foster and encourage their critical thinking. In this

regard, it is revealed that a huge number of students (56%) pick the option by encouraging them to make connections between the text and real-world events or personal experiences; learners believe that is an appropriate strategy to stimulate their critical thought. Yet a total of (11%) assert that their teachers encourage them by exploring the motivations and intentions of character, whereas (20%) have selected by presenting alternative interpretations of the text, while (16%)of them opted for providing opportunities for creative writing or reinterpretation of scenes; this method is not frequently used but may be beneficial for some to foster their minds, but none of them added additional strategies, which means the previous ones are the most effective that teachers applied to encourage them.

Question4 : How often do you engage in discussions or activities that require you to think deeply about the texts you are studying?

a) Rarely   b) Occasionally   c) Frequently   D) Always
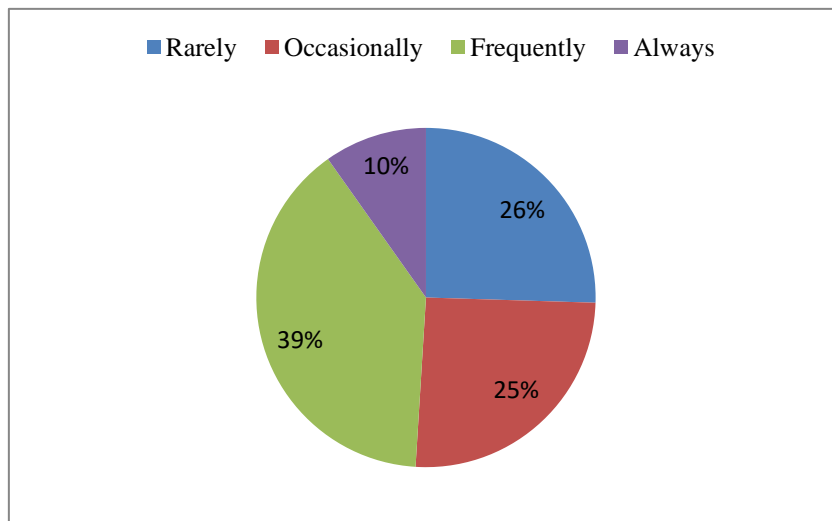
Graph 3 : The frequency of engaging students in discussions or activities that require deep thinking about the texts they are studying

As graph 3 presents, (38%) of students engaged frequently in activities that demanded to think more deeply about the texts they were studying in the class.. However, (26%) of each participate in such discussions occasionally and rarely, which could suggest that many students are not interested in them while the remaining (10%) engaged always in activities that foster their critical thinking.

Question 5: In what ways do you explore different interpretations or perspectives of the literature in this course

a) Comparing different characters or themes.

b) Exploring historical or cultural contexts.

c) Analysing symbolism or metaphorical elements

d) Other (please specify)
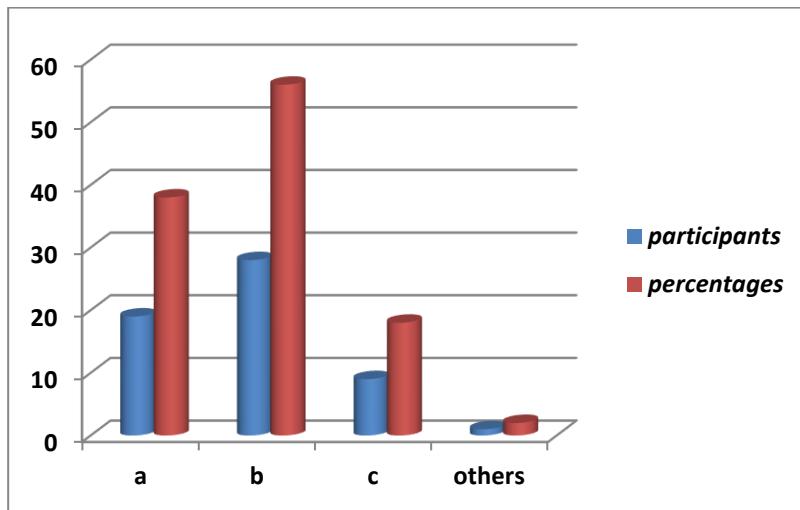
Graph 4 : Ways that explore different interpretations or perspectives of the literature in this course

This graph presents the learners' opinions about the ways they foundmost helpful for them to explore their interpretations or perspectives of literature in this course. The results show that the majority of students (56%) explore their interpretations through exploring historical or cultural contexts in the literature course. More than (35%) of the students chose comparing different characters or themes as the most effective way to explore perspectives of literature; however, (18%) of the participants analyzed symbolism or metaphorical elements as the best way, and only one student said that it depends on what the teacher had already given.

