

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Kheider University of Biskra
Faculty of Arabic Language Arts and Foreign Languages
Department of Foreign Languages
Branch of English



**Developing Tertiary Students' Critical Thinking Skills Through
Movies**

The Case Study of Second Year English Students at Mohammed Kheider University of
Biskra

Dissertation Presented to the Branch of English in Partial Requirement for the Fulfillment of
Master's Degree in Science of Languages

Submitted by

Meriem Rehim

Supervised by

Dr. Ahmed Bashar

Board of Examiners

Mrs. Salima Rabehi

Mrs. Amina Zohra Mebarki

University of Biskra

University of Biskra

June 2016

Dedication

I dedicate this work to

my mayma 'Fatima Zohra' and my Jedou 'Elhadi' I miss you everyday

my mother' Nadia. You're the light in my darkness, my refuge from all harm,

my father' Abdallah'. You're the man who makes me believe in love,

my aunt, Nawel . You're my favorite library,

my brother, Mehdi. Thank you for saving the day,

my brother Hamza. Thank you for the shoes that kept me walking when I was about to fall,

my cousin, Dania. Thank you for every hug. They've kept me alive,

my step mother, Saida. Thank you for your unlimited patience,

my best friends Mimouna Haddad, Mounira Djoumaa, Assia Korichi, and Seghair Yamina.

I can't imagine being surrounded by better friends. Thank you for being in my life,

my second mom, Behria. Thank you for your sincere duaas,

the strangers who were generous enough to smile in my face,

the trees from which all paper that I've used was made of

my best friend, and my favorite person in the world, Abdelouahab.

Acknowledgements

All praise and gratitude be to Allah first and foremost. Allahuma laka Al'hamd

I am sincerely grateful to my supervisor Dr. Ahmed Bashar for his guidance and advice throughout this research.

I would like to thank Mrs. Nachoua Hassina for her great help and guidance throughout this whole year. Thank you for being there for me as a teacher, mentor, and a wiser sister. I could not have finished this work without your encouragement.

I would also like to thank Mrs. Amina Zohra Mebarki and Mrs. Salima Rabehi for reading and correcting my dissertation, and for their willingness to help.

I would love to thank the second year group who were part of this research. Thank you for your collaboration

Finally, I should thank my family and friends for everything they have done for me.

Abstract

The purpose of this study is to investigate the usefulness of movies, as an instructional tool, in developing tertiary students critical thinking skills. Critical thinking is a set of skills which require reasoning, judgement, reflection, and questioning. We hypothesized that the use of movies as an instructional tool will develop tertiary students critical thinking skills. To achieve the objectives of the study, a descriptive-qualitative method was followed. It aims to describe two variables: movies as the independent variable, and critical thinking as the dependent variable. Our main research instruments to collect data were movie projection joined with designed movie-related worksheets, classroom observation, and classroom discussion. The sample of the research was a randomly chosen group from second year LMD English students, at the Department of Foreign Languages, Branch of English, University of Mohammed Kheider, Biskra. After analyzing the obtained data of the present research, it revealed that movies are an effective and practical teaching technique. They can positively affect and develop students critical thinking skills. In fact, students demonstrated positive attitudes towards viewing movies as part of their classroom instruction. Finally, on the basis of our findings, some recommendations and pedagogical implications are suggested with the hope that they may be of help to teachers in integrating movies as a part of their classroom instruction.

Key terms

Higher order thinking, critical thinking skills, fallacies, multimedia, movies.

List of Abbreviations

EFL	English as a Foreign Language
ICT	Information and Communication Technology
ICP	Information Communication Process
DVD	Digital Versatile Disc or Digital Video Disk
LCD	Liquid Crystal Display
POW	Prisoner of War
CGI	Computer-generated Imagery
etc.	et cetera

List of Figures

Figure 1. Changes to Blooms' Taxonomy.....	8
Figure 2. Steps of Critical Thinking.....	20
Figure 3. Using multimedia to represent content and delivering via various method.....	39
Figure 4. Components of Multimedia.....	40

List of Graphs

Graph 1: Movie-genres preferences of the students-participants.....	61
Graph 2: Methods of implementation preferences of the students-participants.....	62
Graph 3: While-watching Question 1 of ‘The Blind Side’	67
Graph 4: While-watching Question 2 of ‘The Blind Side’	68
Graph 5: While-watching Question 3 of ‘The Blind Side’	69
Graph 6: While-watching Question 4 of ‘The Blind Side’	70
Graph 7: Post-watching Question 1 of ‘The Blind Side’	71
Graph 8: Post-watching Question 2 of ‘The Blind Side’	72
Graph 9: Post-watching Question 3 of ‘The BlindSide’	73
Graph 10: While-watching Question 1 of ‘Garden State’	78
Graph 11: While-watching Question 2 of ‘Garden State’	79
Graph 12: While-watching Question 3 of ‘Garden State’	80
Graph 13: While-watching Question 4 of ‘Garden State’	81
Graph 14: While-watching Question 5 of ‘Garden State’	82
Graph 15: While-watching Question 6 of ‘Garden State’	83
Graph 16: Post-watching Question 1 of ‘Garden State’	84
Graph 17: Post-watching Question 2 of ‘Garden State’	85
Graph 18: Post-watching Question 3 of ‘Garden State’	86
Graph 19: Post-watching Question 1 of ‘Accepted’	90
Graph 20: Post-watching Question 2 of ‘Accepted’	91
Graph 21: Post-watching Question 3 of ‘Accepted’	92
Graph 22: Post-watching Question 4 of ‘Accepted’	93

Graph 23: Post-watching Question 5 of ‘Accepted’	94
Graph 24: Post-watching Question 6 of ‘Accepted’	95
Graph 25: Post-watching Question 7 of ‘Accepted’	96
Graph 26: Post-watching Question 8 of ‘Accepted’	97
Graph 27: Post-watching Question 1 of ‘The Girl in the Café’	102
Graph 28: Post-watching Question 2 of ‘The Girl in the Café’	103
Graph 29: Post-watching Question 3 of ‘The Girl in the Café’	104
Graph 30: Post-watching Question 4 of ‘The Girl in the Café’	105
Graph 31: Post-watching Question 5 of ‘The Girl in the Café’	106
Graph 32: Post-watching Question 6 of ‘The Girl in the Café’	107
Graph 33: Post-watching Question 7 of ‘The Girl in the Café’	108

List of Tables

Table 1.1: Standards of Reasoning.....	18
Table 1.2: Elements of Thought.....	22
Table 1.3: psychological standards of egocentrism.....	25
Table 2.1: Outcomes of Learning with Video and Movies.....	43
Table 3.1: The Blind Side’ Movie Card.....	64
Table 3.2: While-watching questions of ‘The Blind Side’	65
Table 3.3: Post-watching Questions for ‘The Blind Side’	66
Table 3.4: ‘Garden State’ Movie Card.....	75
Table 3.5: While-watching Questions of ‘Garden State’	76
Table 3.6: Post-watching Questions of ‘Garden State’	77
Table 3.7: ‘Accepted’ Movie Card.....	88
Table 3.8: Post-watching Questions of ‘Accepted’	89
Table 3.9: ‘The Girl in the Café’ Movie Card.....	99
Table 3.10: Post-watching Questions of ‘The Girl in the Café’	100
Table 3.11: ‘Our Brand is Crisis’ Movie Card.....	110

Table of Contents

Dedication	I
Aknowledgements.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of figures.....	V
List of graphs.....	VI
List of tables.....	VIII

General Introduction

1. Introduction.....	1
2. Background of The Study	1
3. Statement of the problem	2
4. Research Objectives	2
5. Research Questions	2
6. Hypotheses	2
7. Significance of the Study	3
8. Methodology of the Research	3
9. Research Tools	3
10. Population and Sample.....	4
11. Delimitations of the Study	4
12. Limitations of the Study	5
13. Structure of the Study	5

Chapter One: A probe on Critical Thinking

1 Thinking	6
1.1 Definition of Thinking	6
1.2 Cognition and Metacognition	7
1.3 Paul’s Critique of Bloom’s Taxonomy	9
1.4 Critical Thinking Definitions.....	10
1.4.1 Definition by Schaferman.....	10
1.4.2 Definition by Paul and Elder.....	11
1.5 Benefits of Learning Critical Thinking Skills.....	12
1.6 The Key Features of Critical Thinking.....	12
1.7 Critical Thinking: A Set of processes.....	14
1.8 Underlying Skills and Attitudes of Critical Thinking.....	14
1.9 Reasoning.....	15
1.10 Standards of Thought	21
1.11 Skepticism and Trust.....	22
1.12 Barriers to Critical Thinking.....	23
1.12.1 Egocentrism.....	24
1.12.2 Sociocentrism.....	25
1.12.3 Rhetorical Devices.....	27
1.12.4 Logical Fallacies.....	29
Conclusion.....	35

Chapter two: Teaching Through Movies

Introduction.....	36
2.1. Multimedia Teaching.....	36
2.1.1.Defintions of Multimedia.....	36
2.1.2.Teaching and Learning Through Multimedia	38
2.1.3.Interactive Media.....	38
2.1.4. Elements of Multimedia	40
2.2.Movies	41

2.2.1 Definition.....42

2.2.2 Benefits of Movies as an Instructional Tool.....42

2.2.3 Criteria of Selection44

2.2.3.1 Audience.....44

2.2.3.2 Themes.....45

2.2.3.3 Length.....45

2.2.3.4 Accessibility.....46

2.2.3.5 Subtitles.....46

2.2.3.6 Genre.....47

2.2.3.6.1 The Textual properties of a Genre47

2.2.3.6.2 Basic Movie Genres.....48

2.2.3.7 Rating.....50

2.2.3.7.1 The meaning of Ratings.....51

2.3 Movie as an Instructional Tool.....;.....52

2.3.1 Approaches to presentation.....52

2.3.2 Methods of Implementation.....53

2.4 Movies and Culture.....55

2.5 Movies and language learning.....56

2.6 Movies and Critical Thinking.....57

Conclusion.....59

Chapter Three: Field Work

Introduction.....60

3.1 Description of the Procedure of the Intervention.....60

3.2 Description and interpretation of Results.....63

3.2.1 The Blind Side.....64

3.2.1.1 The Movie’s Card64

3.2.1.2 The story line65

3.2.1.3.1 While-watching Questions.....65

3.2.1.3.2 Post-watching Questions.....66

3.2.1.4 Analysing and Interpreting Questions.....66

3.2.1.4.1 While-watching Questions.....	66
3.2.1.4.2 Post-watching Questions.....	71
3.2.1.5. Commenting on Classroom observation and Discussion.....	74
3.2.2. Garden State	74
3.2.2.1. The movie's Card.....	75
3.2.2.2. The story Line	75
3.2.2.3.1 While-watching Questions.....	76
3.2.2.3.2 Post-watching Questions.....	77
3.2.2.4 Analysing and Interpreting Questions.....	77
3.2.2.4.1 While-watching Questions.....	77
3.2.2.4.2 Post-watching Questions.....	83
3.2.2.5 Commenting on Classroom Observation and Discussion.....	86
3.2.2.5.1 Accepted.....	87
3.2.2.5.2 The movie's Card.....	88
3.2.2.5.3 The story Line.....	88
3.2.3.3. Post-watching Questions.....	89
3.2.3.4. Analysing and Intepreting Questions.....	89
3.2.3.5. Commenting on Classroom Observation and Discuusion.....	97
3.2.3 The Girl in the Café.....	98
3.2.4.1 The movie's Card.....	99
3.2.4.2. The story Line.....	99
3.2.4.3. Post-watching Questions.....	100

3.2.4.4. Analysing and Interpreting Questions.....	101
3.2.4.5. Commenting on Classroom observation and Discussion.....	108
3.2.5.Our Brand is Crisis.....	109
3.2.6.1 The movie’s Card.....	110
3.2.6.2 The story Line.....	110
3.2.5.3 Commenting on Classroom Observation and Discussion.....	110
Conclusion	111
General Conclusion and Recommendations.....	112
References.....	116
Appendices.....	119

Chapter One

A Probe on Critical Thinking

General Introduction

Introduction

The main objective of higher education is to enhance students' higher order thinking which is encapsulated in the official names such as the case of the Algerian Ministry of Higher Education and Scientific Research. By definition higher order thinking refers basically to the set of complex judgmental skills such as "critical, logical, reflective, metacognitive, and creative thinking" (King et al., n. d, p.5). These skills have risen in demand both professionally and socially, particularly more so in the knowledge-based societies due to their significant importance in transforming and creating knowledge.

However, critical thinking seems to be given more attention by scholars and researchers for it attests to be a priority, especially as online materials which are often confusing and contradictory are easy to get access to. Hence, it is indispensable for tertiary students to acquire critical thinking skills in order to guide, correct and improve their intellectual growth. In wide brief, the premise from enhancing critical thinking skills is eventually to develop mature, reasonable and sound thinking as it is the most important outcome of education and also the first element upon which all knowledge and advance is built.

1. Background of the Study

EFL students seem to enjoy learning through the use of movies whether consciously, i.e. as an instructional tool, or unconsciously, i.e. as an entertainment tool. Whereas most instructors, whose main task is to facilitate learning and make it meaningful, use them chiefly to improve speaking and/ or reading, this researcher is primarily interested in using movies to develop critical thinking skills. It is widely acknowledged that tertiary students are desperately in need for honing their critical thinking skills because, at most times, they fall prey to their simplistic, superficial and egocentric thinking.

2. Statement of the problem

Ministries of education around the world are heading intensively towards integrating teaching critical thinking skills, along with problem-solving and other higher order thinking skills, in their national curriculums owing to their increasing necessity and demand in the workforce. Yet, it is not the case in Algeria where critical thinking skills are neither taught explicitly nor

imbedded within classroom activities at any level of education. Moreover, the teacher-centered approach is still the most followed approach at the Algerian universities. Consequently, tertiary students have become conditioned not to question the content of their courses and to memorize it as it is without much analysis, evaluation or reflection. As future researchers and educators, they risk lacking the very skills which are meant to help them be logical and rational in perceiving, designing, innovating, and constructing knowledge.

3. Research Objectives

Throughout our project we aim to

- (1) Examine the present stage of critical thinking at which students stand.
- (2) Identify the obstacles and difficulties which encounter students in the different stages of critical thinking.
- (3) Investigate whether movies, as an instructional tool, can enhance students' critical thinking skills.
- (4) Determine the usefulness of movies as a pedagogical support for teaching critical thinking.

4. Research Questions

This investigation attempts to address the forthcoming questions

- (1) How do tertiary students perceive learning through movies?
- (2) To what extent are tertiary students involved in the process of critical thinking?
- (3) Is there a correlation between students' critical thinking skills and the use of target language movies in the EFL learning process?
- (4) What are the underlying advantages of using movies purposefully in EFL classrooms?
- (5) Is there a correlation between the movie genre and tertiary students' responsiveness to critical thinking skills?

5. Hypotheses

The research at hand is based on the following hypotheses that shall be tested and verified

- (1) If instructors implement a regular projection of well selected and well graded target language movies within the process of teaching as curricular and extra-curricular activities, students' critical thinking skills may significantly develop.
- (2) If instructors implement a regular projection of well selected and well graded target language movies within the process of teaching as curricular and extra-curricular activities, students' responsiveness to analytical discussions may significantly increase.

6. Significance of the Study

This study is of a paramount importance to all of the concerned stakeholders (administrators, researchers, teachers and students). For administrators (decision makers, curriculum developers, syllabus designers, etc.), it addresses the importance of integrating teaching critical thinking skills at the Algerian universities. As for researchers, it provides a new perceptive and application in the critical thinking area of research. As for teachers (instructors and facilitators), it introduces an accessible, affordable and enjoyable strategy for teaching critical thinking. Finally, students meet the introduced skills in a new set while discovering the underlying importance of movies as well as relate what they learn in class with what they do in real life.

7. Methodology of the Research

The use of the qualitative approach appears to be apropos in order to answer the questions which this research poses. In this endeavor, the researcher conducted an intervention on second year students of English at Mohammed Kheider University of Biskra joined by worksheets about the movies at hand in order to test, guide and assess students' critical thinking skills development. The study is descriptive-interpretive. As on the descriptive level, the attempt is to describe students' critical thinking skills development through watching movies, responding to designed worksheets and participating in classroom discussions. At the interpretive level, the attempt is to understand the ways in which students' thinking have changed, analyze their attitudes towards movies and examine how are their critical thinking skills shifting.

7.1. Research Tools

In order to have significant and valid results, this researcher opted for a movie projection once a week joined by movie-related worksheets consisting of close-ended and open-ended

questions. A discussion was provoked at the end of each session to guide students' understanding and help them become more critical thinkers. A check-list on students' behavior and attitudes was taken as a part of classroom observation.

7.2. Population and Sample

The population of the Branch of English Studies (Licence level) at Mohammed Kheider University of Biskra is estimated at 1500 students. Second year students represent 30% of the population (450 students). This study; however, targeted only group one of second year English LMD students consisting of 48 students (five males and 43 females). The group was chosen conveniently (As the researcher's supervisor is their teacher of Oral Expression module). This sample represents 10.66% of the second year population.

8. Delimitations of the Study

The present study undertakes to investigate whether using movies as a pedagogical tool can enhance students' critical thinking skills among one group of second year students at the branch of English studies at Mohammed Kheider University of Biskra. The intervention took place once a week for eight sessions. The intervention started in November and ended in March. Thus, not allowing the researcher to project as many movies as intended. Also, each session was an hour and a half long which restricted the time allocated to discussion. Three movies out of five had to be viewed in two sessions for that reason as well. It should be acknowledged that the sessions were not successive, but were rather interrupted by the winter's holidays and the exams' period.

9. Limitations of the Study

The presence rate varied from one session to another due to problems of transportation (as the experiment took place on Thursdays and resident-students went back home for the weekend). There were also personal issues which prevented some participants from attending the sessions regularly. The worksheets return rate was in some sessions lower than the presence rate as some students did not like to be assessed. Thus, they did not cooperate effectively and did not also participate in the discussions. As for the last movie 'Our Brand is Crisis', the students did not return the worksheets as they were expected to. Moreover, as the researcher paid for all expenses, the research only targeted a representative sample of the population during a limited number of sessions. Finally, time limitation for both the researcher and the students represented an obstacle as the researcher did not have the chance to project as many

movie-genres as intended and students were not be provided with enough time to assimilate and acquire critical thinking skills successfully.

10. Structure of the Study

This research is divided into three chapters: the two first ones are theoretical and the third one is practical.

Chapter one is a probe on critical examines critical thinking skills. It presents and analyzes some of the important definitions of critical thinking from different perspectives. It also highlights thinking, cognition and metacognition, and cognitive taxonomies in education and their application in the classroom. Moreover, it tackles reasoning as a main aspect of critical thinking. Furthermore, it develops the barriers and obstacles.

Chapter two investigates the use of movies as a pedagogical tool. It starts with introducing multimedia, its elements, and teaching and learning through it. Then, it moves to introducing movies and their benefits as an instructional tool. Moreover, it elaborates the criteria of movies' selection for the classroom. Furthermore, it develops the approaches to presentation and the methods of implementation of movies. At last, it presents the relationships between movies and culture, language learning and critical thinking.

Chapter three is devoted to field work. It first presents a description of the followed procedure of the intervention. Then, it moves describing and interpreting the gathered data. For each viewed movie, an introduction about the reason of choosing it is presented. Followed by a concise movie-card which gives the most important elements of the movie as well as its brief story line. After that, the tables of assessment are elaborated. Furthermore, each question is described and interpreted from the numerical aspect and the content aspect as well. At last, the notes from classroom observation and classroom discussion are described and analyzed.

Chapter 1

A Probe on Critical Thinking

Introduction

The scope of studies of critical thinking is traced back the times of the ancient Greek philosopher Socrates. He had started a system of questioning in order to prevent those men in powerful positions from deceiving and misleading the common people through the use of faulty reasoning and empty rhetoric. Scholars, since then, have been studying the nature, concepts, processes and applications of critical thinking skills. Being a wide area of research, they have assisted to agree and differ on several issues which reflect the depth of the subject matter, as well as its significant need for educational and vocational endeavors.

The current chapter undertakes to probe the nature of critical thinking as a part of higher order thinking skills. It is within the range of this chapter to present a review of literature that helps to define and explain main issues in critical thinking. Descriptions of its processes and underlying skills and attitudes is a main point in this chapter.

1.1 Thinking

Thinking is usually perceived as a mental process by which humans are able to weigh ideas, understand the world around them, identify their inner selves, and come to effective results that guide them to better lives. Thinking is the defining feature of humans which distinguishes them from other creatures. The ability to think means the ability to survive in a challenging world only by using the power of thought. Thinking is the ultimate mental faculty which defines people's identities and lives in all aspects and dimensions.

1.1.1 Definition of Thinking

The Merriam-Webster Dictionary defines thinking as 'the action of using your mind to produce ideas, decisions, memories, etc'. The Concise Oxford English Dictionary (11th Edition) defines the verb to think as having a particular opinion, belief, or idea about someone or something and using one's mind actively to form connected ideas. On the other hand, Thinking is defined as having a particular mental attitude as in someone's ideas and opinions. It is also using thought or rational judgment.

1.2 Cognition and Metacognition

Thinking is a non-stopping mental process because one cannot stop thinking whenever one wishes to do so. In this sense, thinking is either conscious or unconscious. The conscious type of thinking is usually referred to as cognition. The Merriam-Webster Dictionary defines cognition as the conscious mental activities; the activities of thinking, understanding, learning, and remembering.

On the other hand, metacognition is the conscious process of guiding and correcting one's own thinking. Crowl *et al.* (1997) as cited in King *et al.* (n. d, pp11-12) is 'the self-correcting nature of thinking. Metacognition includes awareness of one's thinking processes, self-monitoring, and application of known heuristics and steps for thinking.' Metacognition requires a more developed and skillful mental processes. Learners can, with perseverance and encouragement, develop their cognition to metacognition. Teachers play a major role in assisting learners to enhance their thinking skills by means of encouragement and continuous assessment.

1.2.1 Cognitive Taxonomies in Education

Since thinking is basic to education and learning, different taxonomies aiming at classifying learning objectives for teachers and learners have been set. The hierarchical organization of cognitive taxonomies ascend from easier to more difficult goals, and from simpler to more complex ones. In other words, they develop from lower order thinking skills to higher order thinking skills.

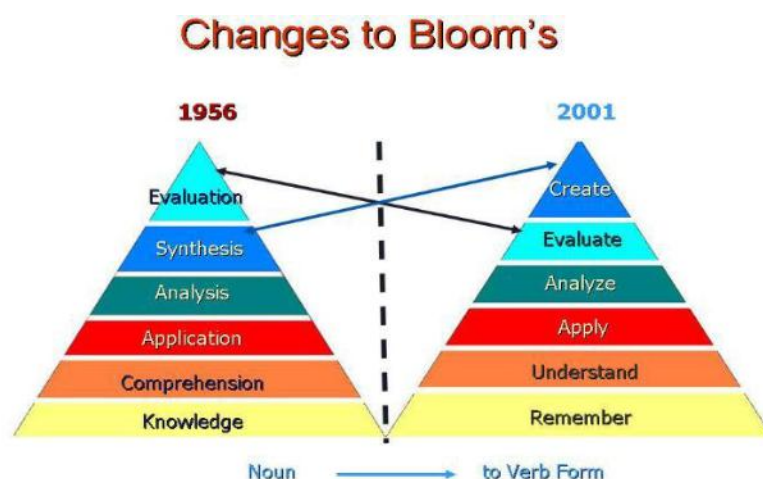
Cognitive taxonomies are defined by Cottrell (2011, p.40) as "organized schemes for classifying instructional learning targets into various levels of complexity." She explains that different taxonomies have been developed for sorting learning targets for all levels of education. Yet, the most used learning taxonomy is Bloom's.

1.2.1.1 Bloom's Taxonomy

Educational curriculums around the world have been using Bloom's taxonomy to organize the patters of subject matters' contents, and to assess their students' development in cognitive processes. Cottrell (*ibid*) states that the original taxonomy was published in 1956, and it was

then revised in 2001 by Anderson and Krathwohl and a group of colleagues. Figure 1 below illustrates the changes in the taxonomy as designed by Wilson, 2001.

Figure1.1. Changes to Blooms' Taxonomy



The subject of controversy between scholars is whether this taxonomy is useful in teaching and assessing thinking skills especially critical thinking skills. For this reason, Anderson and Krathwohl as cited in Wilson (2001) distinguish four different levels of knowledge

- (1) Factual Knowledge which means knowing the essential facts, terminology, and details in a certain discipline.
- (2) Conceptual Knowledge which means knowing the interrelationships among the basic elements within a larger structure such as classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.
- (3) Procedural Knowledge which means knowing how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
- (4) Metacognitive Knowledge which means having awareness and knowledge of one's own cognition.

1.2.1.2 Lower Order Thinking and Higher Order Thinking

These levels of knowledge reflect the level of thinking of a student to be part of lower order or higher order thinking skills. While the two first levels are part of lower order thinking

skills, the last two levels are part of higher order thinking skills. Lower order thinking skills refer basically the ability of students to recall the content of subject matters. Lower order thinking is defined as “ mastering facts (such as being able to describe the parts of the water cycle) or completing a task with specific steps (such as being able to solve a two-variable equation)”(n. a, p.522)

On the other hand, Higher-order thinking is defined as the ability of “handling a situation that you have not encountered ...It is thinking that happens in the analysis, synthesis, and evaluation rungs of Bloom’s ladder. By contrast, ‘lower-order thinking’ is simple, reflex-like, transparent, and certain.” Higher order thinking is a more complex system of judging the content for its credibility and usefulness, and applying the learnt methods and techniques into real-life situations that demand problem solving.

While many educational designs are based on bloom’s taxonomy, some scholars such as Richard Paul assert that it cannot be applied to teach critical thinking even though it includes cognitive skills that are considered to be as higher order thinking which are analysis, evaluation, and creation. Teachers as well spend most of their time and effort in teaching factual and conceptual knowledge, while they do not focus on procedural and metacognitive knowledge. The result is generations of students who know the ‘what’ but do not know the ‘how’ of using the knowledge their acquired.

1.3 Paul’s Critique of Bloom’s Taxonomy

Paul provides an analysis and critique of the Bloom’s Taxonomy from the critical thinking point of view. He acknowledges the achievements of the taxonomy, which was and is still probably the most used taxonomy in education. However; he argues that the taxonomy has defects when it comes to real-life application in the pursuit of achieving the needed skills for learning as to becoming an autonomous and independent critical thinker. He states

“ To some extent, the Taxonomies represent an attempt to achieve the impossible: a perfectly neutral classification of cognitive and affective processes that makes no educational value judgments and favors no educational philosophy over any other ”(ibid)

The Bloom's Taxonomy is a one-way hierarchy. The fact that each step must be followed by the next lacks flexibility. Also, it separates categories even though they are all cognitive processes that might be called for use separately or in combination. A main problem with the taxonomy is that it presents and perceives the cognitive processes as independent rather than inter-dependent. It is thus too linear and rigid. (ibid)

Another point which Paul discusses is knowledge as an achievement. Whether and when knowledge should be called so and how does the critical thinking movement perceive the correct knowledge to be. Essential questions in education are based here such as if remembering alone is to be called knowledge, and if it comes as a first step or it necessitates other cognitive process to it which were not pointed at. (ibid). Paul adds "We don't actually know whether students have achieved some knowledge until we have determined whether their beliefs represent something they actually know (have rationally assented to) or merely something they have memorized to repeat on a test."

At last, Paul asserts that Bloom's taxonomy is misleading concerning the hierarchy. As well as it is not applicable, or at least limited, when it comes to learning critical thinking skills or designing a curriculum that enhance them. Finally, he attests that teachers are the ones who ought to learn critical thinking skills in order to deliver a proper, rational, neutral and effective learning. (ibid)

1.4 Critical Thinking Definitions

Critical thinking has been defined by scholars in different ways. Most definitions agree on its general and most defining features. However, they differ, but do not disagree, on other particular detailed features or processes. The proposed definitions seem to be the richest in content in the way that they offer both a general and a detailed description of the concept of critical thinking. As well as they provide an insight into more practical views which serve the objectives of the research at hand.

1.4.1 Definition by Schaferman

Critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can

ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it. Critical thinking enables an individual to be a responsible citizen who contributes to society, and is not merely a consumer of society's distractions (Schafersman, 1991, p.3).

By defining critical thinking as correct thinking, Schafersman is contrasting it with flawed thinking that is mistaken and wrong. We are not born thinking flawlessly, thus; the chances of mistakes' occurrence are very common. It is a known fact that we are in need of honing and improving our thinking by firstly correcting it from all that which may drive it astray. By reasonable and reflective thinking, he is signifying thinking that is based on practical and logical judgment, not the thinking that is affected by bias or prejudice for instance.

A good example is shown when a person reads an article in a newspaper. Will he accept everything that is said without questioning nodding his head at every sentence, or will he stop and think twice about the facts? The act of questioning the concepts and ideas of being true or false by means of logic and reasoning is called 'critical thinking'. Responsibility in thinking means having control over the way of thinking. A critical thinker does not let any factor, whether it comes from his inner-self or from the world around him, intrude and influence his thinking making it unjust and incorrect.

1.4.2 Definition by Paul and Elder

Paul and Elder view thinking as a process which needs continuous evaluation and development. They state "Critical thinking is the art of analyzing and evaluating thinking with a view of improving it." Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It depends on efficient communication and problem solving skills and a commitment to overcome the negative egocentrism and sociocentrism. (Paul & Elder, 2008, p.2).

This definition sees critical thinking as an art that is to say a special skill or ability that can be improved. Analyzing thinking is examining it with consideration to every detail in order to find out what caused it, what directed it and most importantly how correct it is. Paul and Elder highlight the necessity of the present active mind that is directed and guided proactively while

consciously self-controlling and self-correcting. They also give importance to two major obstacles which hinder the sound correct thinking: egocentrism and sociocentrism.

1.5 Benefits of Learning Critical Thinking Skills

Undoubtedly, acquiring any thinking skill will be of a great help and benefit to any learner. Thinking skills facilitate attaining pre-designed targets and create opportunities for an easier and a more organized learning. Critical thinking skills, particularly, bring numerous advantages in both professional and daily life. Of course, they require practice and time to be internalized, but they will help in saving much more time and energy.

According to Cottrell (2011, p.5), the benefits of acquiring critical thinking skills include

- (1) Improving attention and observation.
- (2) Improving the ability to identify the key points in a text rather than becoming distracted by less important material.
- (3) Improving the ability to respond to the appropriate points in a message.
- (4) Gaining skills of analysis which can be then applied in a variety of situations.
- (5) Becoming more focused, accurate and specific in noting what is relevant and what is not.

The advantages of acquiring critical thinking skills cannot be limited to a list no matter how long it is. Each individual benefits from them differently. For instance, a student may develop his analytical skills when reading and writing. Writers may deepen their thoughts through using standards of information, purpose and concepts. Also, all citizens may benefit from critical thinking greatly to evaluate and judge their leaders' positions by using standards of questions, inferences, and points of view. In a nutshell, critical thinking skills are flexible and can be applied to any domain of knowledge and enquiry.

1.6 The Key Features of Critical Thinking

Willingham in his article 'Critical Thinking, Why Is It So Hard to Teach?' provides a simple yet enlightening description of the most important traits of critical thinking from the cognitive scientist's position. He asserts "Critical thinking is not a set of skills that can be deployed at

any time, in any context. It is a type of thought that even 3-years-old can engage in—and even trained scientists can fail in.” (Willingham, 2007, p.2)

He states that critical thinking is a subset of three types of thinking: reasoning, making decisions, and problem solving. The reason these mental activities are a subset is that we always think in these three ways, but only sometimes we do in a critical way. Deciding to read an article is not critical thinking. Critical thinking is the act of weighing the evidence it presents in order to decide whether to believe or not to believe what it says. Critical thinking has three key features: effectiveness, novelty, and self-direction.

