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The Impact of Integrating Task–Based Learning Approach on English Foreign

Language Learners' Critical Thinking.

The Case of third year English students in Mohammed Khaider University

Dissertation submitted to the department of foreing languages as a partial fulfillment of the requirements for the degree of Master degree in Science of Language

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Declaration

I, ROUAG Nour El Houda, do hereby declare that the work that I presented in this dissertation is my own, and has not been submitted before for any other institution or university for a degree.

This research was conducted and completed at Biskra University, Algeria.

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Dedication

This dissertation is dedicated:

To my family , my parents , my grandparents, my aunt Chahra ,my uncle **Dr**. Hadji Boubakeur, also my sisters Widad, Khawla and Rima and my brothers Badiae and Mohammed. My beloved friends Rayane, Maroua, Kheira and Yossra.

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Abstract

Critical thinking is a significant and an essential skill that enables students to succeed academically. Nevertheless, it has been recognized that many students show several deficiencies and weaknesses in their critical thinking abilities. This research aims at investigating the impact of using task-based learning approach on learners' critical thinking and to enhance learners 'awareness towards the significance of having the ability to think critically. Therefore, this study hypothesized that the use of TBL approach could be an effective approach that contributes to improving learners critical thinking skills in the case of third year students at Mohammed Kheider, Biskra University. However, since TBL approach is not widely used, it is necessary to explore teachers and learners perspectives toward implementing this approach to enhance critical thinking for future practical pedagogies. Thus, an embedded mixed method approach was used to collect both quantitative and qualitative data through two semi structured questionnaires. They were administered to nine teachers and forty EFL students at Biskra University. The interpretation and the analysis of data demonstrated that the continual use of TBL approach affects positively critical thinking and plays crucial role in enhancing it. Besides, both teachers and learners had positive attitudes regarding the integration of TBL approach to develop learners' critical thinking. Considering the results supported the research presumptions, it can be concluded that the proposed hypotheses were confirmed. Consequently, the university educational system is recommended to provide more opportunities for learners to use critical thinking skills in their lectures, and to train teachers to effectively use TBL approach in order to enhance this skill.

Key words: Bloom's Taxonomy, Critical thinking, Class interaction, EFL, Task-based learning approach.

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List of Acronyms

BDT: Bloom's Digital Taxonomy

CT: Critical thinking

EFL: English Foreign Language

HOTS: Higher Order Thinking Skills

LOTS: Lower Order Thinking Skills

TBL: Task-Based Learning Approach

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General Introduction

In education, the demands to cover a wide range of curriculum contents and to teach multiple subjects in a given class are the most prominent challenges for teachers. However, in order to meet learners needs, teachers have to look for suitable teaching methods and bring a variety of learning techniques to enhance learners' learning skills; yet, one of the most essential skills for any learner is the critical thinking skill.

Critical thinking is the art of analyzing and evaluating thinking with a view to improving it (Paul & Elder, 2014, p.2). Learners today are faced with a world of information and critical thinking skills can help theme process it critically and logically. In addition, critical thinking can be defined as being able to examine an issue by breaking it down and evaluating it in a conscious manner, while providing arguments or evidence to support the evaluation.

Thinking critically requires the learner to be active learner rather than a passive reception of information, thus teachers have to vary techniques of teaching and different studies have showed that critical thinking has to do with Task- based learning (TBL) as a beneficial approach used by teachers.

1)   Statement of the Problem

Every generation has many issues that need to be solved and critical thinking involves particular skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating and making decisions. By having critical thinking skills, learners tend to expand the perspective from which they view the world and increase their ability to navigate the important decisions in learning and life. There are various ways and methods to teach a subject to learners and TBL is one of them, this style of learning helps learners to understand the subject more actively. Task-based learning approach, which can be applied to the acquisition in each curriculum, can also be used to foster critical thinking skills.

Most of the time learners think in almost any way but critically, to overcome this issue the use of task-based learning approach by teachers could be useful and appropriate to teach them how to think critically. According to Bhalli et al, (2016),the best teaching and learning methods are those which made learners active contributors in the classroom ; for learners learning with practical implication is much easier than learning with theoretical structures because those activities make the learners more active ,so instructors tend to use TBL approach to help their learners to understand the subject more actively through different tasks and this approach is based on doing some hands-on experiments and activities rather than just listening to lessons. Besides, teaching them to question and to spend more time on problems, analyze their roots and figure out ways to resolve them.

2) **Research Questions**

This study seeks to answers the following questions:

- **General question**

RQ1. What is the impact of using task -based learning approach on learners ' critical thinking?

- **Specific questions**

RQ2. How can teachers enhance learners' critical thinking through the use of TBL?

RQ3. Does the continual use of TBL helps learners to think critically?

3) **Research Hypothesis**

It is hypothesized that the use of TBL approach will affect learners' critical thinking positively if it is used frequently by teachers.

4) **Aims of the study**

This study aims to:

- **General aim**

-Investigate the impact of using task-based learning approach on learners' critical thinking

- **Specific aims**

-Examine the importance of teaching critical thinking skills through the use of TBL.

-Enhance learners 'awareness towards the significance of having the ability to think critically.

5) **Research Methodology for This Study**

a) The analysis procedure

In this study, the issue of developing critical thinking skill in learners using task - based learning approach requires an approach that meets the drive and the scope of the current study; a mixed method research is used in order to assesse and investigates the

statistical relationship between the two variables ,also to gather data and capture teachers and learners perspectives regarding the benefit of using TBL and how much it is essential for learners to practice to think critically most of the time. Moreover, an embedded mixed method design was used to collect both quantitative and qualitative data at the same time; through the use of case study strategy because it studies detailed information of a group of individuals from which in depth content was investigated about many issues than concern critical thinking and ABL approach.

Two semi structured questionnaires were designed for teachers and learners in order to obtain their insights concerning the advantage of TBL as an approach for teaching and what they think about the need to have critical thinking learners.

b) Data collection tools

The main research tools are two semi structured questionnaires for teachers and learners in order to have a large overview about this area of interest, and provide a variety of data gathered from different participants so as to obtain a mixture of different perspectives, opinions, and personal experience concerning the use of TBL approach to enhance learners' critical thinking. Also, one reason to justify this choice is in order to specify the type of information to be collected through the use of Likert scales, rating scales, and multiple choice questions

c) Population and Sampling

The target population of this study is third year university learners at Mohamed Khider university of Biskra, who are enrolled in the academic year 2022 /2023. The total number of the population is about 258 students. This population has been chosen for the following reasons:

✓   They have enough capacity to promote their learning skills

✓ Many of them may choose to be teachers in the future

✓ They are in a need for the critical thinking skills either in classroom or

in the workplace.

The representative sample is about 40 learners.

6) **Structure of the dissertation**

This research study is divided into three main chapters. The first two chapters shed the light on the theoretical background of the study while the third chapter deals with the Fieldwork and Data Analysis.

• The first chapter examines the different aspect of critical thinking: definition, characteristics of critical thinkers, and types of critical thinking skills with its levels according to Bloom's Taxonomy, also how to teach it in specific and general courses. Furthermore, this chapter includes how to promote and assess it, besides its benefits in class, work place and life,

• The second chapter explores the use of TBL approach: Definition, Type of tasks, its Stages, Teacher's Roles, and Learner's Roles. Also, it's advantages and Drawbacks.

• The last chapter contains the practical part. It focuses on the analysis of data and discussion of the results.

CHAPTER ONE

Basic Concept of

Critical Thinking

Introduction

Chapter one explores some of the basic elements concerning teaching and learning English as a Foreign Language (EFL) critical thinking skill. First, it provides detailed information about the history and the definition of critical thinking by explaining its complexities. Additionally, it outlines the different universal standards of critical thinking. It also reviews the central characteristics and skills that are involved in critical thinking and the different levels of the thinking skills. Furthermore, it focuses on revealing how teachers should teach critical thinking in specific and general courses. Moreover, effective assessment methods are significant for teaching and learning critical thinking; hence, a section is devoted to examine them. Finally, the benefits of critical thinking are briefly discussed.

1.1 Critical Thinking's Origins and Definition

Different definitions are available in the literature regarding Critical thinking (CT); each definition is discussed from a distinct point of view. Critical thinking and good reasoning skills have been valued as significant and required outcomes of education from the time of Socrates to contemporary considerations about the need for an educated citizenry and quality workforce. Socrates was referred to as "the original critical thinker" because he believed that challenging his students with thought-provoking questions would inspire them to look beyond the obvious and question what they had been taught. The Socratic Method teaches pupils how to spot the weaknesses in an argument, which fosters critical thinking abilities. They can then analyze the argument at a higher level once they have determined what makes an argument weak (as cited in Charles, 2020)

Educators are not the only ones who recognize the necessity of critical thinking. People who can think clearly and make sound decisions are needed to meet the demands of work in a global economy, the survival of a democratic way of life, and individual decision-making in a complex and fast changing society. To some philosopher, including Martin

Luther King, "The function of education is to teach one to thinking intensively and to think critically". (Maroon,n .d.)

Critical thinking can be difficult to define concisely, and in an effort to bring a panel of critical thinking experts to agreement on viewpoints for the purposes of educational instruction and assessment, the American Philosophical Association launched what is arguably the most well-known broad-based systematic investigation into the state of critical thinking (Facione, 1989). The multiyear qualitative study project involved 46 specialists from various fields. The participants were divided roughly in half (52%) between philosophers and those involved in education (22%), the social sciences (20%), including psychology, and the physical sciences (6%). The report resulting from this investigation is commonly known in the critical thinking literature as the Delphi Report. (as cited in Reed,1998).

According to the Delphi Report, problem-solving, decision-making, and creative thinking are only a few examples of the family of closely connected higher-order thinking skills that include critical thinking (Facione, 1989, p. 13).However, the American Philosophical Association's expert consensus provided the following definition on critical thinking:

> purposeful, self-regulatory judgment which results in   interpretation, analysis, evaluation, and inference, as well as   explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. (Facione, 1989, p. 4)

This description accurately highlights the complicated, multifaceted aspect of critical thinking, which may help to explain some of the challenges students encounter when trying to comprehend what the term means.

According to Bassham et al, (2011), they elucidated that Critical thinking meant thinking clearly and intelligently. More specifically, the term "Critical Thinking" refers to a broad range of cognitive abilities and intellectual attitudes and dispositions that are necessary to effectively recognize, analyze, and evaluate arguments and truth claims, as well as to

uncover and overcome personal biases and preconceptions; to come up with present convincing arguments and reasons in support of conclusions and make reasonable, intelligent inferences about what to believe and what to do.

Additionally, much of our thinking is biased, partial, misinformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Paul and Elder (2014) outlined that critical thinking is the art of analyzing and evaluating thinking with a view to improving it. They also have pointed out that Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It entails effective communication and problem solving abilities and a commitment to overcoming the human native egocentrism and sociocentrism.

In the UK, the Quality Assurance Agency's Psychology Benchmarks Statement specifies that various perspectives should be provided to facilitate critical evaluation (QAA, 2007). However, the apparent complexity of critical thinking can make it challenging to communicate about critical thinking effectively and can be a barrier to the learning and teaching of critical thinking skills, which is one of the challenges faced by both students and tutors (as cited in Stupple, 2016). Nevertheless, for students, workers, and citizens, critical thinking is an essential tool for performing successfully in a complex and rapidly changing world.

Furthermore, Nazzal (2020) asserted that critical thinking seeks to identify reliable information and make reliable judgments. For her, the idea that critical thinking inhibits creativity because it requires following the rules of logic and rationality, is a misconception since creativity might require breaking those rules. Thinking "out-of-the-box", challenging consensus and following unconventional strategies are all quite compatible with critical thinking. Thus, critical thinking is a necessary component of creativity since it allows assessing and strengthening the creative thoughts.

1.2 Universal Intellectual Standards

According to Paul and Elder (2009), the best thinkers do not accept at face value everything they read or hear. They guide their thinking using intellectual principles and make decisions on what to believe and what to do. It is important to apply universal intellectual standards to thinking in order to ensure its quality about a problem, issue, or situation. They must be clearly taught in order to be learned. Therefore, the ultimate objective is for these norms to permeate students' thinking, becoming a part of their inner voice and directing them to reason more effectively.

1.2.1 Clarity

Clarity is a gateway standard; it is difficult to establish the accuracy or relevance of a statement if it is ambiguous. Since without understanding what it is saying, it is hard to say anything about it. People often fail to express themselves clearly and struggle to communicate accurately; this lack of clarity can occasionally be attributed to laziness, carelessness, or a lack of skill. Other times, it stems from a misguided attempt to appear smart and educated. (Bassham et al, 2011). "Everything that can be said can be said clearly". (Wittgenstein, 2008)

1.2.2 Precision

Giving the information required for someone to grasp exactly what is meant is being specific. Thinking is always quite precise; it is likely that one does not fully comprehend a statement unless they specify it in great depth. Precision is very significant in specialist fields like engineering, architecture, medicine, and math. The value of precise thinking in daily life is recognized by critical thinkers as well. They are aware that in order to cut through the complexity and uncertainty surrounding various issues and situations, it is often necessary to insist on specific answers to specific questions(Bassham et al, 2011)."We eliminate misunderstandings by making our expressions more exact" (Wittgenstein, 2008)

1.2.3 Accuracy

Correct information is what accuracy refers to. Genuine information should be very important to critical thinking, making a decision based on inaccurate information and unrealized ideas increase the likelihood that reality will be distorted. Computers are famous for the saying "Garbage in, garbage out." This simply means that if you input inaccurate information into a computer that is exactly what you will receive as a result. Human thought is similar to this in many ways. No matter how smart they are, if people base their decisions on erroneous information, they are nearly certain to make poor choices."To be accurate is to represent something in accordance with the way it actually is. People often present or describe things or events in a way that is not in accordance with the way things actually are"(Paul et al, 2014).

People frequently have limited and self-interested perspectives. It can be challenging to evaluate ideas for accuracy because we naturally have a tendency to assume that our opinions are true simply because they are ours .Those who disagree with us also frequently fail to challenge claims made by others that contradict them. However, as critical thinkers, force themselves to fairly evaluate both their own opinions and those of others. ("Standards of critical thinking " .n.d.)

1.2.4 Relevance

Despite being precise, correct, and clear, a statement may not be relevant to the matter at hand. When something is closely related to the topic at hand or is relevant or applicable to solving the problem, it is said to be relevant. We are encouraged to think about what we should put aside via irrelevant thinking. People frequently think irrelevantly because they lack mental discipline and don't know how to assess a situation to determine what really matters. (Paul et al, 2014). Like Plato said: «No tedious and irrelevant discussion can be allowed; what is said should be pertinent». (as cited in Germani,2020)

1.2.5 Depth

Paul and Elder (2014) estimated that a statement may be concise, factual, precise, and pertinent, but it may also be superficial (i.e., lack depth).Therefore, Comprising complexity and a variety of interrelationships denotes careful consideration of all the factors that could have an impact on a specific scenario, context, concept, or issue.

Thinking can either function at the surface of things but looking into an issue or problem or thoroughly, recognizing the inherent intricacies in it, and then approaching those complexities in an intellectually responsible manner, means the person is thinking deeply. Even after giving a question much thought and dealing with its complexities, it still challenging to answer. However, detecting complex problems and evaluating each area of complexity in the question to the extent that one has fully considered all the significant intricacies inherent in it, leads the brain to function more effectively. (Paul et al, 2014).

1.2.6 Breadth

This criterion stands for encompassing various points of view, being comprehensive in scope, and having a wide-ranging and open-minded mindset. Refusing to take into account ideas that differ from one's own is one of the main mechanisms the mind employs to prevent giving up of what it wants.

Moreover, thinking can be more or less broad minded (or narrow-minded), and breadth of thinking requires the thinker to make effective arguments from multiple perspectives. Without determining and establishing the breadth of thought required to completely understand a line of reasoning, one has not properly evaluated it. (Paul et al, 2014).

1.2.7 Logic

Thinking logically involves reasoning correctly, which entails deriving conclusions from human beliefs that are supported by evidence. People require accurate and well-supported beliefs in order to think critically.

When one thinks, they organize a range of thoughts into some kind of structure and they think logically when the ideas present support one another and make sense when taken together. There are several degrees of logical thinking; it can be integrated and consistent. It may make sense when taken as a whole, be incongruent, or be in contradiction.(Bassham et al, 2011)

1.2.8 Fairness

One of the requirements for critical thinking is fairness in thought, or being open-minded, unbiased, and free of distorting biases and prejudices. Humans naturally approach the world from a personal perspective, one that favors their stance. Fairness implies considering all relevant points of view equally and without consideration for one's own emotions or interests. Because everyone is usually prejudiced toward their own point of view, even the most profound understanding of history and social sciences demonstrates that individuals are frequently strongly inclined to reject unfamiliar ideas, prejudge situations, stereotype those who are different from them, and associate truth with their own self-interest or the interests of their country or group. (Bassham et al, 2011)

1.3 Characteristics of Critical Thinker

The ability to shift from "typical" thinking models to an advanced way of thinking is a trait of critical thinkers. Compared to weak thinkers, critical thinkers produce more and stronger ideas (Ruggiero, 2012).Many characteristics set critical thinkers apart from non-critical thinkers. A passionate desire for intellectual standards like clarity, precision, accuracy, and other qualities that indicate rigorous, disciplined thought are among the most significant of these qualities. (Bassham et al, 2011)

Through the use of a range of probing strategies, critical thinkers enhance their ability to generate new and frequently improved ideas. More specifically, before deciding on a plan

of action, critical thinkers frequently evaluate numerous investigative options, consider multiple views on the issue, and generate various ideas.

Facione (1989) elucidated that:

> The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing critical thinking skills with nurturing those dispositions which consistently yield useful, insights and which are the basis of a rational and democratic society. (As stated in Reed, 1998)

Additionally, critical thinkers are more likely to use their imagination, be courageous, consider strange ideas, and take intellectual risks. (Murawski, 2014).Different experts agreed that critical thinking is disciplined thinking governed by its clear intellectual standards (Bassham et al, 2011).According to Ruggiero (2012) and Facione(2011) critical thinkers are characterized by:

- ✓ Clarity in stating the question or concern.

- ✓ Orderliness in working with complexity and see problems as exciting challenges

- ✓ Diligence in seeking relevant information and interested in others' ideas.

- ✓ Reasonableness in selecting and applying criteria, and use evidence to make judgments.

- ✓ Care in focusing attention on the concern at hand besides they think before acting.

- ✓ Persistence though difficulties are encountered.

- ✓ Precision to the degree permitted by the subject and the circumstances.

1.4 Critical thinking skills

Like any other skill, the capacity to perform an action, method, or process is a CT skill. In general, having a skill means being able to act appropriately under given circumstances. Therefore, being skilled in CT requires understanding a set of procedures as

well as when to use those methods, possibly implicitly or without the ability to verbalize this knowledge. In order to reflect on and improve one's CT abilities, one must assess when one is performing well or as well as one possibly can, and think of ways to do so (As cited in Facione, 1989). Most critical thinkers apparently use a variety of skills.