Question 6: What instructions do you find most helpful for understanding literature?

a) Providing thought-provoking questions

b) Offering diverse perspectives on texts

c) Encouraging independent research

d) Incorporating multimedia resources

e) Using active learning techniques (e.g., role-playing, simulations)

f) Providing questions that prompt deeper thinking

g) Encouraging discussions where different viewpoints are explored

i) Other (please specify)
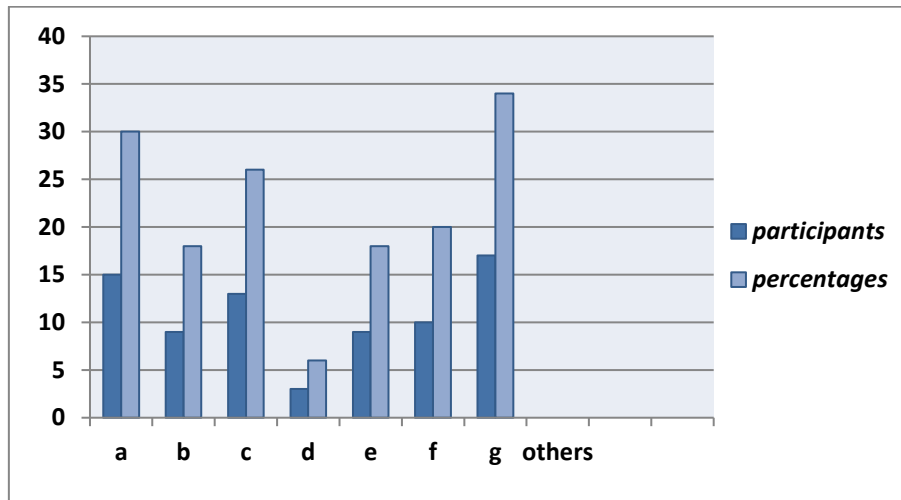
Graph 5 : Instructions that students find most helpful for understanding literature

This graph represents student's ablity to understand literature accross various helpful methods, it is a multiple choices in which (08) items are provided, students can opt more than one item, the huge number of learners (34%) found encouraging discussions where different viewpoints are explored is considered as the most effective instruction in understanding literature, however, provoking thought- provoking questions is elected by (30%) on the other side, (26%) noted that they understand the module by encouraging independent research   however (20%) opted providing questions that prompt deeper thinking, (18%) of each choose offering diverse perspectives on texts and using active learning techeniques and only (6%) used multimidea resources and none of them suggested other instructions.

Question 7:.How much do you feel your analytical skills have improved since starting this course?

a) Not at all   b) Slightly   c) Moderately   d) Significantly
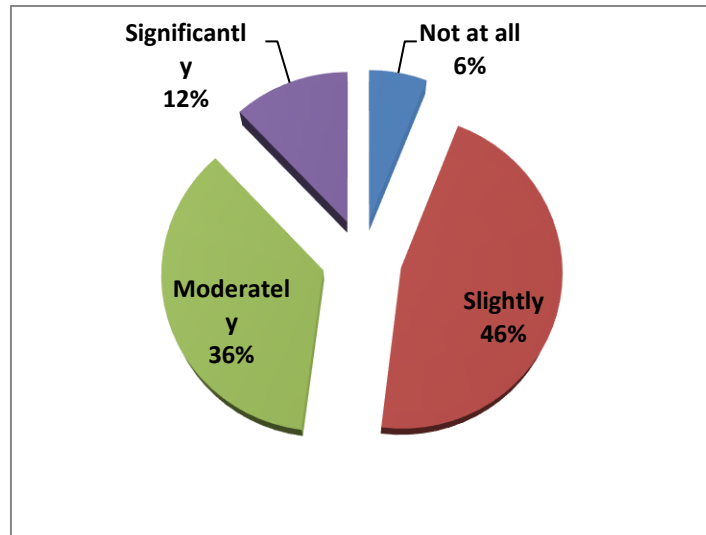
Graph 6 : The perceived improvement of students' analytical skills since starting this course.

Through this question, the researcher intends to know how much learners feel that literature courses improve their analytical skills. The results show that (46%) of learners slightly feel their analytical skills have improved since starting this course, (36%) of students moderately feel that literature courses have developed, (12%) of them feel that the course of literature has significantly improved their analytical skills, and just (6%) do not feel any effect of developing their analytical skills according to literature courses.