- Effectiveness: Critical thinking avoids common pitfalls, such as seeing only one side of an issue, discounting new evidence that disconfirms one’s ideas, reasoning from passion rather than logic, failing to support statements with evidence, and so on.
- Novelty: Critical thinking is not merely recalling previous knowledge or remembering a solution or a situation that is similar enough to provide guidance. For example, solving a complex but familiar physics problem by applying a multi-step algorithm is not critical thinking because one is really drawing on memory to solve the problem while devising a new algorithm is critical thinking.
- Self-direction: the thinker must be the one deciding and calling the shots: a student would not be given much credit for critical thinking if the teacher were prompting each step he took.

These features appear to be an overwhelming set of skills. Yet, they capture the general and the detailed descriptions of critical thing as claimed by the majority of scholars. Also, Willingham gives credit to creative thinking skills within the feature of novelty. He suggests that creativity in terms of originality is linked to critical thinking skills.

1.7 Critical Thinking: A Set of processes

Critical thinking is not one activity which happens once and leads to perfect results. It is rather a series of related and inter-related actions which happen over a period of time depending the individual's level of mastery of its skills. The approaches to critical thinking are subsumed in the perception of Black *et al.* They state that critical thinking is based on analysis and rationality. The processes which lead to that end are

“Analysing arguments;
judging the relevance of significance of information;
evaluating claims, inferences, arguments and explanations;
constructing clear and coherent arguments;
forming well-reasoned judgments and decisions.” (Black *et al.*, 2012, p.58)

These processes focus highly on one aspect of critical thinking which is rationality. The suggested process happens step by step making each phase compulsory and complementary to the one which follows. Thus, none of them is superior on the other and none can be neglected or ignored. This set of processes complies with the main characteristics of critical thinking as stated by the previously mentioned scholars.

1.8 Underlying Skills and Attitudes of Critical Thinking

Critical thinking encompasses a set of cognitive skills such as analysis and reasoning for instance. These skills can develop into attitudes and conditional behaviors with practice. Cottrell (2011, p.5) claims that critical thinking is a process of deliberation which involves acquiring and improving one's cognitive sub-skills over time. She asserts that the underlying skills of critical thinking are not to be limited. Nonetheless, the most important attitudes into finding right answers require perseverance, accuracy and precision. These skills can be improved through

- (1) Attention to detail: noting the small clues with wider impact.
- (2) Identifying trends and patterns: mapping and analyzing information, identifying repetition and similarities.
- (3) Repetition: continuously revising the same ground to make sure that nothing has been missed.
- (4) Taking different perspectives: Studying issues from various angles.

- (5) Objectivity: Ignoring one's likes and beliefs for the sake of gaining the most accurate results and understanding.
- (6) Considering implications and distant consequences: Thinking about not only the results on a short term, but on a long term as well.

Cottrell perceives critical thinking as a complex process, that is to mean critical thinking is not just one single mental activity happening at one time, but rather a series of different inter-related activities taking time all at once or separately. Each activity necessitates the use of one skill or attitude or more depending on the situation. Both production and reception of ideas, arguments and conclusions are emphasized in this process.

Besides these skills, Cottrell lists other skills such as comparison and contrast, categorizing, selection, and differentiation. No individual is able to acquire all sets of these skills at once, nonetheless, remembering few of them at every thought is a first step. By listing all of the above mentioned sub-skills, she confirms that thinking is a process which needs constant evaluation and improvement. Hence, she agrees with Paul and Elder in their definition.

1.9 Reasoning

Reasoning is the core of critical thinking skills. All of the previous definitions by Schaferman, Black *et al.*, Paul and Elder, and Cottrell highlight the importance of the element of reasoning in the process of the analysis and evaluation of thinking. In this part, we define reasoning, explain its two main types, as well as introduce its standards.

1.9.1 Definition

The Merriam Webster Dictionary defines reasoning as “the process of thinking about something in a logical way in order to form a conclusion or judgment”. The Cambridge Advanced Learners’ Dictionary defines it as “the process of thinking about something in order to make a decision.”

Brookhart (2010, p.62) states “Sound reasoning is required for the analytical, evaluative, and creative tasks.” She adds “General reasoning skills include judging whether a single fact or

claim is true and whether it is relevant to the argument or problem at hand, and judging whether two or more things are consistent”. Reasoning is a mental process consisting of logical and objective evaluation of an issue with the aim of reaching rational, well-informed conclusions based on which wise decisions will be taken.

1.9.2 Major Concepts in Reasoning

Some concepts need to be defined and understood before further explanation of main issues in reasoning. These concepts are basic for all critical thinking skills, particularly more so analysis of data, drawing inferences, and objectivity. They are defined as such in Cottrell (2011, pp.12-13)

Argument Using reasons to support a point of view, so that known or unknown audiences may be persuaded to agree. An argument may include disagreement, but is more than simply disagreement if it is based on reasons.

Conclusion Reasoning should lead towards an end point, which is the conclusion. The conclusion should normally relate closely to the author's main position. In critical thinking, a conclusion is usually a deduction drawn from the reasons, or evidence.

Propositions Statements believed to be true and presented as arguments or reasons for consideration by the audience. A proposition may turn out to be true or false

Premises Propositions believed to be true and used as the bases for the argument; the basic building blocks for the argument. Premises that are not well-founded are referred to as *false premises*.

1.9.3 Types of Reasoning

The aim of reasoning is coming to trust-worthy and valid conclusions, and then drawing inferences about a certain idea. Scholars distinguish two main types of reasoning: deductive and inductive. The basis of this categorization is the beginning and the end. In other words, on which grounds the reasoning starts and how does it reach the conclusions.

1.9.3.1 Deductive reasoning

When relying on deduction, one uses factual information, such as premises or theories, to reach a conclusion. Brookhart (2010, p.62) explains “Deduction means reasoning from a principle to an instance of the principle...In deduction, you start with one or more premises

(the bases for the argument) and then use reasoning to come up with a conclusion.” The validity or the invalidity of conclusions in deductive reasoning depends solely on the premises whether they are true or false. Crews and Anderson (2007, p.19) claim that in this type of reasoning, the truth of the conclusion is guaranteed. They assert

“The premises are intended to provide support for the conclusion that is so certain that, if the premises are true, it would be impossible for the conclusion to be false... deductive arguments are usually found in inferences that follow from definitions, mathematics and rules of formal logic.”

Deductive reasoning relies on the premises one starts with; therefore, checking their truthfulness and credibility is the basis of sound reasoning. Deduction is not restricted to scientific logic, but it is also found in daily situations which demands drawing inferences. Students learn the steps of deductive reasoning in their early lessons in mathematics and science. However, they are not always able to transfer their abilities to other subject matters and everyday life problems.

1.9.3.2 Inductive reasoning

Inductive reasoning is using facts and given information, and analyzing them to reach a general conclusion about the whole aspect. Brookhart (2010, p.63) states “Induction involves reasoning from an instance or instances to a principle.” The validity of conclusions in inductive reasoning relies on the truth of the premises. However, in this type of reasoning, some premises are not verified to be true, but rather believed to be as such. Crews and Anderson (2007, p.20) assert

“In an inductive argument, the premises are intended only to be so strong that, if they are true, then it is unlikely that the conclusion is false.... Inductive arguments, therefore, can take very wide ranging forms, including arguments dealing with statistical data, generalisations from past experience, appeals to signs, evidence or authority, and causal relationships.”

In deductive reasoning, one needs to start with different premises which are believed to be true, to find results that are to be generalized afterwards. Inductive reasoning is not scientific as deductive reasoning. Common people use this type of reasoning frequently both in educational

purposes and for daily life purposes. However, if the premises are not true, but only believed to be so, the generalization may be faulty. Therefore, reasoning should be guided by rules and principles.

1.9.4 Standards of Reasoning

Since the premises leading to reasoning can be faulty or misleading, reasoning should not be left unexamined. Paul and Elder in 'The Miniature Guide to Critical Thinking' (2008, pp.4-5) offer a checklist for reasoning. It contains the most important features of reasoning. Its worth lies in its simple yet detailed guidelines for a reason-based thought; the most important aspect of critical thinking according to them

Table 1: Standards of Reasoning

Components of Reasoning	Explanations and guidelines (How should they be?)
Purpose and goal	<ul style="list-style-type: none"> • Stated clearly, checked periodically, and chosen significantly (realistic goals).
Question at issue	<ul style="list-style-type: none"> • Stated clearly and expressed in several ways. • Broken into sub-questions. • Classified according to their answers: definite answers, opinions, or multiple viewpoints.
Assumptions	<ul style="list-style-type: none"> • identified clearly for being justifiable. • Taken into consideration as how they are shaping the point of view.
Point of view	<ul style="list-style-type: none"> • Identified and compared with other points of view in terms of both strengths and weaknesses. • Be evaluated with fair mindedness.
Evidence and data	<ul style="list-style-type: none"> • Restricted to claims which are supported by the data. • Related to supporting and opposing positions.
Concepts	<ul style="list-style-type: none"> • Considered with alternative concepts or alternative definitions. • Used with care and precision.
Inferences or interpretations	<ul style="list-style-type: none"> • Inferred only by the evidence. • Checked for inter- consistency.

The standards of reasoning which Paul and Elder suggest are the principles of the critical thought. These standards are a practical outline to applying the critical thinking process which is suggested by Black et al. (2012). In addition, they clarify the definition proposed by Schaferman (1991). As well as they mirror the steps of critical thinking as demonstrated in Thyer, E (2013).

The set of inter-related mental processes suggested by Black *et al.* (2012) go in parallel with the standards of reasoning proposed by Paul and Elder (2008). They claim that the critical thinking process includes analyzing judgments which overlaps standards of concepts and point of view. They also mention that it necessitates evaluating claims and arguments which coincide with standards of assumption and inferences and conclusions. In addition, they assert that it includes forming well-reasoned judgments and decisions which is similar to standards of implications and conclusions. Finally, they suggest that it should lead to contrasting coherent arguments based on evaluated data which corresponds to standards of questions and information.

In the definition of Shaffer (1991), he states that critical thinking should be relevant and reliable which coincides with standards of purpose and concepts. Also, he claims that it is reflective and responsible which matches with standards of question, assumption and point of view. Moreover, he adds that the critical thinker must gather relevant information, sort through it reasonably to come to trustworthy conclusions which correspond to standards of information, and inferences/ conclusions.

Figure 2. Steps of Critical Thinking



The hierarchical illustration of the steps of critical thinking by Thyer (2013) in a publication about critical thinking by Deaken University (p.3) presents the same standards of reasoning by Paul and Elder (2008) while using different terminology. As presented in figure (2) and further explained in appendice (1), Thyer includes six steps in the process of critical thinking.

The step of observation includes the standards of information, and points of view. The step of analysis is parallel to the standard of concepts. The third step of evaluation corresponds to standards of purpose and concepts. The fourth step of questioning is similar to the standard of questions term-wise and description-wise. The fifth step of contextualizing overlaps standards of inferences/ conclusions and points of view. Finally, the step of reflection is demonstrated in the standards of questions and implications/ consequences.

1.10 Standards of Thought

The single thought, upon which every idea and concept is based, is broken into elements, also known as ‘The Universal Intellectual Standards’. These standards, according to Paul and Elder, must be applied to thinking whenever for checking the quality of reasoning about a problem, issue, or situation. They insist ‘The ultimate goal, then, is for these standards to become infused in the thinking of students, forming part of their inner voice, which then guides them to better and better reasoning.’ (Paul & Elder, 2008, pp.9.10)

Table 2 summarizes the standards of thought as mentioned by Paul and Elder. Each element is exemplified by two main questions that should be asked prior to applying the element in the thinking process.

Table 2: Elements of Thought

Element of Thought	Questions to apply the element
Clarity	Could you elaborate further? Could you illustrate what you mean?
Accuracy	How could we check on that? How could we verify or test that?
Precision	Could you be more specific? Could you give me more details?
Relevance	How does that relate to the problem? How does that help us with the issue?
Depth	What factors make this a difficult problem? What are some of the complexities of this question?
Breadth	Do we need to look at this from another perspective? Do we need to consider another point of view?
Logic	Does all this make sense together? Does what you say follow from the evidence?
Significance	Is this the most important problem to consider? Is this the central idea to focus on?
Fairness	Do I have any vested interest in this issue? Am I sympathetically representing the viewpoints of others

The elements of thought proposed by Paul and Elder are a detailed and practical guide to applying critical thinking in all aspects of life. These elements dictate how reasoning should be in terms of evaluating one's own thinking as well as others'. The simplicity by which Paul and Elder organize them is helpful to teachers who want to integrate teaching critical thinking skills in their classrooms. Each element can be taught and assessed regularly using the set of questions they correspond with.

1.11 Skepticism and Trust

Critical thinking came to make people question the world around them, to help them ask the right questions and to pass the most reasonable judgments. Thus, skepticism is within its very nature. Reflection, questioning and reasoning are at the core of the abilities of critical

thinking. Total trust, on the contrary, hinders the process of critical thinking from the beginning till the end. Cottrell (2011, p.2) claims

“Scepticism in critical thinking means bringing an element of polite doubt ... Critical thinking gives you the tools to use scepticism and doubt constructively so that you can analyse what is before you. It helps you to make better and more informed decisions about whether something is likely to be true, effective or productive.”

Cottrell adds that some people are more skeptical by nature while others seem to be more trusting. Nonetheless, critical thinking is not a matter of personality or natural traits, but it is a matter of possessing a particular set of methods aimed at exploring evidence in a given way. Skeptical people can learn approaches which help them to trust the probability of results, as well as trusting people can learn methods which help them use doubt constructively. (ibid)

Being a critical thinker does not mean losing trust in the world around us, or perceiving everything in a skeptical manner. However, it means possessing the abilities and skills, which increase with time and experience, that help to distinguish between correct and faulty reasoning. One must have a balanced attitude between skepticism and trust in order not to fall prey to one trait over the other.

1.12 Barriers to Critical Thinking

Thinking is a mental system which can be hindered by both internal and external factors. The inner factors include one's own views, assumptions, bias, and prejudice as well as the social and cultural impact. The external factors include language use as main issue followed by illogical reasoning. These factors present a danger to the sound attitudes and cognition, based on which individuals and societies prosper and progress. Despite belonging to a higher order system, critical thinking is not immune to these threats. The imperfection, under-development and fragility of the set of one's cognitive play major roles in allowing the negative factors affect one's thinking and way of life.

1.12.1 Egocentrism

Critical thinking is not restricted to evaluating others' works or positions, but one's own as well. Sometimes, our thinking lacks open-mindedness and fair-mindedness which are crucial to the critical thinking process. Hence, we fall short when examining our own thoughts and reasoning because of our sense of self-esteem and self-importance, i. e. ego.

One's worst enemy is his selfish and arrogant thinking. Believing to always have the most accurate point of view and rejecting all foreign ideas can only worsen one's decisions and descend one's own mental faculties. Paul and Elder (2008, p.21) assert that egocentrism in thinking is due to the humans' tendency of being inconsiderate to the rights and needs of others. They state

“As humans we live with the unrealistic but confident sense that we have fundamentally figured out the way things actually are, and that we have done this objectively. We naturally believe in our intuitive perceptions—however inaccurate. Instead of using intellectual standards in thinking, we often use self-centered psychological standards to determine what to believe and what to reject.” (ibid).

The faulty and misleading feeling of superiority in thinking is a natural human trait that needs progressive honing; otherwise, it can be misleading in all areas of life and knowledge. The critical thinker is an honest and humble thinker who does not feel inferior when being corrected and guided. Critical thinking urges individuals to question their own thinking and the others' in an objective manner and to deliver the most honest and truthful results.

1.12.1.1 Self-Centered Psychological Standards

Humans tend to use psychological tricks in order to deceive one self and others into believing that the ideas and the decisions which emerged from one's egocentric thinking are not as such. Paul and Elder introduce the five most commonly used psychological standards relating

to egocentrism in human thinking. They represent delusive thoughts and mental escapes from critical judgment. The table below summarizes these standards and provides brief explanation of each type.

Table 3: Psychological Standards of Egocentrism

Type of egocentrism	Explanation
Innate egocentrism	“It is true because I believe it.” Assuming the truthfulness of one’s own claims without referring to any kind of reasoning.
Innate sociocentrism	“It is true because we believe it.” Assuming the truthfulness of the dominant beliefs of the group to which one belongs.
Innate wish fulfillment	“It is true because I want to believe it.” Assuming the truthfulness of the claims which put one in a positive light, do not require to change one’s thinking in any significant way, or require to admit being wrong.
Innate self-validation	“It is true because I have always believed it.” Assuming the truthfulness of long held claims which one strongly desires to maintain.
Innate selfishness	“It is true because it is in my selfish interest to believe it.” Assuming the truthfulness of any claim which justifies one to getting more power, money, or personal advantage.

As a responsible critical thinker, one must be aware of the limitations of how own self and mind, acknowledge the challenges they present and overcome them to the best of one’s ability. Surely, this first step is invaluable in creating and maintaining a genuine, honest and nurturing relationship and developing leadership skills for both family and vocational choices.

1.12.2 Sociocentrism

Humans are social beings by nature. Every person feels an attachment and a belonging to his society. This belonging comes from sharing the same language, culture, area of living, beliefs, traditions, customs, ideologies, and even personal views and perceptions. The cost of this closeness is sharing or adopting wrong long-held ideas and loyally living by them. Striving to fulfill society’s expectations while unreasonably following what it dictates often blurs one’s reason and logical judgment. Acknowledging the effect and influence society has on us is a

first step into becoming freed from surrounding barriers that hinders us from correcting our thinking and improving it.

Sociocentrism is sometimes misunderstood as being proud of belonging to one's culture when in fact it is a barrier to sound thinking. Paul and Elder state

“Most people do not understand the degree to which they have uncritically internalized the dominant prejudices of their society or culture. Sociologists and anthropologists identify this as the state of being “culture bound.” This phenomenon is caused by sociocentric thinking.” (Paul & Elder, 2008, p.22).

Ignoring the repetitive patterns of faulty thinking cultivated via social norms and attitudes is what causes most egocentrism. Paul in his statement clarifies that egocentrism is due to being wrongly bound to one's culture. Cherishing one's own traditions and norms which had been inherited from older generations does not necessarily mean to accept as it is without questioning its content or identifying its long-term implications.

1.12.2.1 Personal Attitudes of Sociocentrism

When confronted with an opposing point of view, one attests to be either narrow-minded or open-minded. The personal tendencies in dealing with social and cultural norms and differences label individuals as social-friendly or sociocentric. Individuals who are social-friendly tend to accept and learn about other cultures, religions and their respective traditions and patters. In addition, they enjoy visiting foreign countries and even learning their languages. On the other hand, those who are sociocentric tend to favor their own social norms over all others'.

Detecting the behavioral patterns related to sociocentrism is not a difficult task. Paul and Elder (2008, p.22) suggest a range of personal tendencies and attitudes which characterize people with such a problem. They affirm that sociocentric people tend to blindly conform to group restrictions (which may be arbitrary or coercive). As well, they fail to distinguish universal ethics from relativistic cultural requirements and taboos. Moreover, they lack the elements of breadth and depth in thinking; therefore, they cannot internalize the insights of other cultures. Furthermore, their assumptions are media-driven in a sense that they fail to

realize that mass media in every culture shapes the news from the point of view of that culture. To conclude, Paul and Elder add that the trait that is most defining of sociocentrism, and most threatening as well, is the inability to see sociocentric thinking as a significant impediment to intellectual development.

Sociocentric thinking presents a very serious handicap to the critical thinking process. All of the above mentioned attitudes contradict completely with the defining features of critical thinking and with the standards of reasoning as well. The problem lies in the ignorance of the effect that our society and inherent culture have on us. Therefore, trying proactively to diminish that effect for the sake of improving our way of thinking and our way of life. Paul and Elder advise to use critical thinking in the strong sense (to improve in thinking), and to think cross-culturally and fair-mindedly.

1.12.3 Rhetorical Devices

Playing on the audience's emotions by driving them away from reason and logic is an old, and still a very used, tactic. Whether in speaking or in writing, many leaders, people in power such as politicians, and even citizens use different tools to affect the way others feel rather than think. With the aim of making them believe in a certain idea or concept, or doing a given task which is logically unaccepted, rhetorical devices are used.

1.12.3.1 Definition

A rhetorical device is using language in a particular way in order to make a position seem to be more compelling than it would otherwise be by generating an emotional response. (Crews-Anderson, 2007, p.46) Crews-Anderson states that the purpose of rhetorical devices is appealing to feeling and emotions rather than sound thinking and logical judgment.

Another definition from *Bowell and Kemp (2015, p.46)* seems to be complementary with the previous one. They assert that rhetoric is using the power of language to persuade someone to hold a certain belief, desire, or to do a particular task without referring to reasoning. The aim of using rhetoric is to create an emotional response instead of a logical one.

1.12.3.1.1 Examples of Rhetorical Devices

The most frequently used rhetorical devices with their explanations and examples for further clarification. Here is a list which summarizes them adapted from Crews-Anderson (2007, p.4)

(1) Eupheurism

Using a replacement term to make something seem less offensive or negative.

Example: Using the term ‘collateral damage’ instead of ‘civilian casualties’.

(2) Dysphemism

Using a replacement term to make something more offensive or negative.

Example: Using the expression ‘killing babies’ instead of ‘causing civilian casualties’.

(3) Prejudicial rhetoric

Using comparison, definition and explanation to create a preconception in the audience.

Example: He is a conservative because he cares more about profit than he does about people.

(4) Derision

Setting up the opposing position to ridicule without offering a countering argument.

Example: If you believe that we should vote for him then I’ve got a bridge to sell you!

(5) Hyperbole

Using exaggerations and coloring a particular position in an emotional tone that is either positive or negative.

Example: Her election to Parliament would be the best thing to happen to this country!

(6) Complex question (loaded question)

Formulation a question so as to make a presumption that is unproven or unjustified. Any direct answer accepts the presumption.

Examples: Has Tom stopped beating his wife? Have the liberals finally stopped supporting terrorists?

(7) Innuendo

Using a language to make an accusation implicitly.

Example: I’m not saying that you’ve been smoking, but there is a cigarette in your pocket.

Rhetoric is the first reason for the emergence of critical thinking. People can get easily deceived by nice words and poetic rhythm. Thinking with feeling and judging by appearances lead to false conclusions. Many times, the users of rhetoric are people in powerful position. Falling for rhetorical ploys can not only make us feel manipulated, but can also determine our future if it concerns making life-determining decisions such as voting in presidential elections, or opting for a chronic disease treatment.

1.12.4 Logical Fallacies

The truth is many times hidden for known and unknown reasons. Not all arguments are based on sound and true ideas. Especially with the growing impact of the media and the World Wide Web, delusive and erroneous arguments are invading everyone's life from health to relationships and from education to politics. Distinguishing between the right and the wrong idea, concept or theory is not always easy especially in the first time. Knowing the tactics which make flawed ideas appear to be right can be helpful not to be deceived or deluded. Using fallacies is one tactic that is frequently used.

1.12.4.1 Definition

Fallacies are defined as arguments which consist in something other than merely false premises. Usually, fallacies contain either a mistake in reasoning or the creation of some illusion that makes a bad argument appear good (or both). In relation to reasoning, both inductive and deductive arguments are subject to fallacies.

A simpler and shorter definition of fallacies clarifies that if the premises of an argument appear to support the conclusion, but do not in fact do so, then the argument is fallacious. When using the term 'fallacy', we mean typical errors that often occur, and are often deceiving (n. a, 2014, p.2)

A fallacy is an idea which is believed to be true even though there is no proof or evidence on it. Users of informal fallacies deceive their audience psychologically by giving arguments that, on the outside, seem logical and well-reasoned while, on the inside, are untenable and invalid. Fallacies fall into two categories: formal and informal.

1.12.4.2 Formal Fallacies

Formal fallacies are a type of fallacies which may be identified by merely examining the form or structure of an argument. These fallacies are found only in deductive arguments that have identifiable forms (ibid). Formal fallacies are detectable by means of examining the logical form of the arguments they present. Needless to study the content of the argument, or to seek for lack of an element of thought or a standard of reasoning. Formal fallacies expose their faultiness for the observer. Hence, locating them in a text or speech is a matter of external observation.

- **Valid Arguments**

Before presenting how formal fallacies occur, one should first bear in mind the common forms of valid arguments which are:

<i>Modus ponens</i>	<i>Modus tollens</i>	<i>Sorites</i>	<i>Syllogism</i>
$p \rightarrow q$	$p \rightarrow q$	$p \rightarrow q$	All A are B
p	not q	$q \rightarrow r$	All B are C
therefore, q	therefore, not p	therefore, $p \rightarrow r$	Therefore, all A are C

(Hood, 2012)

Common Formal Fallacies

(1) Affirming the Consequent

It is often mistaken for modus ponens. The “if”-part is the antecedent, and the “then”-part is the consequent.

$p \rightarrow q$

q

Therefore, p

Example

If she’s Brazilian, then she speaks Portuguese.

She does speak Portuguese.

So, she is Brazilian.

(2) Denying the Antecedent

It is often mistaken for modus tollens.

$p \rightarrow q$

Not p

Therefore, not q.

Example

If she were Brazilian, then she would know that Brazil's official language is Portuguese.

She isn't Brazilian; she's from London.

So, she surely doesn't know Brazil's language official language is Portuguese.

(3) Converting a Conditional

$p \rightarrow q$

Therefore, $q \rightarrow p$

Example

If Bill was President of the U.S, then he was over 35.

Therefore, if Bill was over 35, then he was President.

Contrast to the contrapositive:

If Bill was President of the U.S, then he was over 35.

Therefore, if Bill was over 35, then he was President.

Contrast to the contrapositive:

If Bill was President of the U.S, then he was over 35.

(4) Undistributed Middle

Failing to distribute the middle term over at least one of the other terms is the fallacy of undistributed middle.

All A are B.

All C are B.

Therefore, All A are C.

Example

All collies are animals.

All dogs are animals.

Therefore, all collies are dogs.

All of the above mentioned fallacies are being used in everyday language either intentionally to deceive the audience, or unintentionally. Students should learn these logical fallacies early in life to use them as detectors for sound reasoning in all subjects matter contents. Critical thinkers acknowledge the importance of these fallacies, not only because they were one of very first reasons why critical thinking emerged, but also because they are the essence of logic without referring to deeper analysis.

1.12.4.2 Informal Fallacies

The truth is many times hidden for known and unknown reasons. Not all arguments are based on sound and true ideas. Especially with the growing impact of the media and the World Wide Web, delusive and erroneous arguments are invading everyone's life from health to relationships, education to politics. Distinguishing between the right and the wrong idea, concept or theory is not always easy especially in the first time. Knowing the tactics which make flawed ideas appear to be right can be helpful not to be deceived or deluded. Using informal fallacies is one tactic that is frequently used.

1.12.4.2.1 Definition

Informal fallacies are arguments which involve faulty reasoning, i. e. any argument that is neither valid nor cogent. These kinds of arguments appear at first glance to express compelling inferences while they actually express flawed ones. (Crew-Anderson, 2007, p.47) A fallacy is an idea which is believed to be true even though there is no proven evidence on it. Users of informal fallacies deceive their audience psychologically by giving arguments that, on the outside, seem logical and well-reasoned while, on the inside, are untenable and invalid.

1.12.4.2.2 Common Informal Fallacies

The problem with informal fallacies is that they are numerous. Each scholar categorizes them differently which may be misleading sometimes. The main categories include fallacies of relevance, fallacies of presumption, fallacies of defective induction, and fallacies of ambiguity. Since we cannot include all formal fallacies, we only mention the most frequent ones.

(1) Fallacies of Relevance

Fallacies of relevance are bald mistakes; they might better be called fallacies of irrelevance: they point to the absence of any real connection between the premises and the conclusion of the argument. Since there is no connection, the premises cannot possibly establish the truth of the conclusion. However, the premises are usually psychologically relevant: they have some emotional impact on the readers. (n. a, 2014, p.3)

- **Ad hominem** Latin for 'at or towards the man. An argument against the person. It is an attempt to weaken the opposing position by directing the attack at the person who put forward the argument rather than at the argument itself. (Black *et al*, 2012)
- **Appeal to emotion / ad populum**

The argument relies on emotion rather than on reason: In place of evidence, it uses expressive language to excite enthusiasm for or against some cause. But the occurrence of this enthusiasm has nothing to do with the truth of the conclusion. (n. a, 2014, p.6)

- **Appeal to pity / ad misericordiam**

The argument relies on emotion rather than on reason: it tries to convince you by pointing out the unfortunate consequences that will otherwise follow, for which we would then feel sorry. The truth of the premises, again, has nothing to do with the truth of the conclusion. (ibid)

- **Appeal to force / ad baculum**

Someone in a position of power threatens to bring about unfortunate consequences for anyone who dares to disagree with his/her proposition. While this might be an effective way to get

you to agree (or at least to pretend to agree) with my position, it offers no reasons for believing it to be true. (ibid)

- **Red Herring**

A deliberate attempt to change the subject or divert the argument from the real question at issue to some side-point. (ibid)

- **Straw man**

An attempt to establish a conclusion by overstating, exaggerating, or over-simplifying the arguments of the opposing side. (ibid)

(2) Fallacies of Defective Induction

the premises are relevant to the conclusion. The problem is that they are inadequate: they are simply insufficient to establish the conclusion. (ibid)

(3) Fallacies of presumption

These are arguments that are based on some tacit (therefore unjustified) assumption. The assumption might even be true, but if it is unjustified, it cannot help to establish the conclusion. (ibid)

- **Complex Question Fallacy**

Occurs when one assumes the truth of what one tries to prove. Can be very obvious, but not always! Also occurs in circular arguments, when I show that a is true because of b , b is true because of c , and c is true because of a . (ibid)

- **Fallacy of Accident**

It occurs when one applies a general rule to a particular case when accidental circumstances render the general rule inapplicable. What is true in general might not be true absolutely universally and without qualification. (ibid)

It is important to recognize these devices while reading articles or watching the news for example. Rhetorical devices are used to beautify a literary work and make it more appealing and poetic. However, they can be used to mislead and deceive the audience. Recognizing the

different devices and fallacies might take some time and much practice and focus. Nonetheless; one becomes a better critical thinker who does not just absorb anything put in front of him or let himself be spoon-fed by any group or ideology, but rather one who observes, analyses, evaluates the quality and the credibility of the content with respect to reason and logic.

Conclusion

In this chapter, we have conceptualized critical thinking as a higher order thinking skill. We have also mentioned its relation and applicability in schools curriculums as opposed to cognitive taxonomies, most importantly, Blooms'. Moreover, we have mentioned the benefits of acquiring critical thinking skills, followed by its processes. Reasoning has been a major point in this chapter due to its necessity in understanding and applying it. Furthermore, since defense is the best form of attack, the barriers to critical thinking have been introduced and explained as possible.

After having viewing and analyzing main issues in critical thinking, we conclude that such a complex set of skills is highly necessary in education, particularly more so higher education. If tertiary students do not possess, at least, some basic understanding of critical thinking and its applications, they risk becoming dependent, reluctant and irresponsible. These skills are urged to be taught either by means of direct instruction (formal designed courses and workshops), or by means of indirect instruction (using implicit teaching tools). In both ways, teaching critical thinking needs to be met with practicality and interest because of its complexity which may be overwhelming for students.