1.4.1 *Metacognitive Skills*

Learners are prompted by metacognition to evaluate the effectiveness of their learning strategies (such as self-monitoring) and use that knowledge to direct their subsequent practice (e.g., self-regulation). This type of thinking is thinking about thinking. Individuals need to consider how they approach their learning methodologies and how to apply their efficacy thinking to determine the best course of action. (Draeger, 2015)

1.4.2 *Inductive* Reasoning

A kind of logical reasoning known as inductive reasoning includes drawing generalizations from details in the present situation. Many organizations strive for employees that have the critical thinking ability of inductive reasoning. Inductive reasoning involves making observations before drawing conclusions. Making predictions and forming generalizations benefited from this skill. Their conclusion might not always be correct, but it should be reasonable based on evidence. (Doyle, 2020)

1.4.3 *Creativity* Skills

People with exceptional creativity are those that come up with original solutions to problems that do not rely on previous or existing ones. When everyone else is still debating between A and B, they are the ones who come up with answer C. In order for our thoughts and ideas to exceed the existing constraints of an issue and enable us to look beyond boundaries that prohibit new solutions from being found, creative thinking abilities require using techniques to clear the mind. (Robert, 2014)

1.4.4   Conceptual Thinking Skills

Analyzing several theoretical concepts and figuring out how to combine them to create a new method of problem-solving are both aspects of conceptual thinking. It entails thinking through a situation or concept until a suitable resolution emerges. Conceptual thinkers consider every circumstance, see if there are any parallels to problems they have dealt with in the past, and then make a decision to enhance outcomes in the future. Therefore, making a decision on which ideas to keep and which to discard away is a necessary step in conceptual thinking. (Indeed Editorial Team, 2021)

1.5 Levels of the Cognitive Thinking Skills

Thinking abilities can be regarded as one of the highly wanted skills that are essential to help learners cope with the explosion of information, as their memories cannot handle the massive amount of information and knowledge. Although the ultimate goal of education is usually knowledge, which helps students adapt to the changes in the twenty-first century, however students will not be able to compete in this world if they are not able to understand, analyze, apply, evaluate and create (Crossland, 2015).

Additionally, there are other cognitive abilities and competences that need to be improved at various levels; these different levels of the thinking skills are divided into two: higher order thinking skills (HOTS) that includes evaluation, analysis, and synthesis; in addition to the lower level thinking skills (LOTS) which involves the knowledge (memorization), comprehension, and application; these levels are based on Benjamin (1965) Bloom's Taxonomy. (Qasrawi et al, 2020)

1.5.1 Bloom's Taxonomy of Learning

Benjamin Bloom and a group of educators developed Bloom's Taxonomy in 1965. Since then, this taxonomy has been used as the framework for the teaching process, in particular for the learning objectives, lesson plans, and evaluation. Cognitive, emotional, and

psychomotor skills were the three basic categories into which Blooms Taxonomy divided the educational objectives.
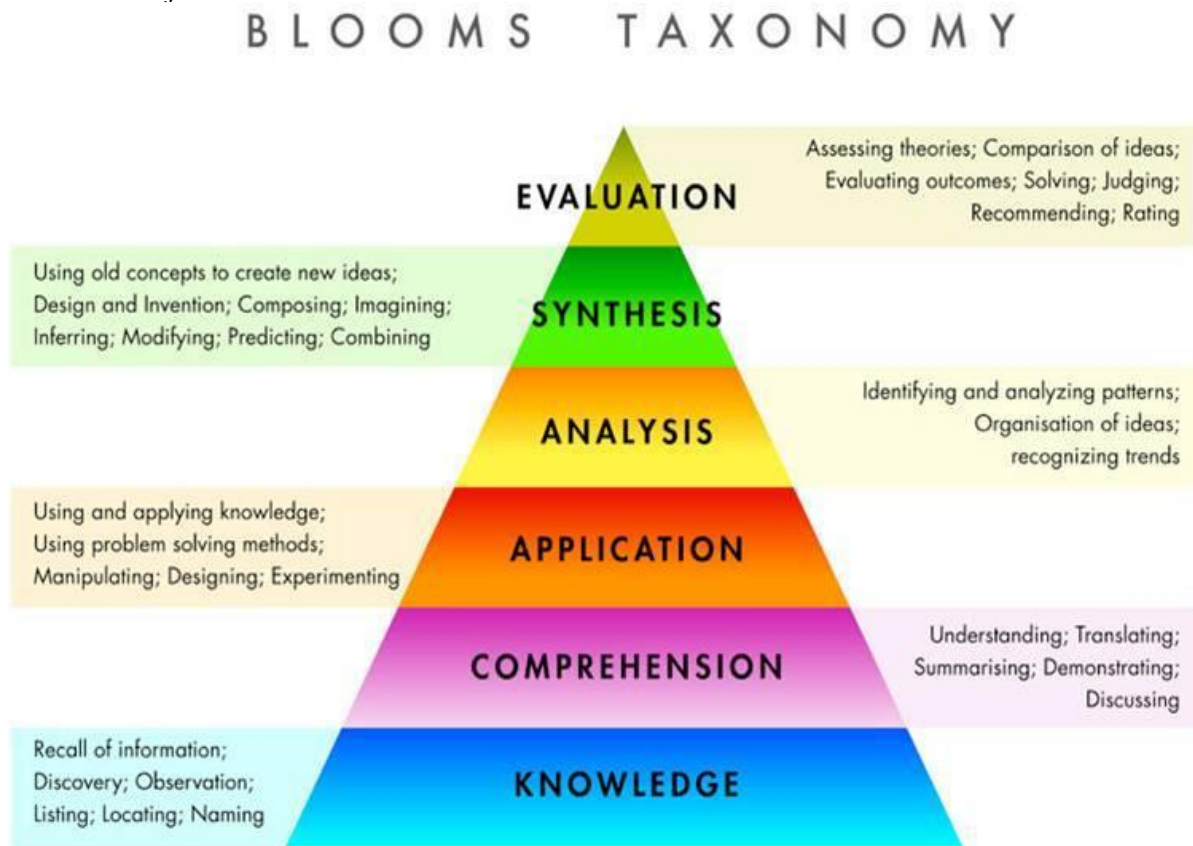
Figure1.1: Bloom's Taxonomy (De Bruyckere, 2017, p.2)

Figure 1.1 shows that there are six levels of Bloom's Taxonomy for cognitive abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation. (Bloom, 1965; as cited in Qasrawi et al, 2020). The classifications might be seen as varying degrees of difficulty. Normally, the first ones have to be mastered before the next ones may happen. Simply; learners cannot understand a concept if they do not first remember it, similarly they can not apply knowledge and concepts if they do not understand them. The triangular representation is from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS), there is a continuum spectrum starting from the simplest to the most complex levels.

1.5.2 Bloom's Revised Taxonomy

Recent developments in cognitive psychology pointed to the necessity for modification. The taxonomy was revised in 1995 by a group made up of other academics, and

it was then edited by Krathwohl and Anderson in 2001. A new name for the redesigned taxonomy was revealed "Taxonomy for Teaching", Learning and Assessment; the new title is noteworthy, because it departs a little from Bloom's initial conception of "educational aims". (as cited in Messaibi et al, 2022)

Anderson and Krathwohl considered creativity to be higher within the cognitive domain than evaluation, additionally they used verbs rather than nouns for each of the categories and rearranged of the sequence within the taxonomy.
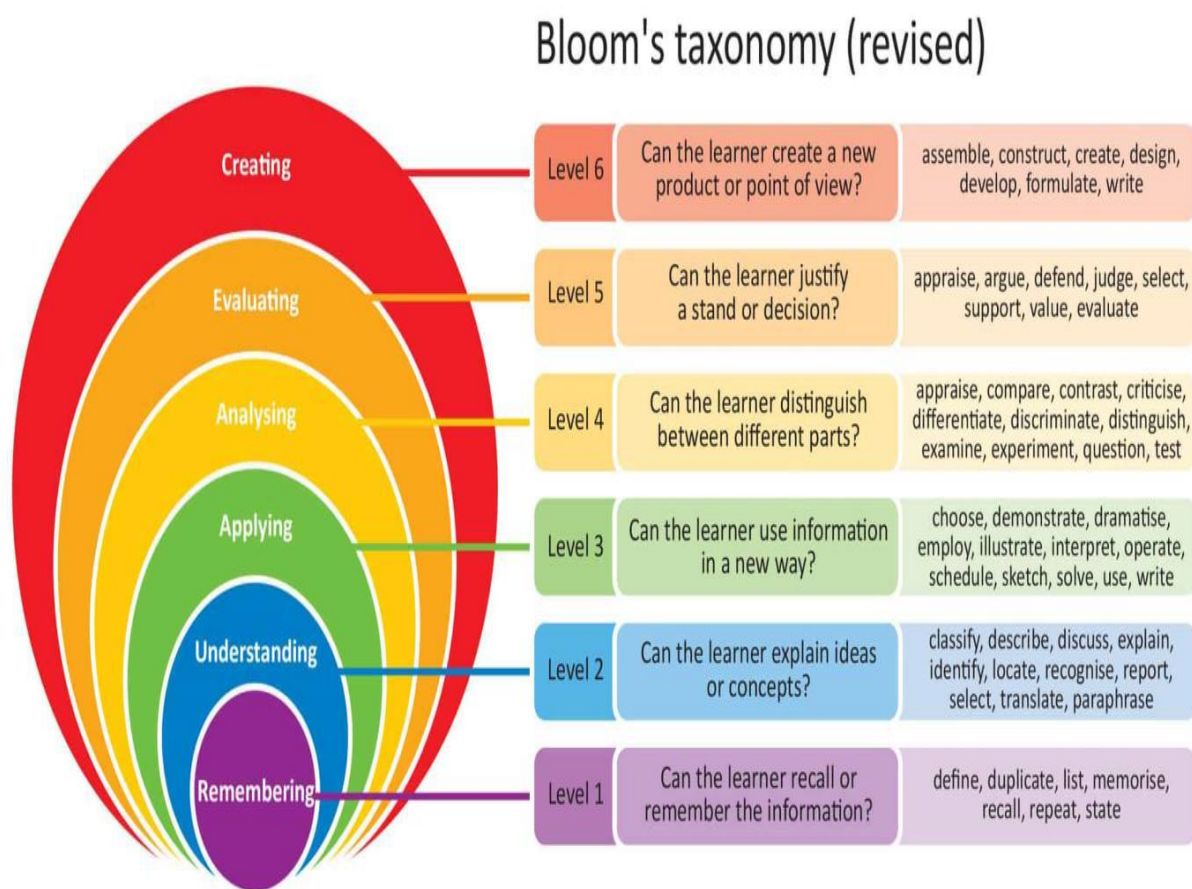
Figure1.2: Bloom's Revised Taxonomy (McNulty, 2017)

1.5.3 Bloom's Digital Taxonomy (BDT)

The majority of today's students have demonstrated an interest in digital learning opportunities. They use these digital tools for socializing and cooperating. They could also employ them in their scholarly endeavors. Therefore, incorporating technology is probably going to increase learners' success and effectiveness. (Teachthought Staff, 2022).

Therefore, Andrew Churches in 2008created the digital taxonomy for bloom. It involves combining the revised Bloom's taxonomy with digital tools and technology to promote higher order thinking and learning and create an individualized learning environment. The objective of Bloom's digital taxonomy is to make sure that students progress from LOTS (Lower-Order Thinking Skills) to HOTS (Higher-Order Thinking Skills) using the skills they have learned.(McNulty, 2017)

1.5.4The Importance of Teaching Higher Order Thinking Skills (HOTS)

The improvement in education involves giving students the skills they need to address the needs of the twenty-first century. Among these requirements are creativity, technological proficiency, and life and career skills. Importantly, in order to meet these requirements, students must also demonstrate acceptable levels of communication, teamwork, critical thinking, and creativity. According to Rentawati et al. (2018), there are two broad categories of skills: abstract skills and concrete skills. Higher order thinking skills fall under the category of abstract skills, whereas communication and teamwork are under the category of tangible or concrete skills. Additionally, the development of higher-order thinking abilities is linked to the development of critical and creative thinking abilities (HOTS).

Furthermore, the emphasis to HOTS developed in parallel with the advancement of technology and information, where learners require a variety of competencies to handle the massive amount of information, including analysis, synthesis, and evaluation (Halili,2015,as cited in Qasrawi et al, 2020). Additionally, some scholars believe that HOTS are crucial for fostering lifelong learning, which enables students to successfully meet the demands of the 21st century. (Rentawati et al, 2018)

1.6 Critical Thinking Instruction

Until recently, it was widely believed that college students would acquire critical thinking abilities by attending lectures, participating in class discussions, taking tests, and

completing required assignments. However, a number of studies suggest that in order to improve students' thinking, critical thinking abilities need to be taught in a more explicit manner. (Bangert-Drowns & Bankert, 1990; Halpern, 1998; Keeley, Browne, &Kreutzer, 1982; Perkins, 1989; Quellmalz, 1989; Underbakke, Borg, & Peterson, 1993).Nevertheless, research results on the best teaching techniques for enhancing students' critical thinking skills have been inconclusive. (REED, 1998)

1.6.1 Teaching CT in Specific Courses

On the one hand, some researchers assumed that a specific course emphasizing CT ideas, skills, and practices should be used to teach CT competencies.   Theoretical foundation, concepts, and abilities in CT should then be taught to students as part of a dedicated program or focused curriculum, according to the supporters of teaching CT as a specific set of competencies. The findings of multiple researches provide the notion that teaching CT's theoretical foundation is the best way to improve it. For instance, during a five-week intervention with 40 female undergraduate students in the English Department at Princess Noura Bint Abdulrahman University in Saudi Arabia, Alwehaibi (2012) studied the outcomes of a focused CT program. She discovered that the CT curriculum considerably improved the pupils' CT abilities.

Additionally, this outcome was in line with the findings of Bensley, Crowe, Bernhardt, Buckner, and Allman (2010) about the testing of 47 psychology students at a small, public university in the mid-Atlantic. After dividing the 47 students into two groups, the researchers compared the CT abilities of each group. The first group received instruction in CT skills while the second group received training on research methodology, statistics, and writing research reports; the study results that the group that received instruction in CT skills showed a significantly greater improvement in their ability to analyze arguments. These findings back up the researchers' claim that CT skills should be openly taught, just like any other cognitive

skill, rather than being taught as a separate course. Kuek (2010) also supported teaching CT skills through dedicated courses. (as cited in Alsaleh ,2020)

1.6.2 Teaching CT in General Courses

On the other hand, According to Hatcher (2006), students should regularly practice their CT skills and that these skills should be a major component of every course. In his study, he made the claim that teaching CT as an integrated subject would result in noticeably higher results than teaching CT as a stand-alone course. Furthermore, he added that this method has the advantage of enabling teachers from a variety of disciplines to include the necessary instruction in CT skills as part of their regularly scheduled courses, as opposed to relying solely on a limited number of teachers to teach the skills in stand-alone courses.(as cited in Alsaleh ,2020)

In order to promote intellectual development generally and CT particularly teachers, according to MacKnight (2000), might include their pupils in a variety of activities. He affirmed that CT could be practiced daily in all interactions and that it had an impact on all types of communication, including speaking, listening, reading, and writing. It shouldn't be seen as a stand-alone activity from collaborative learning, creativity, or problem solving.

Additionally, Paul and Elder (2006) claimed that every course should be created to foster critical thinking among students and that mastering critical thinking is the only way to understand any discipline. Some studies suggest various strategies to teach CT, such as using classroom discussions or reading strategy, including reading between the lines and trying to comprehend hidden meanings and arguments, in addition to the use of writing exercises that offer a crucial framework through which students can come up with ideas and make sense of how those ideas relate to one another. Also since problem-based learning courses start with problems rather than lecture material, they are likely to inspire students to think critically about the material. Furthermore, the use of the questioning techniques is a beneficial strategy

to improve CT in which teachers can help their students to analyze their ideas by asking about similarities, assumptions, and by deciding what data or information supports the idea.(as cited in Alsaleh ,2020)

1.7 Assessment of Critical Thinking

Developing programs to improve students' critical thinking skills continues to be a top priority. A notion cannot be effectively taught until it is defined and assessed. Various efforts have been made to create assessment tools. It is crucial to create effective and trustworthy assessment methods that allow teachers to make acceptable assumptions about students' CT. The evaluation techniques should go beyond just rewarding getting the right answer, but they must understand that accurate answers can only be obtained through good CT skill. Additionally, the strategy or instrument should be established on an accurate conception and a clear knowledge of the features of CT that the assessment is intended to measure. (Facione, 1989)

There are three main ways to assess critical thinking: (a) commercially available general knowledge standardized tests; (b) assessments created by researchers or instructors that aim to capture critical thinking in ways that are more directly related to the goals of the research project or the subject of instruction; and (c) teaching students to evaluate their own thinking. The choice between these strategies will be based on the objectives of the course, the requirements and skills of the students, and the teacher's skills and availability.

First, one of the most widely used strategies for evaluating CT is the use of standardized test, which have been investigated and described in several research (Ennis 1993).For instance, the California Critical Thinking Skills Test, the Cornell Critical Thinking Tests, and the Watson-Glaser Critical Thinking Appraisal(Murphy et al,1994),all have traditionally relied on multiple choice responses to test the main critical thinking skills of interpretation, analysis, inference, recognition of assumptions, assessing credibility, and

spotting logical fallacies. Their usage as assessment tools is made possible by the simplicity of grading (machine scoring), which has enabled comparisons between research projects.

Second, a second approach to assessing critical thinking is researcher or instructor developed tests. Norris and Ennis (1989) have offered examples and criteria for teachers interested in creating assessment methods for goals like reviewing a critical thinking curriculum, formative assessments, deciding grades, or testing transfer.

Finally, teaching learners to assess their own thinking may be the best approach to evaluate their critical thinking skills. Paul has written extensively about teaching students to evaluate their own work, and he contends that if students are dependent on teachers for feedback, they have not developed strong critical thinking skills (Paul et al , 1996).

1.8 Benefits of Critical Thinking

1.8.1 In the Classroom

Learners have the chance to comprehend and control their learning thanks to teachers who emphasize critical thinking. Students who use critical thinking techniques handle the course material more thoughtfully and effectively, raise more thought-provoking questions, and engage in the learning process more actively.

Critical thinking skills are often practiced well into later life by students who develop them. These abilities might genuinely transform their life for the better. Building critical thinking skills is essential for success in school and at work. By using these abilities, students often broaden their worldviews and improve their capacity to make critical judgments in both study and life. (Murawski, 2014)

1.8.2 In the Workplace

Through the decision-making process, critical thinking in the workplace has the potential to affect people negatively or positively. Employers frequently seek for employees with good thinking and communication skills; quick learners, who can solve problems, think

creatively, gather and analyze information, draw appropriate conclusions from data, and communicate their ideas clearly and effectively. This is because highly specialized career skills are typically best learned on the job. A critical thinking course specifically attempts to enhance these kinds of problem-solving and generalist thinking abilities. (Bassham et al, 2011)

1.8.3 In Life

People can prevent making bad decisions by using critical thinking, by encouraging them to make more deliberate, logical, and thoughtful judgments in life. They can be liberated from the unquestioned presumptions and prejudices of their environment and their culture by actively engaging in critical thinking. It enables people to ask, "This is what I've been taught, but is it true? " while stepping back from the dominant ideologies and practices of their culture. (Bassham et al, 2011)

Conclusion

Critical thinking is important in our personal and professional lives, a thorough understanding into its main conceptions is necessary. Therefore, this chapter aimed to provide a comprehensive review of critical thinking, as well as with instruction and assessment strategies to be used in EFL classrooms. In addition to the definition and history of critical thinking, it also outlined the characteristics and skills of critical thinkers.