Question 8: How often does your teacher incorporate critical thinking activities into the literature course?

a) Rarely   b) Occasionally   c) Frequently   d) Always
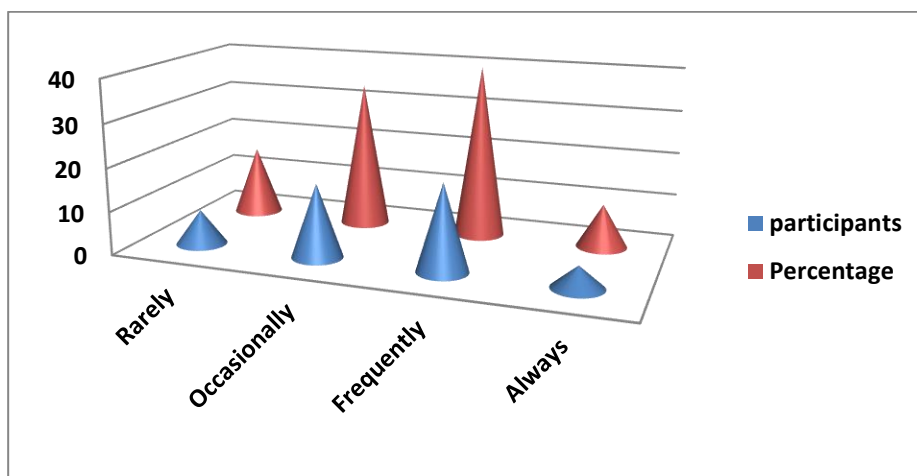
Graph 7 : The frequency of teacher's incorporation of critical thinking activity into the literature course

Chapter three   Data analysis and interpretation

Through this question, the researcher intends to know how much learners feel that literature courses improve their analytical skills. The results show that (46%) of learners slightly feel their analytical skills have improved since starting this course, (36%) of students moderately feel that literature courses have developed, (12%) of them feel that the course of literature has significantly improved their analytical skills, and just (6%) do not feel any effect of developing their analytical skills according to literature courses.

. **Question9:** Have you found yourself implementing the analytical skills developed in this literature course to other areas of your academic or personal life?

a) Yes   b) No c) Not sure
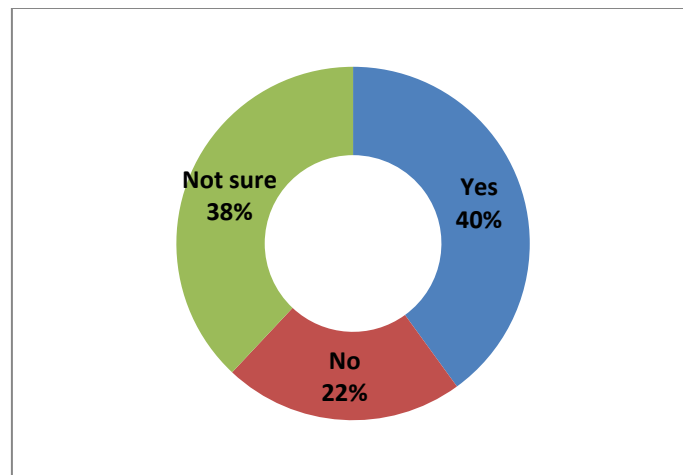
Graph 8 : The implementation of analytical skills in literature course to other areas of academic or personal life

This question is asked to students in order to investigate the implementation of critical thinking skills to other areas of academic or personal life. The results represent the overwhelming majority of students (40%) affirm that they apply them in a literature course while (38%) were unsure of them. Additionally, above (22%) think that they have not applied them at all.

Question10: What barriers do you face in the critical thinking activities in literature courses?
a) Lack of clarity from instrctors
b) Difficulty in understanding cocepts
c) Lack of motivation
d) Time constraints
e) Others
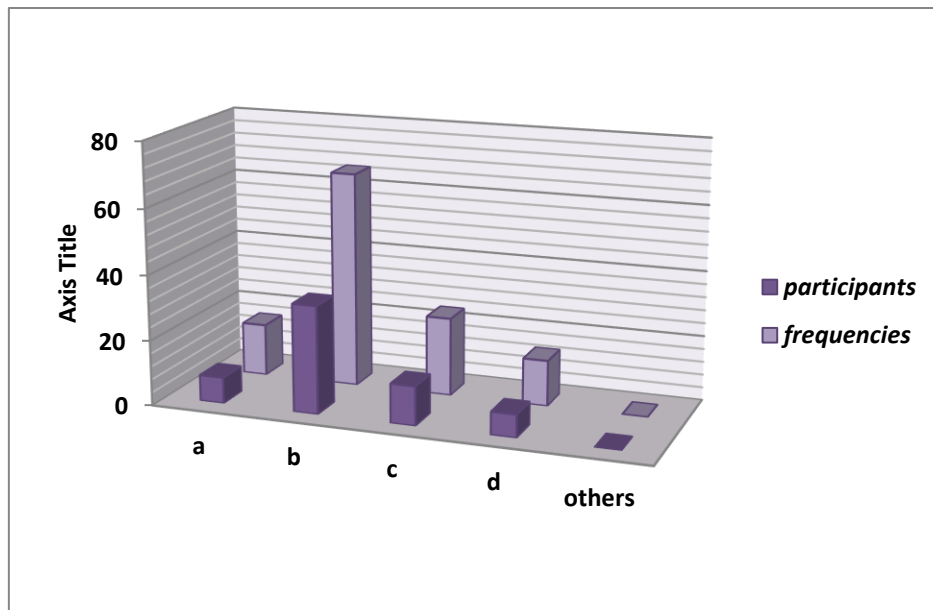
Graph 9 : The barriers faced in critical thinking activities in literature course