Chapter Two

Teaching Through Movies

Chapter Two

Teaching Through Movies

Introduction

“A picture is worth a thousand words”, but what if this picture was preceded and followed by many others? What if this picture moved in all directions? What if it spoke a language or more in every imaginable context? What if it was story-telling? How much would it be worth then? These are the questions which educators ought to ask and address when they think about integrating movies into their curriculum.

In this chapter, the aim is to spot the light on teaching using movies as a multimedia tool for classroom implementation. We will first start by defining multimedia and introducing its components. Then, we will tackle movies as an instructional tool in the classroom. After that, we shall introduce the approaches to presenting movies and the methods of their implementation. Moreover, we will mention the criteria of movies’ selection for classroom use. Furthermore, we will introduce the benefits of movies as a means on instruction. Lastly, we will explain the relationship between movies and learning, culture and critical thinking.

2.1. Multimedia Teaching

Effective teaching can no longer take place using traditional teaching/ learning material and tools. The developments of technology in the last few decades have had a great impact on the educational arena. It has revolutionized its approaches, methods and techniques. Paradigms in teaching and learning have been shifting significantly ever since. It is a globally recognized fact that twenty first century students are digital individuals whose concept of learning is a combination of ICT (Information and Communication Technology), multimedia, interaction, practicality, discovery, and pleasure. If their needs are to be met, the incorporation of technological tools and multimedia teaching becomes imperative.

2.1.1. Definitions of Multimedia

Multimedia is a term that is combined from two words: multi and media. The Concise Oxford English Dictionary defines the word ‘multi’ as a combining form meaning more than one. The word has Latin root ‘multis’ meaning ‘much’ or ‘many’. On the other hand, media is the

plural of medium; the main means of mass communication (especially television, radio, and newspapers) regarded collectively. Together, they mean using more than one medium of expression or communication.

Merriam-Webster Dictionary defines multimedia as using, involving, or encompassing several media. The term *media* and its plural *medias* seem to have originated in the field of advertising over 70 years ago; they are still so used without stigma in that specialized field. In most other applications, *media* is used as a plural of *medium*. The popularity of the word in references to the agencies of mass communication is leading to the formation of a mass noun, construed as a singular.

Fenrich (1997) and Phillips (1997) as cited in Andersen (2013, pp.1.2) agree on a definition of multimedia. Fenrich identifies it as “the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer”. Closely, Phillips states that multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into a coherent program.

Fenrich and Phillips both state the tools which are used in multimedia. These tools can be either used in isolation or in combination depending on the situation. Hence, multimedia is the coherent combination of different media tools such as texts, audio tapes, videos, graphics, and animations with the aim of facilitating presentations. Multimedia use is a shortcut to effective results with the conditions of using good programming and coherent delivery. Malik and Agarwal, contrasting with their precedents, perceive multimedia not to be limited to certain elements of media. They claim

“Multimedia is a melody sung in harmony with multi-channel and multi-modal bits of knowledge and creation. Sometimes it is as small as a rotating globe used as logo in an amateur’s website or is as huge as Xbox 360 games or DreamWorks ‘Shrek series’”(Malik and Agarwal, 2007, p. 3).

They assert that it should be used in harmony, i.e. the different channels and modals used in it must go together to inform, educate and/or entertain. Therefore, multimedia is a channel that applies to all domains in entertainment, work or education.

2.1.2. Teaching and Learning Through Multimedia

The feature which was lacking in traditional teaching/ learning process, Information Communication Process (ICP), in contrast to the new one, Information Communication Technology (ICT), is interactivity. The ability to direct and to control the way the lesson proceeds gives opportunity to students to be proactive and creative in the learning journey. Also, it provides teachers with more space for discussion and progress which is needed for assessment. Depending on learning objectives and procedures, the teacher and the students have to accommodate themselves to new roles in order for the operation to be successful.

2.1.3. Interactive Media

The tools used in multimedia can be manipulated in various forms. The user-controller decides whether to use an element or more separately or joined together. For instance, videos can be used alone while texts can be used along with graphics or audio tapes. A crucial condition for the success of any presentation which contains multimedia is interactivity. Andersen (2013, p.3) states

“Today's multimedia is a carefully woven combination of text, graphic art, sound, animation, and video elements. When you allow an end user, i.e. the viewer of a multimedia project, to control 'what' and 'when' and 'how' of the elements that are delivered and presented, it becomes interactive multimedia.”

Interactivity has three forms depending on the user control. Rhodes and Azbell distinguish the forms of interactivity to be reactive, proactive and mutual as cited in Andersen and Brink, 2013, p.7)

- *Reactive interaction*: Learners give responses to a presented stimulus. The order of tasks is strongly determined and the individual influence on the program is small.
- *Proactive interaction*: Learners control the program. They make decisions on the order of tasks or where to navigate within the application.
- *Mutual interaction*: Learners and program are able to adapt to each other.

Neo and Neo (2013, p.5) agree with this categorization, yet they use different terms. For them, interactive multimedia can be delivered to students using methods or modes. They distinguish teacher-centered method as reactive interaction, student-centered method as proactive interaction, and hybrid mode as mutual interaction. (Figure 1)

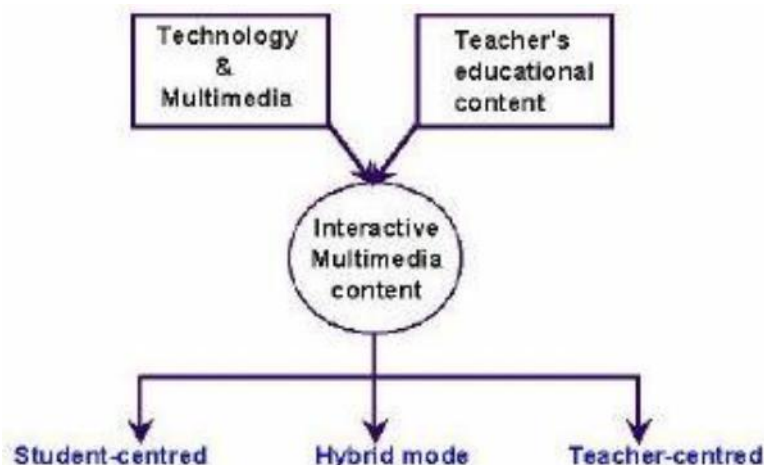


Figure 3.Using multimedia to represent content and delivering via various methods(Neo and Neo, nd, p.2)

Figure (1) illustrates the methods of using multimedia to represent and deliver learning content. Neo and Neo (n. d, p.3) explain these methods as used by the teacher, the learners, or by both of them. They clarify that the teacher-centered method, includes presentations and demonstrations to process the information. They state “Students are also able to retain and recall the information as well as obtain mastery in the subject matter with drills and practices, and tutorials, which are highly interactive.” This method of delivery can be used in teaching subject matters that necessitates direct instruction.

The student-centered method gives more freedom to students to engage in learning on their own time and pace and foster team-processing and active learning. They add “This encourages higher- level learning, increases comprehension and retention rates, and focuses on the total development of the student in self-accessed and self-directed learning”. When students are given the opportunity to learn in the way they feel most comfortable with, they develop the sense of autonomy in learning. As a result, they become more self-dependent and

creative. This method is to be used mostly when content does not necessitates direct instruction, or is organized and detailed enough to be understood by the majority of students

The mixed mode gives more flexibility to the teacher and increases the chances of understanding. Both introvert and extrovert students get similar opportunities of interaction and learning. These methods are determined by the learning environment, time, students' number, their age and level, learning content and financial support. Interactivity does not necessitate the use of state of the art tools, even though they increase efficiency, rather any category of multimedia can be interactive if used appropriately.

2.1.4. Elements of Multimedia

The elements of multimedia are basically text, graphics, audio, animation and video. All of these elements can be manipulated through a computer which gathers and processes information. Also, it facilitates the operation of separating or joining any elements and putting them into use. All multimedia elements are found in every domain like industry, media and journalism, entertainment, and education. Figure 4 illustrates the components of multimedia as summarized from (na, nd, pp.1-2-3-4-5-6-7)

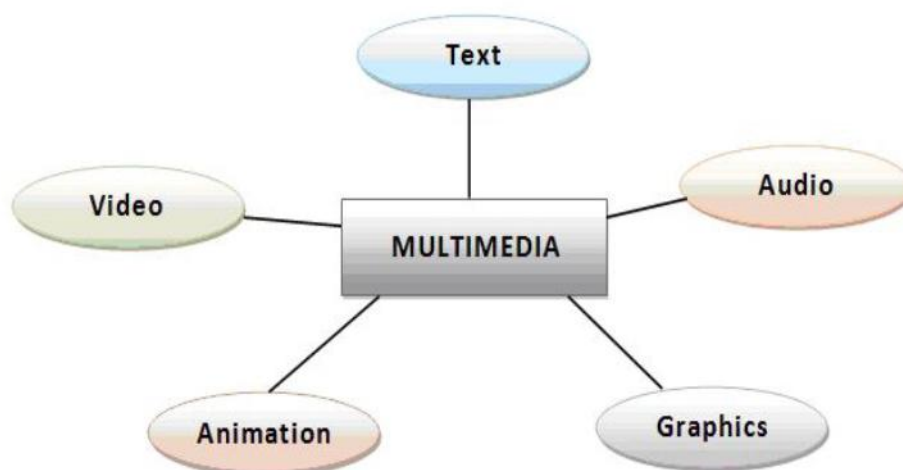


Figure 4. Components of Multimedia

2.1.4.1. Text

It is the basic step if the advancement of multimedia presentations. Texts communicate information and communicate ideas and messages. A text can be as short as a word, or as long as an article. Texts can be edited using graphic softwares to add special effects. Texts in

multimedia differ from traditional texts; they have different sizes, shapes and colors. They are also combined with sound, music, and/ or pictures.

2.1.4.2.Audio

It is the most important element of multimedia. Audio is the digitized term for speech. Audio can replace the presenter if absent. Computers allow users to control audio at all levels such as playback speed, volume, and echo. Audio in multimedia plays a vital role in grabbing the audience's attention and increasing interest.

2.1.4.3.Images and graphs

In general, multimedia presentations are graphics/ image based. They can be one-dimensional, two-dimensional (2D), or three-dimensional (3D). Images and graphics are easily remembered and understood. Images can be either photographs or file-stored images. Graphics and images bring real images and ideas closer to the imagination of the audience and create mental stimuli.

2.1.4.4.Video and Animation

Video is the sequence of natural scenes captured using analog or digital video capturing device. Animation is a visual change over time. The digital images are played one after the other to create a moving effect. In this sense, animation is created from drawn pictures whereas video is created using real time visuals. Animation and video bring life into any presentation. A well-executed video clips or animations can make a great difference in a multimedia application. Movies and animation are the best example of how this element of multimedia can be so powerful and effective.

2.2. Movies

The film industry is widening in scope in a speedy rate. More and more movies are being made every day to send various messages to the universal audience. Movies are not interesting only because of the visual effects and the exiting stories they tell, but mainly because they represent reality in the very accurate manners. Being rich in content and appealing in form, movies are being used by educators in all levels for classroom instruction.

2.2.1 Definition

Feature film, feature, film, motion picture and movie are different terms referring to the same medium. Movie is defined by The Merriam-Webster Dictionary as a recording of moving images that tells a story and that people watch on a screen or television. Motion picture is defined as a series of pictures projected on a screen in rapid succession with objects shown in successive positions slightly changed so as to produce the optical effect of a continuous picture in which the objects move.

Usually, film, movie and motion picture are all used to mean a series of digitally recorded pictures telling a story which can be produced by any individual. When referring to motion pictures and movies for instance, usually the meaning is the films made by specialists for entertainment. However, film is more used in cinema and filmmaking studies, whereas movies and motion pictures are more used in television and daily expressions.

2.2.2 Benefits of Movies as an Instructional Tool

Movies are a medium which is known to be much liked by students for its entertaining features. Movies address various and important themes in an interesting context with exciting events and appealing music. No other medium is as effective as movies in introducing difficult issues such as taboos, religion, and politics in an innocent plot. Movies have a great impact on students learning a language and its culture, as well as thinking and communication skills.

Berk (2009, p.2) explains that the attraction to video extends to movies, TV programs, commercials, and music videos. These media tools elicit in the viewer both superficial and deep feelings and emotions such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom. Asserting that video clips (movies and TV programs included) offer an experience that has powerful cognitive and emotional impact on students, he states “These emotions are often triggered or heightened by the mood created by specific visual scenes, the actors, and/or the background music. A video can have a strong effect on your mind and senses.”

Berk lists twenty potential learning outcomes of video clips which extend to movies as well. These outcomes seem to fall into five categories depending on the targeted response. Here is a table which is adapted from Berk (2009, p.2) these outcomes.

Table 2.1: Outcomes of Learning with Video and Movies.

Responses related to	Outcomes
Attention	Grab students' attention and focus their concentration. Generate interest in the class.
Imagination	Create a sense of anticipation and draw on their imagination; Foster creativity; inspire and motivate students.
Relaxation	Energize or relax students for learning exercise and make it fun. Set an appropriate mood or tone. Decrease anxiety and tension on scary topics.
Learning	Improve attitudes toward content and learning. Increase memory of content and understanding. Create memorable visual images.
Classroom interaction	Build a connection with other students and instructor. Provide an opportunity for freedom of expression. Serve as a vehicle for collaboration.

Very specifically, Roell (2010, pp1-2) lists some of the main important reasons for teachers to incorporate films in class and encourage their students to watch movies in English. She mentions

(1) Combining pleasure and learning

Roell states that films combine pleasure and learning by telling a story in a way that captures and holds the viewer's interest. Indeed, students' attention is easily captured in a dark classroom with a movie projection. The interaction between students helps to increase the level of enthusiasm and interest in the content. The fear of feeling 'left behind', because of lack of comprehension, encourages students to watch and to do their best to understand.

(2) Addressing Different senses and Cognitive Channels

"Films simultaneously address different senses and cognitive channels. For example, spoken language is supported by visual elements that make it easier for students to understand the

dialogues and the plot.” (ibid). Films are a multimedia tool which is empowering in the fact that it may contain all types of multimedia at once. For instance, a film may contain texts as an explanatory, an introductory, and/ or a concluding element. It may also contain animation and graphics in some genres, and, of course, it contains audio and video. All these elements together stimulate students’ abilities for learning the language, as well as they facilitate their comprehension.

(3) Exposing Real-life language

Films represent life: films are a channel through which people learn how to deal with life itself by viewing how others do it. They bring an element of realism to the viewer depending on the genre and the theme. Hence, “students are exposed to the way people actually speak” (ibid). They are a means of acquiring language-in-context with emphasis on the historical, socio-cultural, economic and political aspects.

(4) Appealing to Emotion

An essential feature of films which makes many people view them is the possibility of relating oneself to one or more of the characters. As it has been said earlier, movies represent life; we all, as humans, share most of life’s phases and events. Roell states “Films involve the viewers, appeal to their feelings, and help them empathize with the protagonists” (ibid). The viewer can relate the film’s events with one’s own on different levels which increase interest and attention.

2.2.3 Criteria of Selection

Deciding to integrate movies in classroom instruction comes with other responsibilities such as obtaining the needed equipment, deciding on the most suitable time and place of viewing, preparing the activities which serve the learning objectives, and choosing the movie. Teachers should recognize the factors which make a movie fit their pedagogical purposes. Some of the criteria of selection include the audience, i.e. the students who are going to view the movie, the theme, the length, and the accessibility.

2.2.3.1 Audience

Knowing and understanding the audience is the key feature to movie selection. The age of the audience determines the rating and the main themes of the movie. The authors of ‘Teaching

with movies: a guide for parents and educators' mention considerations such as the demographic areas of importance including racial and ethnic composition and gender distribution. The authors of this guide confirm that research shows that youth want to watch movies with characters they can identify with or aspire to be like. Therefore, opting for movies with diversity in character representation is important, especially when working with a diverse group of males and females. Moreover, the message of the chosen movie ought to respect the audience's religious beliefs and moral values. Other considerations may be set by the administration of the educational institute. (ibid, p.16)

2.2.3.2 Themes

The themes of a movie are the main topics which the movie deals with. Themes are mainly affected by the genre. The themes of the chosen movie should serve the learning objectives. The authors of 'Teaching with movies: a guide for parents and educators' mention some consideration in theme selection. They state

“Consider the special circumstances of your youth or community. Is there a topic area that has not been covered in the classroom? Is there a bullying problem in your schools? Do students have an awareness of disabilities and certain illnesses that may affect their fellow peers? Is there a particular environmental or health-related topic that affects your community?” (p.17)

Some movies have clear messages while others have hidden one. This element can be used for instance to improve students' analysis skills by detecting the implicit concepts of the movie. Moreover, played soundtracks add meanings to the themes. Teachers can increase the sound volume and ask students to pay more attention to the lyrics or the melody, and guess the meanings they denote and/ or the role they play in the transmission of the message of the movie.

2.2.3.3 Length

The length of a movie is also referred to as the running time. In movie-making terms, two types of movies are distinguished according to their length: short film and feature film. According to the Academy of Motion Picture Arts and Sciences, American film Institute, and British Film Institute, a feature film is forty minutes or longer in length, while the Screen Actors Guild acknowledges it to be eighty minutes or longer. In this sense, a short film is

stated to be less than forty minutes in length, or less than eighty on the Screen Actors Guild terms.

The length of the chosen movie is to be taken into consideration in accordance with to the allocated time for instruction, as well as the method of implementation which the teacher is opting for. Usually, most movies are between 70 and 210 minutes. Therefore, the viewing time should be in balance with the time allocated to activities and discussions. An important lengthy movies might bring an element of boredom to the students. To avoid lack of attention and boredom, teachers ought to choose movies which are medium in length.

2.2.3.4 Accessibility

Accessibility refers to both the ability and easiness of reaching a legal copy of the movie as well as the necessary equipment. In some countries, the movie's DVDs versions (legal copies) are available in movie stores for a reasonable price. However, it is not the case in the underdeveloped countries where even the available DVD versions are downloaded from pirate Web sites. Another source of accessing movies is online Web sites if an Internet source is available. Nonetheless, original DVDs are the best option since they contain the full version of the movie, the trailer, the sub-titles in one language or more, interviews with the cast and behind-the-scenes videos.

As for the equipment of viewing, the teacher may use a large flat screen such as a plasma or an LCD screen. If this is unavailable or unaffordable, the substitute is playing the movie on the computer and projecting it onto or a wall screen. As for sound equipment, sound amplifiers can be connected to the screen or to the computer in order to increase the sound volume. For a much effective viewing, the teacher can adjust the lights of the room in order to increase the attention level and add an element of curiosity.

2.2.3.5 Subtitles

Students differ in language level and skills. For this reason, the availability of subtitles is an element which should be considered prior to choosing a movie for classroom instruction. The Merriam-Webster dictionary defines the word subtitle as “words that appear on the screen during a movie, video, or television show and that are translations of what the actors are

saying”. Subtitles are to be found and used either in the same language of the movie, or in another language (mother-tongue language, second language, or target language). The main purpose of using them is to decrease confusion and ambiguity and increase understanding, especially if the movie contains jargon, slang, idioms, and/ or difficult accents. If the movie version does not include subtitles, or includes them, but they are not in the needed language the teacher can download them from one of the many free subtitles’ Web sites.

2.2.3.6 Genre

Choosing which movie to watch for classroom instruction depends on the preferable or the suitable kind of movie, i. e. the genre. Merriam-Webster Dictionary defines the word *genre* as a particular type or category of literature or art. Cambridge Advanced Learners’ Dictionary defines it as a style, especially in the arts, that involves a particular set of characteristics. Chandler (n.d, p.1) in ‘An Introduction to Genre Theory’ clarifies that the word *genre* comes from the French (originally Latin) word for ‘kind’ or ‘class’. He states “The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive *type* of ‘text’”

2.2.3.6.1 The Textual properties of a Genre

In both literature and media, the word ‘genre’ is used as a label to suggest the category to which the artistic work or composition belongs. Theories characterizing film genre have been borrowed from literary genre criticism. In this sense, film and television theorists have listed some of the key textual features of genres in the context of film and television narrative.

- (1) **Narrative:** consist of similar (sometimes formulaic) plots and structures, predictable situations, sequences, episodes, obstacles, conflicts and resolutions.
- (2) **Characterization:** consist of similar types of characters (sometimes stereotypes), roles, personal qualities, motivations, goals, behavior.
- (3) **Themes:** consist of similar topics, subject matter (social, cultural, psychological, professional, political, sexual, and moral).
- (4) **Setting:** consist of similar geographical and historical features.
- (5) **Iconography:** consist of a familiar stock of images or motifs, the connotations of which have become fixed; primarily but not necessarily visual, including: décor, costume and objects, certain 'typecast' performers (some of whom may have become 'icons'), familiar patterns of dialogue, characteristic music and sounds, and appropriate

physical topography; and filmic techniques - stylistic or formal conventions of camera work, lighting, sound-recording, use of color, editing (Chandler, nd ,p.2)

2.2.3.6.2 Basic Movie Genres

Movie genres and sub-genres classifications differ in descriptions and details depending on the perspective such as literary studies, or film studies. However, the most common movie genres which are found in posters and in movies' Web sites are simplified for the general audience. The list below explains the main movie genres with their description as should be acknowledged by non-specialists viewers as summarized from <http://www.filmsite.org/genres.html> .

(1) Action

This movie genre is characterized by high energy, big-budget physical stunts and chases, possibly with rescues, battles, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.) non-stop motion, spectacular rhythm and pacing, and adventurous, often two-dimensional 'good-guy' heroes (or recently, heroines) battling 'bad guys'.

(2) Adventure

This movie genre is usually characterized by exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre. They can include traditional swashbucklers, serialized films, and historical spectacles (similar to the epics film genre), searches or expeditions for lost continents, "jungle" and "desert" epics, treasure hunts, disaster films, or searches for the unknown.

(3) Comedy

This movie genre is characterized by light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters. This section describes various forms of comedy through cinematic history, including slapstick, screwball, spoofs and parodies, romantic comedies, black comedy (dark satirical comedy), and more.

(4) Crime

This movie genre is developed around the sinister actions of criminals or mobsters, particularly bank robbers, underworld figures, or ruthless hoodlums who operate outside the

law, stealing and murdering their way through life. Criminal and gangster films are often categorized as film noir or detective-mystery films because of underlying similarities between these cinematic forms.

(5) Drama

This movie genre is characterized by serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories involving intense character development and interaction. Usually, they are not focused on special-effects, comedy, or action. This genre is probably the largest genre, with many subsets.

(6) Epic

This genre includes costume dramas, historical dramas, war films, medieval romps, or 'period pictures' that often cover a large expanse of time set against a vast, panoramic backdrop. Epics often share elements of the elaborate adventure films genre. Epics take a historical or an imagined event, mythic, legendary, or heroic figure, and add an extravagant setting and lavish costumes, accompanied by grandeur and spectacle, dramatic scope, high production values, and a sweeping musical score.

(7) Horror

This genre is designed to frighten and to invoke our hidden worst fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. It features a wide range of styles, from the earliest silent *Nosferatu* classic, to today's CGI monsters and deranged humans. It is often combined with science fiction when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens. The fantasy and supernatural movie genres are not usually synonymous with the horror genre. There are many sub-genres of horror: slasher, teen terror, serial killers, zombies, Satanic, *Dracula*, *Frankenstein*, etc.

(8) Musical/ Dance

Musical/ dance movies are cinematic forms that emphasize full-scale scores or song and dance routines in a significant way (usually with a musical or dance performance integrated as part of the film narrative), or they are films that are centered on combinations of music, dance, song or choreography. Major subgenres include the musical comedy or the concert film.

(9) Science fiction

This movie genre is often quasi-scientific, visionary and imaginative-complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters ('things or creatures from space'), either created by mad scientists or by nuclear havoc. This kind of movies are sometimes an offshoot of fantasy films (or superhero films), or they share some similarities with action/ adventure films. Science fiction often expresses the potential of technology to destroy humankind and easily overlaps with horror films, particularly when technology or alien life forms become malevolent, as in the 'Atomic Age' of sci-fi films in the 1950s.

(10) War

War (and anti-war) movies acknowledge the horror and heartbreak of war, letting the actual combat fighting (against nations or humankind) on land, sea, or in the air provide the primary plot or background for the action of the film. War movies are often paired with other genres, Such as action, adventure, drama, romance, comedy (black), suspense, and even epics and westerns, and they often take a denunciatory approach toward warfare. They may include POW tales, stories of military operations, and training.

(11) Western

Westerns are the major defining genre of the American film industry - a eulogy to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.). Over time, westerns have been re-defined, re-invented and expanded, dismissed, re-discovered, and spoofed.

2.2.3.7 Rating

The selection of movies as a teaching tool should be based on the appropriateness of the content to the target audience. In films terminology, this is referred to as rating. The Merriam-Webster Dictionary defines rating as "a symbol that is officially given to a movie, video game, etc., to tell people what audience it is appropriate for". Ratings differ from country to another, as well as the same movie can have different ratings depending on the source of the

rating (association, director, or parental organizations). However, the most frequently used ratings are the American ones.

2.2.3.7.1 The meaning of Rates

The rating board abbreviates its rating gradually by means of appropriateness for age depending on the movie's content. The general guidelines include the main themes, the used language, occurrence and level of violence, type and repetitions of adult activities, as well as drug use. Here is a summary of the American ratings along with their descriptions. (see appendix 2) as taken from 'Teaching with movies: a guide for parents and educators' (pp. 8-9)

- (1) **G** The letter G stands for General audience. If a movie is rated G, then it does not contain nothing in theme, language, nudity, sex, or violence. This rate is not a certificate of approval, nor does it signify a children's motion picture. It is worth mentioning that some snippets of language may go beyond polite conversation but they are common, everyday expressions. No stronger words are present in G-rated motion pictures
- (2) **PG** It stands for Parents guidance. Parents and instructors ought to view the movie and decide if they find it suitable or not for their younger children or audience. A PG-rated movie may contain some profanity and some depictions of violence or brief nudity, yet it does not contain drug use.
- (3) **PG 13** It stands for Parental Guidance strongly required for children under the age of 13. A PG 13-rated movie may go beyond the PG rating in theme, violence, nudity, sensuality, language, adult activities or other elements, but does not reach the restricted R category. Any drug use will require this rate, as well as anything more than brief nudity, or violence. However, such nudity is not generally sexually drive, nor the violence is extreme or persistent. The occurrence of harsh sexually derived words, though only as expletive, more than once will require a PG 13 rate.
- (4) **R** It stands for Restricted. An R-rated movie contains some adult material. It may include adult themes, adult activity, hard language, intense or persistent violence, sexually oriented nudity, drug abuse or other elements. It is not allowed (in cinemas)

for children under 17 to attend an R-rated movie only if they are accompanied by an adult guardian or parents;

- (5) **NC-17** It stands for No Children under the age of 17 allowed. Movies with this rate can contain violence, sex, aberrational behavior, or drug abuse. This does not mean that they are obscene or pornographic in the common or legal meaning of those words, and should not be construed as a negative judgment in any sense. This rating simply signals that the content is appropriate only for an adult audience.

2.3 Movies as an Instructional Tool

A series of decisions are to be made by the teacher when choosing to integrate movies as a part of classroom instruction. Decisions have to be made about which movie to view, where, when, how and for how long the viewing is to take place. In academic and practical terms, these decisions are labeled as approaches to presentation and methods of implementation.

2.3.1 Approaches to presentation

Deciding the most suitable approach to presentation is done with respect to certain conditions, some which the teacher controls and others which control him. These elements include learning objectives, the length of the chosen movie, the type of the targeted skills (language skills or thinking skills), the allocated instructional time, and students' current level and language abilities. King (2002) as cited in Ekahitanond (2011, p.112), proposes four approaches to presenting movies in the classroom. Each of these approaches serves certain pedagogical purposes.

(1) The sequential approach

The viewing is done scene-by-scene. i. e. one segment of the movie at a time. It is most convenient when the focus is on comprehension. The teacher may explain the scene, then asks students to comment and share their thoughts and views. "A well-chosen clip, together with a thought-provoking question or pertinent quote, stimulates discussion and interaction."

(2) The single-scene approach

Only one scene from a movie is viewed. This approach is used for the language instruction where the teacher can focus on a particular item of language or culture and explain it vividly. Ekahitanond adds that this approach is also useful when there are limitations on time constraint and students' abilities.

(3) The selective approach

A few scenes are chosen by the teacher from a movie. This approach is most convenient for teaching thinking skills. After each scene, the teacher asks the students to reflect and to take notes. Anticipating the outcomes of an action, or analyzing its causes are examples of tasks which might enhance cognitive skills. Ekahitanond adds another use: "Closed captions, such as easily-to-follow plots, including colloquial language, slang and conversation, create a relaxing learning atmosphere and enable the development of information- processing strategies".

(4) The whole-film approach

A complete movie is viewed. This approach is most convenient for general comprehension. Viewing a full movie is a remarkable time of exposure to target language. Ekahitanond explains: "watching movies without closed captions enhances a tolerance of ambiguity, improves guessing skills using context and clues, promotes the practice of key words and main ideas, motivates students to apply authentic language and increases students' sense of accomplishment and self-confidence."

2.3.2 Methods of Implementation

Merely viewing the movie is like asking students to keep staring at a textbook. In order to achieve beneficial learning outcomes, movie viewing has to be associated with other activities depending on the chosen approach to presentation. As any other classroom instruction, pedagogically-wise, the teacher's role is to introduce, guide, and discuss learning material with students. Kusumarasdyati (2004) as cited in Ekahitanond (2011, p.112), proposes a three stage model to implementing movies in the classroom consisting of pre-viewing, while-viewing, and post-viewing activities.

(1) Pre-viewing/preparation stage

The teachers activates the students' schemata by using scaffolds such as the theme of the movie, key vocabulary, main characters, the script, grammatical structure, scene description and questions to be asked are introduced before viewing.

Some of the examples of pre-viewing activities which Roell (2010, p.5) suggests asking students to describe how they view a person from a particular ethnic group or minority to focus on the aspect of interculturality. Also, students may be asked to listen to the sound without the picture and imagine what the scene is about if the aim is to focus attention on certain characteristics of spoken language. Furthermore, the teacher can pre-teach difficult vocabulary before students actually watch a film. For example, the teacher can hand out a list of words taken from a dialogue or describe a scene and have the students guess about the situation the vocabulary refers to.

(2) While-viewing/ watching stage

Students are expected to answer questions or worksheets, which prompt them to find specific information. A second viewing increases comprehension.

Roell (pp.5-6) insists on this stage for it provides an opportunity to deepen understanding of the film and conduct a comprehension check. She presents an idea of Taylor 2005 who suggests that the teacher plays a scene with the sound off and the English subtitles on (subtitles can be in the students' first language if the level demands).The teacher then replays the scene with both the subtitles and sound, and replays it a third time with the sound alone and no subtitles. She confirms the suitability of this technique for dramatic scenes, or when dialect or slang is spoken, because it facilitates understanding and makes students feel more confident.

Furthermore, to enhance listening or understanding individual words and phrases, the teacher can prepare a handout with expressions, some of which are taken from the film with others added that sound similar. While they watch the scene, the students have to identify the vocabulary that is actually used. As for cross cultural instruction, students can observe highly visual cultural details like body language, rituals, or festivals when watching a scene without the sound. To increase sociocultural awareness of food, festivities, and the appearance of

people and places, students write down the differences they recognize between their own culture and the one they view in a movie sequence or scene. (ibid)

(3) Post-viewing/ discussion stage

Individuals' opinions, group discussion and class discussion are encouraged and corrected. However, it is more encouraging, if students' answers are not judged immediately. Further questions like 'Why do you think that?' help them to reflect more deeply. When different or contradicting views occur, other perspectives are explored and assessed critically as cited in Ekahitanond (2011, p.112).

