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# Sommaire :

**L'apport de la réflexion dans le développement cognitif des apprenants**

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## 1. Introduction :

L'un des soucis qui suscitent beaucoup de  d'intérêt  dans le contexte scolaire est le choix des stratégies et des méthodologies d'enseignement. L'apprenant est devenu un partenaire inévitable dans le processus de transmission des informations d'où la nécessité de son implication dans les choix et les stratégies adoptés lors de son apprentissage.

Il est évident de varier les possibilités et les outils, mais le passage du savoir vers le savoir-faire reste l'objectif principal. Alors, l'enseignant doit s'impliquer davantage en essayant de trouver des solutions  pour pouvoir réussir son travail en classe et parmi les solutions les plus opérationnelles  est l'implication de l'apprenant lui-même dans son apprentissage. Certes  l'hétérogénéité du groupe rend la tâche de l'enseignant plus compliquée, néanmoins l'adoption d'une posture réflexive  permet à chaque apprenant d'adopter une stratégie convenable à son profil et à l'apprentissage proposé. Le problème posé dans cette situation est : Nos apprenants ont-ils la possibilité de développer leurs capacités réflexives  de sortes à faciliter leurs réceptions des connaissances ?

Pour répondre à cette interrogation nous proposons deux hypothèses :

- Nos apprenants ne sont pas conscients de la valeur de la réflexion dans le processus d'apprentissage.

- Les stratégies adoptées dans nos classes ne favorisent pas un apprentissage basé sur la réflexion individuelle de l'apprenant.

Notre travail traitera un aspect de la réflexion qui est celui de la réflexion métalinguistique, sa conception et son impact dans le processus d'apprentissage de la grammaire dans une classe de FLE.

## 2. La réflexion sur les concepts :

Pour aborder ce point, nous citons les travaux  d'Osborne qui explicite ce point lors de sa présentation du concept d'apprentissage : « lors de ses premiers contacts avec La langue étrangère, l'apprenant ne pourra guère posséder de conscience que de sa langue maternelle »[1]donc, l'apprenant ne commence pas du vide dans son apprentissage mais il dispose d'un certain savoir qui est celui de sa langue maternelle ,avec des préjugés ,d'imprécisions et des contradictions sur cette langue qui lui est étrangère. Alors, pour l'acquérir il est souhaitable de procéder par un travail de réflexion qui prend cette langue comme étant un objet de réflexion avec une mise à distance[2], vis-à-vis : l'énoncé, le discours, les reformulations, les citations et les définitions. Ce travail  a pour objet l'analyse de la langue .Cette réflexion doit être construite avec

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[1]  -Osborne J , « Grammaire,métalangage et productions (Activités épilinguistiques,conscience métalinguistique et explicitation) »,Document de synthèse pour l'HDR ,1999,pp22-29.

[2] Cuq j-pierre et Gruca Isabelle, « Cours de didactique du français langue étrangère et seconde, Coll.FLE,(éd) Presses Universitaires de Grenoble,2002,p254.

des moments ménagés par le maître afin de lui permettre de gérer la construction de ce nouveau savoir métalinguistique. C'est une activité indispensable lors de l'enseignement d'une langue étrangère.

Ce travail de réflexion nécessite le passage par certaines étapes :

a- Une réflexion  sur le fonctionnement de la langue en se basant sur l'analyse  détaillée des

caractéristiques   intrinsèques et spécifiques de cette langue. Cette opération peut  déboucher sur  des activités de reformulation assurant  que l'apprenant puisse par le biais de ce travail arriver à réutiliser  ou à pratiquer  la langue dans d'autres contextes différents. Elle  vise à développer les habilités langagières des apprenants (savoir-faire).

b- Amener l'apprenant, tout en appuyant sur l'apport positif de l'enseignant, à formuler ses propres règles à travers les différentes activités explicatives du point de langue étudiée, et de faire des comparaisons entre ses observations et le traitement proposé par l'enseignant, ce qui permet à l'apprenant  de mieux construire et conceptualiser en cette langue cible.

Suite à ses opérations nous aboutissons aux conséquences suivantes :

A- le développement d'une véritable compétence communicative et une réelle compétence linguistique du moment que l'apprenant accède à cette langue par ses propres potentialités. Tout ce qu'il découvre, il va le saisir, cette acquisition des automatismes de la langue assure le bon fonctionnement de la langue.

b- Cela   favorise l'ancrage de la langue dans la pratique personnelle de l'apprenant puisqu'il va lui-même débattre les différents points étudiés d'un côté, avec son -professeur et de l'autre côté, avec les autres élèves. Ce qui développe chez lui une pratique habituelle de cette langue. C'est un moyen qui  lui facilite la maîtrise de son fonctionnement quel que soit le contexte auquel il sera confronté.

Enfin, ce que nous pouvons dire, c'est que le développement de telle capacité

Réflexive chez l'apprenant a un rôle principal dans l'apprentissage quoique cette tâche s'avère compliquer à cause de la multiplicité des opérations effectuées et  le contexte dans lequel la langue française est enseignée (représentations individuelles et les normes institutionnelles).