The purpose of this question is to find out the different barriers that most of students may face in critical thinking activities within literature courses. Students can tick more than one answer, in this vein, (66%) of them struggle with difficulty understanding concepts. Besides that, lack of motivation is identified as the second obstacle with (24%). Then,(16%) of them highlighted a lack of clarity from their instructors; accordingly, (14%) identified time constraints as a barrier, and just 1 student added that he has an issue with understanding the deep meaning of the literary text.

5.2.Interpretation of the questionnaire results

The findings show that in the first question, group discussions are ranked in the first place (60%); However, debates which are considered more critical thinking activities than group discussions were chosen only by (16%). Unfortunately, socratic seminars which are one of the essential activities that incorporate critical thinking in literature courses, were totally neglected by the students. and none of them added additional activities, although there are a lot of them that can be used in the classroom. This indicates that students are unaware of and unfamiliar with critical thinking activities. The second question results report that both questions related to comprehension and knowledge were commonly used in the classroom, knowing that this kind of question does not foster critical thinking because they are considered within the first stages of Bloom's taxonomy which are lower-order thinking. In question 4, it is shown that (52%) of students engage occasionally and rarely in activities that demmand to think more

deeply, which means they may not be interested in this kind of activity that challenges their minds. Moreover, Question 5 represents that exploring historical and cultural events and comparing different characters and themes are the most helpful ways for students to explore their interpretation and perspectives (54%) and (38%); However, these ones do not help learners improve their critical thinking more than the remining one which is analyzing symbolism and metaphorical elements (18%). Coming to question 7, the majority of students felt slightly that their analytical skills had improved (42%) from the beginning of the literature course since the activities of critical thinking were occasionally and rarely incorporated by the teacher (54%) as represented in question 8. Furthermore, question 9 highlighted that (60%) of participants denied the implementation of their developed critical thinking skills in their real life; This could suggest that students are not aware and conscious of how they integrate these skills in the course. Finally, the last question inidicates that the difficulty in understanding concepts was the first obstacle faced by learners in critical thinking activities, this may be due to the complexity of literature module which decreased learners motivation as a second barrier (24%) this leads students to neglect this module generally.

5.3. Teachers' interview

NB: Teachers are represented by the symbol (**T**). So, **T1** respresents teacher one..etc

Question1: How long have you been teaching literature?

Responding to this question which is about teachers' experience in teaching literature. Some instructors seem to be expert teachers; **T1** and **T2** have long experience around 10 years, **T3** and **T4** indicated that he ha 8 and 9 years in teaching literature whereas **T5**, **T6**, and **T7** are juniors and have relatively shorter experience in teaching literature at the university level (around 3-4 years).

Question2: Are you aware of critical thinking activities?

The answers of this question is about teachers' awareness of incorpotating critical thinking activities, the majority of them (**T1,T2,T3,T4,T6**, and **T7**) affirmed their strong awareness as some indicated that they are familiar with it, however **T5** stated that he is not aware of it at all.

Question3: Do you incorporate critical thinking activities into your literature courses ?

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T1 said that he incorporate critical thinking activities for 3rd year students, **T3** stated that literature is based on critical thinking, he emphaseized a strong implementation of activities into his courses, **T7** and **T4** emphasised reflective teaching over critical thinking. similarly, **T5** adopted a structured approach to teaching literature and not a critical thinking approach while **T6** stated that he did not use to implement them in his courses but he exppressed an intention to incorporate them in the future. **T2** also demonstrated that he did not incorporate them clearly as he said he integrated some of them indirectly.

Question4: Which critical thinking skills do you focus on in your literature courses?

T3 mentioned a focus on analysis and interpretation as crucial skills in literature courses for all students; on the other hand **T2** asserted that he does not focus on any critical thinking skill whereas **T5** said that he used to encourage students to question and contrast things from their personal points of view based on their own insight and evidence, and by the end drawing conclusion of the course by their own. Moreover, **T4** implemented inference and interpretation as essential skills in critical thinking, **T1** emphasized that he does not consider the focus on critical thinking skills among his primaary aims except when it is needed depending on his students ; meanwhile, **T6** used to apply linguistic theories in literary texts in which he focused on analysis and reflection ; and the last one (**T7**) prioritized evaluation, interpretation, and analysis as primary and fundamental skills in the literature classes.