Examples of activities in this stage from the cultural aspect include asking the students to imagine if they were one of the characters and write a diary entry from one character's point of view. Each student then engages in a discussion with another student who is writing the diary of another character. During this role play each student defends his or her character, which gives students insight into unfamiliar points of view. This activity stimulates students' empathy towards characters whose behavior may seem incomprehensible and even despicable. To explain this point, Roell states

“Critical Incident” technique is a suitable follow-up activity. It consists of doing an analysis of an intercultural encounter where a misunderstanding or conflict has occurred. Students work in groups to analyze the encounter and determine the cause or causes of the conflict.” (Roell, 2010, p.6)

2.4 Movies and Culture

Movies use language, and language carries culture. All movies represent certain beliefs, ideologies, customs, and other cultural components. Culture as defined by The Oxford Dictionary is the customs, ideas, and social behavior of a particular people or group. Roell states “Culture, according to one definition, is the values, traditions, customs, art, and institutions shared by a group of people who are unified by nationality, ethnicity, religion, or language.” (Roell, 2010, p.2)

In the case of learning English or, any other language, as a foreign language, learning the culture of its speakers becomes imperative in order to be able to understand it and produce it

accurately and meaningfully. Movies introduce the socio-cultural aspects of a nation. Teachers of language can use movies to help students understand the target/foreign culture.

Roell (pp.2-3) insists on the role which movies play in spreading interculturality. Such a value, if developed among viewers, can help in bridging the gap of social and cultural differences. She states

“Intercultural topics that show how people from different backgrounds communicate and interact are becoming more prominent in language teaching. Teachers can benefit from the treasure trove of films that deal with subjects like immigration, xenophobia, adjusting to a new culture, or the dilemmas faced when one belongs to two cultures.” (ibid)

The teacher can select a movie which serves his instructional purposes and makes better use of instructional time as well to teach a certain element of foreign culture. Movies provide vivid, realistic contexts which students can relate. Cross-culturality is critical for learners of a foreign language. Roell asserts that most cultural differences such as social organization, communication, and relationships are present in movies. This factor enables students to empathize with members of minority groups because they understand their actions and their causes. As a result, students will acknowledge the roots of racism and the misunderstandings between different cultures.

2.5 Movies and language learning

Traditional approaches to teaching language through explicit instruction of grammar, vocabulary and other form-related items of language are deemed to be unsuitable for the new generations of EFL learners. Educators from around the globe are replacing direct instruction with implicit one. They are mostly headed towards incorporating replacement tools which are both entertaining and educational. Authentic material is a condition in the success of transmitting realistic and everyday conversation, thus movies appear to be the tool which is most a propos in serving this purpose. Burt (2002) as cited in Ekahitanond acknowledges the role of movies in learning language skills

“As well as providing visual and auditory stimuli, movies as a popular culture, are appropriate for 21st century EFL students whose language competence is less than proficient. Attitude is regarded as the primary gateway to

learning, as it determines attention, enthusiasm, and joy of learning or boredom.” (Ekahitanond, 2011, p.111).

Movies contain an element of attraction which motivates students and keeps them attentive. The in-the-context language increases understanding of vocabulary, and grammatical rules. Students can deduce the meaning of words and expressions without having to search for them in a dictionary. Learning the language becomes interesting and memorable. Ekahitanond (ibid) adds “Movies provide a highly motivating atmosphere for classroom learning. Once students’ attention is gained, they can, at their ease, acquire language comprehension by coming to understand the grammatical structure, vocabulary, facial expressions and gestures used by a movie’s characters.”

The motivational role of movies in learning language use in context is significantly helpful in classroom learning. While students tend to feel bored, and to lose attention and focus during direct instruction, movies are the alternative which puts them in a relaxed mood. Therefore, learning takes place with minimal need for instruction.

2.6 Movies and Critical Thinking

Teaching critical thinking skills demands using material that is rich and deep in content. Even in direct instruction, the examples which the teacher provides his students with are selected based on conditions of authenticity and purpose. In this sense, movies represent an affordable authentic and entertaining source for critical thinking skills instructions. Movies vary in themes and in complexity; therefore, the teacher can adjust his selection in accordance with the students’ capacities. Other than accessibility, movies can assist in developing cognitive processes if used properly. For instance, the hierarchical organization of cognitive taxonomies can be used to mirror students’ responses to learning outcomes. If the teacher decides to design the lesson plan according to the steps of critical thinking as suggested by Thyer, E. (2013), the first step of observation alone can be applied to teach the standards of reasoning of information and points of view. The elements of thought such as precision and clarity can be assessed and developed as well in the same perspective.

In an interesting educational article published by Heitin. L on Educational Week, she reveals results from teachers' experiences in using movies to teach critical thinking skills. One teacher explains that when introducing the different 'levels' of literary analysis, from simple recall to complex thinking, she starts by showing the Pixar short film 'Boundin'. In the post-watching phase, she begins by asking students questions about the storyline. After that, she moves on to questions about what the filmmaker is doing symbolically and then about how the film compares with other hero stories the students have seen or read. She asserts "Film gives me a chance to teach the thinking skill without having to do the reading skill as well." Another teacher also expresses how films assist in teaching critical thinking skills. The process starts by asking students to look for motifs, or distinctive patterns. He clarifies his point by showing the opening credits of Spike Lee's "Malcolm X," in which an American flag burns until only the shape of an X is left. 'reinvention' and 'a changing America' are identified among the motifs illustrated by that image. He confirms that by setting up this way of looking at a film, students will start looking for other motifs. Again, another teacher who approves of using movies to teach critical thinking skills states that the higher-order thinking skills which students learn in analyzing film transfer to other mediums. He shares from his class "When asked to analyze, for instance, tone in the novel *The Great Gatsby*, his students have already "used and practiced and discussed in really accessible terms those literary devices in film." These views illustrate that using movies demands selection, preparation, and guidance. Movies have the potential of assisting to teach analysis skills, inferences, concepts and other underlying skills in critical thinking.

Filmmakers seek to send messages through their movies. If used appropriately, students learn analyzing the content of the movie in a reflective manner to spot the hidden messages and their implications, and then compare them with the clear messages. An important point to be considered in asking students to do some research on a certain topic and discuss their points of view about it. Later, the teacher selects a movie that targets the same topic from a different perspective. After viewing, students are guided into analyzing and evaluating their own views in contrast to the movie's in a reasonable and objective manner.

Conclusion

In this chapter, we have presented multimedia and movies as an imperative tools in the 21st century classrooms. We have also explained the advantages of integrating movies into teaching and the methods of implementing them in the classroom. We conclude that movies are an essential medium in the EFL classroom. Its use should not be limited to rewarding students with a juvenile comedy by the end of the semester, but it should be a part of the lesson plan. Movies are a multi-dimensional tool for teaching language use, cross-culturality, and thinking skills. Undoubtedly, nowadays' students are visual learners who can better assimilate content input when the teacher uses multimedia elements. In the end, movies are the accessible, affordable, entertaining, informing, and educating tool that best fit the needs of the 21st century students to learn critical thinking skills.

Chapter Three

Field Work

Chapter 3

Field work

Introduction

This chapter is devoted to discussing the results of the research. Thanks to the research tools that we adopted and refined over time, we have been able to collect verifiable data that corroborate our hypothesis and address the main questions. Besides self-completed worksheets and classroom observation that that took over a period of four months from November 2015 to March 2016, we have interviewed, i.e., unstructured interview, to fathom students' critical thinking enhancement through movies. This chapter is devoted to discussing the results of the research.

We will start first by describing the procedure of the intervention and explain its steps and tools. Second, we will describe the results of gathered data numerically, and then discuss them and interpret their meanings. Moreover, the noted data from classroom observation and discussion will be further examined and interpreted.

3.1 Description of the Procedure of the Intervention

The procedure of this research's intervention consisted of two phases. The first phase was meeting the students-participants. A session of piloting took place in order to gain their agreement on being part of the research. Then, the research was introduced and its goals were explained. After that, two checklists were given to the students in order to know their preferences movies-wise. The second phase consisted of the actual viewing of the movies. The viewing-phase was completed in eight sessions while viewing five movies. Here is a detailed description of each phase.

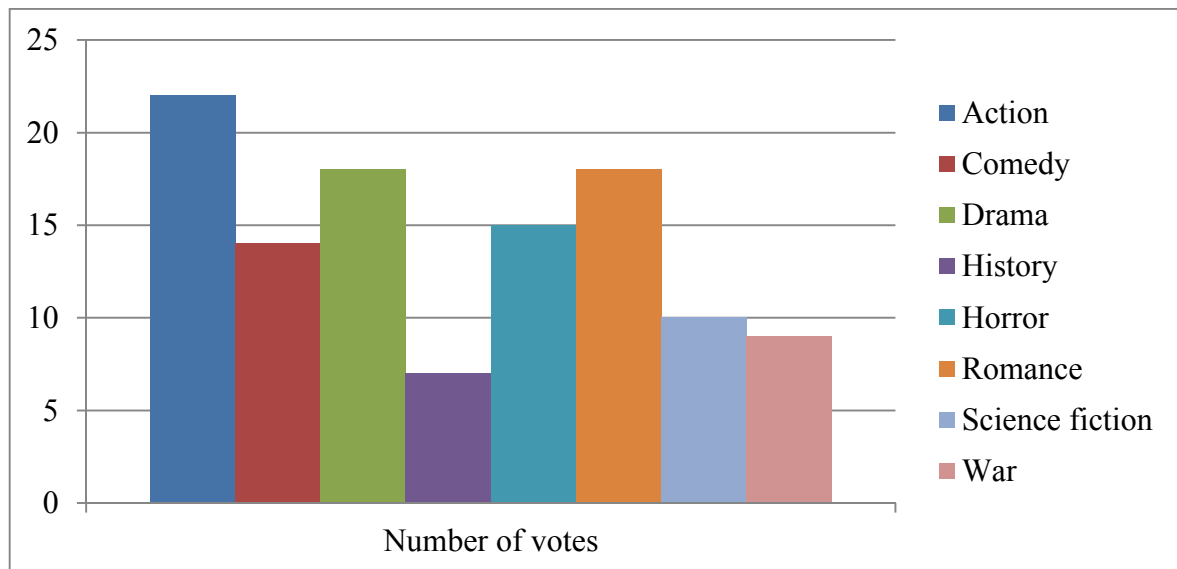
3.1.1 Piloting-phase

The researcher met with the students-participants. At first, we introduced to students the research and its goals. Then, we explained to them the nature of critical thinking skills and why do they, as tertiary students, need to learn and develop them. After that, we asked for their permission and agreement to be part of the research. All students-participants accepted without hesitation. Finally, we discussed with them their preferences concerning movie genres and methods of implementation. For that sake, two check-lists have been given to the students-participants. The first one sought to find their preferences in terms of the movie

genres while the second one sought to find their preferences in terms of the method of implementation. Here are the results:

3.1.1.1 Movie-genre

Students-participants were asked to tick next to any movie genre they would prefer viewing. Of course, they could tick more than one genre at a time.



Graph 1. Movie-genres preferences of the students-participants

Students-participants have voted by majority in favor of action movies with 22 votes. Followed by both drama and romance movies by 18 votes. Horror movies came next by 15 votes. Nearly, comedy movies came with 14 votes. Science fiction movies followed by 10 votes. Closely, war movies came by 9 votes. Lastly, history movies came with only 7 votes.

While discussing genre preferences with students-participants, they mentioned some features of the movies which they would like mostly to view. Some of these features included:

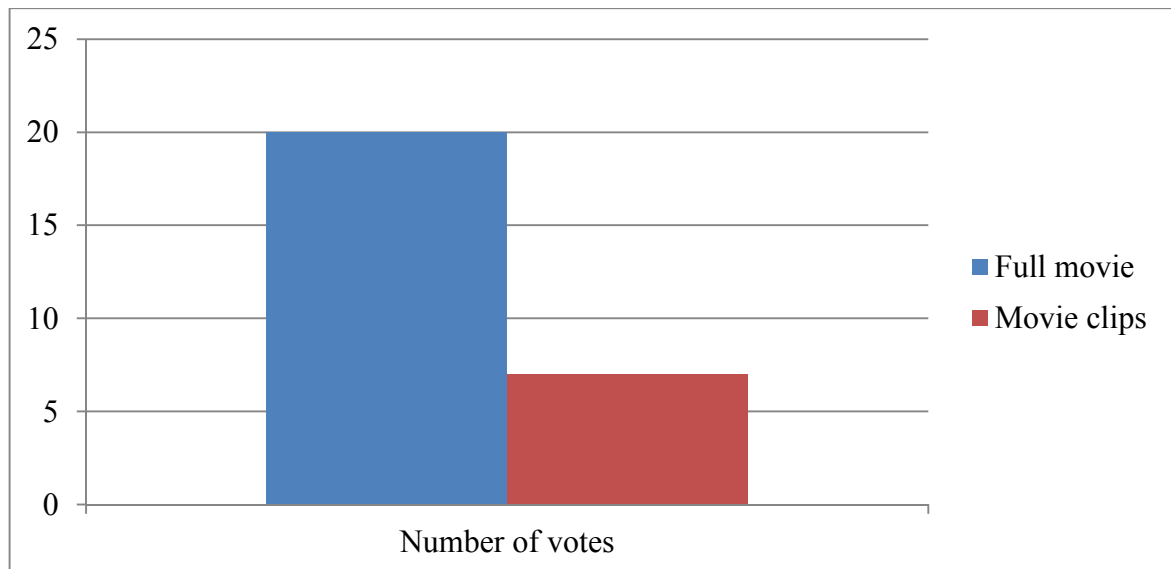
- (1) The movie's story line should be interesting.
- (2) The stories should have a message that helps us to develop.
- (3) The movies should not be very old, not even the 90s movies.
- (4) The movies should not include torture or blood scenes.
- (5) The movies should have characters to which we can relate on the personal level.
- (6) The movies should be dynamic and smooth.

- (7) The movies should be a combination between those which we have already watched and those which we have not seen yet.

The students-participants showed great enthusiasm towards viewing movies as a class. Most of them asserted to enjoy watching movies for entertainment. They were excited to view movies in a new way, as an instructional tool. Some of the titles they mentioned were: The pursuit of Happyness, The Blind Side, Alice in Wonderland, The Longest Ride, The Notebook, Dumb and Dumber, and The Fast and the Furious.

3.1.1.2 Methods of Implementation

Students-participants were asked if they prefer to view the movie in its full length, or just a few clips of it. Of course, they could only choose one method.



Graph 2. Methods of implementation preferences of the students-participants

The students-participants insisted on the length of the movies which they would most likely prefer to view. They emphasized that the movies should be neither very short such as 40 minutes, nor too long as 120 minutes. Also, they stressed that they would prefer to view the movie in its complete version rather than movie-clips. Viewing the full movie won by majority of votes (22) while movie-clips won only 7 votes.

3.1.2 Viewing-phase

This phase was completed within eight sessions. Each session was about an hour and a half long. During these sessions, the students-participants viewed five movies. The intervention took place in the language laboratory in the faculty of Languages and Arts in the University of Mohammed Kheider of Biskra on Thursdays at 9:40 am. The viewing sessions were part of the oral expression module, therefore; the module's instructor was present as well in this process.

Each session consisted of three stages: previewing, while-viewing, and post viewing. The previewing stage or the introductory part included presenting the movie and checking whether or not the students-participants have already viewed it or not. Also, difficult or new vocabulary was explained in order to increase and facilitate their understanding of the used language. The while-viewing stage included watching the movie with some interruptions to explain particular points or to emphasize a certain idea. Moreover, worksheets were given to the students-participants so that they answer while they watch. The post-viewing stage consisted of oral discussions and answering post-watching questions if there were any.

Since participants preferred to view the movies in their full length, and the sessions were only an hour and a half long, three movies out of five were viewed in two successive sessions. The viewed movies along with the number of sessions they took were as such:

- (1) *The Blind Side*: was viewed in two sessions.
- (2) *Garden State*: was viewed in one session.
- (3) *Accepted*: was viewed in one session.
- (4) *The Girl in the Café*: was viewed in two sessions.
- (5) *Our Brand is Crisis*: was viewed in two sessions.

3.2 Description and interpretation of Results

In this section, we describe and interpret the results of five movies which were viewed. For every movie, a worksheet was designed to test and to enhance the underlying skills and attitudes of critical thinking as well as the standards of reasoning and the elements of thought. The questions in the worksheets were a combination of while-watching and post watching questions for 'The Blind Side' and 'Garden state'. As for the other three movies: 'Accepted', 'The Girl in the Café', and 'Our Brand is Crisis' all questions were post-watching ones. Each

question focused on one or more underlying skill and attitude of critical thinking as mentioned by Cottrell (2011), one or more standard or reasoning, and one or more element of thought as mentioned by Paul and Elder (2008).

The description and interpretation of data is as such for every movie: First, we start by giving the general information of the movie along with its brief story line. Second, we introduce the questions of the worksheet joined by the elements of assessment they were based on in a table. Third, we describe the numerical data of each question. Fourth, we describe and interpret the attitudes, skills, standards of reasoning, and elements of thought of each question in accordance with the numerical data. At last, we comment on students-participants behavior, reactions and thoughts as observed and noted during the discussions.

3.2.1 The Blind Side

During the session of piloting, the participants voted by 18 votes for drama movies. When asked to mention a few titles of drama movies, ‘The Blind Side’ and ‘The Pursuit of Happyness’ were the two movies which most participants were enthusiastic about. They showed an big interest in viewing those movies. Some of them talked about how they moved them. Others remembered even some scenes and discussed them.

‘The Blind Side’ was chosen because it contains more themes than ‘The Pursuit of Happyness’ which the students-participants can learn from. The message of the movie is a strong one and very age-related to the participants. Also, this movie necessitates more analysis and reading between the lines than ‘The Pursuit of Happyness’ which made it more suitable for developing critical thinking skills.

3.2.1.1 The Movie’s Card

Table 3.1: ‘The Blind Side’ Movie Card

Title	The Blind Side
Genre	Semi-biography, sports, drama
Release date	November 20, 2009
Length	126 minutes
Country	United States
Language	English
Rate	PG-13

3.2.1.2 The story line

The story line features the real life of the famous offensive lineman ‘Michael Oher’. As a teenager, Michael was a failing and homeless high-school student who was then adopted by a rich and supportive family. His life kept on changing and improving till he finally became a player for the Baltimore Ravens and The Tennessee Titans, and is currently signed with the Carolina Panthers in the NFL.

3.2.1.3.1 While-watching Questions

Table 3.2: While-watching questions of ‘The Blind Side’

Question	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
Why do you think the movie is called ‘The Blind Side’?	Attention to detail.	Information Inferences/ Conclusions	Precision Logic Accuracy
What is/ are the dominating theme(s) in the movie?	Identifying trends and patterns.	Concepts Information Inferences/ Conclusions	Significance Clarity
What was the biggest obstacle to Michael’s success? Justify if you can.	Identifying trends and patterns.	Concepts Assumptions	Depth Clarity.
What are the values that the movie promote? Illustrate with examples.	Attention to detail.	Information Question	Depth Clarity

3.2.1.3.2 Post-watching Questions

Table 3.3: Post-watching Questions for ‘The Blind Side’

Question	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
Distinguishing fact from opinion.	Objectivity	Assumption	Accuracy
If Michael was adopted into a family as kind as the Tuohys but not as rich, was he going to become as successful as he did? Justify if you can.	Considering implications and distant consequences	Information Point of view	Relevance Clarity Logic Depth
What do you consider the main message of the movie to be? Was it transmitted successfully?	Identifying trends and patterns.	Concepts	Significance Breadth

3.2.1.4 Analysing and Interpreting Questions

3.2.1.4.1 While-watching Questions

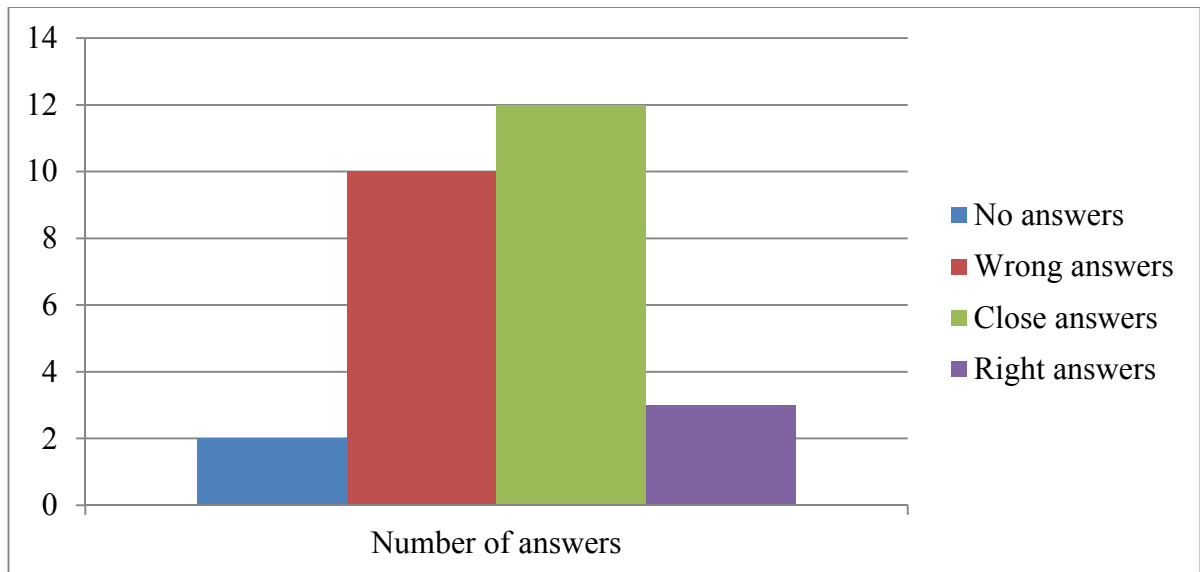
This questions section included four close-ended questions. The questions sought to diagnose and test the following points

- (1) Whether they were precise and clear in their answers as they were able to provide details, or they were just moving in an empty circle.
- (2) Whether participants were logical in their answers in terms of following prior given evidence and information.
- (3) Whether their answers were accurate, i. e. their answers provided a correct and acceptable description from a certain point of view.
- (4) Whether the participants made use of the information they are provided with to draw inferences
- (5) Whether they were able to interpret given information in a specific context.

It is worth mentioning that the number of students-participants who were presents during the two sessions of viewing this movie was 27.

Question 1

Why do you think the movie is called ‘The Blind Side’?



Graph 3. While-watching Question 1 of ‘The Blind Side’

The majority of representative participants (12), estimated at 44.44%, have given close answers. While 10 of them estimated at 37.03% have failed to answer this question item. Yet 3 participants estimated at 11.11 % have been able to provide satisfactory answers. Only 2 participants estimated at 7.40% have not answered this question item completely.

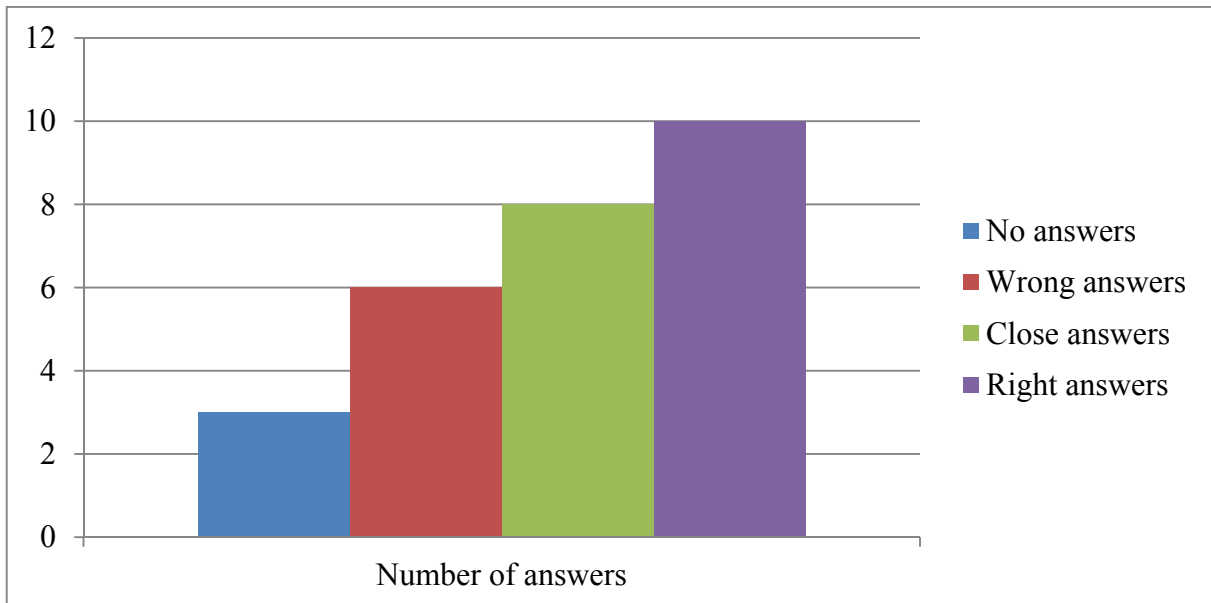
Participants demonstrated little attention to detail. They were not drawing inferences based on presented information, but rather on their own assumptions. All of the close answers were only based on a literary denotation of the phrase. Even though they were logical in a sense, they still lacked accuracy and precision. Conclusions were mostly based on personal opinions rather on factual data.

It is worth mentioning that in the beginning of the movie, a clear explanation of ‘The Blind Side’ has been provided in football terms. Participants who gave wrong answers did not make use of that information at all. Therefore, they came to faulty conclusions and could not draw at least a close inference between the title and its denotation. Apart from football terms, these participants also failed to interpret the title from another point of view.

Participants who gave wrong answers were not attentive enough to small, yet meaningful details. Their answers assisted to provide only a general diagnosis of the character and could not use that diagnosis to find a clear relation with the title.

Question 2

What is/ are the dominating theme(s) in the movie?



Graph 4. While-watching Question 2 of 'The Blind Side'

The majority of participants (10), estimated at 37.03%, succeeded to give a right answer. Closely, 8 participants estimated at 29.62% gave close answers that were acceptable. However, 6 participants estimated at 22.22% failed to answer this question item. The rest 3 participants, estimated at 11.11%, did not answer the question at all.

It should be noted that the evaluation scale was as such for this question item: Participants who gave at least two correct themes were considered to have given right answers. As for participants who gave one theme or more but they were not principle themes, or were vaguely expresses, were considered to have given close answers.

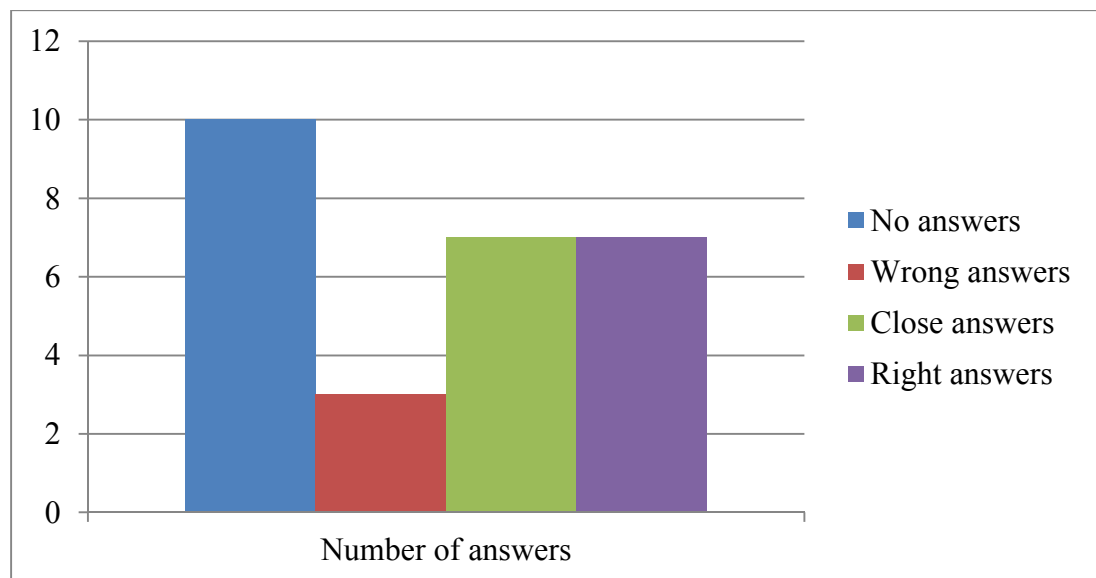
Participants who gave both close and right answers were focusing on the main ideas to varying degrees. They also used the information correctly and came to satisfactory conclusions. However, they have all failed to notice that the movie has Christianity as a main theme. This was the only point which they could not infer.

On the other hand, participants who gave wrong answers were either lacking understanding of the core ideas of the movie, or lacking the tools to interpret them and draw an acceptable inference.

Participants who gave close answers demonstrated lack of either significance or clarity. For those who lacked significance, they have not given the main themes; rather they gave sub-themes which were also emphasized in the movie. However, their answers were clear and exact. Participants who lacked clarity, gave the main themes of the movie, yet they failed to label them with the exact and clear terms.

Question 3

What was the biggest obstacle to Michael's success? Justify if you can.



Graph 5. While-watching Question 3 of 'The Blind Side'

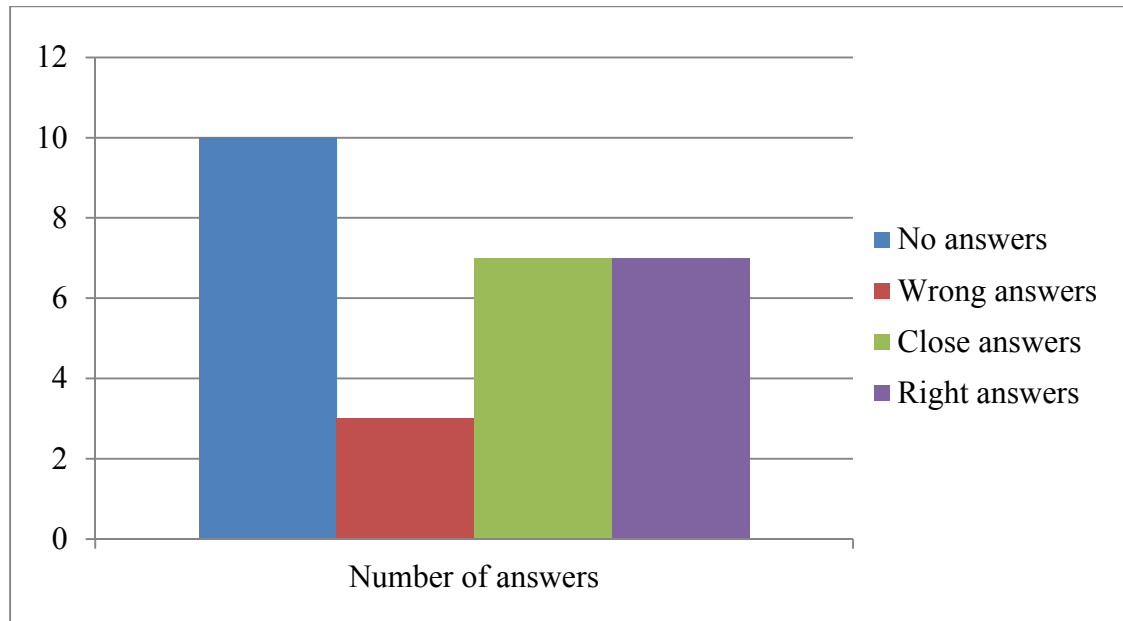
The majority of participants (8), estimated at 29.62 %, did not answer this question completely. Followed by 7 participants estimated at 25.92% who gave close answers. 6 participants estimated at 22.22% gave right and wrong answers. Another 6 participants also gave wrong answers.