CHAPTER TWO

An overview on Task-based learning approach (TBL)

Introduction

Chapter two examines the importance of integrating Task-based learning (TBL) approach in teaching English as a foreign language (EFL). Also, it discusses the necessity and the philosophy behind TBL approach. Moreover, it summarizes the different characteristics and stages of TBL approach. Furthermore it explores some of the task types, and then it explains its principles in instruction as a powerful approach for maximizing language learning and teaching. Additionally, it addresses the roles of the teacher and the student in implementing TBL approach in the foreign language classroom. Besides, it outlines its advantages as a beneficial approach but it also provides a criticism on it concerning its drawbacks and finally how to asses it.

2.1 The Necessity for Task-Based learning Approach

Task-based learning approach (TBL) is not a new approach of language learning. American Government Language Schools switched to task-based instruction (TBI) for teaching foreign languages to adults, in the early 1980s.It is often because they are aware that the majority of language learners who are taught using techniques that place a strong emphasis on grammar do not develop adequate levels of proficiency in the target language. Furthermore; the origins of Task-Based Learning (TBL) got its start in (1987) by Prabhu. On his Communicational Teaching Project, he used a task-based approach with secondary school learners in Bangalore, India which is based on the notion that effective learning occurs when learners are completely involved in a language task rather than simply learning about language.

The common assumption underlying language education in schools is that language is a system of wordings governed by a grammar and vocabulary. Nevertheless, it is more beneficial to view language as mainly a meaning system. In order to achieve the goal of helping learners to use second language(L2) by conveying meanings instead of emphasizing

on forms as in traditional grammar exercises, tasks play a crucial role in creating interactions between students and instructor in classroom teaching. "The top-performing school systems recognize that the only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction." (Barber, 2007; as cited in UNICEF, 2012)

Additionally, a usable level of fluency and proficiency inL2 is not achieved by the majority of learners using a structure-based approach, even after years of instruction (Skehan, 1996; as cited in Shehadeh, 2005).Although many students could construct grammatically correct sentences in the classroom. Similarly, Prabhu (1987) notes that the structure-based courses required a significant amount of remedial or re-teaching, which in turn led to similarly unsatisfactory results with school leavers unable to employ the English they, had been taught. American government language institutions encountered that learners made much more rapid progress and were able to use their new foreign language in real world situations with a reasonable level of efficiency after relatively brief courses when task-based instruction and authentic materials were used.

The basis for improving critical and creative thinking skills is task-based learning. This approach will not succeed, only if learners achieved their true potential. Engaging learners in interactive tasks, which is the backbone of TBL approach, is the most beneficial and efficient method of clarifying concepts that are complex in nature. Utilizing various activities in the classroom also helps students develop their critical thinking and creative skills. "The thinking required while attending class [traditionally has been] low level comprehension that goes from the ear to the writing hand and leaves the mind untouched" (Dodge, 1998; as cited in Stößlein, 2009). In contrary, the success of TBL approach is to establish a sense of responsibility in students and to encourage their own personal growth (Cohen, 1990,as cited in NOUAR,2015)

Learners are expected to reproduce the target language more spontaneously and flexibly in any situational context, which stresses the need for the use of TBL approach as a beneficial procedure in order to motivate learners and make them active contributors, creators and sequencers, so the process of learning a language need to enable them to be dynamic participants in interactive and communicative tasks so that they can communicate in English inside and outside the classroom. In addition, those tasks provide comprehensible input, which establishes the conditions for second language acquisition (SLA) according to Long (1981). While, if learners are going to effectively learn a language, they may also need opportunities for modifying their output through negotiation (Swain, 1985).

2.2 The Philosophy of Task-Based Approach (TBL)

Task-based Learning (TBL) is one of many approaches used in teaching and learning a foreign language. N. Prabhu (1987) assumes that by keeping learners attention on the job at hand rather than their language use, learners could learn more effectively. Given that it can be dated back at least as far as Socrates and Humboldt, TBL is not an entirely new method of instruction. However, modern instructors like John Dewey have rediscovered it .Universities seemed to have forgotten to consider the learning process for a while, despite the fact that it is a very active process in which it is crucial to encourage students to engage in critical speaking, reading, writing, and thinking(Dodge, 1998; as cited in Stößlein,2009).Yet, The need for students to actively participate in class activities is satisfied by task-based learning, which involves students at all stages of the learning process as they move through comprehension, decision-making, implementation, planning, rehearsal, performance, and reflection.(Finch, 1999 as cited in Naemeh,2011)

TBL theory is a "constructivist" learning theory that focuses on cognitive learning (Hein, 1991). In essentially, a learner "constructs" his own microcosms of knowledge by interacting with data, prior knowledge, or present experiences. Learners are actively involved

in the process of acquiring, assimilating, and applying knowledge. They actively search out new information. Instead of beginning with a list of problem-solving techniques, the instructor gets students involved in identifying real-world issues. The theory is also known as problem-based learning theory as a result. Thus, incorporating TBL components is a potential strategy to improve students' educational experiences.

Moreover, Long (1985) endorses his concept vaguely by explaining that a "task" is "a piece of work undertaken for oneself or for others, freely or some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book…"and he continued, "Tasks are things people will tell you they do if you ask them and they are not applied linguists" (p. 89). The first thing to notice about this definition is that it is non-linguistic and non-technical in nature. It outlines the kinds of responses a person in the street might give when questioned what they were doing. Also, those tasks do not necessarily require language use and have non-linguistic outputs, according to Nunan (2004).

In addition, tasks take on a pedagogical dimension when they are transferred from the actual world to the classroom. An explanation of a pedagogical assignment is provided below:

> An activity or action which is carried out as the result of processing or understanding language (i.e. as a response). …Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, *et al.* 1986,p.289; as cited in Nunan,2004, p.7)

Therefore, instead of considering what students will do outside of the classroom, activities are specified in terms of what they will do in class. They also stress the significance of achieving non-linguistic results.

Willis (1996) asserts that with the aid of these task-oriented activities, students use language to accomplish a genuine objective. He affirms that students use a variety of target

language tools they have access to in the classroom to solve problems, complete puzzles, play games, share experiences, and so on.

The issues addressed in communicative and task-based settings are typically ones that the learner finds interesting in general. Task-based learning refers to teaching methods where students complete assignments that are comparable to activities they might complete outside of a second language classroom. Tasks can be difficult, like writing a school newspaper, or simple, like arranging a hotel reservation (Lightbrown & Spada, 1999 as cited in BÜYÜKKARCI,2009).In addition, according to Skehan (1996) tasks for language learning are those that are mainly concerned with meaning and activity fulfillment is assessed in terms of a result, and real-life language is used.

Breen (1987; as cited in Richards & Roberts, 2001, p. 233) makes a broad description of a task:

> A language learning task can be regarded as a springboard for learning work. In a broad sense, it is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication. Such a work plan will have its own particular objective, appropriate content which is to be worked upon, and a working procedure… A simple and brief exercise is a task, and also are more complex and comprehensive work plans which require spontaneous communication of meaning or the solving of the problems in learning and communicating. Any language test can be included within this spectrum of tasks. All materials designed for language teaching-through their particular organization of content and the working procedures they assume or propose for the learning of content- can be seen as compendia of tasks.

Nunan (2006, p. 5) spends a lot of time talking about what a "Task" is. He first goes over important definitions from the TBL literature before presenting his own:

> A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

Brown (2001) makes the assumption that in Task-based teaching, the practical purposes for which language must be used take priority over the minor linguistic details. Task-based instruction emphasizes on a wide range of real-world tasks, as contrary to content-based instruction, which is more concerned with subject matter content. And various sources, including speeches, conversations, narratives, public announcements, cartoon strips, interviews, oral descriptions, etc., may provide input for tasks. According to him the course goals are more language-based in task-based curricula, in contrast to those in content-based, theme-based, and experiential instruction. Even though the objectives of task-based instruction are linguistics in nature, the emphasis is on communication, purpose, and meaning. These objectives go beyond the conventional focus on grammar and phonology to also include maintaining the importance of social interactions like greetings and sharing opinions.

2.3 Characteristics of Task-based Learning

Swan (2005) suggests the following properties for task-based learning:

➢ **Authentic English:** A teaching strategy known as task-based learning (TBL) treats language primarily as a tool for communication rather than as a topic or area of study. TBL approach depends on the language of everyday life. It emphasizes the things that happen in the actual world. This indicates that TBL approach focuses on interaction and communication among students who succeed in completing tasks on time and in the proper language.TBL approach also provides learners with an opportunity to practice communicating the target language before applying it in a real-world setting outside of the classroom.

➢ **Learner-Centered:** The teaching-learning cycle can become more learner-centered due to TBL. By using a task as the primary unit of instruction, the instructor gives the students the opportunity to plan and monitor their own learning. It is the responsibility of the teacher to design and assign a variety of activities that will let the students practice the target language naturally, autonomously, and creatively.

➢ **Focus on Meaning:** Task-based Learning is an approach that prioritizes meaning over form. In other words, students complete a variety of communication activities rather than discrete form-based exercises. It is encouraged for students to express themselves both orally and written regarding the lesson's theme. Such concepts need to serve as the foundation for an analysis of the communication operation's meaning.

➢ **Completion of Task:** The task is the focus of the classroom activities. Students use language as their primary instrument to complete the exercise. The task is an action that employs language to achieve a particular outcome.(as cited in Hismanoglu,2011)

Furthermore, Nunan (2004) proposes the following 8 Task-based Learning principles:

➢ **Scaffolding:** The lessons and materials should assist and support the students.

➢ **Task chains:** Every activity will develop upon the one before it.

➢ **Recycling:** Recycling the languages will increase learning possibilities.

➢ **Organic learning:** Linguistic abilities "grow" gradually.

➢ **Active learning:** The most effective way for students to learn is through language use means by doing and through experience.

➢ **Integration:** The grammatical structure and how to use it for conversation will be discussed by the teachers**.**

➢ **Reflection:** Learners should be competent in assessing their knowledge and performance.

➢ **Copying to creation:** Students should be able to use their imagination and creativity to solve real-world problems, in addition to learning and practicing the material that has been written specifically for them.

2.4 Stages of Task-based Learning

TBL Approach for language teachers, learning provides an alternative teaching strategy. The teacher does not decide in advance what language will be covered in a task-

based lesson. The goal of the lesson is for the students to accomplish a key task, and as they do so, the language being studied is decided. Frost (2004) illustrates the following stages:

2.1.1. *Pre-task:*

Teachers introduce the subject and give students specific instructions on how to complete each task. They may also help students retain some vocabulary that will be useful when completing the task. Playing a video of someone performing the task can be part of the pre-task step. It gives pupils a thorough rundown of what to anticipate. Students should set aside their notes and make an attempt to plan out the assignment. Before starting the task, instructors and students should pre-task the various activities they may engage in, according to Ellis (2006). The pre-task technique is designed to prepare students for the task of fostering learning.

2.1.2. *Task:*

While the teacher supervises and provides assistance, the students work in pairs or groups to finish an assignment while utilizing the language resources. A lesson that is basically conversational in nature, the clear formulation of messages, and chances for students to take risks are all included in this second phase. Shared objectives and efficient communication infrastructure are two additional processes in this stage.

2.1.3. *Planning:*

Students prepare a concise oral or written report to summarize their task's developments for the class. Then they practice speaking in front of their peers. The teacher is still accessible for the students to consult with regarding any language-related questions they may have.

2.1.4. *Report:*

Following that, students present their written or oral reports to the class. Teachers determine the order in which students present their reports and may provide students with

immediate feedback on the material. Teachers can also play a recording of the students performing the same activity at this point to compare them. This process has some pedagogical goals, such as providing consistent task results, encouraging reflection on how the task was completed, and finally encouraging disturbing behaviors in the learner's task.

2.1.5. Analysis:

The instructor then selects relevant passages from the recording's text for the students to consider. They might ask students to pick out noteworthy details in this text. The language that the students used during the report phase can also be highlighted by the instructor for analysis. The instructor plays a crucial part in assisting them in overcoming anxiety, encouraging the collision of ideas, and ultimately enabling supernormal performance. A successful presentation on behalf of the entire group will undoubtedly improve everyone's confidence as well as the speakers' stimulate the interest of the group members in learning English and give them a strong feeling of accomplishment.

2.1.6. Practice:

Finally, the teacher decides which language areas to teach based on the requirements of the students and the outcomes of the challenge and study phases. The students then engage in tasks to increase their self-esteem and useful language notes.

Table2. 1: A pedagogical sequence for introducing task

Step	*Example*
1. Create a number of schema building tasks that introduce initial vocabulary, language and context for the task.	Look at newspaper advertisements for renting accommodation. Identify key words (written as abbreviations), and match people with accommodation.
2. Give learners controlled practice in the target language vocabulary, structures and functions	Listen to a model conversation between two people discussing accommodation options and practice the conversation. Practice again using information from the advertisements in step 1.
3. Give learners authentic listening practice.	Listen to several native speakers inquiring about accommodation and match the conversations with newspaper ads.
4. Focus learners on linguistic elements e.g. Grammar and vocabulary.	Listen again to conversations and note intonation contours. Use cue words to write complete questions and answers involving comparatives (cheaper, closer, more spacious etc.)
5. Provide freer practice	Pair works information gap role play. Student A, play the part of a potential tenant. Make a note of needs and then call rental agent. Student B plays the part of a rental agent. Use ads, and offer partner suitable accommodation.
6. Pedagogical task	Group work discussion and decision making task. Look at a set of advertisements and decide on the most suitable place to rent
7. Learning focus	Get students to list ten new words and two new grammar points. Students review three learning goals and, on a three point scale, evaluate how well they can perform these goals.

(Nunan, 2004, pp. 34-35; as cited in Nunan, 2010)

Furthermore, the table 2.1 serves as an example of how a module based on the goal

task of choosing the best rental property was developed. The intended outcome of this

sequence, or real-world application, is for students to either go out and actually rent an apartment, or look into appropriate apartments for rent outside of the classroom. In some circumstances and settings, this might be feasible.

2.5 Various task types

Teachers have a variety of options when creating or choosing tasks to use in the language classroom, including the task's type, the circumstances in which students must finish it, and other task characteristics. There will be differences in the effectiveness of these choices. Finding out the effects of particular activity properties is a common goal of task study conducted in the classroom. "Information about important task variables acquired through research can help teachers in deciding what tasks to use and when," according to Ellis (2000).In other words, being knowledgeable of tasks types can give instructors information that assists them to further enhance the efficacy of their language instruction

Various methods exist for identifying different task classifications. For instance, Nunan (1989) proposes two broad categories: pedagogical activities (such as using the telephone) and real-world tasks (such as information gap activities). These can be further broken down into different categories by cognitive processes or knowledge hierarchies (such as listing, ordering and sorting, problem solving, and being creative), or by language functions (such as giving directions, apologizing, and making recommendations).

Others may categorize activities according to the subject matter, the language proficiency necessary to complete them, or whether the result is closed or open (sometimes called divergent and convergent tasks; Long (1989). Five kinds of tasks are identified by Pica, Kanagy, and Falodun (1993) based on the type of interaction that takes place during task completion, such as one-way or two-way information flow: jigsaw tasks, information gaps, problem-solving, decision-making, and opinion exchange. Others are listed by Richards and Rodgers (2001). It's crucial to distinguish between various task types because it enables

researchers to examine which ones most effectively promote learning. (as cited in Shehadeh,2005)

2.6 Principles of Task-Based Instruction

There is broad agreement on the following principles, despite the fact that supporters of task-based instruction inherently differ in emphasizes and beliefs, according to Swan (2005):

- The tasks in instructed language learning should focus more on meaning than on language and should mainly involve natural or naturalistic language use.

- Instruction should be learner-centered instead of focusing on instructor control.

- Since naturalistic learning alone typically does not result in accuracy as a target, participation is required to promote the acquisition of formal linguistic components while maintaining the benefits of a natural approach.

- This can be accomplished most effectively by offering opportunities for form focus, which will alert students to linguistic components as they appear incidentally in classes with a primary focus on meaning or communication.

- A particularly suitable tool for such an approach is communicative activities.

- Pre- or post-task language training that is more structured may be helpful. This might aid acquisition by promoting or enhancing awareness of formal characteristics in conversation.

- Traditional approaches are ineffective and undesirable, particularly when they separate communicative work from passive formal teaching and practice.

2.7 Task-based language teaching as a powerful approach for maximizing language learning and teaching

TBL approach is considered as a teaching approach that uses tasks as its primary pedagogical tools to structure language instruction. Its supporters argue that, because

TBL approaches have similar instructional principles, they clearly advance communication linguistics. For instance, they both agree that real-world communication tasks are the most important for language learning, and that employing language in a manner that is meaningful to learners can facilitate the learning process (Willis, 1996).

In addition, the TBL approach is an effective and powerful teaching approach. It encourages training skills and acquiring linguistic knowledge while performing tasks. Instructors serve as both educators and guides. In a similar way, students serve as both primary agents and receivers. The best way for learners to learn how to switch from their first language to the target language is through TBL approach. It gives them the opportunity to learn collaboratively and activates their potential to apply and perform the target language in a professional manner (Lin, 2009).

According to Larsen-Freeman (2000), language learners have numerous opportunities to interact with their peers because they make an effort to perform a task. This interaction, in which learners attempt to understand one another and express their own meaning, is believed to improve language learning. Furthermore, the purpose of using the TBL approach is to offer learners a natural setting in which to use the language, give them productive input of the target language, besides improving their ability to communicate effectively, and increase their motivation for the lesson. (Hismanoglu, 2011)

2.8   Teacher and Learner Roles in Task-Based Learning

According to Richards and Rodgers (2001), task-based learning requires both teachers and learners to foster classroom interaction. As collaborative research TBL approaches learning and teaching, the positions of teachers and students shift within a task-based learning environment. Both learners and instructors are assigned particular responsibilities in task-based Learning. Although far from comprehensive, Richards and Rogers (2001) address the

roles of the teacher and the student in implementing TBL approach in the foreign language classroom

2.1.7. Teacher Role:

➤ *Selector and sequencer of tasks:*

The teacher can make tasks more effective by choosing, adapting, and creating them, then shaping them to fit the requirements, interests, and linguistic proficiency levels of the learners.

➤ *Preparing learners for tasks:*

It can be said that language learners typically receive some pre-task training. These training exercises might involve introducing the subject, outlining the activity requirements, helping students learn or remember useful terms and expressions to make the task completion simple, and providing a partial demonstration of the task process.