**2.1. Le développement de la réflexion chez l'apprenant :**

L'apprenant algérien n'est pas au stade de mener des réflexions sur la langue étrangère, non pas  parce qu'il n'a pas l'intention de le faire, au contraire, nous avons  constaté le long de cette  recherche que l'élève cherche par tous les moyens d'utiliser cette langue et essaie de comprendre son fonctionnement sauf que des obstacles surgissent souvent tel que:

-L'enseignant ne favorise l'adoption d'une telle posture en classe en explicitant les concepts grammaticaux. Il vise l'appropriation des connaissances par répétition et imitation sans pousser l'apprenant à la découverte des connaissances et l'exploitation dans les différents contextes de vie.

-Les   exercices proposés sont des exercices soit d'imitation ou de répétition des éléments appris. L'apprenant n'est pas soumis à des activités de réflexion et découverte.

-Les conditions matérielles dans lesquelles se déroule le travail sont défavorables.

-L'apprenant lui- même n'a pas une idée sur l'importance d'un tel travail pour apprendre une langue étrangère.

      Face à tous ces obstacles nous devons revoir certains éléments afin d'arriver à créer cette pratique chez nos apprenants :

-Les enseignants doivent proposer des démarches qui assurent le recours à la réflexion chez les élèves. Cette vision permet à l'apprenant de développer ses acquis et ses stratégies.

-L'institution doit revoir les exercices proposés et essaie de proposer  aux élèves des exercices variés. Cette perspective assure l'acquisition d'un savoir-faire.

-Sensibiliser l'élève quant à l'importance de la réflexion.

      Nous pensons que l'application de ses normes pourrait pousser les apprenants à connaître  les concepts à avoir cette possibilité de les réutiliser dans des situations différentes.

**3. La perception des concepts :**

      Porquier et Besse dans ce contexte annonce l'idée : « il existe chez tout apprenant (…) des sortes de cribles métalinguistiques à travers lesquels, et au moyen desquels, est perçue consciemment, souvent de

manière faussée ou erronée, l'organisation de la langue cible »[3]. Ces cribles sont des préjugés langagiers, des stéréotypes linguistiques, des jugements idéologiques acquis dans la langue de départ ce qui constitue un modèle métalinguistique naïf. Ce dernier au contact avec les données de cette langue étrangère cause des obstacles. Ce passé métalinguistique bloque l'acquisition et produit des interférences entre sa langue et cette langue étrangère.

En pédagogie l'objectif principal n'est pas à acquérir un nouveau savoir métalinguistique solide mais à : changer, adapter ou peut-être détruire les représentations conçues afin de les rendre adéquates et plus opérationnelles en classe de FLE.

Dans ce même champ, les didacticiens en proposent deux sortes de démarches :

-La première est celle qui adopte la métalangue et le modèle métalinguistique de la langue cible, c'est-à-dire, une description explicite de la langue étrangère qui peut amener les apprenants à percevoir cette dernière ce qui nous éloigne des interférences et des ambiguïtés originaires de la confusion entre les deux systèmes langagiers car l'apprenant va pouvoir connaître les divergences entre les deux langues.

-La deuxième est celle basée sur les exercices de conceptualisation qui obéissent à une démarche dans laquelle le professeur propose de travailler sur une erreur grammaticale et demande aux apprenants de produire des

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[3] - Besse (H) et Porquier(R), « Grammaires et didactiques des langues », Coll. LAL, (rééd) Hatier/Didier, 1991, p109.

énoncés sur un point de grammaire, ensuite il les regroupe dans un corpus de façon à sélectionner les phrases correctes et celles qui ne le sont pas en incitant les apprenants à formuler la règle qui serait provisoire.

Si le test ne réussit pas on développe une autre hypothèse.Ce genre d'exercices s'axe sur deux aspects :

-« la prise de conscience par l'apprenant (guidé par l'enseignant) de ses propres intuitions sur le système de la langue étrangère facilité l'acquisition »(29)[4]Alors en utilisant ses potentialités, il arrive à décortiquer les parties de cette langue.

-Pour certains didacticiens le travail sur l'aspect métalinguistique est considéré comme un « adjuvant cognitif ».

Le résumé de tout cela c'est que l'apprenant constitue les éléments les plus importants pour une langue donnée par la découverte mais sous l'effet des orientations faites par son enseignant.

### 4.1. Perspectives de remédiation :

Pour cet aspect, il est indispensable de parler de l'hétérogénéité des terminologies grammaticales car, l'apprenant pour décrire un élément fait appel à l'intuition en s'appuyant sur des modèles métalinguistiques différents de ceux de l'enseignant.

Cette perception personnelle est positive dans la mesure où elle se base sur les compétences de l'apprenant, rien qu'il est plus tolérable, de la

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[4] - Besse (H) et Porquier(R), « Grammaires et didactiques des langues », Coll. LAL, (rééd) Hatier/Didier, 1991, p109.

part de l'enseignant de gérer et de guider cette activité de façon à être plus opérationnelle en classe.