Participants demonstrated a weakness in identifying trends and patterns. The question item necessitated a careful analysis of Michael's situation from different perspectives. The close answers were accurate, yet they lacked deep insight. All answers (including the right ones) failed to provide justifications which indicate a lack of clarity.

Participants who gave wrong answers were not focusing on the main concepts in the story, but rather on marginal ones. Their lack of analysis and depth is clearly seen through their answers. On the other hand, participants who gave close answers were able to find some main concepts even though they still lacked depth as an element in their reasoning.

Question 4

What are the values that the movie promotes? Illustrate with examples.



Graph 6. While-watching Question 4 of 'The Blind Side'

The majority of participants (10), estimated at 37.03%, did not answer this question completely. While 7 estimated at 25.92% gave close answers. Another 7 as well gave right answers. Only 3 participants estimated at 11.11% failed to give a correct answer.

Participants assisted to be attentive to details to a large degree concerning this point. While making proper use of the information, they succeeded, to varying degrees, to find the key questions the movies poses. However, they failed at giving examples which detonates a lack of clarity as element of their reasoning. Even though their answers were accurate, participants still lacked depth significantly.

3.2.1.4.2 Post-watching Questions

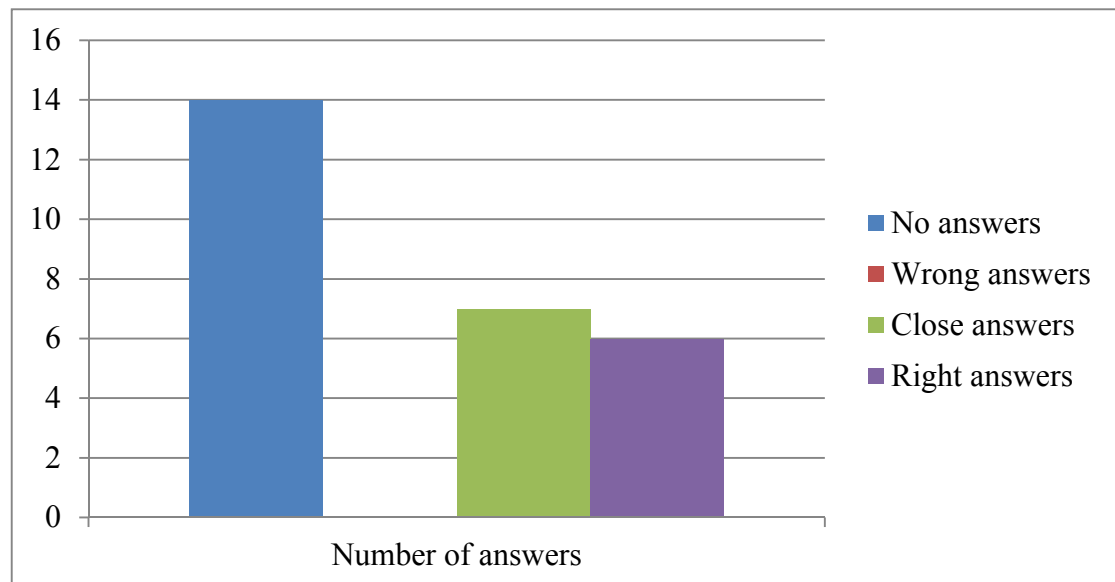
The questions in this section included three questions. The first was about distinguishing facts from opinions. The second was an open-ended question while the third was a close-ended question. These questions sought to find:

- (1) Whether participants were able to think objectively without relying on their own personal assumptions to find conclusions.
- (2) Whether they were able to find differences between short-term and long term consequences.
- (3) Whether they were able to consider other points of view rather than their own.

Question 1

Which is a fact and which is an opinion among these statements?

- (1) Michael Oher is a poor and homeless teenager.
- (2) Leigh Ann spots Big Mike walking in the street wearing a worn out T-shirt on a chilly evening.
- (3) The Tuohys family was welcoming to Big Mike.



Graph 7. Post-watching Question 1 of 'The Blind Side'

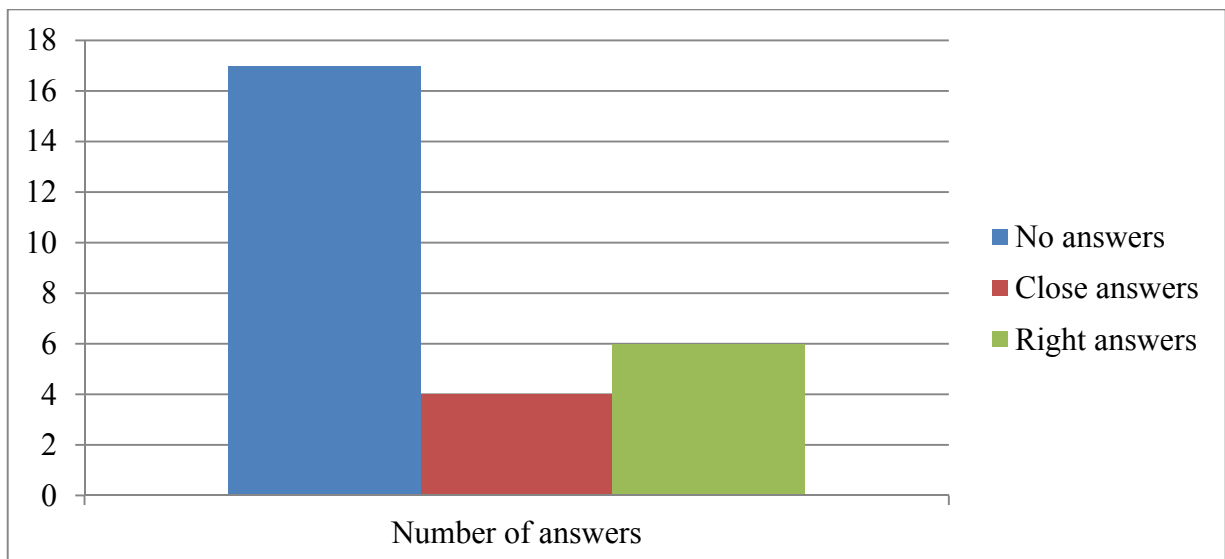
This question item was about distinguishing fact from opinion. Participants were given three statements (all of them facts). The evaluation scale was as such: Those who got two right answers out of three were considered to have given right answers while those who gave only one right answer out of three were considered to have given close answers.

More than half of the participants did not answer this question completely. However, 7 of them estimated at 25.92% succeeded to give close answers while 6 others, estimated at 22.22% gave right answers. All participants got at least one right answer, therefore, no one was considered to have given wrong answer regarding this question item.

Participants who gave close answers fell prey to the factual description in the second statement. The use of adjectives such as ‘worn out’ and ‘chilly’ confused participants and led them into thinking it was an opinion when it was a fact. This reflects an attitude of lacking self-confidence and not relying on evidence, but rather on personal assumptions, to find accurate answers. Also, they demonstrated to be lacking objectivity in the sense that their answers were affected by their own assumptions. However, since nearly half of the participants were able to provide accurate answers, we can say that they had accuracy as an element in their reasoning.

Question 2

If Michael was adopted into a family as kind as the Tuohys but not as rich, was he going to become as successful as he did? Justify if you can.



Graph 8. Post-watching Question 2 of ‘The Blind Side’

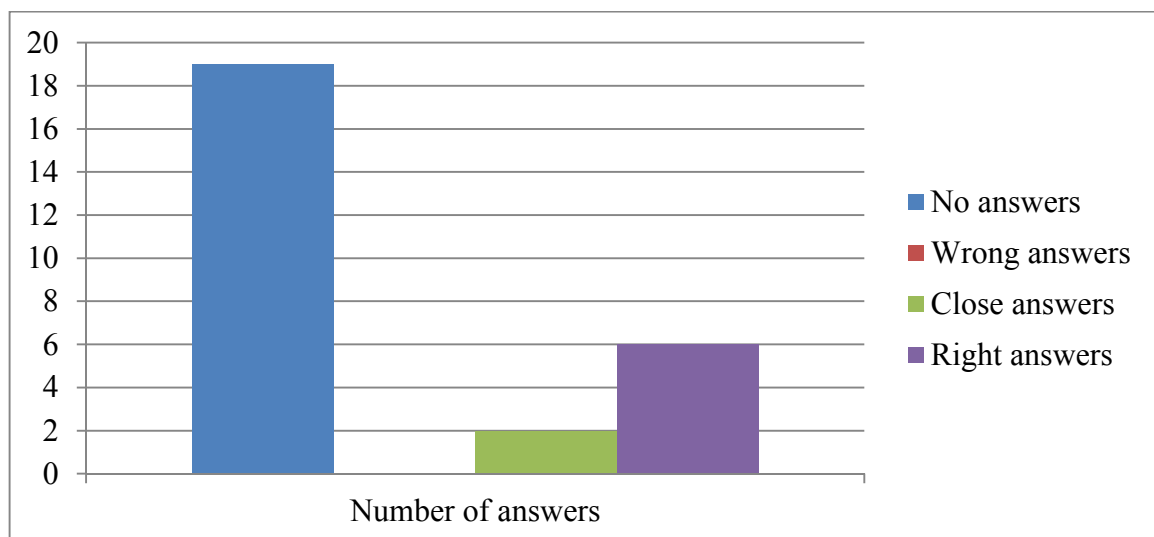
Since this question is an open-ended one, all answers were accepted with the condition of being relevant. 17 participants, estimated at 25.92% did not answer this question at all. Leaving 10 others who succeeded at providing accurate answers. 6 participants, estimated at

22.22% were able to give satisfying answers while 4 others, estimated at 14.81%, gave acceptable answers.

Participants who gave close and right answers demonstrated their ability to consider implications and consequences. Their points of view were a combination of given information and personal assumptions. The elements of logic, relevance were demonstrated through their answers. However, the element of depth was lacking significantly. Only those who gave right answers proved to have clarity in their reasoning for they provided accurate justification for their claims.

Question 3

What do you consider the main message of the movie to be? Was it transmitted successfully?



Graph 9. Post-watching Question 3 of 'The Blind Side'

The vast majority of participants (19), estimated at 70.37%, did not answer this question completely. While 6 of them, estimated at 22.22%, provided right answers. Only 2 participants estimated at 7.40%, gave close answers.

The participants who answered this question demonstrated their ability of analysis to varying degrees. Their answers proved that they were able of mapping information and identifying the main concepts. The difference between close and right answers lies in the element of reasoning: significance. Close answers lacked significance to a certain point. They were

confusing secondary concepts with main ones. All answers were starting from a single general perspective indicating lack of breadth.

3.2.1.5. Commenting on Classroom observation and Discussion

The students-participants were very attentive while viewing the movie. They rarely spoke with their classmates, so the class was calm during both sessions of viewing. They enjoyed the bits of comedy in the movie. They laughed loudly and asked us to replay the scenes. During the post viewing discussion, participants asserted that the experience of watching movies as a part of their instruction was largely different from watching them alone for entertainment. Some answers of the questions were given after collecting the answered worksheets. When the participants were told that the movie has Christianity as a main theme and that, by making this movie, its producers sought to spread the Christian values among viewers, they expressed a big shock. We played back a few scenes which demonstrate this particular theme and gave them the clues to the little details which they have not paid attention to. They commented on how they will, from then and on, be more skeptic and attentive to little details and clues that emphasize the main issue.

3.2.2. Garden State

After viewing the first movie, the students-participants were asked which movie genre they would prefer to view. They responded by either a drama or a romance movie. In order to satisfy both parties, we decided to opt for a movie which was a combination of both genres. Also, we needed a movie which the students-participants could relate to. 'Garden State' was a suitable choice for it complied with both conditions as well it was age-related. Moreover, the movie was moderate in length which gave us the chance to view it in one session. Furthermore, the movie themes were current and genuine and demanded objective thinking, deep analysis, precision, and breadth which are all skills and elements of critical thinking.

3.2.2.1. The movie's Card

Table 3.4: 'Garden State' Movie Card

Title	Garden State
Genre	Romantic comedy-drama
Directed by	Zack Braff
Written by	Zack Braff
Starring	Zack Braff, Natalie Portman
Release dates	January 16, 2004, July 28, 2004
Running time	102 minutes
Country	United States
Rate	R

3.2.2.2. The story Line

The story features Andrew Largeman, a 26-year-old actor/waiter who returns to his hometown in New Jersey for the funeral of his mother. As he suffers from a life-long trauma which he had been treating since he was a child, Largeman was feeling numb at every situation in his life. Once in the doctor's office, he meets Sam who is the exact opposite of him. Since opposites attract, they developed a friendship which turned soon into a love story. Braff based the film on his real life experiences.

It is worth mentioning that since the rate of this movie is 'R', few inappropriate scenes for public viewing were skipped. Fortunately, these scenes were not of importance to the general understanding of the story.

It should be noted also that the number of the students-participants who were present during the session of viewing this movie was 27.

3.2.2.3.1 While-watching Questions

Table 3.5 While-watching Questions of ‘Garden State’

Question	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
Why do you think the movie is called ‘Garden State’?	Attention to detail	Information Inferences/ Conclusions	Precision Logic Accuracy
What do you consider to be the main themes in this movie? Can you illustrate?	Identifying trends and patters.	Concepts Information Inferences/ Conclusions	Significance Clarity
What do Zack Braff (Largeman) and Natalie Portman (Sam) have in common?	Attention to detail Identifying trends and patters.	Inferences/ Conclusions	Precision Depth
Zack Braff wrote, starred and directed the movie. What was the key concept in it? What was he trying to convey knowing that the story is adapted from his own life experiences?	Attention to detail Considering implications and distant consequences	Concepts Assumptions	Relevance Breadth Significance Depth
What are the personality traits in Sam that you think led Large to befriend her?	Identifying trends and patters	Concepts Information	Depth Breadth
How different do Large and Sam perceive the loss of a loved one, sickness, and life overall?	Attention to detail Taking different perspectives	Implications/ Consequences	Clarity Precision Fairness

3.2.2.3.2 Post-watching Questions

Table 3.6: Post-watching Questions of ‘Garden State’

Questions	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
Can you relate to one or more characters in this movie? If yes, say how	Attention to detail	Point of view	Clarity Precision
Does the end of the movie make sense to you? In what way?	Objectivity Taking different perspectives	Purpose Inferences	Relevance
Has this movie changed your perception towards something? If yes, clarify.	Identifying trends and patters	Assumptions	Clarity Relevance

3.2.2.4 Analysing and Interpreting Questions

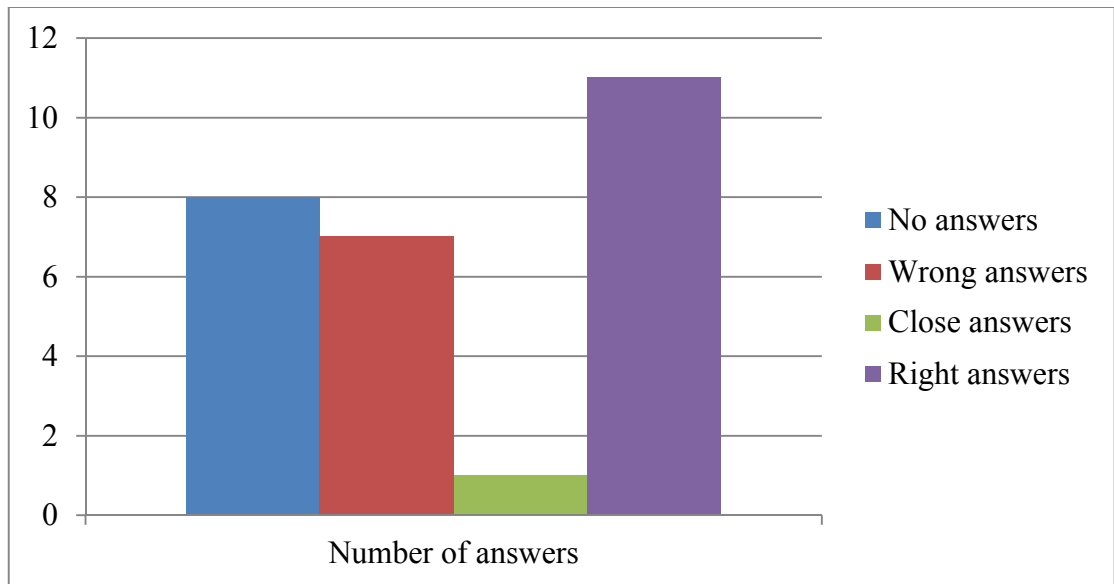
3.2.2.4.1 While-watching Questions

This questions section includes six close-ended questions. The attempt was to discover if the students-participants are more objective and attentive to details than they were in the previous two sessions or not. The questions in this section sought to find the following points

- (1) Whether the students-participants were responsible in thinking, i.e. whether the romance and the comedy in the movie affected the elements of logic and rationality in their thinking or not.
- (2) Whether they were able to find the key concepts and base their conclusions on them.
- (3) Whether they were able to identify similarities and differences, and find relationships between contradicting pieces of information.

Question 1

Why do you think the movie is called 'Garden State'?



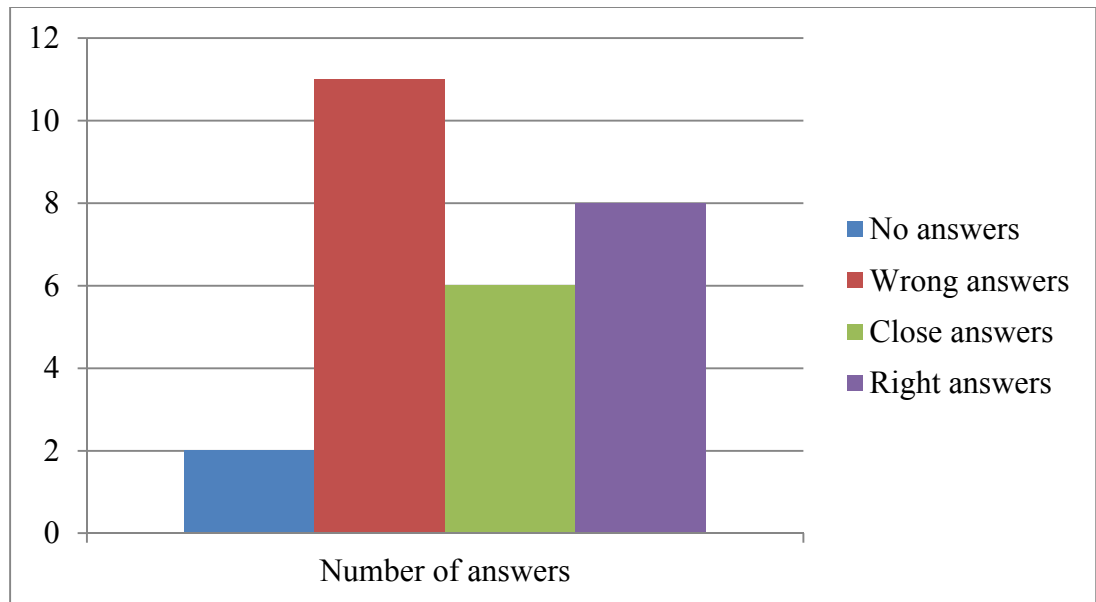
Graph 10: While-watching Questions 1 of 'Garden State'

The majority of participants (11), estimated at 40.74%, gave right answers. Followed by 8 participants, estimated at 29.62% who did not answer the question completely. While 7 others, estimated at 25.92 gave wrong answers. Only one participant, estimated at 3.70% gave a close answer.

Participants demonstrated lack of attention to detail regarding this question item. Participants who gave wrong answers were drawing inferences based on information which does not exist in the movie at all. The one close answer lacked the element of precision. It is worth mentioning that while 11 participants gave right answers, one of them was spotted using her smart phone googling the answer. After that, four other participants were discussing the answer with her.

Question 2

What do you consider to be the main themes in this movie? Can you illustrate?



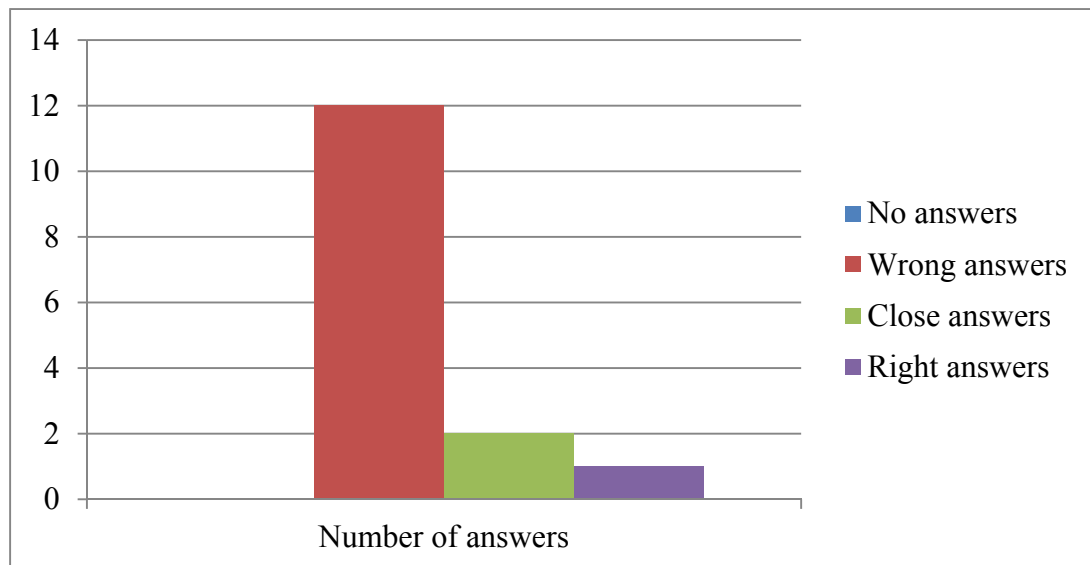
Graph 11: While-watching Question 2 of 'Garden State'

The majority of participants (11), estimated at 40.74%, failed to provide a correct answer. Followed by 8 participants estimated at 29.62% who succeeded at answering the question. While 6 participants, estimated at 22.22%, gave close answers. Only 2 participants, estimated at 7.40, did not answer the question completely.

Participants who provided close answers demonstrated their ability to analyze data within the given context properly. Their conclusions were based on factual information. However, they did not rely on the main concepts, thus; their reasoning lacked the element of significance. As for the eleven participants who gave wrong answers, they demonstrated to have poor analysis skills. Their answers were either a description of a scene in the movie, or a narration of one of its events. Clearly, they were not drawing their conclusions on concepts and information because their understanding of the question was faulty. All participants, including those who answered correctly, did not provide illustrations for their answers which indicate a lack in the element of clarity in reasoning.

Question 3

What do Zack Braff (Largeman) and Natalie Portman (Sam) have in common?



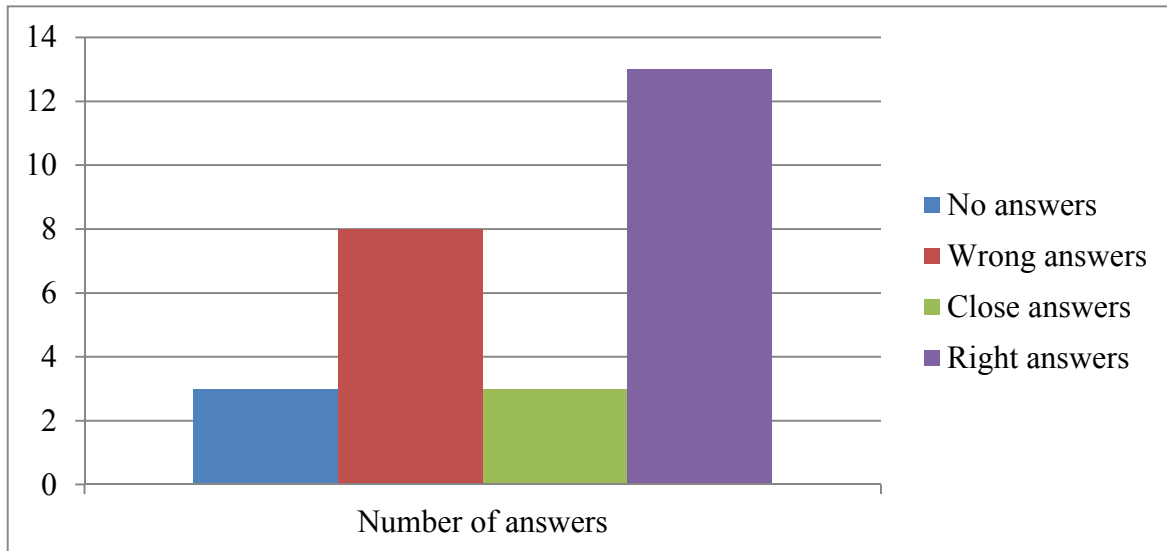
Graph 12. While-watching Question 3 of 'Garden State'

All participants answered this question. The majority of them (14), estimated at 51.85%, gave close answers while only one participant succeeded at giving the right answer. On the other hand, 12 participants, estimated at 44.44%, gave wrong answers.

While the question was about the actors rather the characters they played, most participants understood it conversely except for only one participant who gave the right answer. Participants who gave close answers were attentive to details, however; they failed to analyze them to come to accurate conclusions. Their reasoning lacked both elements of precision and depth. As for wrong answers, they were either out of subject, or too vague to represent a single clear idea.

Question 4

Zack Braff wrote, starred in, and directed the movie. What was the key concept in it? What was he trying to convey knowing that the story is adapted from his own life experiences?



Graph 13: While-watching Question 4 of 'Garden State'

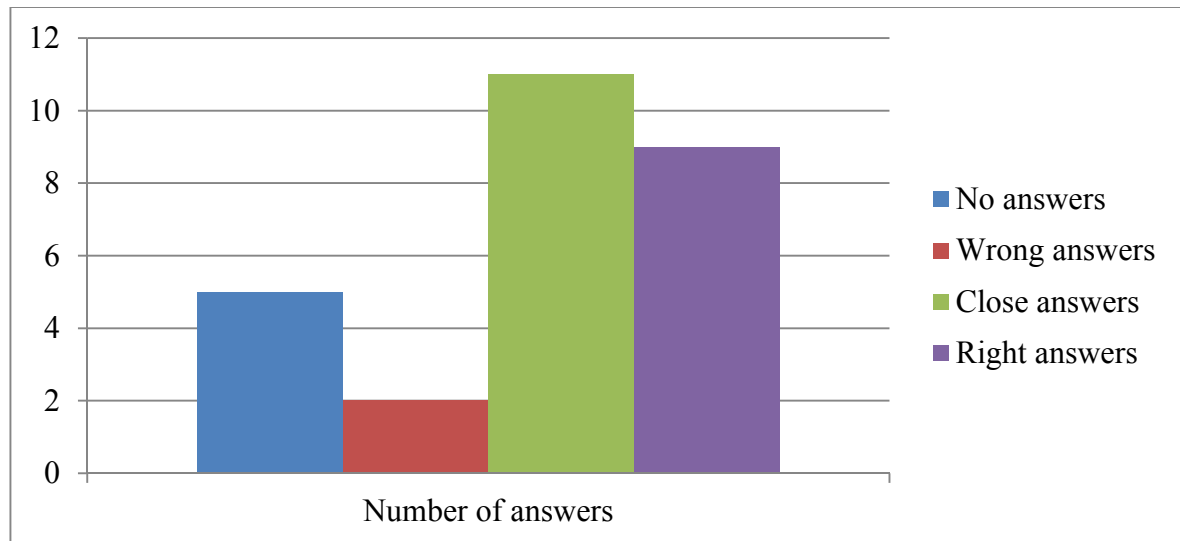
Nearly half of the participants (13), estimated at 48.14%, succeeded to answer this question correctly. Followed by 8 others estimated at 29.62%, who failed at giving a satisfying answer. While 3 of them, estimated at 11.11% gave close answers. Another 3 participants did not answer this question completely.

Participants who provided right answers reflected their ability to consider implications and consequences and draw accurate conclusions. On the other hand, the participants who gave close answers were attentive to details as well, however; they failed to analyze them objectively. They did not base their answers on the main concepts, but rather on their own personal assumptions which were neither logical nor relevant to the question. Their reasoning was, therefore; lacking relevance and significance.

All participants, including the ones who gave right answers, lacked both breadth and depth in their reasoning. All answers revolved around one idea from one perspective which was the personal and emotional aspect of the character. Their answers were superficial, expected and lacking deep insight.

Question 5

What are the personality traits in Sam that you think led Large to befriend her?



Graph 14: While-watching Questions 5 of ‘Garden State’

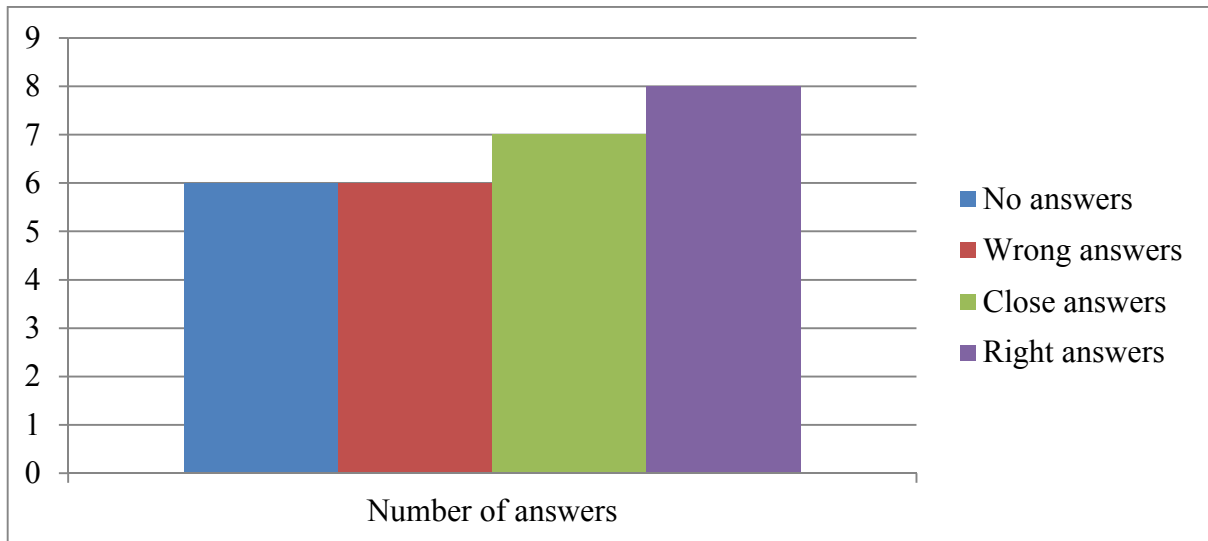
The majority of participants (11), estimated at 40.74%, gave close answers regarding this question item. Followed by 9 others estimated at 33.33%, who succeeded to provide the right answers. While 5 participants estimated at 18.51%, did not answer the question completely. Only 2 participants, estimated at 07.40%, gave wrong answers.

The vast majority of participants gave close and right answers. They demonstrated good attention to details, and an ability to analyze given information and to identify repetitions to varying degrees. They made proper use of the data to find the correct answers. On the other hand, those who gave close answers were not able to retrieve the basic concepts and apply them to find accurate conclusions.