Question5: What specific tasks or exercises do you use to promote critical thinking in literature courses?

The answers demonstrate a range of various tasks employed by teacher in the literature course starting from **T5**, **T6**, and **T4** who used to incorporate a diverse exercises such as group discussions, comparing and contrasting texts, and close reading activities to facilitaate students sharing insights. **T3** who emphasized only group discussions and only in the second semester. **T1** did not apply critcal thinking tasks becaause he found challenges to do it. **T2** integrated linguistic theories into literary texts; he usually taught his students the theory and then applied what they had read to a practical task and **T7** prioritized summarization and interaction with texts as adequate techniques to promote their critical thinking.

Question06: In your opinion, how effective are critical thinking activities in enhancing understanding in literature courses?

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Most of the answers demonstrated the teachers conviction in the efficacy of critical thinking activities; However, **T1** and **T2** echoed their highly effective implementation of critical thinking activities by comparing their own points of view with the author. **T3** underscored the transformative impact of critical thinking; if students can develop it, they will have critical minds, suggesting that during their lifelong learning they will ask questions all over their careers. Moreover, **T4** viewed literature as basically meaning critical thinking; he identified the strong connection between them, emphasizing the importance of giving students room to express and reflect on their opinions and points of view in the classroom. **T5** considered CT as one of the basic elements of teaching literature because it makes students travel through the book to different cultures and facilitates reflection and comparison among them. While **T6** affirmed the crucial role of CT activities in evaluating student understanding and promoting intellectual competence, emphasizing the significance of asking probing questions to measure comprehension and understanding, **T7** highlighted that one of the primary aims of teaching literature is to enhance and develop students' critical thinking. He noted that the majority of teachers neglect this aspect including him, believing that they are developing thinking skills through critical analysis. He provided a big distinction between critical thinking and critical analysis while CT focuses on deep thinking and application, whereas CA is only at a literal level.

Question7: What barriers do you face in incorporating critical thinking activities into your literature courses

The responses underscore the challenges that teachers faced in implementing critical thinking activities in their literature courses; **T5**, **T2**, **T7**, and **T4** agreed that students are not well trained in CT from a young age; they prefer being passive learners and they are just consumers of information. He affirmed that they have great minds but refuse to use them. Also, **T6** has pointed out that the large classes is a big challenge or barrier to implement CT activities and get students to engage with them while **T1** added the lack of awareness as a primary barrier faced among students, They already develop their CT's skills, but they are not aware of implementing them whereas **T3** suggested that students who lack reading competence prevent them from engaging in CT activities

Question8 : Can you provide examples of questions you use in your literature courses?

The examples of questions that are asked by teachers to foster learners critical thinking during literature courses are that they all used to ask open-ended questions to prompt learners to

articulate their own opinions and thoughts, to analyze the content, and especially to make the connection between the literary texts and their life situation. **T2** and **T4** used to ask questions like: What do you think about the writer? his beliefs? His writing style? for **T6** What are the main themes that the writer aims to convey? Is it positive or negative? For **T3** What is your point of view about the mood of the piece of poetry, novel, etc.? **T1** and **T7** rise questions such as is it related to your own personal experiences or not? Elaborate more. What do you suggest? **T5** this linguistic theory is adequate for this poetry? How did you manage to apply it here? These questions are usually used by teachers in the classroom to make students engage with them by thinking critically and deeply.

Question9: If you have any additional comments, suggestions or insights regarding critical thinking activities in literature courses. Share them

These comments and recommendations from teachers are to boost the importance of critical thinking in the realm of literature education; however, **T2** recommended incorporating critical thinking as a separate module, **T7** emphasized that literature is being overlooked and undervalued within the curriculum while it deserves more importance. he also suggested reworking lesson plans in literature to integrate teaching methods and approaches that are more critical based thinking. **T3** encouraged using group discussions and project-based learning as adequate methods in the classroom whereas **T1** recommended focusing more on what students can produce in the class by organizing events where learners have the ability to practice and perform their CT, **T4** and **T6** declared that CT should be at a young age, starting from elementary school, and to prepare pupils to think critically for their personal and professional lives. They also called for policymakers to come up with a curriculum that is based on CT to help with development. Finally, **T5** suggested for advanced students the urgent need to promote CT among them.