➤ *Consciousness-raising:*

It should be noted that the instructor uses a variety of form-focused strategies, including attention-focusing pre-task activities, reading the assigned text, directed exposure to associated activities, and use of highlighted material.

2.1.8. Learners role :

The status and function of the instructor in an instructional system are closely related to that of the learners.

➤ *Group participant :*

Several tasks are finished by the students in pairs or small groups. Those who are more used to whole-class events and/or individual work may need to adapt pair or group work.

➤ *Monitor :*

It should be emphasized that task are used in task-based learning as a tool to facilitate the learning process. It is important to plan classroom task that give students the chance to

observe the way language is used in communication. The content in task work, as well as the form in which such content is usually presented, should both be "attended" to by the learners themselves.

➢ *Risk-taker and innovator* :

Many tasks will require students to create and elaborate on messages for which they lack the necessary linguistic tools and background knowledge. This is supposedly the purpose of such tasks in reality. It may be necessary to improve the abilities to infer meaning from linguistic and contextual signs, ask for clarification, and discuss with other students.

Furthermore, Nunan (2004) added that for many years learner-centeredness has played a significant role in language education, and like TBL approach, it is closely related to communicative language teaching. Moreover, he continued explaining that learners should gradually be able to decide for themselves what to do and how to do it. This automatically suggests a significant shift in the roles given to students and teachers. By using "task" as the fundamental unit of learning and setting an emphasis on strategies, instructors give students the opportunity to arrange and evaluate their own learning and start to break some of the existing hierarchies. This does not indicate that a task will be perceived similarly by a teacher and a student.

2.9 Advantages of Task-based Learning

Task-Based Language approach is an approach to teaching second languages that is based on the most current results in the field of SLA, due to this, it is essential in today's linguistic education (Solares, 2006). The learner typically has an active role in creating and participating in the activities in a task-based lesson, which increases their motivation for learning. Students have more opportunities to demonstrate their thinking through action in an task -based lesson.

However, the teacher may also be more responsive to the requirements of the students. TBL approach enables learners to effectively apply the knowledge they have acquired to the current task. This practical and hands-on learning experience enables students to understand the relevance of particular academic issues and serves as a foundation for future academic debate. (As cited in BÜYÜKKARCI, 2009)

Moreover, in order to help teachers implement task-based learning, some experts have proposed some of its benefits. So first of all, task-based learning provides a context that is obvious for language use. The students can be given a variety of tasks to complete in order to convey the ordinary meaning. As a result, they learn the language in-depth. To finish the task given to them by the teacher, the learners must collaborate. Students have numerous opportunities to acquire a language in the real world (Larsen, 2000). Besides, task-based learning tends to put the learner first. According to TBL's instructional procedures, the teacher should only use the word in the pre-task. Students are then permitted to use their language during the work cycle and language orientation. It encourages students to engage in active learning.

Additionally, TBL approach encourages students to participate in higher-order learning goals like problem-solving and critical thinking (Detlor et al., 2012). Researchers have discovered that by involving students in problem-based activities throughout a lesson, teachers can help them develop multiple abilities like multimedia literacy, information literacy, and critical thinking, as well as reduce learner anxiety by giving them a place to "test out" new skill sets (Allen, 2008; Currie, 2000).

2.10 Criticisms on Task-Based Learning approach

Few would question the pedagogical benefit of using tasks in second language classes as a means of fostering learning and the use of real language. However, this strategy has its own drawbacks. Students invest a lot of time using task-based learning because there are

numerous learning activities. If they were to use TBL, the teacher would state this. Another drawback is that the teacher has limited opportunity to use the language or serve as a role model because they must clarify the task at the pre-task stage.

The notion that task-based learning is an advanced teaching strategy that is firmly established on the results of current theory and research cannot be sustained, according to Swan (2005). The TBL hypotheses, which claim that SLA is entirely the result of noticing during communicative activity and is governed by rigid developmental sequences, are not supported by strong theoretical arguments or compelling experimental evidence, and they are in direct opposition to common language-learning experience.

TBL provides a different justification for using activities as well as various standards for their creation and application. It lacks a systematic grammatical approach or a specific syllabus that distinguishes the most recent versions of TBL and instead relies on tasks as the main source of pedagogical input in instruction. The suggested schemes for task types, task sequencing, and task performance evaluation, for example, have not all been justified.

According to Richards and Rogers (2001), the fundamental element of task-based language teaching—that it offers a more effective foundation for instruction than other language teaching approaches—remains in the domain of ideology rather than fact, which is consistent with what Swan (2005) suggested above.

Task-based learning can be dangerous if used carelessly, claims Skehan (1996). Especially, it is likely to create pressure for instant communication rather than Interlanguage change and growth. Some communication techniques, such as paraphrasing, word coinage, and repeat, may be used by speakers. Furthermore, task-based learning, according to Norris, Brown, Hudson, and Bonk (2002), cannot replicate all the elements that characterize real language use situations and does not offer any basis for interpretations that extend beyond the

specific task/test context. Additionally, the elicited performances might be dependent more on skills or information than on the actual language used.(as cited in BÜYÜKKARCI,2009)

2.11 Task-based assessment

Bachman and Palmer (1996) consider tasks as an activity that involves participants in using language for the purpose of attaining a particular goal or objective in a particular situation. Task-based testing is a component of performance assessment, a more comprehensive evaluation strategy. The need to evaluate students' communicative language skills has increased as the main goal of language instruction shifts from an object of study to a framework for interaction, and performance assessment, including task-based assessment, has become increasingly common.

Furthermore, any evaluation process that includes observing behavior in the real world or simulating a real-life activity with raters to evaluate the performance is referred to as a performance assessment (Bachman, 2002). Performance assessments thus differ from conventional paper and pencil evaluations in that their main goal is to accurately portray students' communicative skills and to draw conclusions about students' ability beyond the learning/testing situation to real-life communication. Open tasks are frequently used to give test-takers the chance to use more language and to have relatively more control over the language they create (Chalhoub-Deville, 2001)

There are three crucial aspects of performance evaluation. First, it must be task-based; second, the task must be as authentic as feasible; and third, the outcome of the task must determine success or failure. Once more, task-based evaluations are any tests that require students to exhibit behavior that promotes as much accurately as possible, goal-oriented target language use outside of the context of a language test (Brown, 2004 as cited in Kassie, 2015).

Conclusion

As a conclusion for this chapter as it discusses the value of adopting the task-based learning (TBL) approach when instructing English and it examines need for it. Additionally, it outlines the various features and processes of the TBL approach, and then it looks at a few different task types before explaining how its guiding principles can be used in instruction to improve language learning and teaching. It also discusses the functions assumed by the teacher and the student in bringing the TBL approach into practice in the foreign language classroom. In the end, it describes how advantageous this method is, but it also criticizes it for its shortcomings and then explains how to evaluate it.

The following chapter serves as the study's field of work, in which the researcher makes an effort to explain the various steps she undertakes to analyze and explain the data required to describe students' perceptions of the incorporation of a task-based learning approach in EFL classes.

CHAPTER THREE

Methodology, Data Analysis and Interpretation of Results

Introduction

This chapter explores the current research's field work that was conducted to investigate further the teachers and the students' perspectives throw integrating task-based approach (TBL) to ameliorate critical thinking skills quality. In regards to the research questions, this chapter provides the study's findings. Therefore, the steps required to arrive at the desired results are explained, starting with a description of the sample and moving forward to an overview of the data analysis techniques used in the study (two questionnaires), followed by a description of the questionnaire sections, piloting, and research ethics. Additionally, discussions of the results and limitations are also provided in this chapter.

3.1 The Sample

This research is conducted to explore Biskra University teachers and students' perceptions of the impact of using task-based learning approach to improve critical thinking skills. The sample includes nine teachers and forty third year students of English in Mohamed Khider University. Students who participate range in age from 20 to 24 years old. All of the participants completed the questionnaire while in class. Due to this, the current study employed a simple approach with participants who had been selected from third-year classrooms.

3.2 Data Collection Method

The current study employs two semi-structured questionnaires to collect data to investigate teachers' and students' perceptions on the impact of using task-based learning approach to foster critical thinking skills. The factual, behavioral, and attitudinal questions sought to elucidate the two main research variables, particularly critical thinking and task-based approach.

Questionnaire is considered as a very popular data collection technique that is easy to use by researchers in the field of second language research in order to collect their data because it suits their studies. In addition to the general data that the researchers utilize, it is separated into sections. This determines the nature of the questionnaire (structured, semi-structured, or unstructured) and can be either (open ended, closed ended, or mixed) (Dörnyei, 2003)

3.3 Description of the Questionnaire

The two questionnaires were administered to the teachers and students by using hard copies to ensure that every member of the sample, which consists of nine teachers and forty students, responded to the questionnaire. Accordingly, the questionnaires were developed to include three sections structured as follow:

Section One: General information (two items for teachers and one item for students)

This section collected the data about the factual information about the participants .teachers section contained two items: gender, and experience in teaching in university. Nevertheless, students section encompasses one item: gender. This section helped to clarify the samples' viewpoints and the perspectives from which they responded to questions.

Section Two: Perceptions of EFL critical thinking (ten items for teachers and nineteen for students)

The ultimate goal of the second section is to elucidate teachers' and learners 'opinions concerning students' contribution inside the class and their viewpoints on the necessity to have critical thinkers in the educational environment. Also, it attempted at investigating the different reasons that make critical thinking a requirement for students. Additionally, it collected the participants 'information about the extent to which critical thinking is related to other skills. It also explored both teachers and students' perceptions of the difficulty of critical thinking with the different obstacles that impede critical thinking, besides if teachers help their learners to develop that skill or not, along with the preferred types of works adopted in the EFL classes.

Moreover, this section reported both teachers' and students' insights on the easiest way to learn for students either with practical applications or theoretical structure and the kind of teaching technique the teacher usually use to foster critical thinking , yet those two questions were asked for teachers in the third section. All the above mentioned items were offered for both teachers and learners. Nevertheless, seven additional questions were asked for learners only, concerning the definition of critical thinking and reported the frequency of using it in the classroom. Also, this section elucidated the different characteristics and skills of critical thinking and how much they are satisfied with the opportunities that their university educational system offers for them to use critical thinking.

Section Three: Perceptions of integrating Task-based approach to enhance critical thinking (7 items for teachers)

Out of the seven items in the section three, two items were asked for both participants, but there were five items for teachers only where this section elucidated the frequency of using task based approach by teachers and its benefits and drawbacks from using it in EFL

classes, besides the main challenges that may impede its effectiveness. Also, it aimed to improve the quality of the research by utilizing instructor's personal opinions of the topic under investigation.

3.4 Validating and Piloting the Questionnaires

The stages of validating and piloting are necessary for the creation of well-formed questionnaires. For this reason both questionnaires were provided to the supervisor and another teacher they both agreed that the questions fulfill the intended objectives of the instruments and measured the topic under investigation. To enable the researcher to identify any weaknesses, the questions were administered to a sample similar to the one chosen as the intended research sample during the piloting stage. Nevertheless, changes includes some grammatical mistakes in the instruction and one question that contain some subjectivity. Also, another question was changed because it was not clear and contains some ambiguity. Finally, because open-ended questions were time consuming one question was removed.

3.5 Ethics of Conducting Research

This questionnaire is used as part of a master's research project at The University of Biskra in Algeria. Only the academic goals of the research are addressed through the utilization of student replies. No information provided in this questionnaire is used for any other purpose than to address the study objectives. Participants are informed of the study's objectives and are given a thorough explanation of how the data they provide will be used and protected.

3.6 Data Analysis

The primary objective of the research is to examine the role of TBL approach in the development of EFL learners' critical thinking skills. The questionnaire has a semi-structured design, and the results are analyzed using descriptive statistics and content analysis through the use of services offered by Microsoft Excel, which allows the researcher to format,

organize, and calculate data in a spreadsheet. In addition to the statistical package for social science SPSS, the latter is a software program used to enter and organize data, conduct various statistical analyses, and exhibit data in graph form. Descriptive statistics includes percentages, frequencies, the mean, the standard deviation. However, content analysis was used to analyze open ended question.

3.7 Discussion of the Results

The results of our study are summarized with regard to each section in the questionnaires

3.7.1 Results related to Section One: General Information

Item1. Students' and Teachers Factual Information (Gender/ Experience)

In this research, figures 3.1 and 3.2 illustrate the participants' demographic information that includes their gender, in order to clarify the different viewpoints from which they replied to the questions.
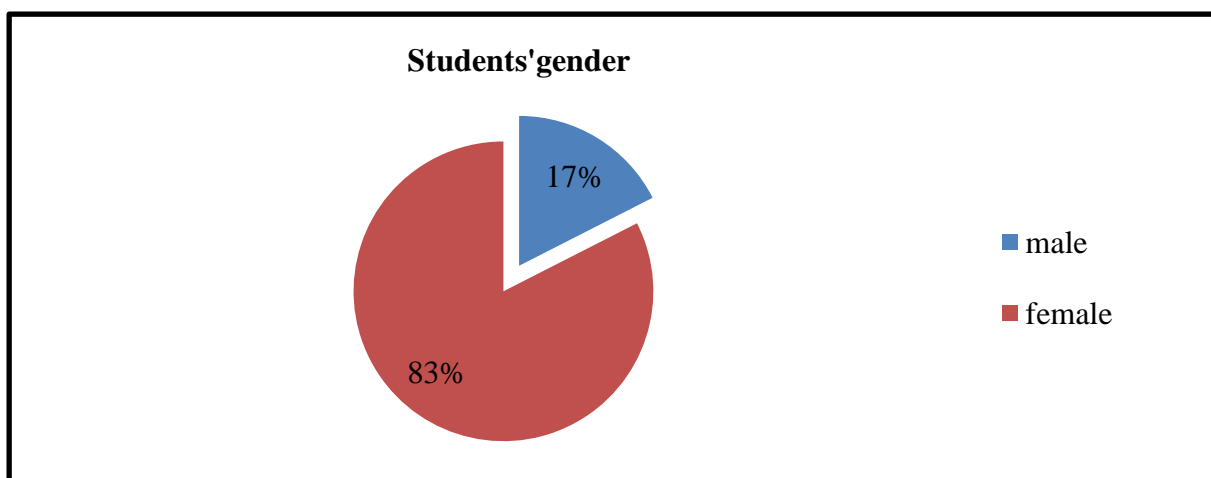
Figure3.1: Students' demographic information (Gender)

In this item, female students (83%) were more than male students (17%). Moreover, female students were 3/4 of the sample (40 students). Yet, this result was expected since the number of female students at the English department is observed to be higher than male students.
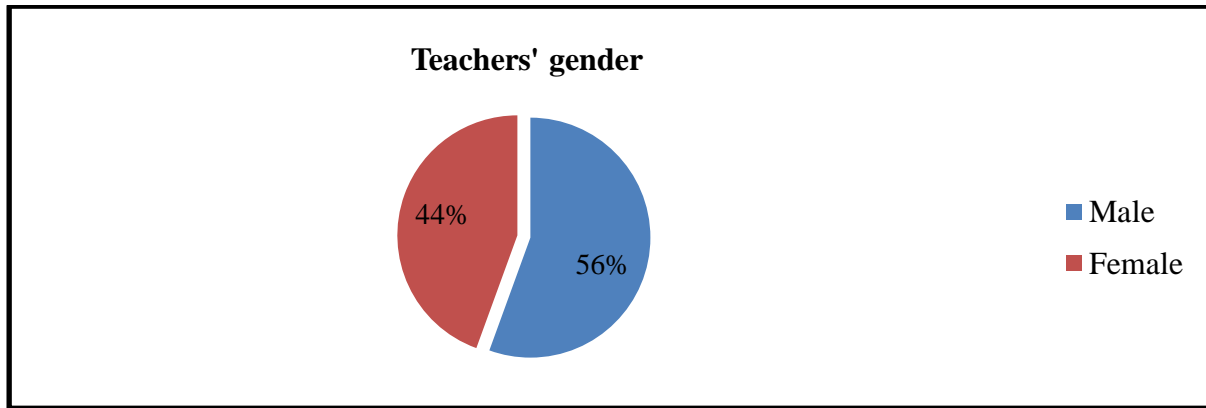
Teachers' gender

Figure3.2: Teachers' demographic information (Gender)

Figure 3.2 and table1 bellow illustrate the teachers' factual information (Q1: Gender), male teachers (56%) were more than female teachers (44%).Furthermore, from figure 3.3 and table 3.1 the percentages of teaching English at university (Q2) revealed that the scope of the study includes both novice and experienced teachers.