Only four out of nine participants who gave right answers demonstrated having deep insight as an element of reasoning. They assisted to have correct understanding and careful analysis of the information.

Question 6

How different do Large and Sam perceive the loss of a loved one, sickness, and life overall?



Graph 15: While-watching Questions 6 of ‘Garden State’

The majority of participants (8), estimated at 29.62%, gave correct answers. Followed by 7 others, estimated at 25.92%, who gave close answers. On the other hand, 6 participants, estimated at 22.22%, gave wrong answers while 6 others as well did not answer the question completely.

The majority of participants who gave close and right answers were attentive to details to varying degrees. The answers did not cover all three aspects in the question. Most participants answered according to one or two aspects at most. However, only a few participants (3) succeeded to answer the question from all three aspects.

As for those who gave close answers, they drew fair-minded implications. Yet, they were not as clear and as precise as those who gave right answers. On the other hand, wrong answers were totally irrelevant to the question item indicating lack of understanding. It is worth mentioning that the element of clarity in reasoning is lacking significantly because most participants were not able to further clarify their answers.

3.2.2.4.2 Post-watching Questions

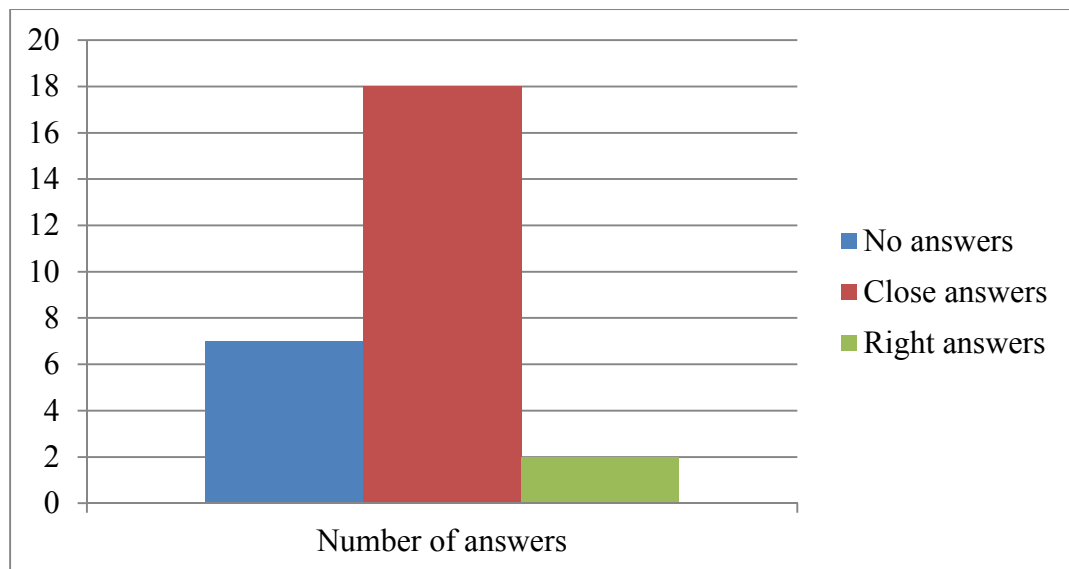
This questions section included three open-ended questions. The focus was on discovering these points

- (1) Whether the students-participants were able to relate to the concepts of the movie and draw their inferences on that basis rather than their prejudice.
- (2) Whether they were relevant in making their assumptions.

Since all post-watching questions for this movie are open-ended ones, no participant was considered to have given a wrong answer. Also, these questions were yes/ no questions. Therefore, the evaluation scale was as such: As for those who have answered merely by yes or no, they were considered to have given close answers. Only those who clarified and justified their answers were considered to have given right answers.

Question 1

Can you relate to one or more characters in this movie? If yes, say how?



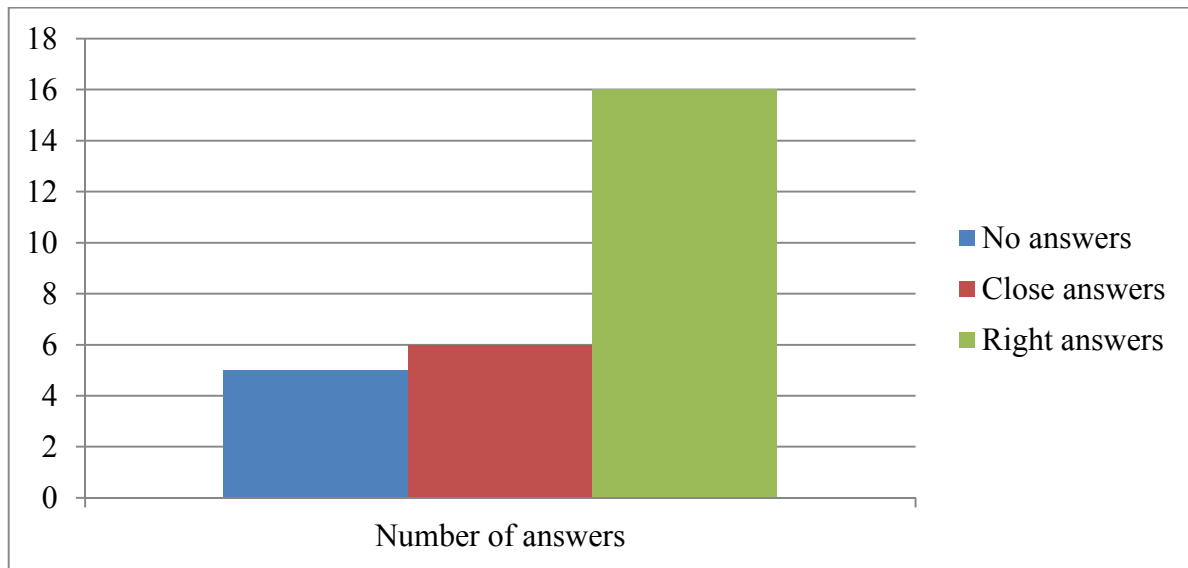
Graph 16: Post-watching Questions 1 of 'Garden State'

The majority of participants (18), estimated at 66.66%, were able to give close answers. Followed by 7 participants estimated at 25.92%, who did not answer this question completely. Only two participants, estimated at 7.40%, succeeded at giving the right answers.

Most participants who gave close answers were not attentive enough to find a relation between the bits of information that was provided. They could not defend their points of view. On the other hand, those who gave right answers were able to defend their points of view. Their answers were clear, yet they lacked the element of precision. As for the rest, they lacked both clarity and precision as elements of reasoning.

Question 2

Does the end of the movie make sense to you? In what way?



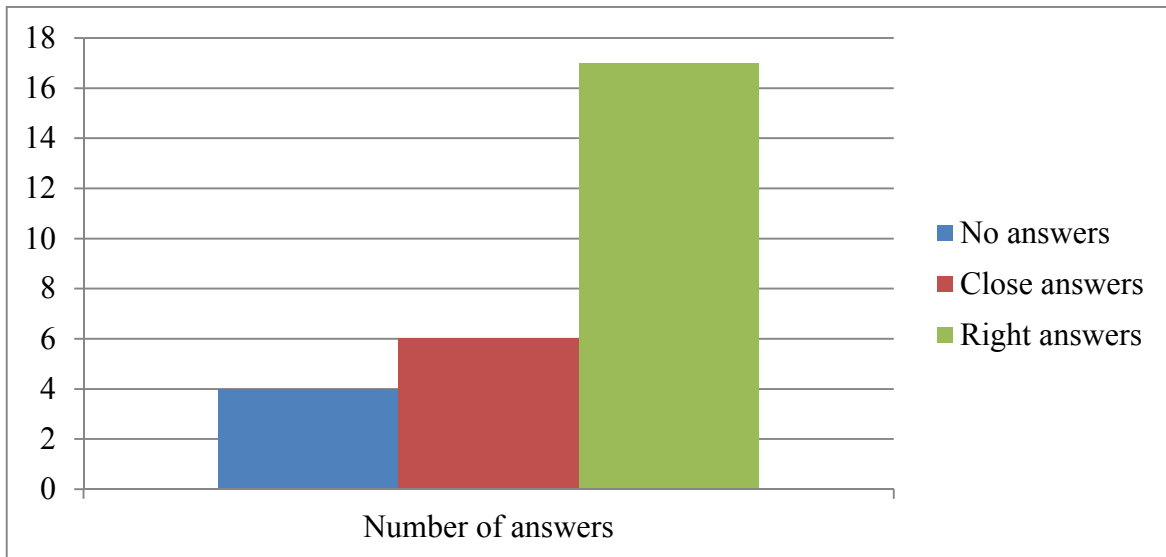
Graph 17: Post-watching Questions 2 of ‘Garden State’

The majority of participants (16) estimated at 59.29, succeeded to provide right answers to this question. Followed by 6 participants, estimated at 22.22, who gave close answers. While 5 participants, estimated at 18.51, did not answer the question completely.

The majority of participants demonstrated their ability of being objective in regard to the purpose of the movie. They answered in accordance with different perspectives: love, life’s meaning, commitment in relationships, finding one’s savior, etc. However, close answers were lacking the standard of purpose in reasoning. They were missing the effect that the general goal of the movie has on its ending. Therefore, they failed at identifying that relationship. Nonetheless, their answers were accurate as they were representing personal points of views.

Question 3

Has this movie changed your perception towards something? Clarify.



Graph 18: Post-watching Questions 3 of ‘Garden State’

The majority of participants (17), estimated at 62.92%, gave right answers to this question. Six others estimated at 22.22% gave close answers. Only 4 participants estimated at 14.81% did not answer the question completely.

Participants who gave close answers have all answered by ‘no’ without further clarifications. However, participants who gave right answers have all proven their ability to identify hidden information and build fair-minded assumptions based on it. They expressed their claims clearly. Therefore, they assisted to have the elements of clarity and relevance in their reasoning.

3.2.2.5 Commenting on Classroom Observation and Discussion

The students –participants reacted positively to this movie. They were very attentive. Rare cases of brief discussions between them were noted. In the beginning of the movie, we let them know that the movie won a Grammy Award in 2005 for Best Compilation Soundtrack Album for a Motion Picture, Television or Other Visual Media. Also, all the soundtracks were hand-picked by Zack Braff himself. We asked them to pay attention to the lyrics of the songs; and to try to relate them with the emotional and psychological state.

During the while-watching discussion, we draw their attention to the fact that both actors are Jewish. We explained how, with some attention to their physical appearance like the shape of their ears and mouths, they can easily detect that they are Jewish. The students-participants were amazed to know this piece of information. They asserted that, if they had watched the movie by their own, they would not have noticed such a detail. This point in discussion raised questions among the students-participants about whether Zack Braff, who is the writer and director of the movie, chose Natalie Portman on purpose to star next to him because they both share the same religious beliefs.

During the post-watching discussion, the students-participants spoke about the expected end of the movie, and how 'love always wins in the end'. Some of the questions they raised were that this movie, as all other movies, is a part of a billion dollars film industry, therefore; the end could only be as expected. They confessed they lack attention to details which may have an impact on the story. Also, they realized that movies are not made only for the sake of entertainment, but rather they have always hidden messages. They added that prior knowledge is helpful to analyze data and detect distant consequences.

3.2.2.5.1 Accepted

In the last three sessions, we noticed that the students-participants were reactive to the comedy scenes. Also, we needed to discover if they are becoming more attentive to details than before. The choice had to be a movie that while on the outside it looked superficial and somehow silly, it had deep meanings that require careful analysis. 'Accepted' is a youth-oriented movie which makes it suitable for the students-participants age. Moreover, one of the movie's main themes are higher education and the struggles of tertiary students. Furthermore, the movie introduced the element of cross-culturality in terms of personal choices, social organization, and the importance of higher education. Lastly, 'Accepted' was a movie which some students-participants have already viewed while others have not done so yet. Therefore, it complied with other criteria of selection as suggested by the participants themselves.

It should be noted that the number of students-participants who were present during the session of viewing this movie was 13. The other students-participants were absent mostly due to a change in the timetable.

3.2.2.5.2 The movie's Card

Table 3.7: 'Accepted' Movie Card

Title	Accepted
Genre	Comedy
Starring	Justin Long, Blake Lively, Jonah Hill
Release date	August 18, 2006
Length	92 minutes
Country	United States of America
Language	English
Rate	PG-13

3.2.2.5.3 The story Line

Bartleby Gaines and some of his friends are high school seniors who were rejected from every college that they applied to. Fearing to deceive their parents' wish for them to pursue higher education, they create a fake college Web site which accepts everyone who applies with just one click. Later, they take over an abandoned building and turn it into the fake college building.

3.2.3.3. Post-watching Questions

Table 3.8: Post-watching Questions of ‘Accepted’

Question	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
Quote 1	Taking different perspectives	Concepts Information	Accuracy Relevance
Quote 3	Identifying trends and patterns Objectivity	Assumptions Inferences/ Conclusions	Significance Breadth
Quote 4	Logic Relevance	Implications Concepts	Identifying trends and patterns
Quote 5	Attention to detail Repetition	Assumptions Point of view	Fairness Breadth
Quote 6	Identifying trends and patterns	Relevance Implication	Depth Clarity
Quote 7	Logic Relevance	Concepts Purpose	Objectivity Repetition
Quote 8	Objectivity Identifying trends and patterns	Information Point of view	Clarity Logic Relevance

3.2.3.4. Analysing and Interpreting Questions

The worksheet of this movie included eight quotes from the movie. The students-participants were asked to discuss them, briefly of course, considering these points

- (1) What do you already know about colleges in the U.S.A?
- (2) How does this quote apply to everyday-life?
- (3) What are the possible explicit and implicit intentions behind them?

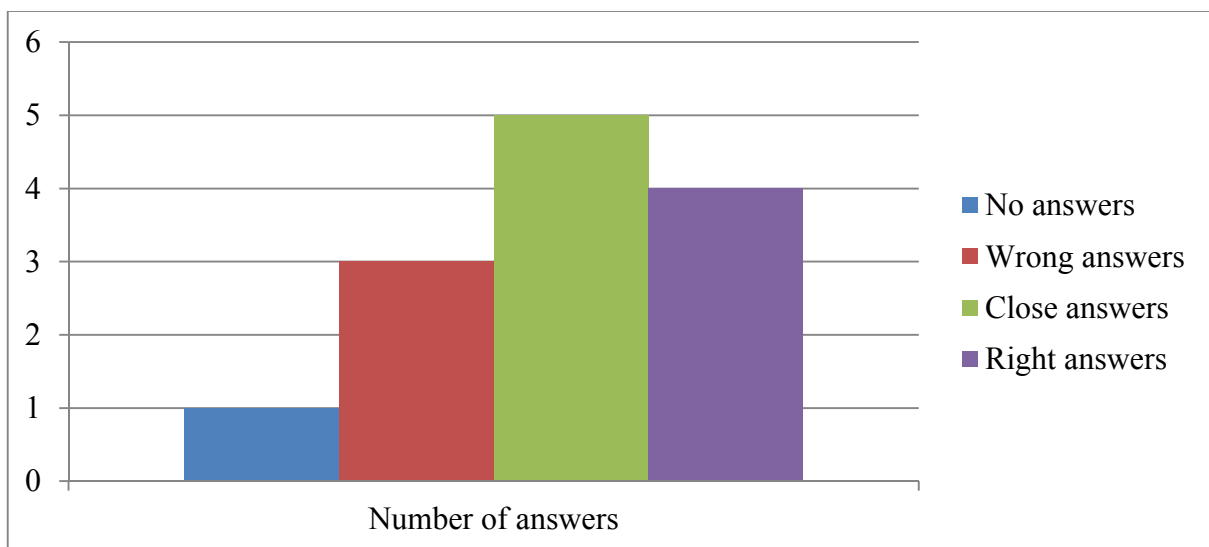
- (4) What are the details and/or examples that best clarify this quote?
- (5) What is the main message of the movie and how does the quote relate to it?
- (6) From which point of view has this quote emerged?

The discussion of these quotes sought to test the students-participants development in terms of

- (1) Their ability to identify repetitions and infer their meaning.
- (2) Their progress in attention to details.
- (3) Their fair-mindedness when it comes to dealing with a foreign culture.
- (4) Their ability to consider other points of view objectively.

Quote 1

Bartleby Gaines: “Listen guys, there are plenty of successful people who didn’t go to college. Albert Einstein. You know. Pocahontas never went to college. Corey Feldman and Corey Haim; they had a great run. Both Lewis and Clark. Susan Somers. Bono.”



Graph 19: Post-watching Questions 1 of ‘Accepted’

The majority of participants (5) estimated at 38.46%, gave close answers. Followed by 4 participants, estimated at 30.76 who succeeded at answering the question. While 3 of them, estimated at 23.07, gave wrong answers. Only one participant, estimated at 7.69, did not answer the question completely.

Participants who gave close and right answers demonstrated their ability to look at the issue from a different angle. Participants who gave close answers were a bit lacking the standard of concept in their reasoning. They relied on secondary ideas in analyzed the issue rather on

main ones. Their answers were accurate, yet they were missing the element of relevance to core concepts. All participants did not know some of the celebrities in the quote, but they were able to identify the relationship between them.

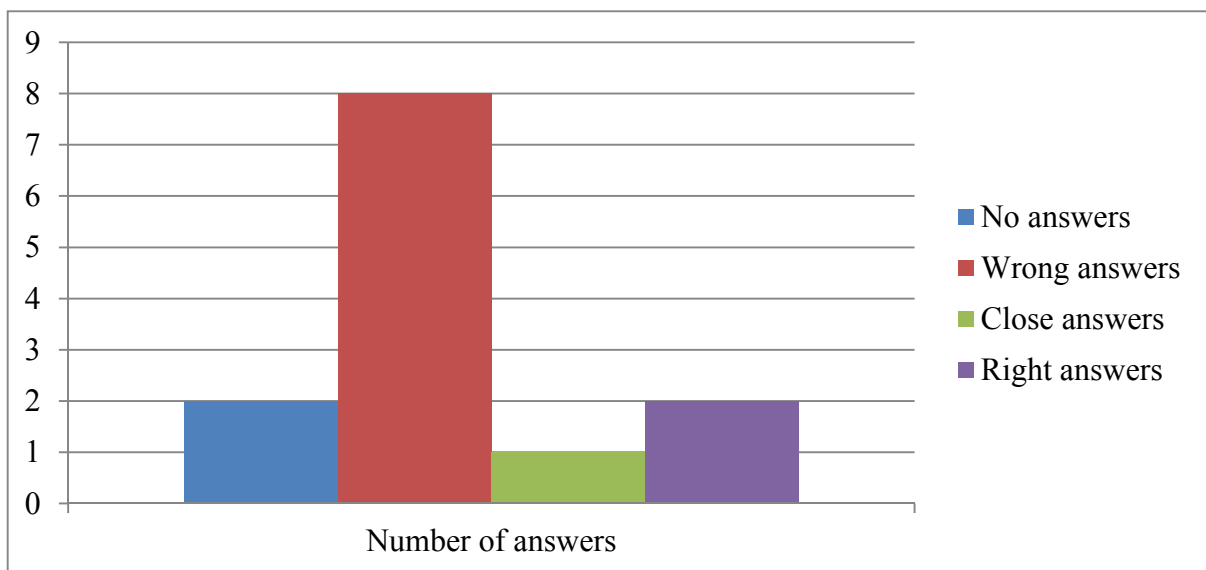
Quote 2

Bartleby Gaines: “Hey Rory; how’s it going? What’s wrong?”

Rory: I... I ...I- I didn’t get into...I-I-I-I didn’t get onto Yale- I didn’t get into Yale.

Bartleby Gaines: What? Why not?

Rory: Well, there’s no room for Rory at Yale! No, too many mediocre rich kids with well-connected parents.”



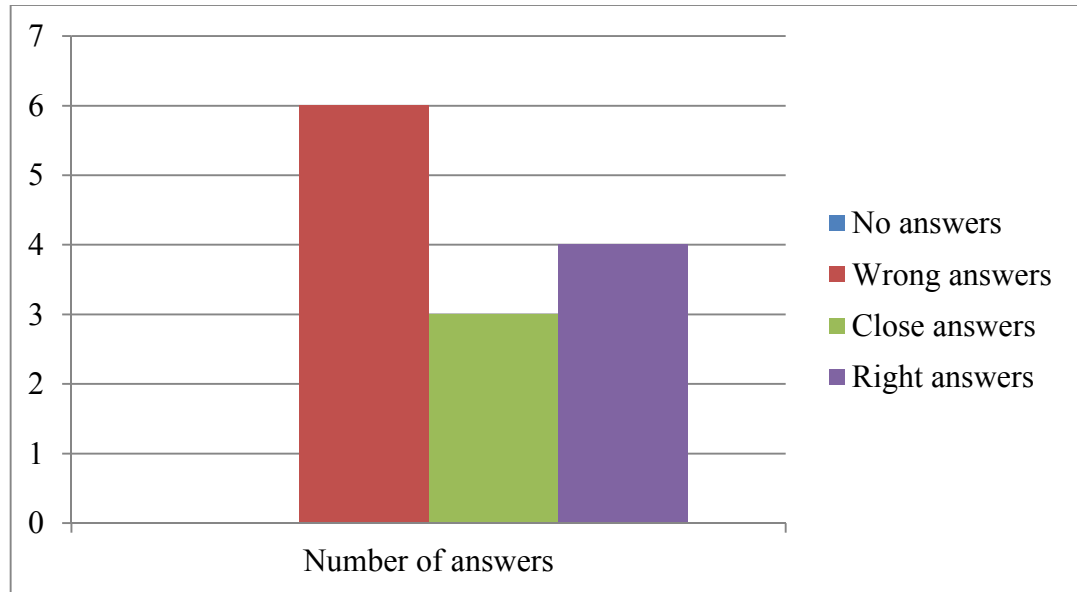
Graph 20: Post-watching Questions 2 of ‘Accepted’

The majority of participants (8), estimated at 61.53%, failed to provide correct answers. Followed by 2 participants, estimated at 15.38%, who succeeded at answering the question. Another 2 did not answer this question completely. Only one participant, estimated at 07.69%, gave a close answer.

Only three participants gave close and right answers. The rest failed at mapping through the information to establish a point of view. They were just re-stating the information in the quote without trying to understand the purpose behind it. The one close answer was logic and fair, yet it lacked the element of depth in thought as did the two other right answers.

Quote 3

Jack Gaines: “Society has rules, and the first rule is you go to college. You want to have a happy and successful life, you go to college. If you want to be somebody, you go to college. If you want to fit in, you go to college.”



Graph 21: Post-watching Questions 3 of ‘Accepted’

All participants answered this question. The majority of them (6) estimated at 46.15 gave wrong answers while 4 of them succeeded at giving the right answer. On the other hand, 3 participants estimated at 23.07 gave close answers.

Participants who gave wrong answer were just paraphrasing the quote. However, those who gave close and right answers demonstrated their ability to relate the quote with the point of view from which it emerged while being objective. They identified, to varying degrees, the similarity of the situation in the movie with their own situation. Participants who gave right answers analyzed the quote from both points of views: The American and the Algerian ones. Participants who provided close answers lacked broad analysis even though their reasoning was significant. They draw their inferences based on society’s assumptions rather than factual data.

Quote 4

Uncle Ben : “ Look, we throw a lot of fancy words in front of these kids in order to attract them to going to school in the belief that they’re gonna have a better life, and we know that all we’re doing is breeding whole new generation of buyers and sellers.

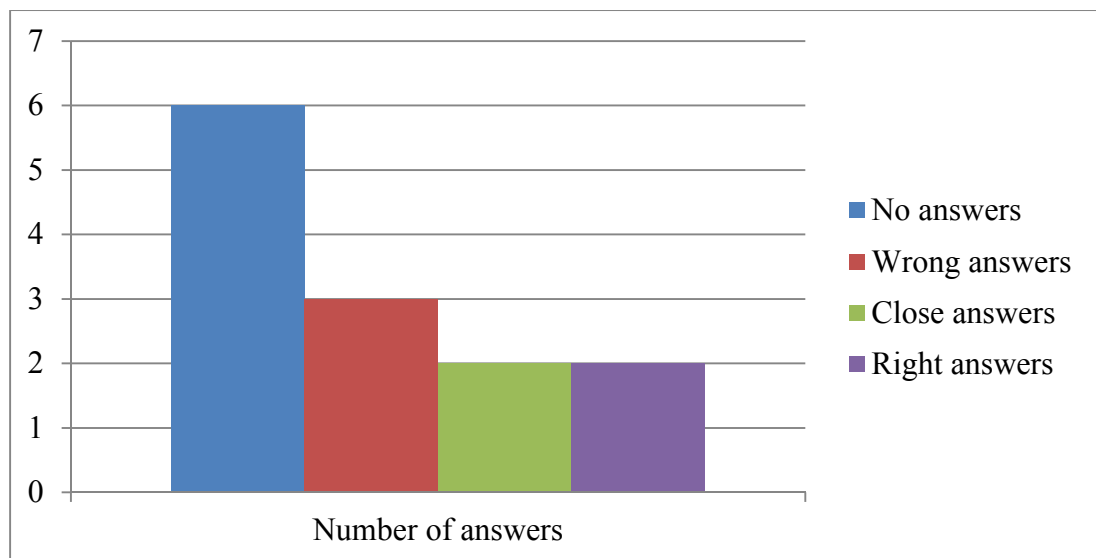
Buyers and sellers! And indoctrinating them into a life long hell of debt and indecision!

Jack Gaines: ...Which is?

Uncle Ben: ...To get a good job...T get a good job with a great starting salary!

Jack Gaines: I couldn’t agree more.

Diane Gaines: It is so refreshing to have someone approach education so rationally!”



Graph 22: Post-watching Questions 4 of ‘Accepted’

The majority of participants (6) estimated at 46.15 did not answer this question completely. Followed by 3 others estimated at 23.07, who failed to provide the right answers. While 2 participants estimated at 15.38, gave close answers. Another 2 succeeded to give right answers as well.

Most participants failed to identify the patterns in this quote. Those who gave wrong answers were restating the quote, describing the scenes of its occurrence, or mentioning the advantages of studying in American colleges. While only four participants answered accurately, their answers were based on the main concept and logical. However, the implication they stated were subjective. No participant could relate the quote to the issue it raises.

Quote 5

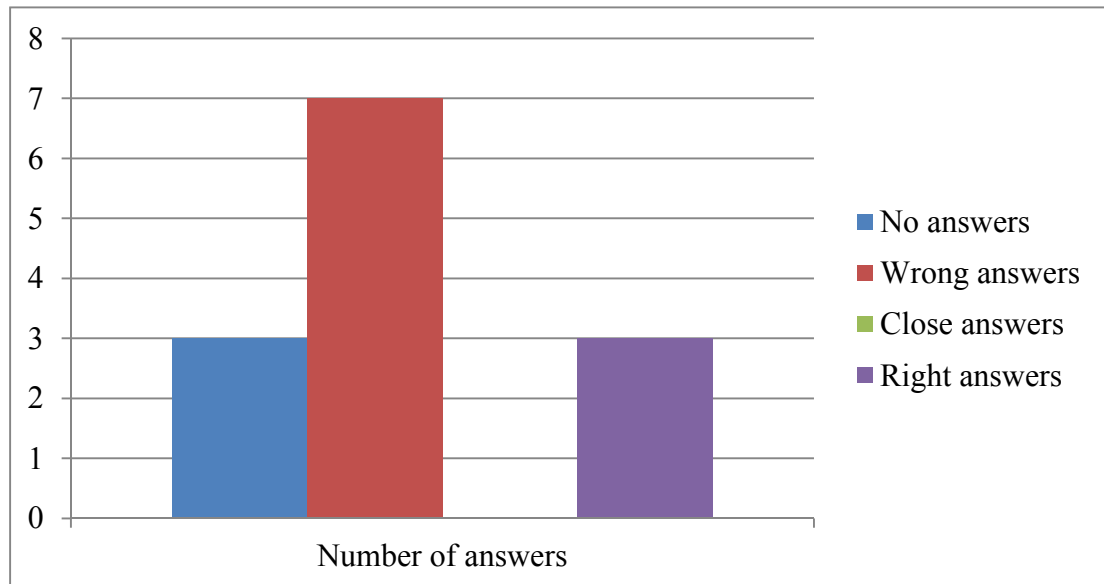
Bartleby Gaines: “And they all paid the first semester tuition?”

Rory: Yep! 10.000 bucks a piece. I stopped counting after the first 100 checks.

Glen: That’s 74 million dollars.

Rory: It’s a million dollars, Glen.

Glen: Yeah... In human dollars.”



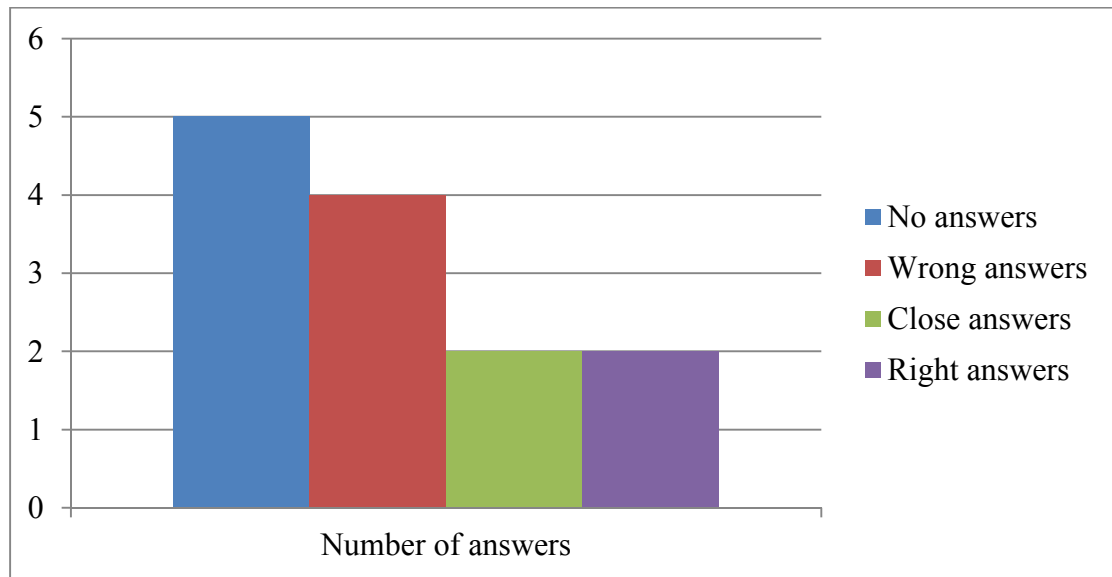
Graph 23: Post-watching Questions 5 of ‘Accepted’

The majority of participants (7), estimated at 53.84%, gave wrong answers. Followed by 3 others estimated at 23.07%, who succeeded to provide right answers. Another 3 did not answer the question completely. However, there were no close answers.

Only the three participants who gave right answers were able to identify repetitions, yet they were not attentive to details in a significant way. Their assumptions and points of view were fair. However; they lacked the element of breadth in their thoughts. Participants who gave wrong answers, on the other hand, demonstrated their failure in building their points of view in a fair-minded way and basing them on the important information and details.

Quote 6

Sherman Schrader: “It was your idea to put ‘acceptance’ just one click away.”