5.4.Interpretation of the interview results

The results of the interview that was given to literature teachers highlighted many points. The second question asserted that most teachers are aware of critical thinking activities. However, question 3 reported that the majority of them (5 from 7) do not incorporate CT activities into their literature courses. This means that most of them found difficulties in applying them. For question 4, there are three categories of teachers of the implementation of CTS in the classroom; The first category does not integrate any skill from CTS, and the second

category focuses on a set of skills that are not relevant to our study like interpretation, inference, and drawing conclusions; However, our study is based on the last three skills of bloom's taxonomy which are analysis, synthesis, and evaluation. The last one concentrates on critical analysis rather than critical thinking. In this sense, most teachers do not implement CTS in their literature courses. Based on question 6, all the teachers affirmed that CT activities are effective in enhancing understanding of literature. Furthermore, question 7 highlights that students' lack of training is the primary obstacle for teachers which could indicate that learners did not get enough practice in CT due to the ineffectiveness of the implementation of critical thinking activities; this means that most teachers do not give much importance to CT activities. From another view, a lack of students' training in CT activities leads them to consider it hard for them, so they will be demotivated and neglect it. In question 8, it is shown that only 3 teachers from 7 used questions that foster critical thinking. However, others used to ask questions to check understanding and did not improve learners' critical thinking. Finally, the last question was designed to come up with suggestions from teachers. The findings show that **T7**, **T3** and **T5** urge for giving much importance to the module of literature generally which directly raises the importance of the integration of critical thinking activities in particular. **T1** invite to deal with critical thinking as a product; however, it will be more beneficial when we deal with it as a process. Meanwhile, **T2** asserted that critical thinking should be taught separately as an independent module while **T4**, and **T6** found major difficulties in making students implement CT activities as they suggested their incorporation at a younger age; However, it could not be taught either separately nor at young ages. This could bring to light the teachers misunderstanding and misconceptualization of critical thinking implementation in the classroom.

5.5. Discussion of the findings

The results gathered from the questionnaire, interview, and classroom observation clearly address the research questions and validate the hypothesis of this paper. In investigating whether EFL teachers of literature implement critical thinking skills in their teaching or not and examining the difficulties they faced in implementing CTS in literature courses, The findings of this research can be drawn from two ideas as follows:

On the first hand, our findings confirm the first hypothesis which assumes that most EFL teachers are aware of the importance of CTS but they cannot implement them in the classroom. In this respect, the results from the questionnaire like questions (1,2,4,5,7,8 and 9) and the

questions (2,3,4,6,7,8, and 9) from the interview affirm that most EFL teachers are aware of CTS, but they cannot implement them effectively in the classroom.

On the other hand, the results also affirm the second hypothesis of this research, which tackles the difficulties and barriers that teachers may face in implementing CTS because they are not given much importance and they are not significantly included in the teaching practices. Actually, the questions (1,2,4,7,8, and 10) from the questionnaire, and the questions(3 4,7,8, and ,9) from the interview declare that EFL teachers of literature really encounter several challenges in implementing CTS because these skills are not given much importance and are not sufficiently integrated in teaching practices.

5.6.Suggestions and recommendations

A set of suggestions and recommendations has been developed to foster learners' critical thinking during literature courses to make teaching effective. However, (Crowley, 2015) suggested some elements to engage students in higher order thinking in the classroom:

Genuine and intriguing questions: is to think critically about something with literature, it is a text that makes students asks and puzzles questions about event, symbol, and character or structure. However, predictable or moralistic texts with flat characters don't spark intriguing question**.** Additionally, In the case of texts that are sufficiently complicated, the questions that arise from them are a source of engaging problems. This can lead them to use their minds and think more critically.

Divergent answers: The same way that genuine problem in math or science can lead to multiple solutions. To be considered a discussion-worthy question about a piece of literature, it should prompt different interpretations or answers in the classroom, In shared Inquiry discussions, divergent ideas are the key to learners to gain a deeper understanding and meaning of a text.

Ample evidence: To have a valid answer or solution, it must have relevant reasons behind it. Also, ideas about meaning of literary texts should be backed up with evidence and arguments to support their work. However, ideas are valid and debatable through evidence and reasoning. If there is no evidence, ideas are just guesses.

Opportunities to evaluate evidence: When exploring questions about rich work of literature, collaborative discussions allow learners to learn and exchange evidence that support their ideas, evaluate it, and strengthen their ideas by debating each other's assertions or providing additional evidence. This is great way to make students engage and participate in the course to improve their CT**.**

Collaboration: Teacher should encourage working in groups so that learners benefit from combining their skills and viewpoints, when they work together on an interpretive question, they tend to come up with thoughtful and considered responses that are more enlivening than those who work alone. By asking students to clarify, elaborate, and explain their ideas, follow-up questions help to deepen and energize the conversation.