Experince in teaching at university
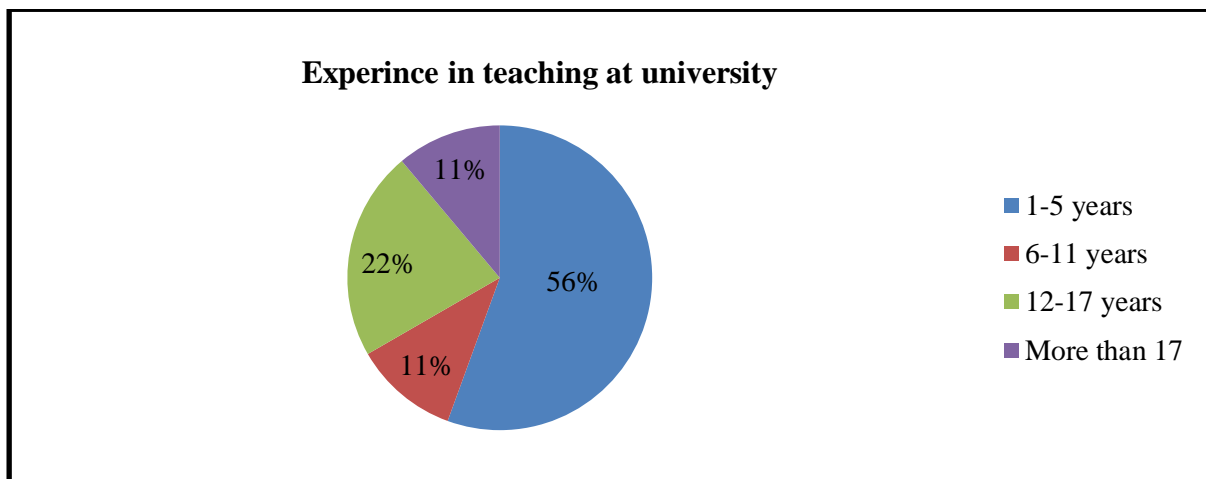
Figure3.3: Teachers' experiences in teaching at the university level

Teachers		Frequency	Percentage
Gender			
	Male	5	56%
	Female	4	44%
	Total	9	100%
Experience in teaching at the university	1-5 years	5	56%
	6-11 years	1	11%
	12-17 years	2	22%
	More than 17	1	11%
	Total	9	100%

Table 3.1: *Participants distribution according to factual information*

3.7.2 Result related to Section Two: Perceptions of EFL critical thinking

Item2.Students perceptions on the meaning of critical thinking (Q2)

In this survey the participants answer the question about the meaning of critical thinking according to them, in order to capture their viewpoints concerning critical thinking as a skill; also, to understand if EFL learners are knowledgeable and aware of its meaning. The following figure shows statistic about the students' perceptions on critical thinking.
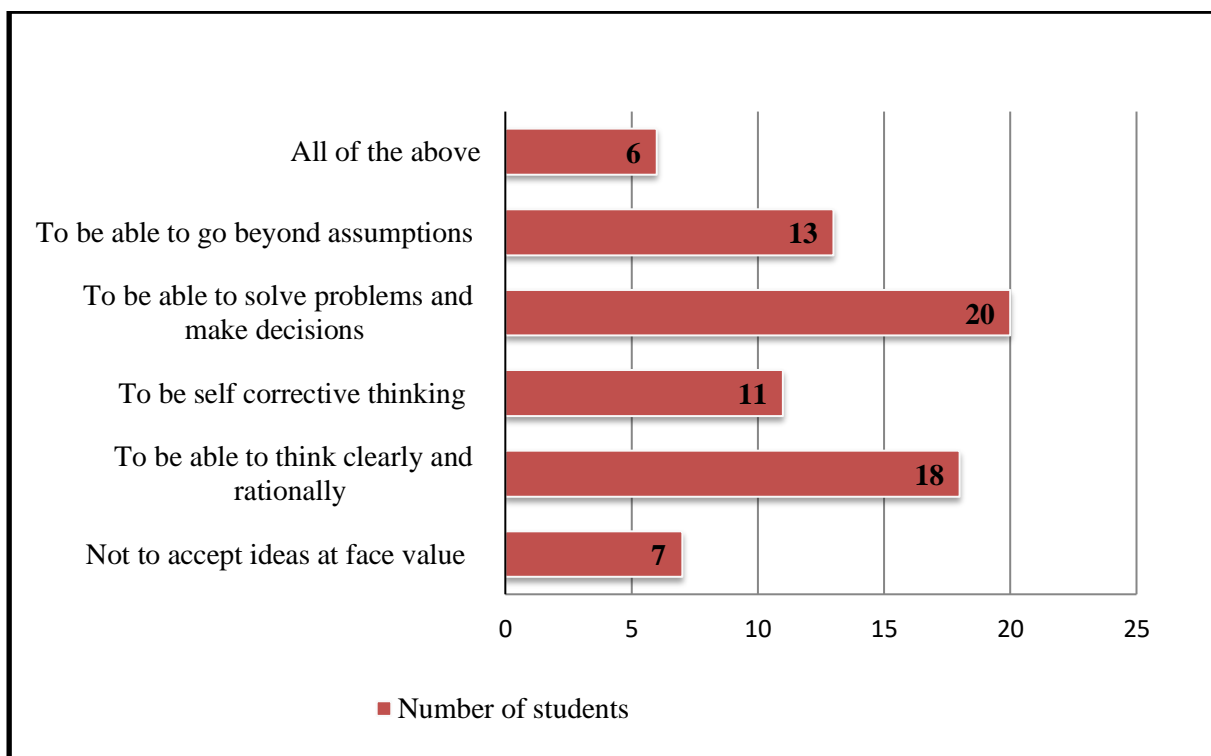
Figure3.4: Students' perceptions of critical thinking

The findings obtained in figure 3.4 indicate that the highest result (20students) was related to the ability to solve problems and make sound decisions then to the ability to think clearly and rationally (18), yet the lowest result(6) was that all of the perceptions are related and have the meaning of critical thinking. Therefore, those results demonstrate that there is no significant difference between the students opinions concerning the meaning of critical thinking which means that most of them are knowledgeable and aware of what does it mean having the ability to think critically.

Item3.Students use of critical thinking

This question was created in order to collect data about the participants' opinions regarding the use of critical thinking in their classrooms. The following figure shows the statistics of the students' point of view:

The use of critical thinking
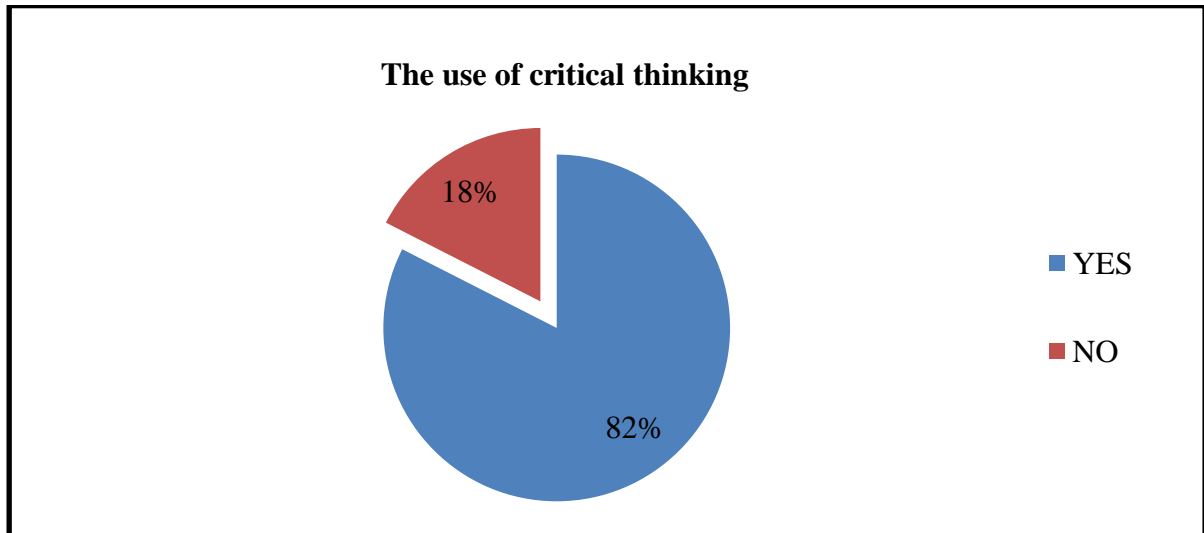
Figure3.5: Students' use of critical thinking

According to the answers of this question in figure3.5, it is noticeable that the majority of the students 82% (33 students) tend to use critical thinking in their classes. Yet, 18% (7 students) say that they do not use critical thinking. Nevertheless, the percentage obtained from figure 3.5 indicates that the dominant answer was that most of the learners use critical thinking in their classrooms, which clearly means that critical thinking is not a new concept for them.

Item4. How much do you use critical thinking in your classrooms?

In this item, the participants answer this question in order to know if they think critically and use critical thinking skills in their classrooms.

Figure3.6 explaines more the participants answers :

Frequency of using critical thinking
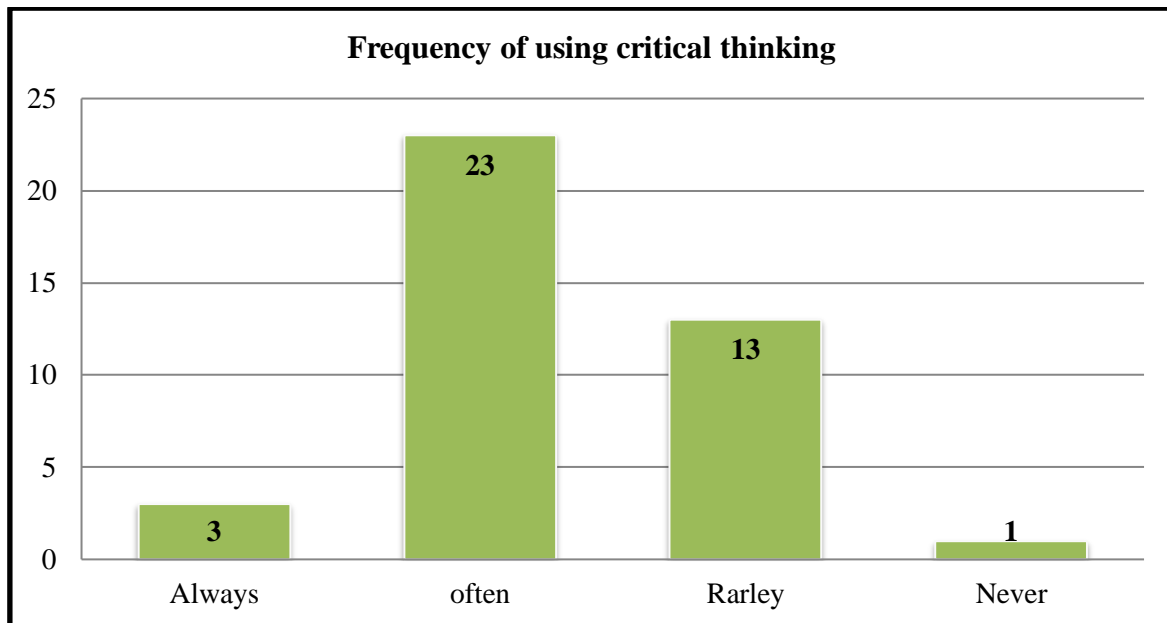
*Figure3.6:*the frequency of using critical thinking by students

In this item (Figure 3.6), 23 students often think critically and 13 students claim that the use of critical thinking rarely happen during lectures. Additionally, 3 students say that they always use critical thinking yet one student out of the 40 participants says that he never used it. These results demonstrate that the majority of the students often think critically in their classrooms but not always, which may mean that there are some factors that possibly distract their way of thinking or it is little bit difficult for them to use it.

Item5. Critical thinking for learners is about being an active learner rather than a passive recipient of information

This item was asked for both teachers (Q3) and learners (Q5).This question was designed in order to explore teachers' and learners' views on the basis of critical thinking either it is on being active learner or on being a passive recipient of information.

Item	Teachers Students	Mean	Std. Deviation	percentage	description
Critical thinking is about being an active learner rather than passive recipient of information	T	2,4000	1,19400	100%	Strongly agree
	S	1,0000	0,00000	38%	Neutral

Table3.2:*Teachers and students agreement and disagreement on active and passive learning*

Results of the participants' answers are provided in the table 3.2 above, in which all teachers strongly agreed that critical thinking requires active learners who question ideas and assumptions instead of accepting them at face value. Moreover, it was expected that student answers will belong to "strongly agree" or "agree" categories; nevertheless, students hold a neutral position which indicate that regardless of them being aware of critical thinking yet they are not active users of it, which may mean that sometimes students do not view themselves as having sufficient experience or authority in a given context to challenge others' ideas.

Item6. The need for critical thinkers in the Educational environment

This item was for both teachers (Q4) and for learners (Q18) in order to figure out if both participants think that critical thinkers are needed in the educational environment.

	Teachers	learners
No	0%	3%
Yes	100%	98%
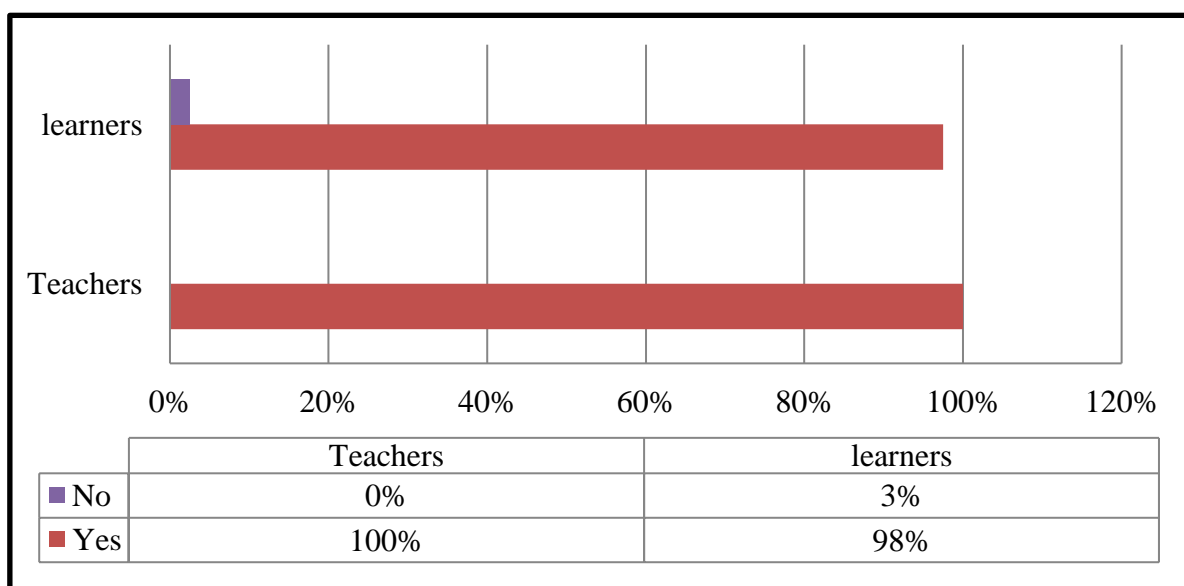
Figure3.7: Percentages for the needs of critical thinkers

Figure3.7 illustrates the participant's point of view concerning the necessity for critical thinkers in the educational environment. Results demonstrate that all teachers (100%) totally agree on the need to have critical thinkers, the same for the learners where the highest percentage (98%) represents their agreement on this notion; those results indicate that both teachers and learners are in harmony regarding this idea, and that means both participants are aware and conscious on the significant and the importance of having critical thinkers who can analyze, question, judge, consider multiple views on any issue.

Item7. Characteristics of Critical Thinking

This question was asked for students only (Q6) about the features and characteristics of critical thinking.

item	Mean	Standard deviation	percentage	description
Having curiosity	3,56	1,081	33.3%	Very good
Being compassionate	2,96	1,347	42.9%	Fair
Having high awareness	3,97	1,142	48.6%	Excellence
Thinking analytically	4,18	1,336	64.7%	Excellence
Drawing inferences	3,45	0,961	38.7%	Good
Communicating clearly	3,81	1,064	36.1%	Excellence

Table3.3: *Students perceptions on the feature of critical thinking*

Note. Being compassionate and thinking analytically were not selected for three times respectively; therefore, the SPSS handled the issue of missing values and calculated the final results.

Results of table 3.3 were mostly ranked between good and excellence, yet those results demonstrate that students are able to determine which characteristics of critical thinking need to work on. Therefore, having curiosity about all sides of an issue drives them to continually seek new information and expand their knowledge; besides being compassionate with others' perspectives and having high awareness allow them to challenge their own thinking and make improved and unbiased decisions .Also, thinking analytically in order to break down complex issues into their simplest forms and look at data in details is crucial component of critical thinking that help them to make rational inferences and be effective communicators who can articulate their goals and concerns clearly.

Item8: The difficulty of critical thinking

This item was asked for both participants "teaching / developing critical thinking is difficult?" in order to collect data about the participants views regarding the difficulty of critical thinking.

Item	Teachers Students	Mean	Standard deviation	percentage	description
developing critical thinking skills is difficult	T	2,3333	1,11803	66.7%	Agree
	S	2,7250	0,87669	47.5%	Neutral

Table3.4:*Participants agreement/disagreement with the difficulty of critical thinking*

Results of participants' answers provided above in table3. 4, in which teachers agreed that teaching critical process is challenging and effortful because it is not a list of facts to memorize but a process that is built on a foundation of language and comprehension. Nevertheless, students hold a neutral position instead of agreeing and disagreeing with the statement which means that it is still challenging for some of them to develop critical thinking.

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Item9: the difficulties of teaching and learning critical thinking

This item was designed for teachers (Q9) and students (Q14) in order to state the different difficulties that usually face both instructors in teaching critical thinking and students in learning it. Results are presented in table 5.

Item	Teachers Students	Mean	Standard Deviation	percentage	description
Lack of practice	T	3,7778	0,66667	56%	Very critical
	S	2,6750	1,52564	35%	Not critical
Lack of sufficient subject matter knowledge	T	3,5556	1,01379	44%	Moderately critical
	S	3,3250	1,38467	30%	Extremely critical
Lack of motivation	T	3,0000	0,89443	33%	Very critical
	S	3,2500	1,42775	25%	Extremely critical
Limited classroom management skills	T	3,3333	1,32288	33%	Moderately critical
	S	3,3750	1,29471	28%	Moderately critical
Over crowded classes	T	3,5556	1,42400	33%	Extremely critical
	S	3,6452	1,22606	28%	Extremely critical
Lack of administrative support to distinguish practices	T	3,5714	1,13389	44%	Very critical
	S	3,0250	1,38652	23%	Moderately critical

Table3.5: *The difficulties encountred both participants in teaching and learning critical thinking*

Results show that most of the teachers considered the lack of practice as a very critical obstacle in teaching critical thinking while students claim that it is not a critical barrier which may indicate that learners are not aware of how much it is significant and important to practice in order to enhance critical thinking, their claim might be because they were not used to the idea of practicing critical thinking.

Moreover, teachers stated that lack of sufficient subject matter knowledge is moderately critical, whereas students considered it as extremely critical barrier compared to teachers, in which having insufficient prior knowledge on any topic made it difficult for them to think critically. Furthermore, both participants were in harmony and considered lack of motivation as a significant challenge when learners are not interested and not participating in any interaction during classes they are going to reduce the possibility of them to use critical thinking.

Yet, teachers and learners regarded limited classroom management skills as a challenge that moderately affects critical thinking. In addition, both participants agreed that overcrowded classes are extremely a significant barrier where the interaction between instructors and their students got distracted by the chaos which limited their opportunities to think critically. Besides, lack of administrative support to distinguish practices is very critical challenge for teachers and a moderately one for learners; which indicate that the insufficient administrative support and the lack of resources, time and materials which are on the administration responsibility is one of the difficulties that face teachers and learners.

Teachers were giving the opportunity to state other difficulties rather than the one mentioned before and only two teachers answered. One of the teachers reported that the over emphasis of the educational system on memorization rather than thinking which indicate that the traditional way of memorizing things is still used and constitute a critical barrier. Besides, the other instructor stated an additional challenge which is the lack of authentic materials that provide real-life examples of language used in everyday situations; also the insufficient ICT sessions which may help the learners through the use of technological tools that can aid in the understanding of the more difficult concepts.

Item10: Critical thinking skills

This question was designed for students only (Q8) to collect data about their opinions concerning the difficulty of critical thinking skill and the reason behind designing this question corresponds to the content of the previous question in that developing critical thinking for learners is difficult.

Item	Mean	Standard Deviation	percentage	description
Reasoning	1,85	0,736	45%	Slightly difficult
Interpreting	2,67	0,711	35%	Slightly difficult
Explaining	2,35	1,252	33%	Not difficult at all
Analyzing	2,63	1,254	30%	Moderately difficult
Evaluating	2,03	0,947	35%	Not difficult at all
Sequencing	2,43	0,958	55%	Slightly difficult

Table3.6:*The difficulty of critical thinking skills*

Table 3.6 reveals the students' results; where they claim that the ability to reason, to interpret and to sequence are slightly difficult while evaluating is not difficult at all, yet analyzing is moderately difficult. Thus, knowing what details, information, or facts about a situation besides gathering unbiased research, asking relevant questions about the data to ensure its reliability and judging the findings objectively for effective analysis is challenging for most of students, so they need more exercises to practice analyzing divers' situations yet teachers need to consider this issue.