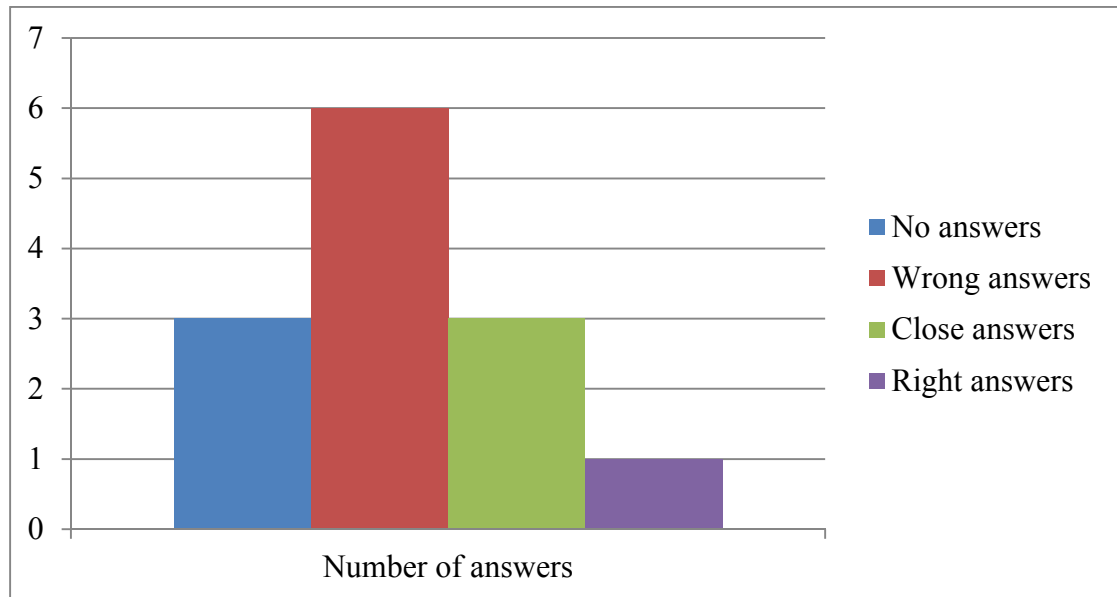
Graph 24: Post-watching Questions 6 of ‘Accepted’

The majority of participants (5), estimated at 38.46%, did not answer this question completely. Followed by 4 others estimated at 30.76%, who failed to provide the right answers. While 2 participants estimated at 15.38%, gave close answers. Another 2 succeeded to give right answers as well.

Participants who gave right answers were analyzing the statement clearly in relevance to the problem in a broad perspective. On the other hand, Participants who gave close answers were able to analyze the statement with little attention to the implications they were claiming. The element of depth was still lacking in their reasoning.

Quote 7

Dean Van Horne: “Rejection! That’s what makes a college great. The exclusivity of any university is judged primary by amount of students it rejects.”



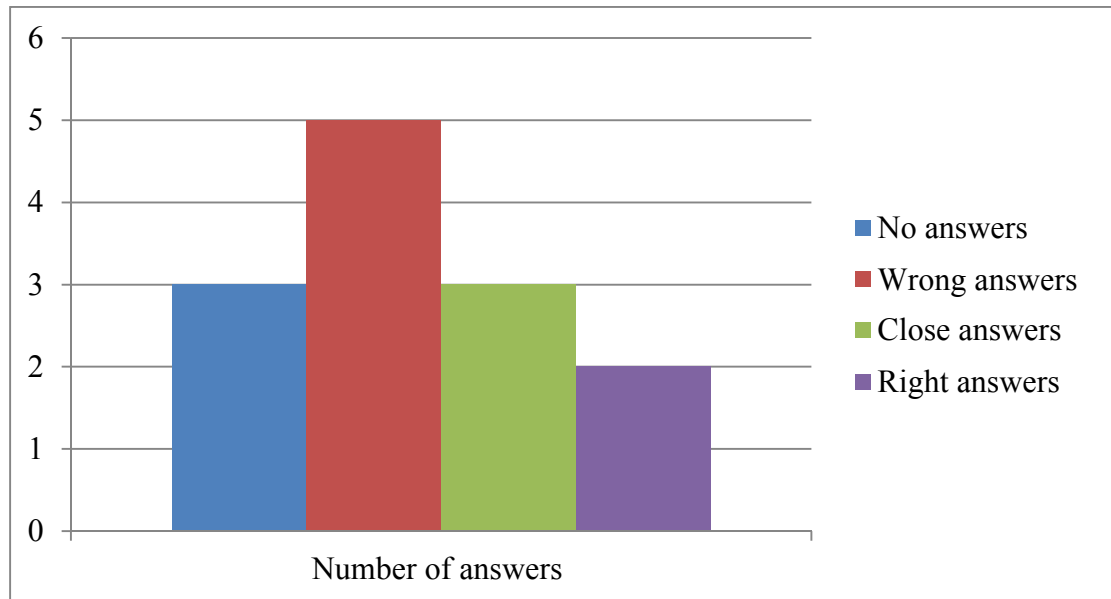
Graph 25: Post-watching Questions 7 of ‘Accepted’

The majority of participants (6), estimated at 46.15%, gave wrong answers. Followed by 3 others estimated at 23.07%, who gave close answers. Another 3 did not answer this question as well. Only one participant succeeded to give a right answer.

The one participant who gave a close answer was able to find the purpose of the statement in relation to the message of the movie. The other three participants who gave close answers were relevant in using the main ideas of the movie in their favor to form an accurate assumption. They all showed little objectivity in the analysis of this quote. Nonetheless, they were relevant and logical. On the other hand, participants who gave wrong answers were describing the event in the movie in which this quote was said.

Quote 8

Abernathy: “When I got accepted here, it was the first time my parents ever said they were proud of me”.



Graph 26: Post-watching Questions 8 of ‘Accepted’

The majority of participants (5), estimated at 38.46%, failed to give correct answers. Followed by 3 others estimated at 23.07%, who did not answer this question. Another 3 gave close answers as well. Only 2 succeeded to give right answers.

The participants who provided close answers were starting from the point of view of the character who said the given quote. They analyzed the situation with respect to logic and clarity, yet they failed to relate it with the message of the movie as a whole. On the other hand, the participants who gave wrong answers failed largely to give a logical analysis of the quote. Their answers were only re-writing the same idea in their own words. However, the two right answers reflected an ability of staying objective while analyzing the quote. Those answers were logical, clear and relevant to the problem as a whole.

3.2.3.5. Commenting on Classroom Observation and Discussion

Since the number of students-participants who were present during the viewing of this movie was only thirteen, when in the previous sessions it was twenty-seven, the participants were more at ease. While viewing, they were expressing their thoughts freely and were also asking us to play back some scenes. The members who had viewed the movie in a past time asserted that the experience of viewing it in the class was more enjoyable and more enriching.

During the discussion; the students-participants raised some issues such as the difference between higher education in the United States and in Algeria. When they converted a one semester tuition in an American college to the Algerian currency (Algerian dinar), they were shocked at how expensive it was. They compared the expenses that students have to pay with the free education they have in Algeria. Moreover, they found the similarities of parents attitudes, whether they are American, or Algerian in encouraging their children to pursue higher education. They spoke about how most parents send their children to college while they do not want to do so necessarily. Furthermore, they discussed how children work very hard in order to make their parents proud of them. The all demonstrated their dislike of such an attitude from parents, and how would it easier if they accepted them for who they are. It is worth mentioning that students were more interested in discussing the movie than in answering the questions in the worksheet.

3.2.3 The Girl in the Café

The students-participants were reactive to the comedy genre during the previous session of viewing the movie 'Accepted'. They appeared to feel more comfortable and understanding of the aim of viewing movie as an instructional tool. One of the aims of this research was to project graded movies, i.e. to start with simpler movies to more complex ones. After viewing three movies which mostly revolved around personal, social, religious, and cultural issues, it was time we opt for a movie which holds more serious issues such as political matters. Nonetheless, we were aware that the students-participants demonstrated more attention to love stories and comedy scenes. Therefore, the choice fell upon 'The Girl in the Café' for it is a movie with a strong political message and a slight, yet brilliant romance and flashes of comedy.

3.2.4.1 The movie's Card

Table 3.9: 'The Girl in the Café' Movie Card

Title	The Girl in the Café
Directed by	David Yates
Starring	Bill Nighty, Kelly Macdonald
Country	United Kingdom
Languages	English/ French
Running Time	94 minutes
Date of release	25 June 2005
Rate	R

3.2.4.2. The story Line

The story features Lawrence, an aging lonesome civil servant who holds the position of conducting researches and gathering statistics for the Chancellor of the Exchequer of the U.K. Accidentally, he falls in love for a girl he meets in a café, Gina. After a few dates, she accompanies him her to Reykjavik, Iceland for the annual meeting of the G8. To everyone's surprise, the shy Gina confronts the Prime minister about global issues such as poverty in Africa and the urgency of providing financial help to decrease the speedy rate of dying mothers and children.

3.2.4.3. Post-watching Questions

Table 3.10: Post-watching Questions of ‘The Girl in the Café’

Question	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
The song « Cold Water » by Damien Rice was played both at the beginning and at the end of the movie. Can you say what did it mean each time?	Attention to detail Identifying trends and patterns Attention to detail	Information Point of view	Clarity
The ‘ meet-cute’ of Lawrence and Gina is a traditional. How does it affect their relationship and the end of the movie?	Considering implications and distant consequences	Information	Logic Relevance
Do you consider Lawrence and Gina’s story to be a love story? Say why.	Attention to detail	Point of view Inferences/ Conclusions	Clarity Accuracy
Do Lawrence and Gina’s personalities show any change from the beginning till the end of the movie? Illustrate with an example.	Attention to detail	Information Concepts	Clarity Accuracy Fairness
What are the problems (personal, social or world ones) this movie is trying to spotlight?	Precision Significance	Concepts Point of View	Identifying trends and patterns

What do you consider the main message of this film to be?	Identifying trends and patterns	Purpose Concepts	Depth Breadth
How can you describe Gina's politically provocative behavior and transformed personality at the end of the movie?	Identifying trends and patterns Considering implications and distant consequences	Implications/ conclusions Inferences/ Consequences	Clarity Significance

3.2.4.4. Analysing and Interpreting Questions

The worksheet for this movie included seven questions; six of them are close-ended questions while one (the third question) is an open-ended one. All of these questions were targeting a deeper level of thinking than the previous sessions' worksheets. Through these questions sought to find these points

- (1) Whether the students- participants have developed element of depth in thought.
- (2) Whether they can use the change of concepts from the beginning till the end.
- (3) Whether they make better use of the results of their analysis.
- (4) Whether their conclusions are becoming more based on concepts rather than personal assumptions.

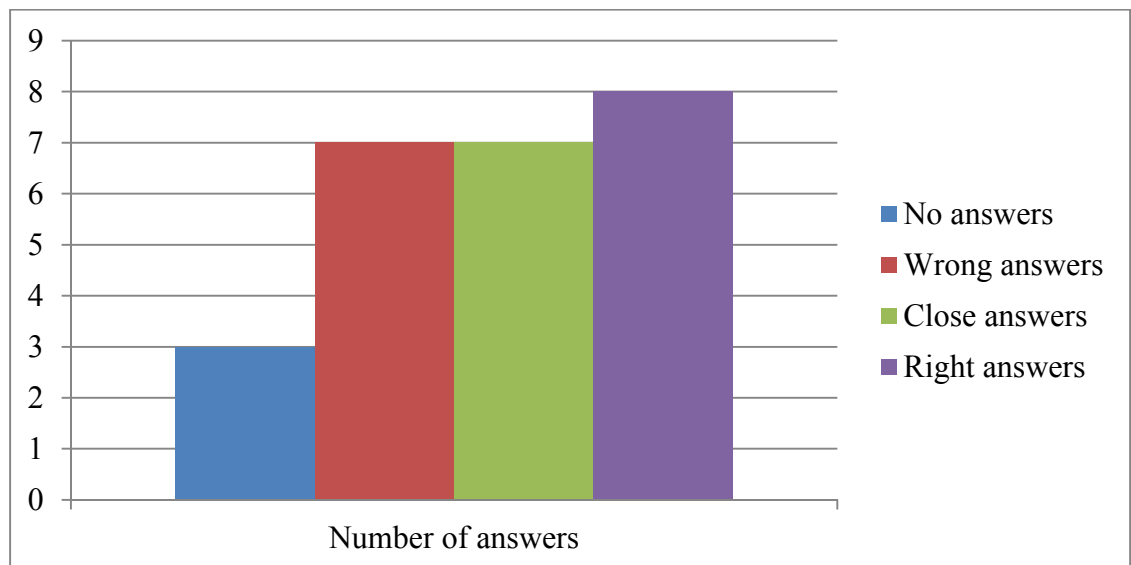
Question 1

The song ‘Cold Water’ by Damien Rice was played both at the beginning and at the end of the movie. Can you say what did it mean each time? Here are the lyrics

**Cold, cold water surrounds me now
And all I've got is Your hand Lord,**

**Can You hear me now (3) or am I lost? Love one's daughter allow me that
And I can't let go of Your hand**

**Don't you know I love You
And I always have
Hallelujah, will You come with me?**



Graph 27: Post-watching Question 1 of ‘The Girl in the Café’

The majority of participants (8), estimated at 32%, succeeded to give right answers. Followed by 7 others estimated at 28%, who failed to provide the right answers. Another 7 gave close answers. Only 3 participants, estimated at 12%, did not answer the question completely.

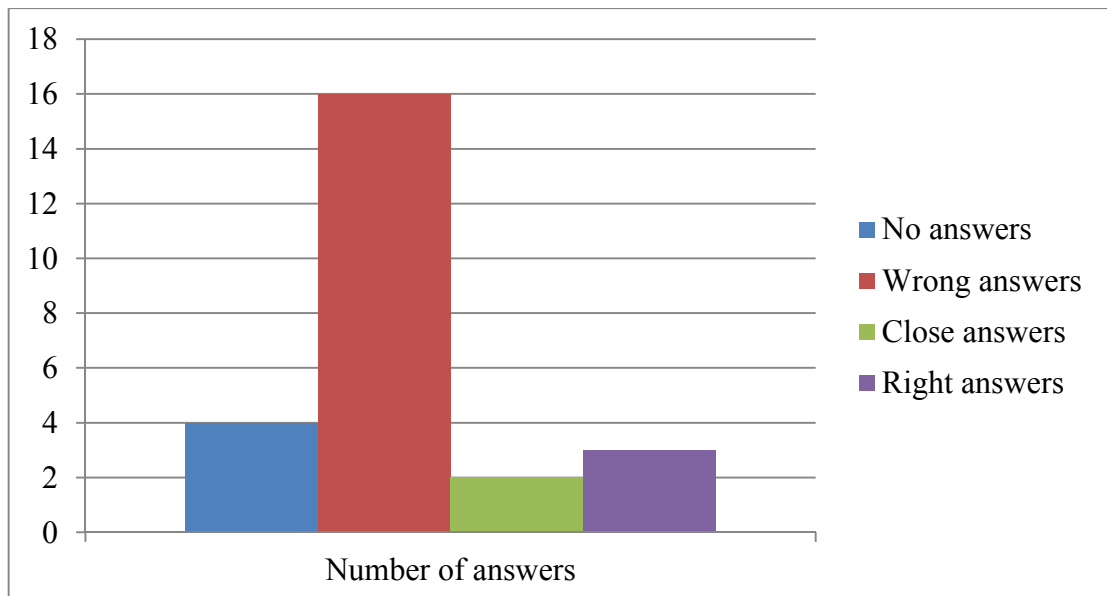
Participants who gave close answers were only lacking the exact terms to express their ideas which indicate a lack of clarity. Also some of them answered just the first or the second part of the question while the other part was either left unanswered or was wrong. All close and right answers were using the facts in the movie to build their points of view. However, their answers demonstrated their hesitancy and lack of self-confidence. This was caused by their

lack of literary analysis which would have been very helpful to identify the patterns of information for this question.

As for the participants who gave wrong answers were vague and irrelevant to the question. While some answers described the meeting of Lawrence and Gina, others mentioned the themes of the movie. It is worth noting that the participants were discussing the answer for this question as they found it difficult. Most wrong answers were about the same ideas. These participants demonstrated a lack in analyzing the information, as well as a lack of significance.

Question 2

The ‘meet-cute’ of Lawrence and Gina is a traditional. How does it affect their relationship and the end of the movie?



Graph 28: Post-watching Question 2 of ‘The Girl in the Café’

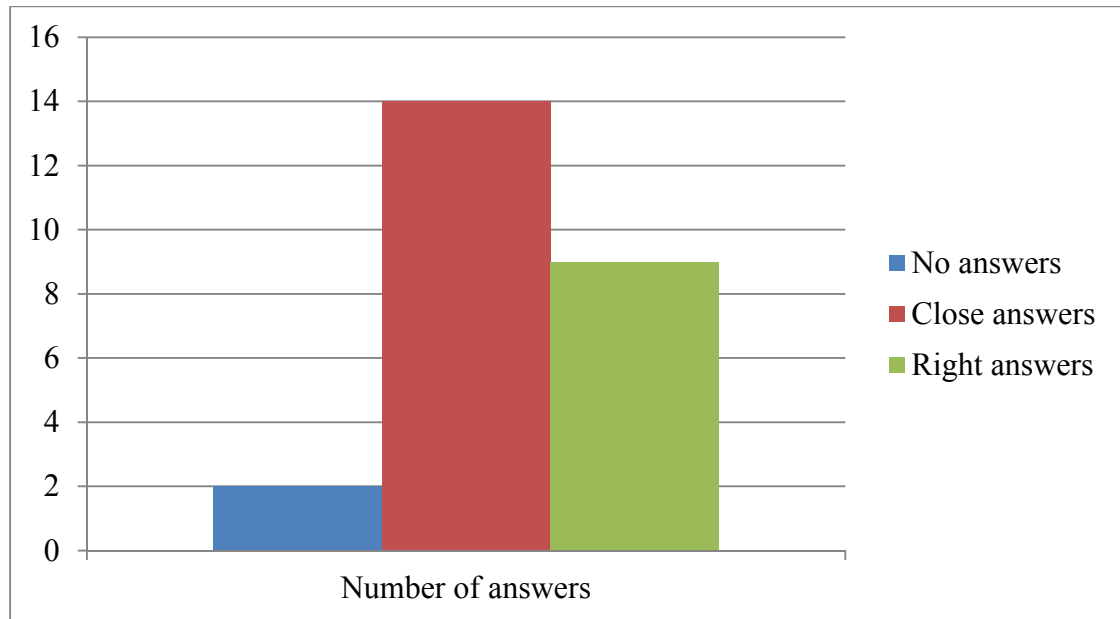
The majority of participants (16), estimated at 64%, failed to give right answers. Followed by 4 others estimated at 16%, who did not give any answers. Another 3, estimated at 12%, gave right answers. Only 2 participants, estimated at 8%, gave close answers.

The students-participants demonstrated their lack of an important underlying skill in critical thinking which is the ability to consider distant implications and consequences. The majority of them failed to come even close to the right answer. Their use of information was inadequate. Even their way of expressing their ideas was illogical and irrelevant.

As for the participants who gave close answers, they were lacking the skills of considering the distant implications as well, but not to a large degree as those who answered wrongly. Their answers were logical and relevant. They assisted to be using the little clues in the movie to find answers.

Question 3

Do you consider Lawrence and Gina’s story to be a love story? Say why.



Graph 29: Post-watching Question 3 of ‘The Girl in the Café’

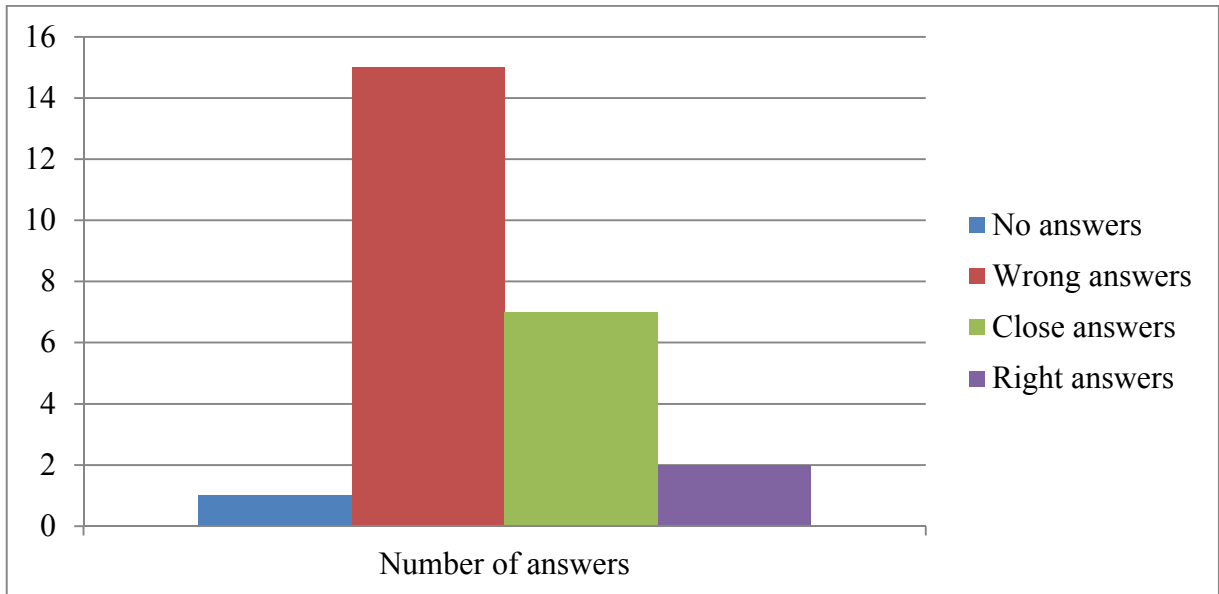
The majority of participants (10), estimated at 56%, gave close answers. Followed by 9 others estimated at 36%, who succeeded to provide the right answers. Only 2 participants, estimated at 8%, did not answer the question completely.

Since this question was an open-ended one, no participant was considered to have given a wrong answer. However, participants who gave clear and justified answers were considered to have given right answers. If the answer was either not clear enough or was not logically justified, it was considered as a close answer.

Twelve participants answered ‘yes’ while eleven of them answered by ‘no’. As for those who gave close answers, they were lacking attention to the little details and clues which help to draw the right inferences. Their answers lacked either clarity for they could not give an example to justify their points of view, or they were lacking accuracy for they did not provide the information which has led them to make such an inference.

Question 4

Do Lawrence and Gina’s personalities show any change from the beginning till the end of the movie? Illustrate with an example.



Graph 30: Post-watching Question 4 of ‘The Girl in the Café’

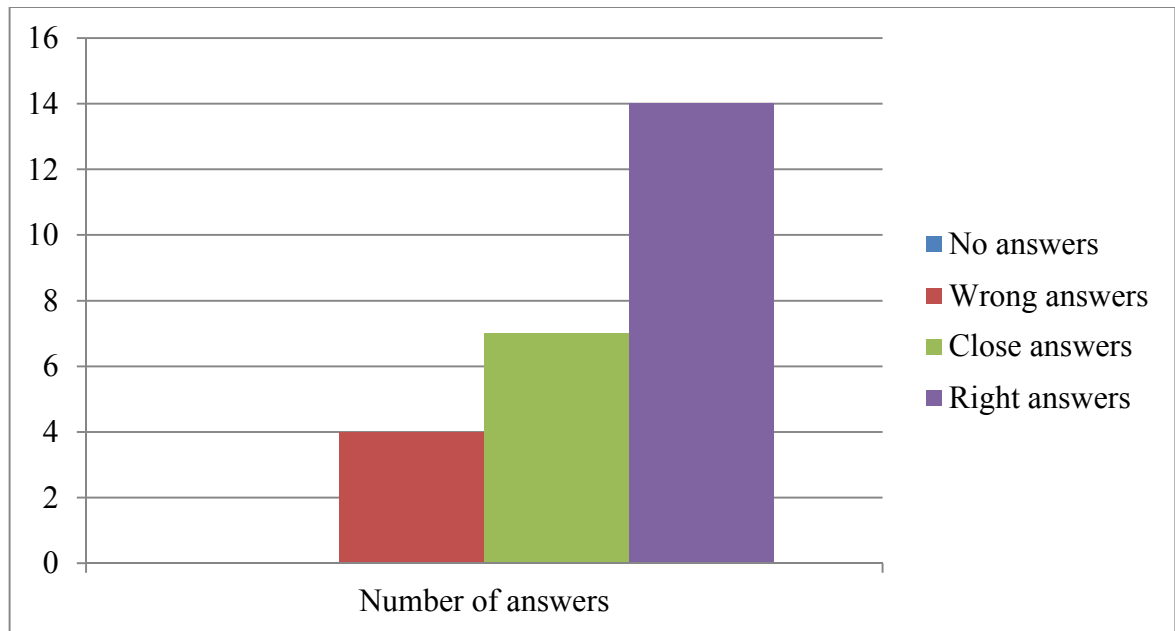
The majority of participants (15), estimated at 60%, gave wrong answers. Followed by 7 others estimated at 28%, who gave close answers. Another 2, estimated at 8%, gave right answers. Only one participant, estimated at 4%, did not answer the question completely.

Participants who gave wrong answers demonstrated their inadequate use of the information in the movie. They misunderstood the clues and confused main ideas with secondary ones. Their answers were inaccurate and vague. Also, they did not pay attention to the important themes which were helpful in answering this question.

Participants who came closely to finding the right answer demonstrated their ability to be attentive to details, yet they failed at finding the repetitive forms which introduce the main concepts and ideas. Their use of information was not enough to help them to spot the change in the characters personalities. Their answers lacked clarity for they could not provide at least one example, however; they were accurate and fair.

Question 5

What are the problems (personal, social or world ones) this movie is trying to spotlight?



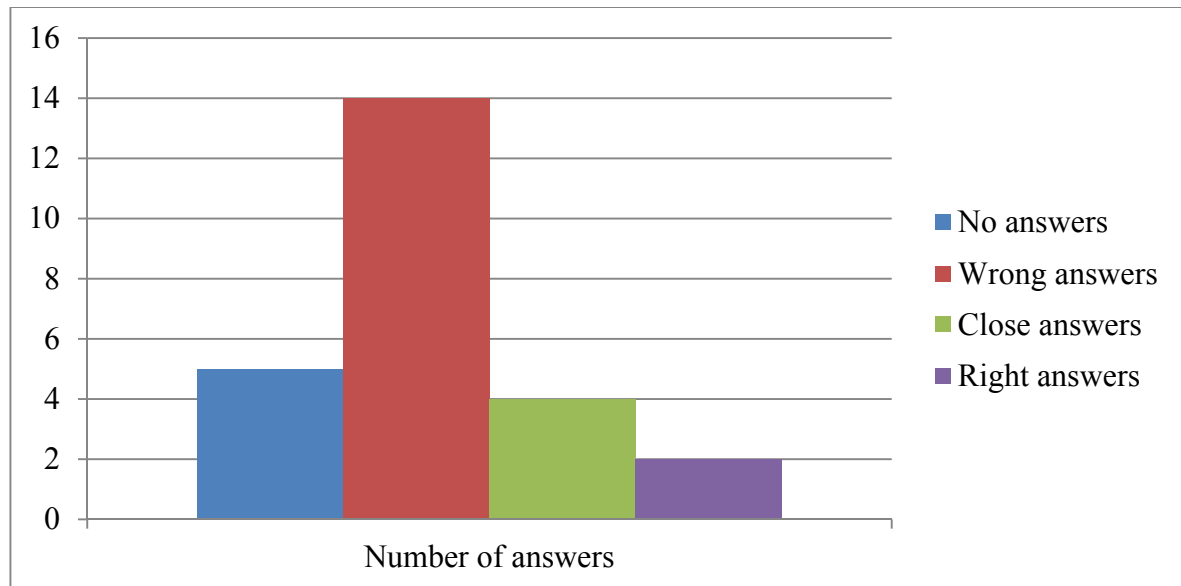
Graph 31: Post-watching Question 5 of ‘The Girl in the Café’

All participants answered this question. The majority of them (14), estimated at 56%, gave right answers. Followed by 7 others estimated at 28%, who gave close answers. While 4 of them, estimated at 16%, failed at giving the right answers.

Participants who gave right answers were able to cover two aspects of the question at least. They were able to identify the patterns and their purpose in the movie. As for participants who gave close answers, they were basically answering starting from their personal points of view with little reliance on the major concepts. They were able to cover only one aspect of the answer. The social aspect was the one aspect which most participants could not infer. Despite being significant, close answers were not as precise as needed.

Question 6

What do you consider the main message of this film to be?



Graph 32: Post-watching Question 6 of ‘The Girl in the Café’

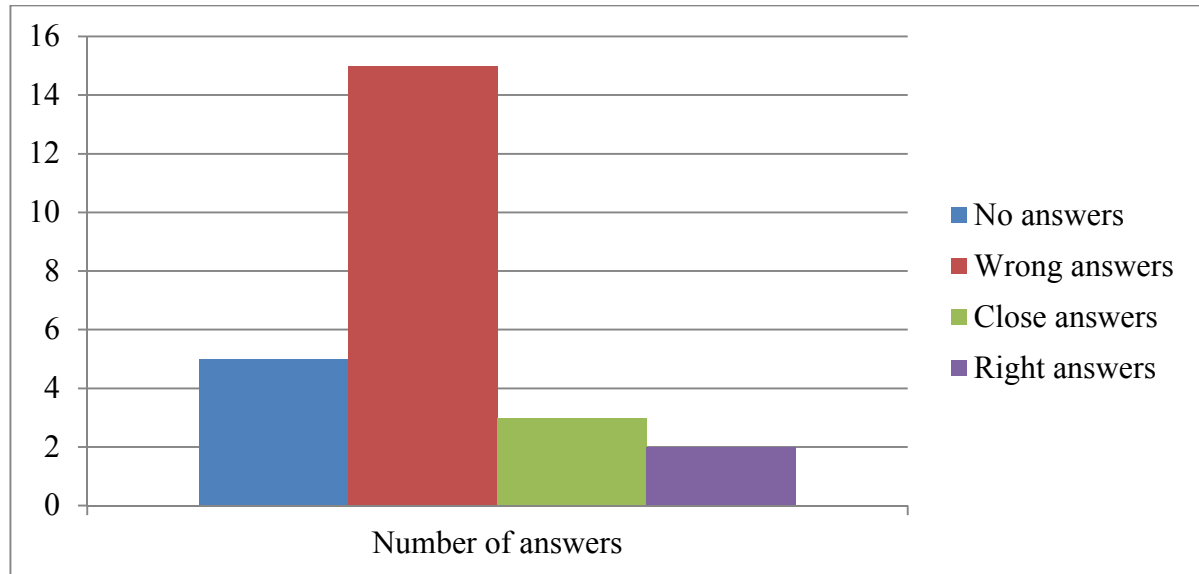
The majority of participants (14), estimated at 56%, gave wrong answers. Followed by 5 participants, estimated at 20%, who did not give any answer. While 4 of them estimated at 16% gave close answers. However, 2 participants, estimated at 8%, gave right answers.

Participants who gave wrong answers demonstrated a superficial understanding and analysis of the story. Their vision of the purpose of the movie lacked both depth and breadth as they could only identify the message from a single perspective. Their main weakness was conceptual; they confused the main concepts with the secondary ones.

As for participants who gave close answers, they demonstrated a proper understanding and analysis of the story. They were able to identify the main concepts in the movie; however, they failed spotting the purpose behind those concepts. Their reasoning was broad in the sense that they considered more than one perspective in viewing the issue; yet it still lacked depth. For those who gave right answers, they were able to further identify the purpose behind the concepts as well.

Question 7

How can you describe Gina’s politically provocative behavior and transformed personality at the end of the movie?



Graph 33: Post-watching Question 7 of ‘The Girl in the Café’

The majority of participants (15), estimated at 60% gave wrong answers. Followed by 5 participants, estimated at 20%, who did not give any answers. On the other hand, 3 participants, estimated at 12%, gave close answers. Only 2 participants, estimated at 8%, gave right answers.