   However, John Hugues (2014) provided other activities to teach CT in classroom

Activity one: Developing a critical mindset

Aim: is to introduce a foundational awareness and understanding of CT

Language aim: To express opinion, agree or disagree

Rationale: The idea of becoming a critical thinker can be introduced through this activity which a valuable way for learners.

Procedure: Teacher writes a statement on the board that prompts learners to reflect on their viewpoints either for or against the statement provided. At the end, there is a list of possible answers which they can pick one that fit their own opinion.

Activity two: Critical questioning

Aim: Improving learners' critical questioning skills.

Language aim: Practicing the language of asking questions that are both closed and open.

Rationale: It's beneficial to introduce the idea of being "an effective critical thinker" to students.

Procedure: Pairs of learners work together to answer a list of questions; learner A starts by asking a close question and learner B responds with a yes or no. Afterwards, learner A changes the close question into an open one by utilizing the same words. CT answers can be more focused on open questions for higher-level students.

Activity three: Reading between lines

Aim: Improving the skill of recognizing hidden assumptions or implicit meaning.

Language aim: Identifying meaning and interpretation

Rationale: Teaching students the idea of meaning and interpretation and to make them capable of reading between lines.

Procedure: Provide learners with statements that have bolded words and need to be replaced with a positive or negative word from a list of suggested words.

These activities can be implemented by literature teachers in the classroom to improve learners' critical thinking and make teaching enjoyable and effective.

Limitations of the study

When we were conducting this research which aims to explore the influence of studying literature on students' critical thinking development, we encountered several limitations and difficulties. They are :

1/ The significant challenge was time constraints, particularly because we employed a triangulation method which is inherently time consuming.

2/ Additionally, the limited number of literature teachers (7 teachers) that posed constraint in our research.

3/ We found also a difficulty in collecting data from teachers in the interview because of the non- availibility of teachers most of times.

4/ We also faced issues with students' participation, some of them did not respond to certain questions in the questionnaire given to them.

5/ Furthermore, the access to relevant articles and books was hindered by the need for paid subcriptions or purchases.

Conclusion

In conclusion, we consider this chapter as pinnacle of our investigation; it highlighted the data gathered from students' questionnaire, teachers' interview and the classroom observation. The presentation of data analysis and finding is done in a systematic and orderly manner. The use of table and graphs can aid readers in retrieving facts by graphically representing them. The pre-test and post-tests' results were analyzed, summarized, and interpreted, taking into account the research questions and hypotheses. Hence, it is clearly confirmed that most EFL literature teachers find difficulties and do not know how apply critical thinking skills in classroom.

General Conclusion

General Conclusion

This recent research emphasizes the crucial impact of literature on critical thinking in building a solid foundation in the realm of education. These two major concepts complement each other in enhancing and improving learners' interpretative and analytical skills. This study aims to explore and examine the development of learners' critical thinking in studying literature in the classroom with a particular focus on third year university of the department of Ibn Khaldoun Tiaret.

By using a comprehensive of mixture methods, this investigation seeks to gain valuable insights into how literature courses are helping learners improve their critical thinking. The present experiences and practices of EFL literature teachers ultimately lead to more efficient and captivating teaching activities.

This paper contains three chapters; the initial one is about literature review about literature and critical thinking skills and their relationship. Furthermore, in the second chapter focuses on the role of literature in EFL context particularly in the department of Ibn Khaldoun Tiaret than the methodology used in this investigation. Finally, the final chapter is the analysis and discussion of the results ended with pedagogical suggestions.

The findings are significant as they reveal significant gaps and opportunities in current teaching practices. While teachers are aware of the value of critical thinking, they often struggle to implement it efficiently due to a lack of practical strategies and insufficient curriculum emphasis. The preference for less challenging activities, the use of basic questions, and the limited real-life application of critical thinking skills show the need for a more engaging approach. By addressing these issues, teaching practices can be more effective, students can engage better, and the connection between classroom learning and real-world skills can be stronger.

On this basis, researchers ended this chapter by providing some suggestions to improve the teaching of literature in a way that encourages critical thinking through the utilization of diverse activities and methods, by dealing with these issues, educators can enhance the development of learners' critical thinking skills, improve their overall educational experience, and create a more interesting learning environment.

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APPENDIXES

Appendix A: Student's Questionnaire

Dear Student,

Thank you for participating in this questionnaire. Your feedback is valuable in investigating critical thinking instructions in literature courses. Please take a few moments to answer the following questions honestly and to the best of your ability.

1.What types of critical thinking activities have you encountered in literature course?

a.   Group discussions   b) Debates

c) Analytical essays   d) Close reading exercises

e)Comparative analysis assignments   f)Socratic seminars

g)Other (please specify): ………………………………………………………………….