Item10: The important for critical thinking

Critical thinking is required, how do you consider the following reasons? This question is for both teachers (Q5) and students (Q9).

Item	Teachers Students	Mean	Standard Deviation	percentage	description
A requirement to succeed in most of the examinations	T	3,00	1,000	44%	Very important
	S	3,06	0,919	33%	Moderately important
A determination of students learning in the class	T	3,89	0,928	56%	Moderately Important
	S	3,49	0,997	33%	Very important
A requirement to effectively communicate in the workplace	T	4,44	0,726	56%	Extremely important
	S	3,67	1,095	31%	Extremely important
A requirement for further academic studies	T	4,44	0,726	56%	Extremely important
	S	4,28	0,944	54%	Extremely important

Table3.7: *The important of critical thinking in EFL instruction*

Teachers and students reported that critical thinking is significant and extremely important to succeed in various academic areas and effectively communicate in the work place. Teachers also considered that critical thinking is a requirement to succeed in most of the examinations as very important, while students considered it as moderately important. Besides, students emphasized that critical thinking is very important to learn in the class, yet teachers regarded this as moderately important. Participant answers were between moderately important and extremely important which indicate that both teachers and students are aware of the important of critical thinking. The distribution of reasons is further explained in figure 8 below. This figure shows how reasons differ from a teacher's and a student's perspectives.
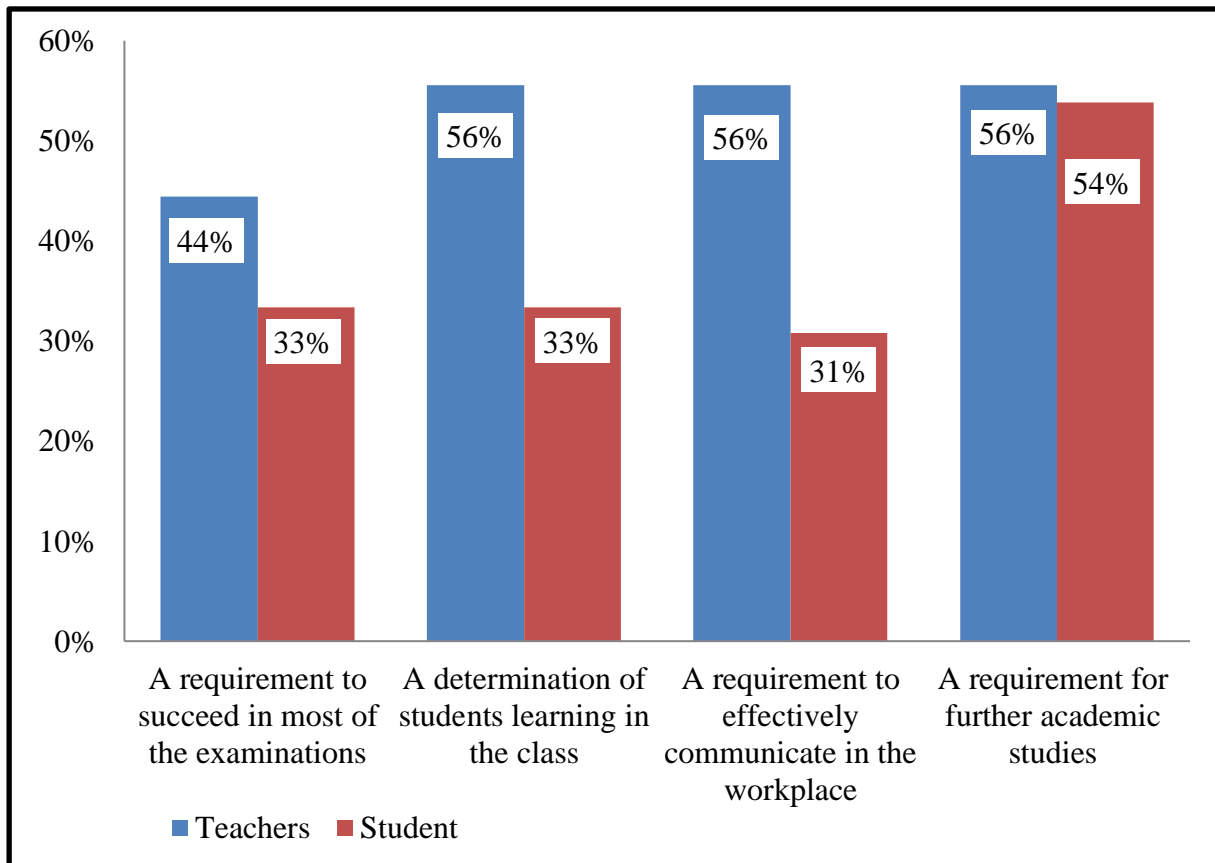
Figure3.8: The importance of critical thinking in EFL instuction for both participants

Item11: Teachers' help to develop critical thinking

This question was designed for both teachers (Q8) and learners (Q11) in order to reveal if teachers help their learners to improve their critical thinking or not. Table 3.8 bellow demonstrates the different viewpoints of both participants, in which all the nine teachers (100%) claim that they help their learners in developing this skill which ensure that learners are in a need for a knowledgeable and professorial person like their teacher as a guide for that improvement. Additionally, learners were divided but the majority of them (75%) agreed that their teachers help them; while (25%) of the learners do not agree or concur with their classmates on the teachers' help which means that not all teachers fully help in developing critical thinking according to the student's eye. Finally, from overall results learners may not be able to improve their critical thinking without the teachers' help.

	Teachers		Learners	
	Frequency	Percentage	Frequency	Percentage
Yes	9	100%	30	75%
No	0	0%	10	25%

Table3.8:*Participants perception on the help of the teacher*

Item12. Critical thinking is related to other language skills

This question was asked for both teachers (Q6) and learners (Q10). The purpose of this item was to explore to which extent participants relate critical thinking to other skills.

item	Teachers Students	Mean	Standard Deviation	percentage	description
Critical thinking is related to reading	T	1,00	0,000	66.7%	Strongly agree
	S	2,20	1,067	39%	Agree
Critical thinking is related to writing	T	1,50	0,548	33.3%	Strongly agree
	S	2,48	0,847	39%	Neutral
Critical thinking is related to listening-speaking	T	1,67	0,516	44.4%	Agree
	S	1,83	1,010	46.3%	Strongly Agree
All the skills are integrated	T	1,25	0,463	66.7%	Strongly agree
	S	2,23	0,947	41.5%	Agree

Table3.9:*Participants perception on the relationship between critical thinking and other skills*

Table 3.9 reveals that teachers and learners are in harmony and both of them showed a strong feeling regarding the interrelation between critical thinking and other language skills, in which their answers were between strongly agreed and agreed .Therefore, those results indicate that all the language skills are integrated which ensure the evidence in the extensive literature that critical thinking should not be seen as a stand-alone activity but as a part of any type of communication including reading, writing, listening and speaking.

In order to help the results to be easily analyzed it was better to visualize the data using bar chart.
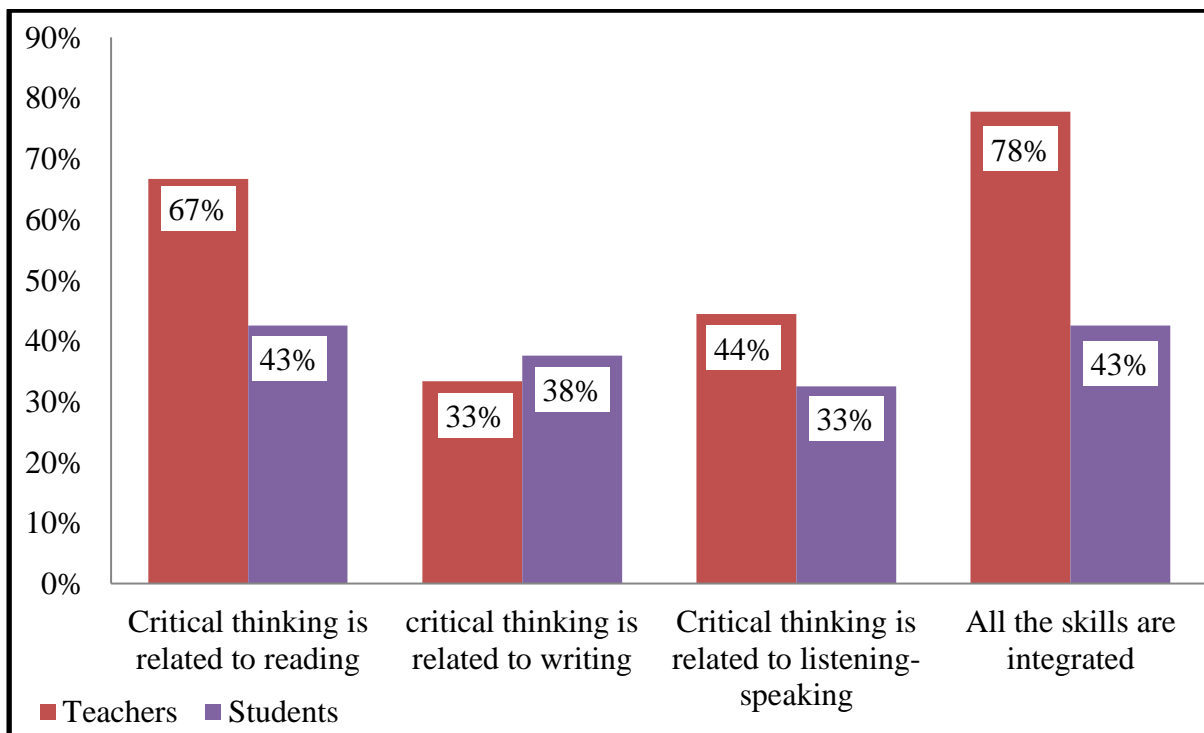
Figure3.9: Participants perception of the relationship between critical thinking and other language skills

Item13. Teachers should teach their students How to think, not What to think

The purpose for interrogated this question for both teachers (Q10) and learners (Q12) is to accumulate their insights on the importance of teaching students how to think not what to think. Results in table 3.10 reveal that teachers and learners have the same perceptions and both strongly agreed on that teachers should teach their students how to think and how they should question and spend more time on problems, analyze their roots and figure out ways to

resolve them; instead of teaching them what to think in which they will be able to do more than just memorizing facts. Those findings indicate that it is preferred for instructors to offer students the foundational skills and knowledge they need to succeed before leaving them decide for themselves what to do with it.

| Item	Teaches Students	Mean	Standard Deviation	percentage	description
Teachers should teach their students	T	1,4444	1,01379	78%	strongly agree
How to think, not What to think	S	2,20	1,522	50%	strongly agree

Table3.10:*Participants insights on the importance of teaching how to think rather than what*

to think

An additional open-ended question that investigated the same previous statement was designed to provide teachers the opportunity to explain more the difference between teaching students how to think rather than what to think. Accordingly, eight teachers answered while one did not. Instructors reported that teachers need to raise students' awareness that certain topics are more important so to think critically on how they should evaluate and go about them. Furthermore, another teacher claim that teaching what to think is still a traditional way where teachers transfer information into the learners' mind ,while teaching them how to think is about the skill of making connections and inferences for better learning.

Additionally, another instructor stated that it is about the difference between the content and methodology; in other words, teachers should help students to develop strategies to proceed with content and not memorize it. Finally, they elucidated that knowing how to think is how students exploit their thinking according to the different situations and what to use exactly in the right moment and place.

Item14.The suitable type of work to enhance critical thinking inside the classroom

This question for teachers (Q11) and for learners (Q13) was designed to reveal the preferred type of work to use when improving critical thinking skills**.**
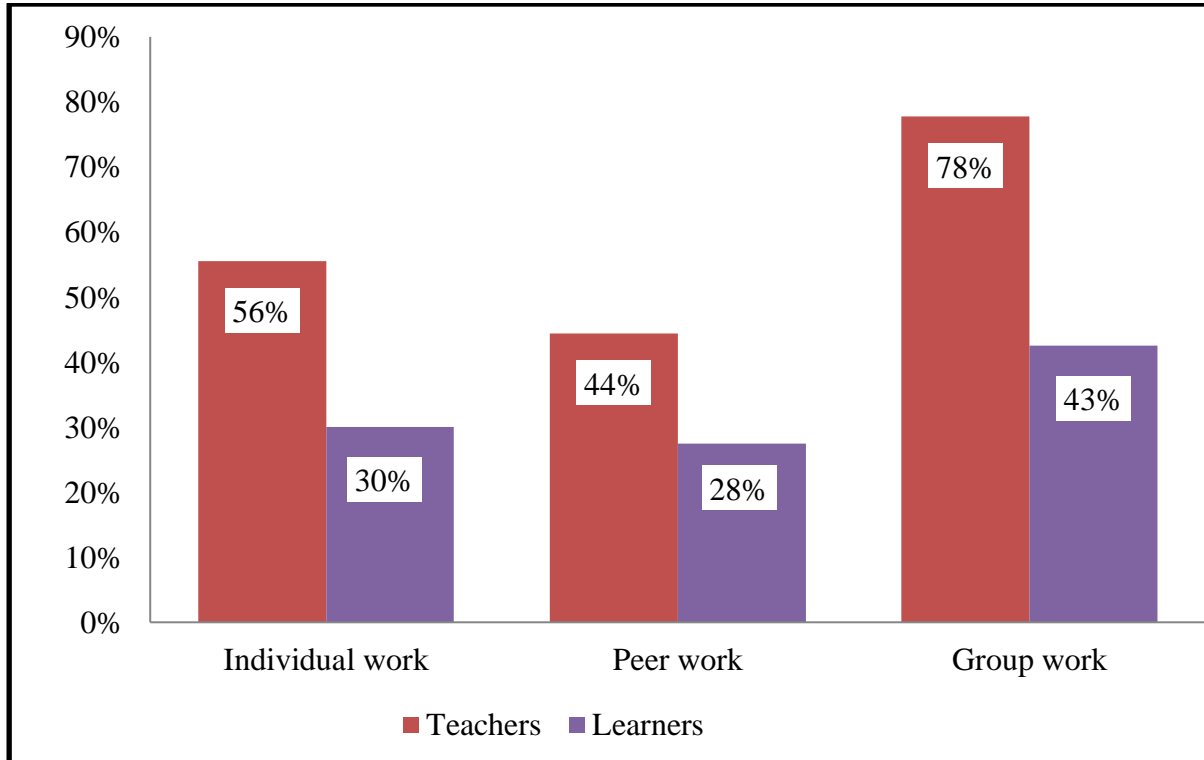
*Figure3. 10:*The suitable type of work to enhance critical thinking

Results reveal that both participants highly preferred group works, which means that teachers and learners favor collective collaboration where interaction exists. However, peer work was slightly chosen by both participants so working in pairs where learners open conversations and discussions together on different topics may help them to progress their critical thinking. Individual work was chosen too by teachers and learners and with a good percentage, which means that it is preferred too to work individually where learners may have more opportunities to work on themselves without being distracted by other classmates.

Item15. Teaching techniques to enhance critical thinking

This question was designed for both teachers (Q15) and learners (Q17) in order to reveal which teaching technique usually used by teachers to teach critical thinking.
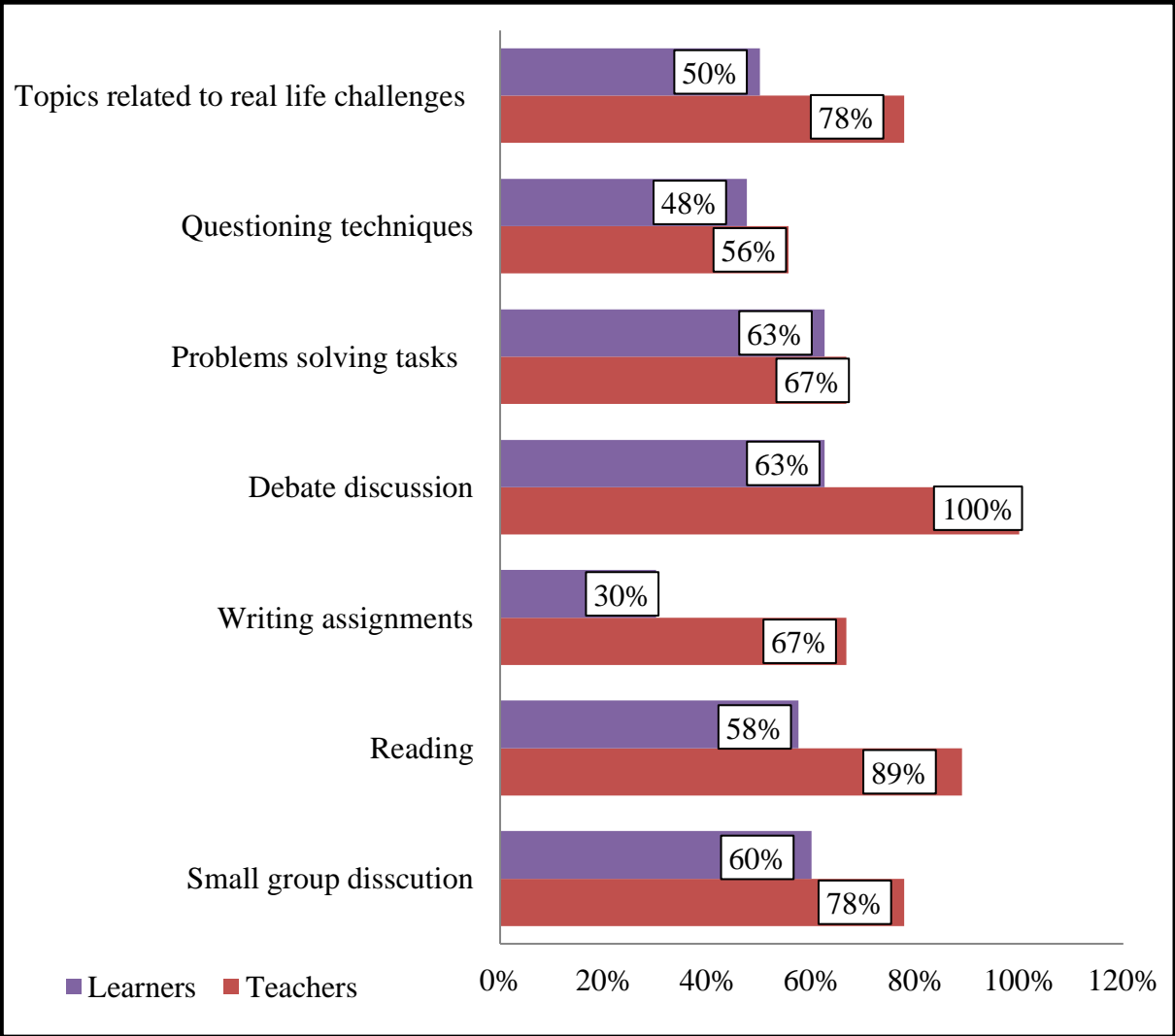
Figure3.11:Percentages of participants' preferred technique for teaching critical thinking

The results obtained from figure 11indicate that the highest percentage represents the most used technique which is debate discussion for both teachers (100%) and for learners (63%); also reading, small group discussion, and topic related to real life challenges got high percentages which indicates that the techniques which involve interaction in a collective way and the use of debatable topics that need to read between the lines are effective according to participants responses. Interestingly, the use of writing assignments, problems solving tasks,

questioning techniques are among the useful and effective techniques nevertheless, they are less used by teachers and less preferred by learners.