Participants who gave wrong answers failed at both analyzing the attitude of the character as well as identifying the distant cause leading to her behavior. The implications they suggested were merely based on superficial diagnosis that is unrelated to the key conclusion.

As for participants who came close to the right answer; they succeeded at analyzing the attitude of the character, but failed to identify the distant cause of her behavior. The implications they suggested were based on factual concepts. Their reasoning was clear and significant.

3.2.4.5. Commenting on Classroom observation and Discussion

The students-participants were not as attentive and enthusiastic while viewing this movie as they were in the previous three movies. The while-watching discussion helped to keep the students attentive despite their continuous chatting with their classmates. Some of them were

even using their mobile phones to play games. Therefore, we had to pause many times to explain some points which we thought they were ignorant of their importance or meaning. Once the events started to change and to speed, their attention was captured and the silence conquered the room as usual.

The while-watching discussion included explanations of the nature of the G8 annual meeting and its importance. As well as great and influencing positions of the characters such as the Chancellor of the Exchequer and the workers in the British Cabinet. The students-participants were asked to listen carefully to the soundtracks in the movie. We increased the sound volume for that purpose. Some students appeared to understand the lyrics and to have a clear denotation of their meaning and relation to the story, while others did not appear to understand them as clearly.

During the post-watching discussion, the students-participants demonstrated how much they were impressed by the final quote by Nelson Mandela “Sometimes it falls upon a generation to be great. You can be that great generation”. They discussed their amazement at the unexpected turn of events in the end of the movie. Also, they confessed that their dislike of the movie in the beginning was unjust. One of them said that if she had not thought that such movies can be interesting and that they can carry such strong messages.

3.2.5. Our Brand is Crisis

During the previous movie ‘The Girl in the Café’, we noted that the students-participants were willing to learn more deep meanings and broad visions. Also, they unexpectedly enjoyed the political themes of the movie. By the end of that session, they asked if we could select another movie with a political aspect. In the mean time, social media was trending post and hashtags of the presidential election in the U.S.A. Therefore, we opted for ‘Our Brand is Crisis’ which was a new movie about what goes ‘behind the scenes’ in political campaigns for presidential elections. The movie includes comedy scenes and a romantic feud, the elements which grab students’ attention and focus.

3.2.6.1 The movie's Card

Table 3.11: 'Our Brand is Crisis' Movie Card

Title	Our Brand is Crisis
Based on	Our brand is Crisis by Rachel Boynton
Genre	Comedy, drama
Starring	Sandra Bullock, Billy Bob Thornton, Anthony Mackie
Country	United States
Release dates	September 11, 2015, October 30, 2015
Language	English
Running time	107 minutes
Rate	R

3.2.6.2 The story Line

The story features Jane, known as 'Calamity Jane', an American political consultant who is hired by a Bolivian politician Pedro Castillo to help him win the presidential election. Jane, along with the other members of the consultant team, exercise a strategy of declaring a crisis. The movie revolves around the various plots which the consultant team do to the team of the opposition.

3.2.6.3 Commenting on Classroom Observation and Discussion

Since this movie was an hour and forty minutes long, it was viewed in two sessions. In each session, we viewed fifty minutes and provoked while-watching and post-watching discussions. Also, these two sessions were the last ones in the intervention. Therefore, we had to increase classroom discussions, and to ask deeper questions which needed more analysis and attention to detail.

It should be noted that we handed worksheets to the students by the end of the second session. However, due to shortage of time, the students were not able to answer the questions at hand. We asked them to take their time and to answer the questions at home and to deliver them back in five days (their next session of oral expression module). Unfortunately, only two students returned answered sheets. While one of them answered all questions correctly in a way which reflected her ability to think critically, the second student googled all questions, so her answers were neglected. For this reason, the table of assessment of the worksheet

corresponding to this movie is found in Appendix (3), and the description and interpretation is limited to classroom observation and discussion.

During the while-watching phase, we paused many times to explain and discuss points with the students. They were very attentive during both sessions. The mixture of drama, politics, action, and romance captured complied with their most preferred movie genres. In order to concentrate their focus on main concepts of the movie rather than secondary ones, we asked them direct questions such as ‘why did they choose her?’, ‘Why did Bolivians call for an American team?’ ‘Do you believe is it propaganda?’ ‘How do the movie themes relate to the ‘America conquers the world’?’ The students were responsive to such deep questions in a way that demonstrated that group discussions helped in refining their analytical thinking.

Conclusion

In this chapter, we have reported the data which have been collected through our research tools. The students-participants viewed, as a class, five movies in eight sessions. They responded to designed worksheets consisting of while-watching and/ or post-watching questions, and they participated in guided classroom discussions. All the gathered data was described and interpreted thoroughly using the detailed elements of assessment. After analyzing the results of each movie separately, we conclude that the students-participants have developed in applying some standards of reasoning and in using a few elements of thought. The underlying skills which were mostly developed are attention to details (include sub-skills of observation and conceptualization), and identifying trends and patterns (include sub-skills of analysis and evaluation).

In conclusion to this chapter, the analyzed results gathered from our research tools revealed the effectiveness of using movies to develop critical thinking skills among tertiary students. On the whole, the finding demonstrated that a significant relationship exists between classroom discussion and the responsiveness to critical thinking skills. The more explanation was provided, the more students were able to think clearly, logically and reflectively. The research also highlighted the effect of the movie genre factor in increasing attention and motivation, and enhancing students’ while-watching awareness. In short, the use of movies as an instructional tool can promote tertiary students’ critical thinking skills.

General Conclusion and Recommendations

The current attitudes and patterns of thinking among tertiary students at Biskra University, particularly The English Branch, appear to be of a very low status. Such a problem is very risky to all those who are concerned in higher education. When university graduates fail to reason objectively, to reflect on concepts, and to draw informed inferences, the whole educational system will suffer and deteriorate gradually until it will no longer be subject to progress. Today's tertiary students are tomorrow's researchers, teachers, educators, curriculum designers, inspectors, schools' headmasters, and most importantly, knowledge holders and representatives. If these students lack higher order thinking skills, they may be of danger to the higher education society. The observer of the attitudes students show during lectures and exams notices the absence of the deep, broad, questioning, analytical, and reflective thought. Students have developed a reluctant system of thinking based on raw memorization and on superficial mirroring of subjects matter content.

For that reason, the present study was conducted to test the efficiency of a suggested instructional tool, movies, in developing critical thinking skills among students. Movies were the chosen instructional tool among various others because they are known for being entertaining to tertiary students. Usually, when students hear the terms 'critical thinking skills', they think of an old and boring process which is worthless. Therefore, we needed to choose the best available tool to implicitly teach them while making students feel comfortable and relaxed. In this sense, this study was carried to confirm or reject two hypotheses. The first stated if the implementation of regular well-selected and well-graded target language movies within the process of teaching as curricular and extra-curricular activities will develop students' critical thinking skills. The second hypothesis stated if the same dependent variable will develop students' responsiveness to analytical discussion skills. A group of second year English students was chosen to represent the entire population of the English Branch.

To reach this objective, an intervention was conducted as a part of a qualitative approach. Movie projection, movie-related worksheets, notes on observation and classroom discussion were the used tools of gathering data which were then described and interpreted. The intervention took place in Mohammed Kheider University of Biskra over a period of four months starting in November and ending in March. The questions of the worksheets were

developed by the researcher based on theories of critical thinking skills by famous scholars in the field: Richard Paul, Linda Elder, and Stella Cottrell. As for the theories of Paul and Elder, the researcher focused on their simple and details lists of standards of reasoning and elements of thought. As for the theory of Cottrell, we focused on one of her suggested simplified list of underlying skills and attitudes of critical thinking. Each question on the worksheet aimed to assess and develop one or more underlying skill or attitude, one or more standard of reasoning, and one or more element of thought. The classroom observation target mainly behavioral patterns of the students-participants such as attention, expressions of interest or boredom, signs of understanding or confusion, reactions to scenes (laughter, crying, shouting, etc.), and any other element which was observed but not included. The classroom discussion was a major asset in this research. The researcher tried to provoke well-timed discussion while watching and post watching. It was very important, and difficult, to engage the students-participants in the discussion as they demonstrated to be shy and hesitant at first. The Gathered data were later analyzed to test the two hypotheses at hand, and to answer the research questions.

The analysis of gathered data revealed that students developed their critical thinking skills along the process. The first sub-skills they acquired was attention to detail. Thanks to the first three movies which were rich in little details which were part of a bigger picture and deeper message. The Students developed slightly in identifying trends and patterns, the sub-skill related to analysis of data and mapping of information. This skill was not significantly developed because it is maybe the skill which demands some field knowledge, the element which was lacking severely among them. As for the skill of taking different perspectives, the data revealed that it was only partially developed. This is due to the lack of breadth in thought among students. They were almost able to diagnose the issues from the one perspective that appears to be the main one, but which is not in most cases. When it comes to objectivity, it was as well only partially developed. Some students were thinking in a egocentric manner; therefore, they were holding to their irrational subjective beliefs, rather than using judgment and reasoning.

The standard of reasoning which the students-participants developed in a significant way was concepts. Students started to learn distinguishing main ideas from secondary ones, and facts from opinions. This was not demonstrated much in their written answers, but rather in the oral

discussions. The standards which were partially integrated into students reasoning process were assumptions, implications, inferences, and information. These standards varied in use by students according to the difficulty of the question item. However, the standards which were not developed by the majority of students are questions, purpose, and points of view. The integration of such complex standards requires more time and discussion than the students had due to limitations of the research. Lastly, the elements of thought which the students developed in a significant way were relevance, and significance. They learn how to integrate these element of thought into their reasoning. As for the standards which were partially integrated, they were accuracy and logic. However, the students did not demonstrate a significant development in the elements of thought: clarity, precision, depth, breadth, and fairness. These elements may appear to be many, but it should be considered that there was no formal instruction guiding students' understanding of these elements.

Following these results, we accept both hypotheses. The students' critical thinking skills developed in an obvious manner and they were more responsive to analytical discussions. Of course, it would have been unrealistic to expect students to develop fully in critical thinking skills in such a short time limitation. As for the objectives of the research, the first objective was to examine the stage of critical thinking at which students stand. We discovered that the students were standing at the unreflective stage of thinking (appendix 3). The second objective was to identify the obstacles and difficulties which encounter students in the different stages of critical thinking. Since most students were at the stage of challenged thinker, we can resume the difficulties they encountered to lack of formal instruction on analysis, and lack of general knowledge in cultural subject matters. The third objective was to investigate whether movies, as an instructional tool, can enhance students' critical thinking skills which was confirmed. The fourth objective was to determine the usefulness of movies as a pedagogical support for teaching critical thinking which has been also verified for its efficiency.

This research proposed five questions to be answered through data analysis. The first question was 'How do tertiary students perceive learning through movies?' Through classroom observation and discussion, we assert that tertiary students enjoy learning through movies. They have expressed that they felt relaxed and at ease during the sessions of viewing. The second question was 'To what extent are tertiary students involved in the process of critical

thinking?’ through worksheets analysis and classroom discussion, we found out that the students get involved more in the process of critical thinking only if they are guided and assisted. The third question was ‘is there a correlation between students’ critical thinking skills and the use of target language movies in the EFL learning process?’.The answer is positive. The research’s results have proven the existence of such a relationship. The fourth question was ‘What are the underlying advantages of using movies purposefully in EFL classrooms?’. The advantages we notes were learning new language items, change in perception towards tertiary instruction, motivating students to be more attentive to details, and promoting cultural awareness. The last question was ‘Is there a correlation between the movie genre and tertiary students’ responsiveness to critical thinking skills?’.This is a main question in this research. Students’ responsiveness to critical thinking skills increased when viewing drama movies with themes like struggle, poverty, success, love, and politics.

Pedagogical Recommendations

Even though this research has reached its objectives, it still lacks some shortcoming. In order to have better results, we recommend the following suggestions for future researchers

- (1) Continuing the intervention on the same group in the next academic year. In this way, the hypothesis can be better tested.
- (2) We recommend engaging the students in leading the discussion by preparing the necessary information on the targeted subject.
- (3) We suggest prolonging the time of each session to two hours and a half. It appears to be enough time for students to view the full movie and engage in discussions at ease.
- (4) We suggest using this tool weekly by teachers to have better results.
- (5) We suggest using other tools along with the ones which were used for this research. For instance, the researcher may prepare in advance guidelines for implementing the standards of reasoning and the elements of thought.
- (6) We propose to prolong the pre-viewing phase and explain explicitly the main issues in the movie.

These recommendations emerged from the limitation of this study which we fully acknowledge. Future researchers in the field are urged to consider these recommendations while conducting their researches.

References

- Andresen B.B and Brink K. (2013). *Multimedia in Education Curriculum*. Moscow, Russian Federation: UNESCO Institute for Information Technology in Education.
- Berk, R, A. (2009). Multimedia teaching with video clips: TV, movies, Youtube, and mtvU in the college classroom. *International Journal of Technology in and Learning*, 5(1), 1-2. The Johns Hopkins University.
- Black B.(Editor), Anne Thomson *et al.* (2012). *A to Z of Critical Thinking*. Cambridge Assessment : University of Cambridge, Local Examinations Syndicate. London. New York : Continuum International : Group ;Cambridge, Eng.
- Bowell, T and Kemp. G (2015). *Critical Thinking: A concise Guide*. Fourth edition. New York: Routledge.
- Brookhart, S. M. (2010). *How to assess higher order thinking skills in your classroom*. Beaugard.St.Alexandria, VA: ASCD.
- Chandler D. (1997). *An introduction to Genre Theory*. Retrieved from:
visual-memory.co.uk/daniel/.../intgenre/chandler_genre_theory.pdf
- Cottrell, S. (2011). *Critical Thinking Skills: Developing effective analysis and argument*. Second edition. Basingstoke, Hampshire: Palgrave Macmillan
- Crews- Anderson, T.A. (2007). *Critical Thinking and informal logic*. Philosophy Insights: Humanities-EBooks.
- Dirks T. *Main Film Genres*: <http://www.filmsite.org/genres.html>
- Ekahitanond V. (n.d). *Learn, Think, Act: Using Movies to Develop Critical Thinking Skill*. Bangkok university. Executive Journal. Retrieved from:
www.bu.ac.th/knowledgecenter/executive_journal/july_sep.../aw16.pdf
- Heitin L. (2013). *Teachers Look to Film to Foster Critical Thinking*:
<http://www.edweek.org/ew/articles/2013/08/15/01film.h33.html>
- Hood. C.H (2012). *Logical Fallacies, Formal and Informal*. Retrieved from:
catherinehood.net/logicalfallacies.pdf
- Introduction to Multimedia*, (n. d). Retrieved from:
gujarat-education.gov.in/textbook/Images/std11_sem_1/.../chap1.pdf

King. F. J, Goodson.L , Rohani.M.S.Faranaka (n.d). *Higher order thinking skills: definition, teaching strategies, assessment*. The Center for Advancement of Learning and Assessment. www.cala.fsu.edu

Logic 2: Fallacies. (2014) Retrieved from:
tothzit.weebly.com/uploads/1/0/6/7/10676184/0117_logic2.pdf

Malik S. and Agarwal A. (2012). *Use of multimedia as a New Educational Technology Tool: A study*. International Journal of Information and Education Technology. Vol. 2. No. 5. October 2012.

Neo. Ken T. K and Neo. Mai (n.d). *Problem Solving on The Internet using web-based authoring tools: A malaysian Experience*. Faculty of Creative Multimedia, Mltimedia University, Cyberjaya, Selangor, Malaysia.

Paul, R., Elder,L., & Foundation to Critical Thinking. (2008). *The miniature guide to critical thinking: Concepts and tools*. Special edition: The 28th Annual International Conference on Critical Thinking. Dillon Beach, California: Foundation for Critical Thinking.

Richard. W. (n.d). *Bloom 's Taxonomy and Critical Thinking Instruction: Recall is not Knowledge*. Chapter 31. Retrived from: www.criticalthinking.org

Roell. C. (2010). *Intercultural Training With Films*. English Teaching Forum; Number 2. Germany.

Steven D. Schafersman. (1991). *An Introduction to Critical Thinking*.
<http://www.freeinquiry.com/critical-thinking.html> (08/2/ 2008). Retrieved from
<http://facultycenter.ischool.syr.edu/wp-content/uploads/2012/02/Critical-Thinking.pdf>

Teaching Higher-Level Thinking. Chapter 5. (2008) Retrieved from:
(<https://theonlinepd.files.wordpress.com/2008/03/teachinghigherorderthinking.pdf>) .

Teaching with Movies: a Guide for Parents and Educators. (n.d). Developed by the F.I.L.M Project: A Partnership of Heartland Truly Moving Pictures and the National Collaboration for Youth.

Thyer, E. (2013). *Development of the Critical Thinking Teaching Resource*. Deaken Learning Futures. Deaken University.

Tips To Be Screenwise. The Classification and Rating Administration (CARA):
<http://filmratings.com/how.html>

Willingham. D.T. (2007). *Critical Thinking: Why Is It So Hard to Teach?* Retrieved from: www.aft.org/sites/default/files/periodicals/Crit_Thinking.pdf

Wilson, L. O. (2001, 2005, 2013). *Anderson and Krathwohl . Bloom's Taxonomy Revised: Anderson and Krathwohl – Understanding the New Version of Bloom's Taxonomy: A succinct discussion of the revisions to Bloom's classic cognitive taxonomy by Anderson and Krathwohl and how to use them effectively.:* <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>

Appendices











Appendix 1. Stages of Critical Thinking(Thyer. E, 2013)(Anonymous, nd, p3)


Critical Thinking Stage	Description
Observe	<p>Determine what information is available.</p> <p>Gather information from a variety of sources</p> <p>Ascertain what information currently exists</p> <p>Explore the different perspectives</p> <p>Identify similarities or contradictions</p>
Analyse	<p>Break down the information into the main themes or arguments</p>
Evaluate	<p>Discriminate the value of the information</p> <p>Prioritise important information</p> <p>Differentiate opinion from fact</p>
Question	<p>Consider possible alternatives</p> <p>Develop new hypotheses</p>
Contextualise	<p>Contextualise information in relation to:</p> <ul style="list-style-type: none"> • Historical consideration • Ethical considerations • Political considerations • Cultural considerations • Environmental considerations • Specific circumstances (Rhodes 2010)

Appendix 2 The film Rating System

THE FILM RATING SYSTEM

EMPOWERING FAMILIES TO MAKE INFORMED MOVIE CHOICES

<p>GENERAL AUDIENCES</p>  	<p>Nothing that would offend parents for viewing by children.</p>
<p>PARENTAL GUIDANCE SUGGESTED</p>  	<p>Parents urged to give "parental guidance." May contain some material parents might not like for their young children.</p>
<p>PARENTS STRONGLY CAUTIONED</p>  	<p>Parents are urged to be cautious. Some material may be inappropriate for pre-teenagers.</p>
<p>RESTRICTED</p>  	<p>Contains some adult material. Parents are urged to learn more about the film before taking their young children with them.</p>
<p>NO ONE 17 AND UNDER ADMITTED</p>  	<p>Clearly adult. Children are not admitted.</p>



FILMRATINGS.COM

Appendix 3. The stages of development in Critical Thinking (Paul and Elder, 2008, p 20)

Stage	Defining Features and Characteristics
Unreflective Thinker	<p>Unaware of the role of thinking in one's life.</p> <p>Lacks the ability to be metacognitive.</p> <p>Does not identify concepts or assumptions behind one's thinking.</p> <p>Unable to fix problems in thinking or adopt new strategies to solve problems.</p>
Challenged Thinker	<p>Aware of the role of thinking in one's life.</p> <p>Has a superficial understanding of the basic elements of reasoning and standards for the assessment of thinking and finds it hard to apply them.</p>
Beginner Thinker	<p>Tries actively to take control of the quality of one's thinking.</p> <p>Lacks a systematic plan for improving one's thinking.</p> <p>Aware of the elements of reasoning and the standards for assessing reasoning, and the need to internalize them.</p> <p>Has an understanding of the role of egocentrism and welcomes self-critique.</p>
Practicing Thinker	<p>Aware of how one's reasoning tends to be flawed, thus; it needs to be monitored and corrected.</p> <p>Actively analyzes one's thinking across many areas of life, but only begins to assess it in a systematic way.</p> <p>Has limited insight into deeper levels of thought, and thus into deeper levels of the problems embedded in thinking.</p>
Advanced Thinker	<p>Has established good habits of thought.</p> <p>Actively analyzes, assesses, and critiques one's thinking.</p> <p>Has a well-developed sense of egocentrism and strives to be fair-minded.</p> <p>Quickly corrects one's thinking in an attempt to be intellectually fair.</p> <p>Sometimes lapses into egocentrism and reasons in a one-sided way.</p>
Accomplished Thinker	<p>Has established a systematic plan to assess and correct one's thinking, and is continually critiquing this plan in order to improve one's thinking.</p> <p>Has internalized the elements and standards consciously and deeply.</p> <p>Can recognize the relationships between thoughts, desires, feelings, and emotional needs, and can correct one's thinking when motivated by irrelevant emotions.</p> <p>Is a problem solver who seeks out alternatives, displays sound judgment, and leads through example.</p>

Appendix 4: Post-watching question of ‘Our Brand Is Crisis’

Question	Underlying skills and attitudes	Standards of reasoning	Elements of Thought
What is meant by ‘crisis ‘ in this movie?	Attention to detail Repetition	Question Assumption Information	Clarity Accuracy Precision
What do you consider the theme(s) of this movie to be?	Identifying trends and patterns	Concepts Information Inferences/ conclusions	Accuracy Depth Significance
Reading between the lines, what do you find?	Attention to detail Identifying trends and patterns	Concepts Point of view	Depth, breadth Precision
On what grounds were candidates winning points?	Attention to detail Identifying trends and patterns	Information Assumptions	Clarity Precision Fairness
Can you relate the end of the movie with what is going on in the world these days?	Attention to detail Identifying trends and patterns Repetition	Information Question Point of view	Clarity Relevance Depth Logic

<p>Write the questions you will be asking yourself before you decide which presidential candidate you will be voting for.</p>	<p>Objectivity</p> <p>Considering implications and distant consequences</p>	<p>Question</p> <p>Purpose</p> <p>Concepts</p>	<p>Depth</p> <p>Breadth</p> <p>Significance</p> <p>Fairness</p>
---	---	--	---

Appendix 5. ‘The Blind Side’ Worksheet.

Introducing Critical thinking Skills Through Movies.

The Blind Side is a 2009 American semi-biographical sports drama film. It was written and directed by John Lee Hancock, and based on the 2006 book *The Blind Side: Evolution of a Game* by Michael Lewis.^{[2][3]} The storyline features Michael Oher, an offensive lineman who played for the Baltimore Ravens and the Tennessee Titans, and currently is signed with the Carolina Panthers in the NFL.

From Wikipedia, The Free Encyclopedia

The Blind Side

While Watching Questions:

➤ Why do you think the movie is called ‘ The Blind Side’ ?

.....

.....

.....

➤ What is (are) the dominating theme(s) in the movie?

.....

.....

➤ What was the biggest obstacle to Michael’s success? Justify if you can.

.....

.....

.....

➤ What are the values that the movie promotes? Illustrate with examples.

.....

.....

.....

.....

.....

Post Watching questions:

- Which is opinion and which is fact from these?
 - ❖ Michael Oher is a poor and homeless teenager.
 - ❖ Leigh Ann spots Big Mike walking in the street wearing a worn out T-shirt on a chilly evening.
 - ❖ The Tuohys family was very welcoming to Big Mike.

- If Michael was adopted into a family as kind as the Tuohys, but not as rich, was he going to become as successful as he did? Justify if you can.

.....

.....

.....

.....

Ferdinand ... did not fight but sat under a tree and just smelled the flowers. It was meant as a reminder to coastwatchers that it was not their duty to fight and so draw attention to themselves, but to sit circumspectly and unobtrusively, gathering information. Of course, like their titular prototype, they could fight if they were stung.

From Wikipedia. The Free Encuclopedia.

- What do you consider to be the main message of the movie? Was it transmitted successfully?

.....

.....

.....

.....

.....

- Share a quote that you remember from the movie.

.....

.....

.....

.....

.....

.....

Appendix 6. 'Garden State' worksheet

Developing critical Thinking Skills Through Movies

While-watching Questions:

- ✓ Why do you think the movie is called « Garden State » ?

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

- ✓ What do you consider to be the main themes in this movie? Can you illustrate ?

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

- ✓ What do Zack Braff(Largeman) and Natalie Portman(Sam) have in common?

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

- ✓ Zack Braff wrote,starred and directed the movie. What was the key concept in it? What was he trying to convey knowing that the story is adapted from his own life experiences?

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

- ✓ What are the personality traits in Sam that you think led Large to befriend her ?

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

- ✓ How different do Large and Sam perceive the loss of a loved one, sickness, and life overall ?

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

Post-watching questions :

- ✓ Can you relate to one or more characters in this movie? If yes,say how.

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

- ✓ Does the end of the movie make sense to you ? In what way ?

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

- ✓ Has this movie changed your perception towards something? If yes, clarify.

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

Thank you for your participation ☺

Appendix 7. 'Accepted' Worksheet

Developing Critical Thinking Through Movies

Accepted (2006)

The following are quotes from the movie. Discuss them briefly (but mindfully). Consider these points:

- ✓ **What do you already know about colleges in the U.S.A?**
- ✓ **How do this quotes apply to everyday-life?**
- ✓ **What are the possible explicit and implicit intentions behind them?**
- ✓ **What are the details and/or examples that best clarify this quote?**
- ✓ **What is the main message of the movie and how does the quote relate to it?**
- ✓ **From which point of view has this quote emerged?**

1/ **Bartleby Gaines**: Listen guys, there are plenty of successful people who didn't go to college. Albert Einstein. You know? Pocahontas never went to college. Corey Feldman and Corey Haim; they had a great run. Both Lewis and Clark. Suzanne Somers. Bono.

➤

.....

.....

.....

.....

.....

2/ **Bartleby Gaines**: Hey Rory, hows it goin? What's wrong?

Rory: I... I... I- I didn't get into Ya- I didn't get into... I-I-I I didn't get into Yal- I didn't get into Yale.

Bartleby Gaines: What? Why not?

Rory: Well, there's no room for Rory at Yale! No, too many mediocre rich kids with well-connected parents.

➤

.....

.....

.....

.....

3/**Jack Gaines** : Society has rules, and the first rules is you go to college. You want to have a happy and successful life,you go to college. If you want to be somebody, you go to college. If you want to fit in, you go to college.

➤

.....

.....

.....

.....

.....

Uncle Ben: Look, we throw a lot of fancy words in front of these kids in order to attract them to going to school in the belief that they're gonna have a better life, and we know that all were doing is breeding a whole new generation of buyers and sellers, BUYERS AND SELLERS! Pimps and whores, PIMPS AND WHORES! and indoctrinating them into a life long hell of debt and indecision!

DO I HAVE TO SPOON FEED IT TO YA? look, there's only one reason that kids want to go to school...

Jack Gaines: ... Which is?

Uncle Ben: ...To get a good job... To get a good job, with a great starting salary.

Jack Gaines: I couldn't agree more.

Diane Gaines: It is so refreshing to have somebody approach education so rationally!

➤
.....
.....
.....
.....

Bartleby Gaines: And they all paid first semester's tuition?

Rory: Yep. 10,000 bucks a piece. I stopped counting after the first 100 checks.

Glen: That's 74 million dollars.

Rory: It's a million dollars, Glen.

Glen: Yeah... In human dollars.

➤
.....
.....
.....
.....
.....
.....

Sherman Schrader: It was your idea to put "acceptance is just one click away"

➤
.....
.....

Dean Van Horne: Rejection. That's what makes a college great. The exclusivity of any university is judged primarily by the amount of students it rejects.

➤
.....
.....

Abernathy: When I got accepted here, it was the first time my parents ever said they were proud of me!

➤
.....
.....
.....
.....
.....

Appendix8 . 'The Girl in the Café' Worksheet

Developing Critical Thinking Skills Through Movies

Questions :

1-The song « Cold Water » by Damien Rice was played both at the beginning and at the end of the movie. Can you say what did it mean each time ?

Here are the lyrics :

Cold, cold water surrounds me now
 And all I've got is Your hand Lord,

can You hear me now (3) or am I lost ?Love one's daughter
 allow me that
 And I can't let go of Your hand

Don't you know I love you
 And I always have
 Hallelujah, will you come with me?

A- Its meaning at the beginning :

.....

.....

.....

.....

B- Its meaning at the end :

.....

.....

.....

.....

.....

2- The « meet-cute » of Lawrence and Gina is a traditional. How does it affect their relationship and the end of the movie?

.....

.....

.....

.....

.....

.....

3-Do you consider Lawrence and Gina's story to be a love story? say why.

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

4- Do Lawrence and Gina’s personalities show any change from the beginning till the end of the movie ? Illustrate with an example.

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

5- What are the problems (personal, social or world ones) this movie is trying to spotlight ?

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

6- What do you consider the main message of this film to be ?

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

7- How can you describe Gina’s politically provocative behavior and transformed personality at the end of the movie ?

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

Appendix 9. 'Our Brand is Crisis'

DEVELOPING CRITICAL THINKING SKILLS THROUGH MOVIES

OUR BRAND IS CRISIS 2015

1/ What is meant by « crisis » in this movie?

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

2/ What do you consider the theme(s) of this movie to be?

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

3/ On what grounds were candidates winning points?

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

4/ Reading between the lines, what do you find?

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

5/ Can you relate the end of the movie with what is going on in the world these days?

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

6/ Write the questions you will be asking yourself before you decide which presidential candidate you will be voting for.

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

المخلص

تهدف الدراسة الحالية إلى الكشف عن مدى نجاعة استخدام الأفلام كوسيلة تربوية لتعزيز قدرات التفكير النقدي لدى طلبة اللغة الإنجليزية حيث يعد التفكير النقدي واحدا من أهم القدرات الفكرية التي تتطلب التساؤل، التفكير العقلاني و المنطقي و التأملي. وقد افترضت الدراسة أن استخدام الأفلام كوسيلة تعليمية ضمن المنهاج التربوي، بإمكانه أن يساعد على تطوير التفكير النقدي لدى الطلبة الجامعيين. و سعيا لتحقيق أهداف هذه الدراسة تم اتباع المنهج التحليلي الوصفي. و تسعى الدراسة الحالية إلى وصف متغيرين: هما الأفلام كمتغير تابع، و التفكير النقدي كمتغير مستقل. و قد اعتمدت الدراسة على أدوات المنهج الوصفي الآتية : عرض الأفلام ملحق بمجموعة من الأسئلة الكتابية، الملاحظة المرئية للطلاب، و تفعيل نقاش فكري بينهم. أما العينة المنتقاة لتمثيل الكلية الطلابية، اختيرت عشوائيا فوق الاختيار على مجموعة من طلبة السنة الثانية ليسانس لغة إنجليزية، كلية الآداب و اللغات بجامعة محمد خيضر، بسكرة. وبعد القيام بتحصيل وتحليل نتائج هذا البحث تبين أن دمج الأفلام ضمن المنهج التعليمي هو طريقة فعالة وعملية بمقدورها التأثير إيجابيا على تطوير قدرات التفكير النقدي لدى الطلبة. و قد أثبتت النتائج أن المناقشات بين الطلبة أسهمت في تطوير التفكير النقدي. وعلى ضوء هذه النتائج يمكن عرض الاقتراحات البيداغوجية التي تم ذكرها، راجين أن تكون ذات فائدة للأساتذة و الطلبة على السواء.