2.What questions do your literature teacher use frequently in the class?

a.   Questions related to knowledge.

b.   Questions related to comprehension

c.   Questions related to application

d.   Questions related to analysis

e.   Questions related to synthesis

f.   Questions related to evaluation

g.   None of them

h.   Others………………………………………

3.How does your teacher encourage critical thinking in the course?

a.   Encouraging you to make connections between the text and real-world events or personal experiences

b.   Presenting alternative interpretations of the text

c.   Encouraging you to explore the motivations and intentions of characters

d.   Providing opportunities for creative writing or reinterpretation of scenes

e.   Others…………………………………………………………………………………
……………………………………………………………………………………………

4.How often do you engage in discussions or activities that require you to think deeply about the texts you're studying?

a.   Rarely   Occasionally   Frequently   Always

5.In what ways do you explore different interpretations or perspectives of the literature in this course

a.   Comparing different characters or themes

b.   Exploring historical or cultural contexts

c.   Analysing symbolism or metaphorical elements

d.   Other (please specify): ……………………………………..

6.What instructions do you find most helpful for understanding the literature?

a.   Providing thought-provoking questions

b.   Offering diverse perspectives on texts

c.   Encouraging independent research

d.   Incorporating multimedia resources

e.   Using active learning techniques (e.g., role-playing, simulations)

f.   Providing questions that prompt deeper thinking

g.   Encouraging discussions where different viewpoints are explored

h.   Assigning projects that require independent research

i.   Using multimedia resources to enhance understanding

j.   Other (please specify): ……………………………………………..

7.How much do you feel your analytical skills have improved since starting this course?

 Not at all   Slightly   Moderately   Significantly

8.How often does your teacher incorporate critical thinking activities into the literature course?

a.   Rarely   Occasionally   Frequently   Always

9. Have you found yourself applying the analytical skills developed in this literature course to other areas of your academic or personal life?

Yes   No   Not sure

10.What barriers do you face in the critical thinking activities in literature courses?

- Lack of clarity from instructors

- Difficulty in understanding concepts

- Lack of motivation

- Time constraints

- Other…………………………………………………………….

(Dr.Toubeida)

Appendix B: Teacher's Interveiw

1.How long have you been teaching literature?

2.Are you aware of what critical thinking activities are?

3. As a teacher, do you incorporate critical thinking activities into your literature courses?

If yes, how often?

4. Which critical thinking skills do you focus on in your literature courses?

5. What specific tasks or exercises do you use to promote critical thinking in literature courses?

6. In your opinion, how effective are critical thinking activities in enhancing understanding in literature courses?

7. What barriers do you face in incorporating critical thinking activities into your literature courses?

8. Can you provide examples of questions you use in your literature courses?

9. If you have any additional comments, suggestions, or insights regarding critical thinking activities in literature courses, please share them here:

(Dr.Toubeida)

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ملخص

تبحث هذه الدراسة في تأثير دروس الادب على مهارات التفكير النقدي لدى متعلمي اللغة الإنجليزية كلغة اجنبية. باستخدام منهج متعدد الاساليب تم جمع البيانات من خلال استبيان شمل 50 طالبا في السنة الثالثة من متعلمي اللغة الإنجليزية كلغة اجنبية ،ومقابلات شبه منظمة مع 7اساتذة للأدب وملاحظات في الاقسام الدراسية. تم عرض التحليل باستخدام دوائر نسبية ، جداول، و رسوم بيانية. تشير النتائج الى أن دراسة الادب تعزز بشكل كبير مهارات التفكير لدى متعلمي اللغة الإنجليزية كلغة اجنبية. كما تقدم الدراسة اقتراحات وتوصيات للمعلمين والبحوث المستقبلية .

</div>

Résumé

Cette recherche étudie l'influence de la littérature sur le développement de la pensée critique des apprenants EFL. Utilisant une approche de méthodes mixtes, l'étude utilise un questionnaire pour 50 élèves de 3ème année EFL, un entretien semi-structuré avec 7 professeurs de littérature et une observation en classe pour la collecte de données. Les analyses sont présentées au moyen de diagrammes circulaires, de tableaux et de graphiques. Les résultats indiquent que l'étude de la littérature améliore considérablement les compétences de pensée critique des apprenants EFL. L'étude fournit également des suggestions et des recommandations aux enseignants et aux futures recherches.

Summary

This research investigates the influence of literature studying on the development of EFL learners' critical thinking skills. Using a mixed methods approach, the study employs a questionnaire for 50 3rd year EFL students, a semi-structured interview with 7 literature teachers, and a classroom observation for data collection. The analyses are presented through pie charts, tables, and graphs. The results indicate that literature studying significantly enhances

EFL learners' critical thinking skills. The study also provides suggestions and recommendations for teachers and future research.