Item 16: Assessing Critical Thinking

This question was designed for teachers only (Q12) in order to obtain their preferred tool to assess students' critical thinking. Figure3.12 revealed the teachers choices.
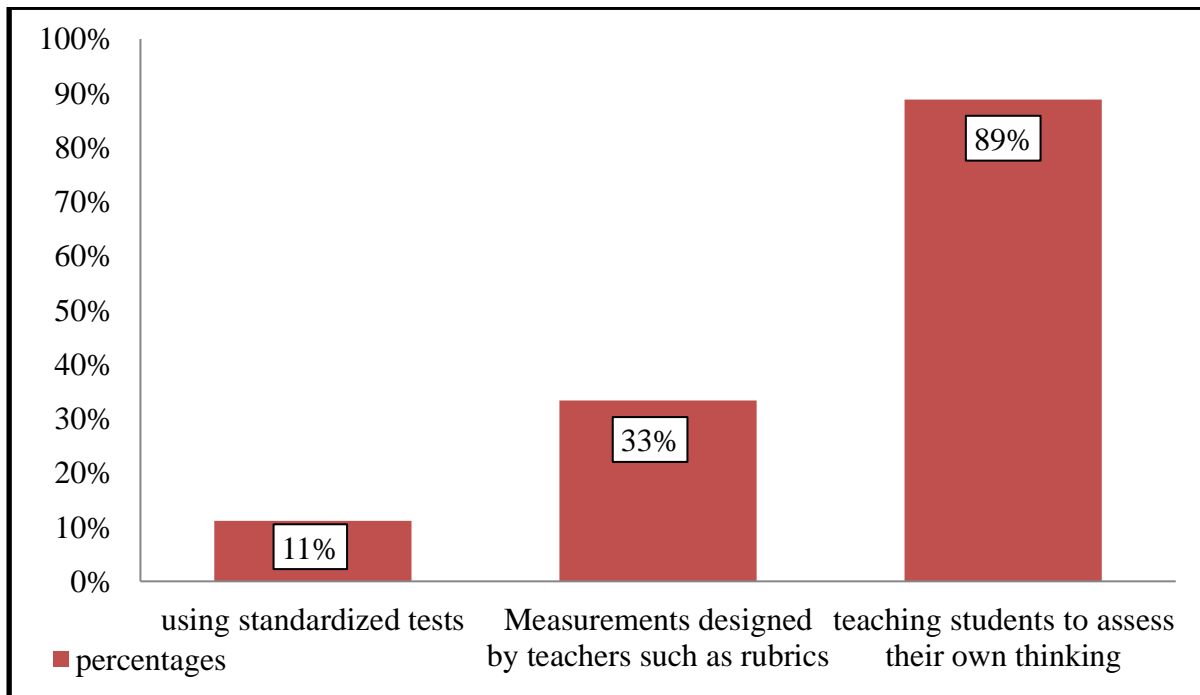
Figure3.12: Preferred tool to assess students' critical thinking.

Assessing learners critical thinking regularly raises their awareness on their capabilities and helps them progressing. Results reported in figure 3.12 reveal that (89%) of the teachers mostly favor to teach students to assess their own thinking which means that they teach them how to rely on themselves in order to evaluate their thoughts and thinking and how to be ideologically independent; this highly percentage ensure that teaching students to evaluate their thinking is one of the most effectively used strategies for teachers. Second selected tool is the use of measurements designed by teachers (33%), in which instructors develop specific tests according to some specific criteria to that category of learners and based on the objective of the course. Last chosen tool is the use of standardized tests (11%), actually this tool is one of the most widely used strategy, however this low percentage means that

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either those standardized tests are not available for Biskra teachers because they need license to access to those tests yet it is the responsibility of the educational institution to purchase those global tests; or they are not known and new for teachers.

The previous question was accompanied by an open-ended question where teachers had the opportunity to state other strategies rather than the ones mentioned before , six teachers only answered and their responses includes the preferred tool that they usually use such as reading and writing tasks, ask students to write critiques and syntheses about topics discussed in the class, using debates to reveal their thinking, yet one teacher notes that teachers need to rely on research based activities when students need to research "underexplored" issues using different tools and materials preferably developed for that particular purpose

Item17. Did you ever regret making decision because you did not think critically?

The purpose of this question was to explore students' awareness on the importance of having critical thinking and if they regret making some decisions because they lack this capacity. The following figure shows statistics about the EFL learner's opinions
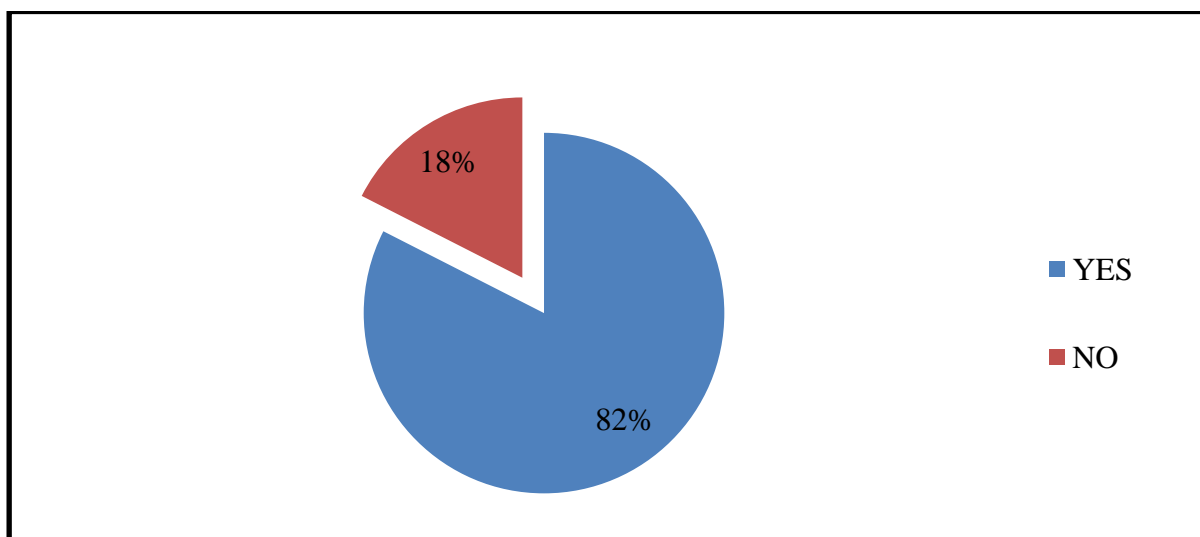
Figure3.13:Students' opinions on the importance of critical thinking

According to this item, 82%of the participant (33 students) claimed that they regret making decision without thinking critically. Additionally, 18%of the participants (7 students)

out of the 40 students said that they do not express sorrow or feel deplored regarding taking some of their decisions without being critical. Consequently, these percentages denote that the majority of students really feel disappointed because they take some of their decisions and choices without thinking critically which make it an issue that needs to solved.

Item18: Students satisfaction with the opportunities that university educational system offers for learners to use critical thinking skills inside the classroom

The reason behind asking this question is to report the students' perceptions about the opportunities that are provided by their university educational system.

Item	Students	Mean	Standard Deviation	percentage	description
satisfaction with the opportunities that university educational system offers for learners to use critical thinking skills inside the classroom	S	3,3000	1,36250	28%	unsatisfied

Table3.11:*Students satisfaction of the opportunities to use critical thinking that their university system offered*

Findings reveal that students are not satisfied with what their university offers concerning the use of critical thinking inside classes since most of the content they are studying is based on memorization. Therefore, it is better for the future teaching pedagogies to offer more opportunities to use critical thinking skills for their learners.

Item19. What are the reasons that prevent you as a learner from thinking critically?

Participants were given the opportunity to reply to an open-ended question targeting the same matter in order to expand the scope on additional factors that might restrict the learners from thinking critically.

Twenty-four learners answered this question, and results report that most of the learners lack the needed awareness about how to think critically and that is due to the inadequate support from the educational system in identifying the practices and assignments

that may aid students in developing critical thinking. Besides, the majority claimed that they face several distractions from the surrounding environment like loud and crowded classes which limit their freedom and ability to participate and decrease their motivation to interact with their classmates and their teachers, also not being knowledgeable in certain topics. Furthermore, they asserted that they suffer from several psychological issues such as lack of confidence or curiosity in others opinions or not having interest at all to open discussions which at the end may prevent them from thinking critically.

3.7.3 Section Three: Perceptions of integrating Task –Based Approach to enhance critical thinking skills

Item1: Participants learning with practical application (tasks) are much easier than learning with theoretical structures

Item	Teaches Students	Mean	Standard Deviation	percentage	description
Students learning with practical application (tasks) are much easier than learning with theoretical structures	T	2,67	1,658	33%	strongly agree
	S	1,9250	1,20655	55%	strongly agree

Table3.12:*Participants' preferred way of learning*

This question was asked for teachers (Q13) and students (Q16) and aimed at collecting their perceptions on how they perceive the role of tasks in order to improve the learning process. Results show that both participants strongly agree with the idea that students learning with practical applications like tasks and exercises are much easier than learning using theoretical structures. This indicates that the majority of teachers and learners preferred the use of tasks that increase the interaction between them and motivate the students to participate during classes as a way of implementing their learning in real life situations, instead of the traditional way of learning using theoretical structures.

Item2: Frequency of using Task –Based Approach (TBL) by teachers

This question was asked for teachers (Q2) in order to know if they use Task –Based

Approach in any of their classes. Figure 3.14illustrates their responses.
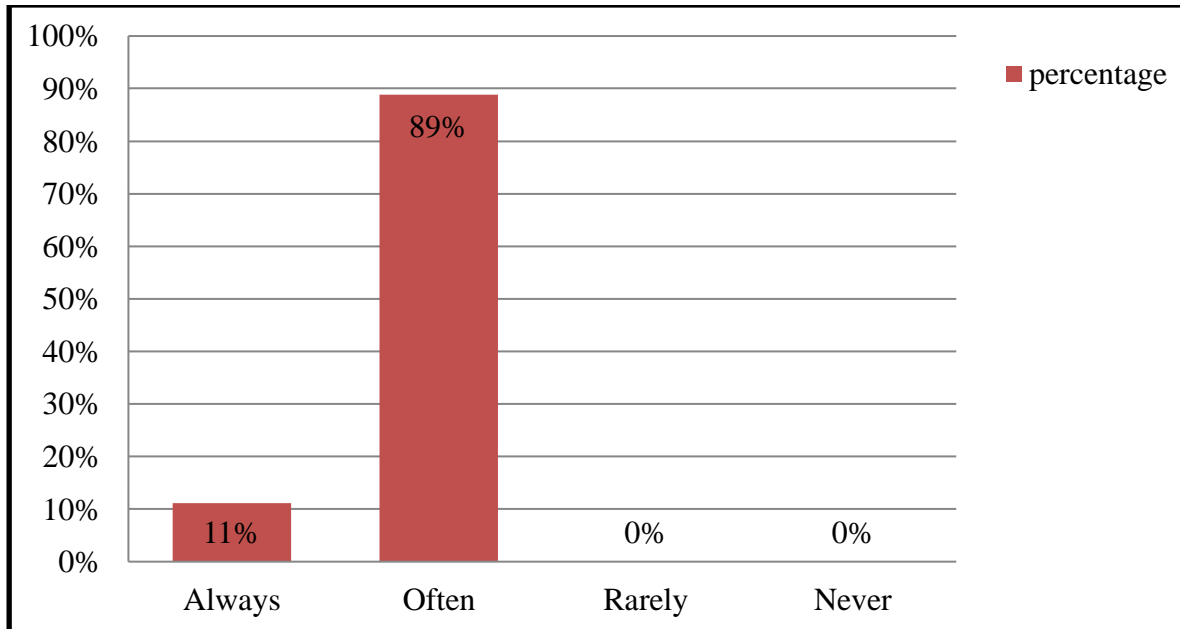
Figure3.14:Percentages of using Task-based approach

Figure3. 14 above demonstrates teachers' responses to the use of TBL approach; from

figure3.14 most of the teachers (89%) often use TBL approach while a small percentage

(11%) claims that they always use it. Results indicate that the majority of the teachers tends to

use TBL approach most of the time in their classes, which ensure that TBL approach is totally

not a new approach for Biskra teachers and that they are used to it and knowledgeable about

it.

Item3: the benefits of integrating Task-based learning approach in EFL classes

This question was interrogated for teachers (Q16) in order to collect their insights on

the advantages of using TBL approach. Teachers' results are presented in table3.13 bellow.

The findings reveal that the majority of the teachers' responses were between agreed

and strongly agree about all the benefits. Instructors admitted that TBL approach offers a clear

and natural setting for the use of authentic language. Also, it leads the students to be active

contributors, increase their interaction, interests and motivation so they do not rely entirely on the teachers. Furthermore, TBL approach for the participants gives more opportunities to students to evaluate their vocabulary through the continuous practices and tasks, besides it offers the conditions to communicate and use the language.

Item	Teachers	Mean	Standard deviation	percentage	description
Offers a clear setting for the use of language	T	1,6667	0,70711	44%	Strongly agree
Leads the students to become active learners	T	2,0000	0,00000	44%	Strongly agree
Gives the opportunity to them to evaluate vocabulary	T	2,4444	0,52705	56%	agree
Increase the motivation to participate	T	1,6667	0,86603	56%	Strongly agree
Offers the conditions to communicate and be creative	T	1,2222	0,44096	78%	agree

Table3.13:*The benefits of integrating TBL approach in EFL classe.*

For a clear explanation it is better to visualize the data as it is presented in figure 3.15.
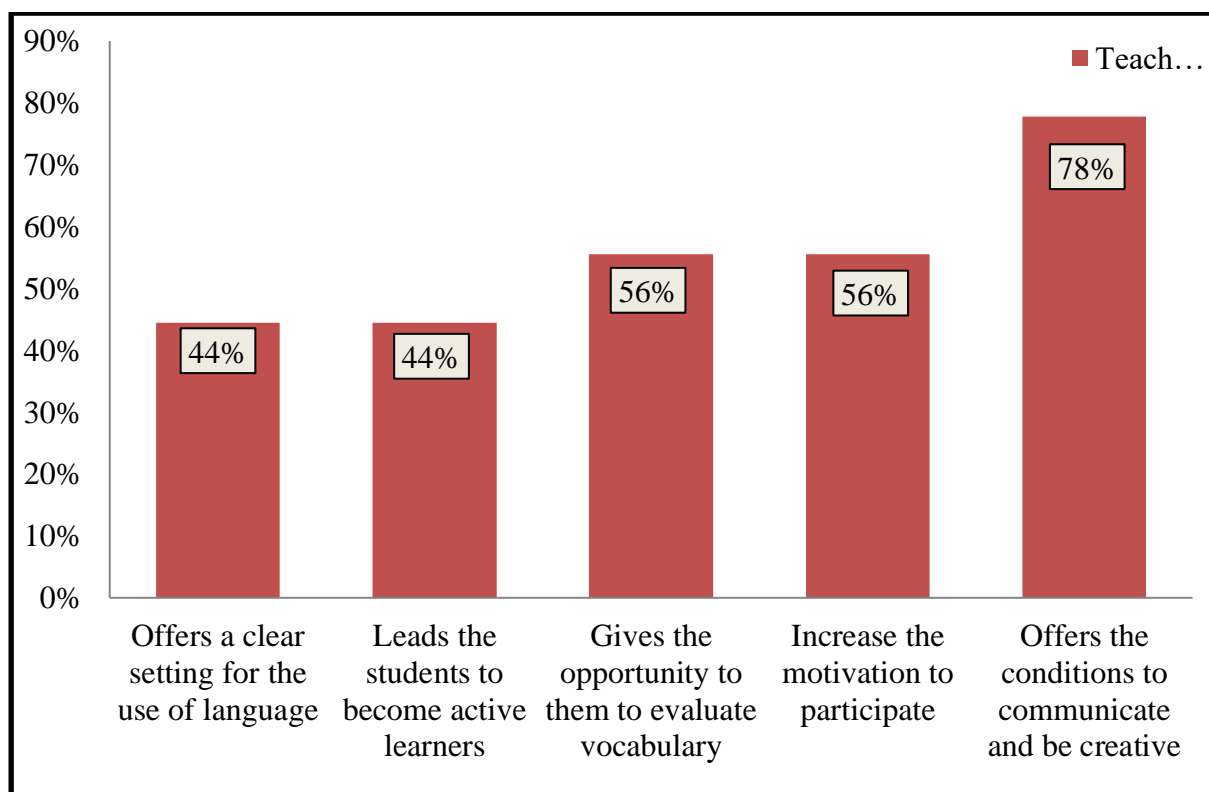
*Figure3.15:*Teachers' perceptions on TBL approach' advantages

Item4: Drawbacks of using Task-based learning approach in EFL classes

Item	Teachers	Mean	Standard Deviation	percentage	description
Students spend plenty of time doing the tasks	T	3,0000	1,11803	44%	Disagree
Teachers have a limited time to use the language or provide a role model	T	2,6667	0,86603	56%	Agree
Tasks might appeal for the minority but not for the majority	T	2,4444	1,01379	44%	Neutral

Table3.14: *Drawbacks of using Task-based learning approach in EFL classes*

The purpose behind asking this question for teachers (Q17) is to gather their insights concerning the disadvantages of TBL approach. Results are presented in table 3.14 above.

To enlarge the scope of other possible drawbacks, teachers were given the chance to answer an open ended question targeting the same statement. Four teachers answered and results report that TBL need to be carefully prepared while students need to be trained to respond to its tasks. Also, they claim that students need to have background knowledge and familiarity with the subject matter so they can engage with the tasks, besides that the knowledge that is gained via tasks is practical and relevant yet it may neglect the theoretical and abstract side of it.

Item5: Challenges hindering the effectiveness of TBL approach

This question was designed only for teachers (Q18) only in order to demonstrate the obstacles that prevent TBL approach from being effective and here the teachers have the chance to select more than one option.
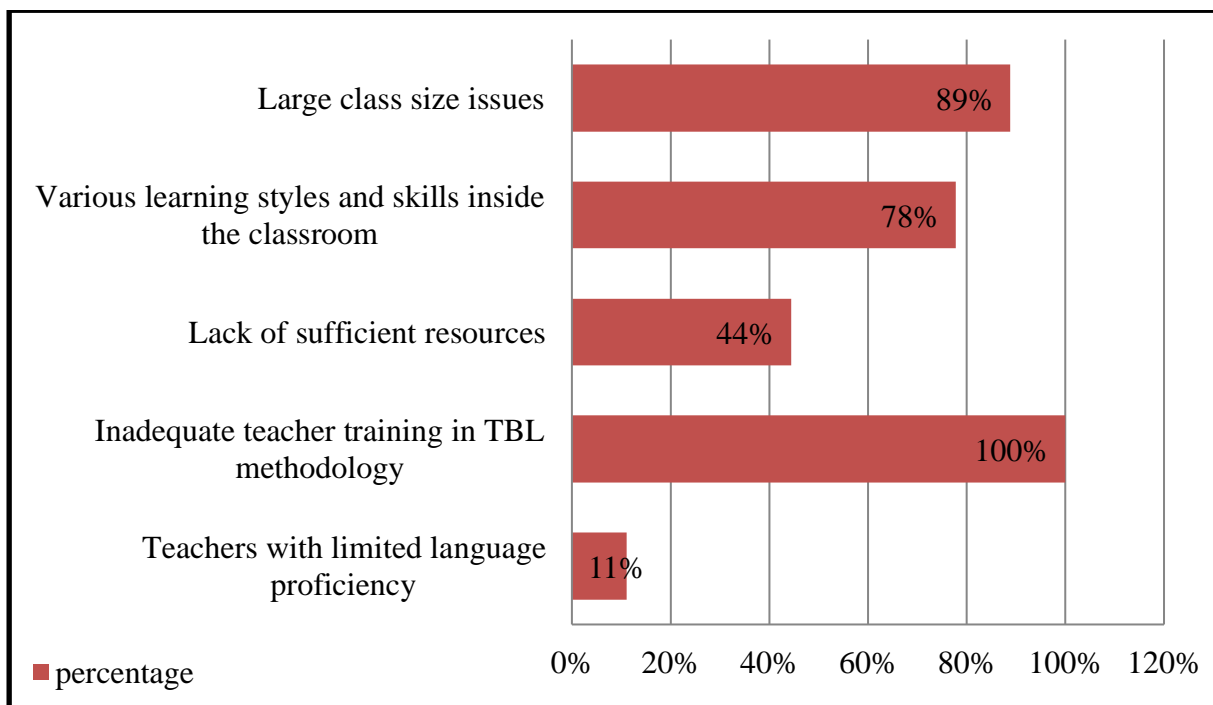

Figure3.16: Challenges that hinder the effectiveness of TBL approach

From what figure3.16 illustrates this question received different reactions from teachers, yet all of them (100%) agreed on that the inadequate and insufficient teacher training

in TBL methodology is basically the main obstacle that hinder and prevent the effectiveness of TBL approach inside or outside EFL classes. Also, large class size issues and various learning styles and skills inside the classroom are highly chosen by teachers which indicate that overcrowded and noisy classes prohibit and prevent learners from showing their true skills and styles which are needed for the effectiveness of TBL approach. Moreover, lack of sufficient resources (44%) like enough time, technological tools which may facilitate the use of TBL approach may also decrease its effectiveness when it is not available. Last selected challenge is teachers with limited language proficiency (11%). Nevertheless, in order for TBL approach to be efficient and achieve its desired results, those challenges and issues should be solved first.

Item6: Teachers suggestion regarding the integration of Task –Based Approach in EFL classes

The purpose of this question was to give teachers the opportunity to share their experiences and perceptions concerning the integration of task –based approach in EFL classes. Five teachers participated in answering this question. They claimed that TBL approach needs certain requirements such as small classes and homogenous learners with a considerable advanced proficiency level to properly practice the approach; while teachers need to be qualified and well trained to use this approach in order to reach the desired objective of its implementation.

Furthermore, they reported that teachers need to provide diverse tasks and activities so to encourage students to offer tentative and real life solutions. Also, they highlighted that TBL is a very beneficial approach but it must be done in the right way to reach its ultimate goals so it leads to sufficient results.

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3.8 Comments

At the end study's findings can be summarized into two main points. On the one hand, teachers and students considered critical thinking as a significant and an extremely important skill to succeed in various academic areas, yet it needs active learners who question ideas and assumptions instead of accepting them at face value.

Nevertheless, third year students at Mohammed Khaider University of Biskra may encounter various difficulties in developing their critical thinking and may not be able to improve it without the teachers' help. Since teaching critical process is challenging, teachers need to instruct it in a more explicit manner and they should not see critical thinking as a stand-alone activity but as a part of any type of communication including reading, writing, listening and speaking

On the other hand, the issues and challenges associated with learning a second language are what have motivated researchers to come up with a one of the educational approach to be employed in language pedagogy which is task based approach. Instructors admitted that TBL approach offers a clear and natural setting for the use of authentic language.

Furthermore, TBL approach leads the students to be active contributors as it increase their interaction, interests and motivation. Task-based learning is the basis for enhancing critical and creative thinking abilities. If students do not reach their full potential, this strategy will not succeed. The most advantageous and effective way to make complicated concepts clear is to include students in interactive projects, which is the foundation of the TBL approach. Utilizing various activities in the classroom is a beneficial way of teaching learners to engage in real language use also in order to motivate them and make them active contributors, creators and sequencers, so the process of learning a language need to enable them to be dynamic participants in interactive and communicative tasks.

3.9 Limitation of the study

One of the limitations of this study is the sample size of teachers (n=9) and not all of them are frequent users of TBL approach nor they are trained to use it, in which most of them have only the theoretical knowledge about it. Besides, this study was conducted at a single institution which is Biskra University. Additionally, learners were selected randomly but from the third year level only so the results may not be suitable to all the learners' levels at all ages. Finally, further research is clearly needed to explore the generalizability of these findings.

Conclusion

This chapter examines the current field work of research that have been undertaken to examine the perspectives of teachers and students regarding the integration of the task-based approach to promote critical thinking skills. In order to obtain data, the researcher provided two questionnaires, the first of which was administered to a number of English teachers and the latter was replied by EFL students at Biskra University. We use descriptive statistics and content analysis with SPSS and Excel to interpret and analyze the data. The results revealed that teachers and learners had positive perception concerning the use of ABL approach and recognized its benefit to ameliorate critical thinking skills.

General conclusion

Critical thinking and the ability to reason have been valued as significant and required outcomes of education. Despite widespread expressions of concern about the development of critical thinking, students with poor reasoning skills continue to graduate from our educational system this might be because that most of the educational institutions do not encourage students to think critically about academic subjects or assisting them in developing the necessary reasoning skills. The critical thinking challenges and obstacles encountered by teachers and students in the English department of Biskra University provoked the researcher to conduct the current study in attempt to demonstrate their perceptions on the importance to integrate task-based approach as a beneficial approach to enhance critical thinking skills.

Chapters one and two offered the needed theoretical views on critical thinking and TBL approach respectively. Chapters one provides detailed information about the definition of critical thinking, its different universal standards, the central characteristics and skills and the different levels of the thinking skill besides how teachers should teach critical thinking in specific and general courses, its effectiveness and assessments were also elucidated. Chapter two reviewed the different characteristics and stages of TBL approach, task types; it also addresses the roles of the teacher and the student in implementing TBL approach and it describes how advantageous this method is, yet criticizes it for its shortcomings.

Finally, the objective of the study field work was to examine the hypothesis that teaching with the TBL approach might enhance students' critical thinking. The results obtained from the two questionnaires administered to 9 teachers and 40 EFL students at Biskra University from the third year level, revealed that both teachers and learners had positive attitudes and interest regarding incorporating TBL approach to boost students critical thinking skills. Besides, the findings confirmed that the continual use of TBL approach help students to improve their abilities to think critically.

Recommendations

According to the results of the data analysis, the researcher suggests the following recommendations.

- There is a need to teach students to analyze and respond to questions independently, so teachers should no longer be expected to deliver authoritative answers to students' inquiries

- Not all students will improve their abilities to think critically simply by attending classes yet if we want students to think critically, we must explicitly teach them to how to do so.

- Another suggestion made by this study is that critical thinking skills should be taught across the curriculum rather than just in isolated courses, in order to eliminate students' unfamiliarity and frustration with the matter's standards or characteristics.

- There are no quick fixes or easy solutions that can handle the complexity of teaching critical thinking in a successful manner; therefore the implementation of TBL approach should be used under some conditions to achieve its desired objectives.

- Adequate training and support from the educational system is required for instructors to successfully implement TBL approach. Future teachers should be trained to use TBL approach effectively.

- TBL is a highly helpful approach, but it needs to be applied correctly to achieve its ultimate objectives and provide sufficient outcomes.

- Although it will take a lot of time and effort to change course materials and teaching strategies to encourage critical thinking, the results will be worthwhile for educators, students, and society as a whole.

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Questionnaire for Biskra University EFL Students

QUESTIONNAIRE FOR STUDENTS AT BISKRA UNIVERSITY

Dear students.

You are kindly requested to answer the present questionnaire which serves as a data collection tool for a master degree in applied linguistics .Your answers will be helpful for our research entitled **"The Impact of Task –Based Learning Approach on EFL Learners' Critical Thinking".** We deeply appreciate your efforts.

Thank you for your cooperation.

Please put a tick () in the appropriate box (sometimes more than one), or give full answer (s) on intermittent lines.

I.   General information

Q1.Please, select your gender

- Male ☐
- Female ☐

II.   Perception of EFL Critical Thinking

Q2.Being able to think critically means

1. Not to accept ideas at face value ☐

2. To be able to think clearly and rationally ☐

3. To be self corrective thinking ☐

4. To be able to solve problems and make decisions ☐

5. To be able to go beyond assumptions ☐

6. All of the above ☐

Q3. Do you use critical thinking in the classroom?

a) Yes ☐

b) No ☐

Q4. If you use it, how much do you use it in your classroom?

Always	Often	Rarely	Never
◯	◯	◯	◯

Q5. As a learner, do you agree that Critical thinking is about being an active learner rather than a passive recipient of information

1　2　3　4　5

Strongly agree ◯◯◯◯◯ Strongly disagree

Q6. Please, rate the following characteristics of Critical Thinking according to you

	1 Poor	2	3	4	5 Excellence
Having curiosity					
Being compassionate					
Having high awareness					
Thinking analytically					
Drawing inferences					
Communicating clearly					

Q7. Do you agree with the following statement" developing critical thinking skills is difficult"

1　2　3　4　5

Strongly agree ◯◯◯◯◯ Strongly disagree

Q8. Please, select the degree to which the following skills of Critical Thinking are considered as difficult for you.

	Not difficult at all	Slightly difficult	Moderately difficult	Very difficult	Extremely difficult
Reasoning					
Interpreting					
Explaining					
Analyzing					
Evaluating					
Sequencing					

Q9. Critical thinking skills are required because it is

	Not important	Slightly important	Moderately important	Very important	Extremely important
A requirement to succeed in most of the examinations					
A determination of students learning in the class					
A requirement to effectively communicate in the workplace					
A requirement for further academic studies					

Q10. Please say how much you think that critical thinking is related to other skills?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Critical thinking is related to reading					
Critical thinking is related to writing					
Critical thinking is related to listening-speaking					
All the skills are integrated					

Q11. Do teachers help you to develop your critical thinking?

    a) Yes ☐

    b) No ☐

Q12. Do you agree that teachers should teach their students How to think, not What to think?

              1   2   3   4   5

Strongly agree ○○○○○ Strongly disagree

Q13. Which type of work do you think is suitable for you to enhance your critical thinking skills inside the classroom?

    -Individual work ☐

    -Pair works ☐

    -Group work ☐

Q14. How do you consider the following difficulties that may impede your critical thinking?

	Not critical	Slightly critical	Moderately critical	Very critical	Extremely critical
Lack of practice					
Lack of sufficient subject matter knowledge					
Lack of motivation to participate					
Limited classroom management skills (training for teachers)					
Over crowded classes					
Lack of administrative support to distinguish practices					

Q15. How satisfied are you with the opportunities that your university educational system offers for learners to use critical thinking skills inside the classroom?

1 2 3 4 5

Extremely satisfied: ◯ ◯ ◯ ◯ ◯ Exteremely unsatisfied

Q16. Do you agree that students learning with practical application (tasks) are much easier than learning with theoretical structures?

1 2 3 4 5

Strongly agree ◯ ◯ ◯ ◯ ◯ Strongly disagree

Q17. What kind of teaching techniques do your teachers usually use to enhance your critical thinking?

☐ Small group discussion   ☐ Problems solving tasks

☐ Free conversation   ☐ sharing personal experiences

☐ Writing assignments   ☐ Topics related to real life challenges

☐ Debate discussion

Q18. Do you agree that there is a need for critical thinkers in the Educational environment?

a) Yes ☐

b) No ☐

Q19. Did you ever regret making decision because you did not think critically?

a) Yes ☐

b) No ☐

Q20. What are the reasons that prevent you as a learner from thinking critically?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Thank you for your collaboration

Questionnaire for Biskra University EFL Teachers

Dear teachers.

You are kindly requested to answer the present questionnaire which serves as a data collection tool for a master degree in applied linguistics .Your answers will be helpful for our research entitled **"The Impact of Task –Based Learning Approach on EFL Learners' Critical Thinking".** We deeply appreciate your efforts.

Thank you for your cooperation.

Please put a tick () in the appropriate box (sometimes more than one), or give full answer (s) on intermittent lines.

I. General information

Q1. Please, select your gender	**Q2.**How long have you been teaching English at university?
• Male ☐ • Female ☐	☐ 1-5 years ☐ 6-11 years ☐ 12-17 years ☐ More than 17

II. Perceptions on Critical Thinking in EFL instruction

Q3.As a teacher, do you agree that Critical thinking for learner is about being an active learner rather than a passive recipient of information.

```
            1    2    3    4    5
Strongly agree  ◯    ◯    ◯    ◯    ◯   Strongly disagree
```

Q4. Do you agree that there is a need for critical thinkers in the Educational environment?

a) Yes ☐   b) No ☐

Q5. Critical thinking skills are required for many reasons, how do you consider the following reasons?

	Not important	Slightly important	Moderately important	Very important	Extremely important
A requirement to succeed in most of the examinations					
A determination of students learning in the class					
A requirement to effectively communicate in the workplace					
A requirement for further academic studies					

Q6. Please, say how much you think that critical thinking is related to other skills?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Critical thinking is related to reading					
Critical thinking is related to writing					
Critical thinking is related to listening-speaking					
All the skills are integrated					

Q7. Do you agree with the following statement" teaching critical thinking is a difficult task"

1   2   3   4   5

Strongly agree ◯ ◯ ◯ ◯ ◯ Strongly disagree

Q8. Do you help your learners to develop their critical thinking skills?

a) Yes ☐

b) No ☐

Q9.a. How do you consider the following difficulties in teaching critical thinking?

	Not critical	Slightly critical	Moderately critical	Very critical	Extremely critical
Lack of practice					
Lack of sufficient subject matter knowledge					
Lack of motivation					
Limited classroom management skills					
Over crowded classes					
Lack of administrative support to distinguish practices					

Q9.b.others: …………………………………………………………………………….

Q10.a. Do you agree that teachers should teach their students How to think, not What to think?

1   2   3   4   5

Strongly agree ◯◯◯◯◯ Strongly disagree

b. Please explain the difference between both terms: ………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Q11. Which type of work do you think is more suitable to work with in order to enhance critical thinking skills inside the classroom?

-Individual work ☐

- Peer work ☐

- Group work ☐

Q12.a. How do you often assess critical thinking?

-using standardized tests ☐

-Measurements designed by teachers such as rubrics ☐

-teaching students to assess their own thinking ☐

b. If you would like to state others rather than the ones mentioned above, please write them

……

Perceptions of integrating Task –Based Approach to enhance critical thinking skills

Q13. Do you agree that students learning with practical application (tasks) are much easier than learning with theoretical structures?

```
              1    2    3    4    5
Strongly agree  ◯   ◯   ◯   ◯   ◯   Strongly disagree
```

Q14. How often do you use Task –Based Approach (TBL) in any of your classes?

Always	Often	Rarely	Never
◯	◯	◯	◯

Q15. What kind of teaching techniques do you often use to teach critical thinking?

☐ Small group discussion   ☐ Problems solving tasks

☐ Reading   ☐ Questioning techniques

☐ Writing assignments   ☐ Topics related to real life challenges

☐ Debate discussion

Q16. Do you agree with the following statement "using Task-based learning approach in EFL classes …"?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Offers a clear setting for the use of language					
Leads the students to become active learners					
Gives the opportunity to them to evaluate vocabulary					
Increase the motivation to participate					
Offers the conditions to communicate and be creative					

Q17. Do you agree with the following statement "Disadvantages of using TBL approach in EFL classes are…"?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Students spend plenty of time doing the tasks					
Teachers have a limited time to use the language or provide a role model					
Tasks might appeal for the minority but not for the majority					

Others: ………………………………………………………………………………………….

Q18. What are the main challenges you think may hinder the effectiveness of TBL approach inside or outside EFL classes?

☐ Teachers with limited language proficiency

☐ Inadequate teacher training in TBL methodology

☐ Lack of sufficient resources (time, technological tools…)

☐ Various learning styles and skills inside the classroom

☐ Large class size issues

Q19. Is there anything else you would like to add concerning the integration of Task –Based Approach in EFL classes?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Thank you for your help

الملخص

التفكير النقدي هو مهارة مهمة وأساسية تمكن الطلاب من النجاح أكاديميًا ومع ذلك، فقد تم ملاحظة أن أغلبية الطلاب يظهرون العديد من أوجه القصور والضعف في قدرات التفكير النقدي لديهم , يهدف هذا البحث إلى التحقق في مدى تأثير استخدام نهج التعلم القائم على المهام على التفكير النقدي للمتعلمين وتعزيز وعي المتعلمين بأهمية امتلاك القدرة على التفكير النقدي, لذلك افترضت هذه الدراسة أن استخدام نهج TBL يمكن أن يكون نهجًا فعالًا يساهم في تحسين مهارات التفكير النقدي لدى المتعلمين في حالة طلاب السنة الثالثة في جامعة محمد خيضر بسكرة ومع ذلك نظرًا لأن نهج TBL لا يستخدم على نطاق واسع . بالتالي كان من الضروري استكشاف وجهات نظر المعلمين والمتعلمين تجاه تنفيذ هذا النهج لتعزيز التفكير النقدي لطرق التدريس العملية في المستقبل.

تم استخدام نهج متعدد الأساليب لجمع البيانات الكمية والنوعية من خلال استبيانين شبه منظمين تم توزيعها على 9 معلمين و 40 طالبًا من طلاب اللغة الإنجليزية في جامعة بسكرة. أظهر تفسير وتحليل البيانات أن الاستخدام المستمر لنهج TBL يؤثر على التفكير النقدي ايجابيا ويلعب دورًا فعالا في تعزيزه إلى جانب ذلك ، لدى كل من المعلمين والمتعلمين مواقف إيجابية فيما يتعلق بدمج نهج TBL لتطوير التفكير النقدي لدى المتعلمين. بالنظر إلى النتائج التي تدعم افتراضات البحث , يمكن استنتاج أن الفرضيات المقترحة قد تم تأكيدها ,وبالتالي يستحسن من النظام التعليمي الجامعي توفير المزيد من الفرص للمتعلمين لاستخدام مهارات التفكير النقدي في محاضراتهم، وتدريب المدرسين على استخدام نهج TBL بشكل فعال من أجل تعزيز هذه المهارة.