## 4. Propositions méthodologiques :

L'enseignement de la langue française en Algérie pose de délicates questions aux chercheurs, aux enseignants et aux apprenants .Et pour arriver à répondre à toutes ces interrogations c'est une tâche difficile voire même impossible, donc nous vous proposons quelques possibilités qui peuvent faciliter la tâche de l'apprentissage en classe.

### 4.1-L'enseignant :

Son rôle est primordial  car c'est lui qui gère  le déroulement de la séance en classe donc il est plus pratique de former ces derniers à des méthodes qui leur assurent d'impliquer l'apprenant dans le processus d'apprentissage.

-Un autre aspect, l'enseignant doit comprendre qu'il n'est plus ce détenteur de savoir mais un constructeur de savoir avec l'apprenant.

### 4.2-La  classe :

D'abord nous vous soulignons que l'environnement prévu pour le travail n'est pas favorable (classe/ nombre d'élèves…..etc.). Cela veut dire que nous devons prévoir des séances de travaux dirigés dans lesquelles le nombre d'élèves est limité, cette possibilité donne à l'apprenant l'opportunité de participer dans la construction de ses propres connaissances et développer son potentiel réflexif.

Cette situation peut permettre à l'enseignant de connaître le niveau réel des apprenants et de prévoir en même temps les solutions les plus adéquates pour assurer une bonne transmission des connaissances.

**4.3-Les activités d'apprentissage :**

Nous avons constaté qu'elles sont limitées et ne favorisent pas une bonne maîtrise de la langue française, alors il faut :

-Varier les activités dans le manuel scolaire des élèves. Cette variété doit fournir aux apprenants les outils  de production et de réflexion.

-Proposer des activités qui ont une tendance à mener un travail réflexif. Ces exercices assurent aux apprenants de maitriser les concepts et avoir la capacité de réutiliser les acquis dans les contextes de production.

-Pousser l'apprenant à faire un travail personnel et individuel sans avoir recours à l'aide de l'enseignant. Cette pratique permet à l'apprenant de s'impliquer dans son apprentissage, en le construisant et être conscient de sa composition

Ces propositions et perspectives  ne sont pas obligatoirement fiables. Nous pensons qu'elles seraient adéquates dans le contexte scolaire.

**5. Conclusion :**

En guise de conclusion, nous pouvons reprendre notre constat d'apprentissage. L'adoption d'une stratégie et d'une méthodologie précise ne peut se faire d'une manière simple, elle exige l'implication de tous les partenaires du processus d'apprentissage. Il faut préciser que chaque acteur dans cette opération a sa propre  tâche dans la construction de

l'information. En plus, les missions sont complémentaires d'où la nécessité des échanges et des interactions entre eux.

L'apport de la réflexion dans ce contexte est une étape inévitable dans le développement  cognitif, il est le moyen de découvrir l'information et la  construire en s'appuyant sur les travaux individuels des apprenants. L'élève, en prenant le rôle de constructeur, s'implique dans l'installation de l'information qui exige de sa part le recours à plusieurs activités cognitives (lecture/ interprétation/relation……..etc.). La réflexion dans cette situation est un choix imposé pour réussir son apprentissage.

Alors, nous devons pousser l'enseignant a opté pour un travail de réflexion pendant le déroulement de sa séance. En adoptant ce mode d'apprentissage, l'enseignant et l'apprenant opteront pour des stratégies autres que celles utilisés dans les classes. Ils doivent s'inscrire dans une démarche basée sur la complémentarité des tâches et la réflexion.

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## *Développer la pensée critique et les compétences du 21e siècle dans le contexte de l'enseignement supérieur.*

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Cette communication vise le transfert de l'apprentissage de la classe ordinaire vers un apprentissage dans un espace virtuel basé sur une plate-forme d'apprentissage en ligne.

Il s'agirait d'envisager l'apport de cette nouvelle stratégie d'enseignement et de montrer le rôle de ses technologies innovantes dans les différentes situations d'apprentissage.

 Sans doute, tout le public éducatif est penché vers l'utilisation du numérique dans la réalisation des cours en classe, soit en présentiel soit en distanciel. Cette utilisation est considérée comme un ajout qui a modernisé les situations d'apprentissage. Elle a aussi facilité la tâche aux enseignants et a offert un amour de scolarisation à la génération actuelle. L'émergence de cet âge numérique a orienté nos apprenants vers les loisirs technologiques en leur imposant une nouvelle stratégie à apprendre les langues.

Il est évident que les T.I.C.E ont apporté du nouveau et du succès à la réalisation des cours en classe. À partir des années 90, nos décideurs dans le secteur éducatif ont intégré ces nouvelles technologies dans les pratiques quotidiennes de nos enseignants et nos enseignés. Cette intégration a amplifié l'opération d'apprentissage par des outils technologiques qui ont beaucoup aidé nos étudiants à mieux réaliser

l'activité de la situation d'intégration, « *Par intégration, nous entendons toute insertion de l'outil technologique, au cours d'une ou plusieurs séances, dans une séquence pédagogique globale, dont les objectifs ont été clairement déterminés. Pour chaque phase les modalités de réalisation sont explicitées en termes de pré requis, d'objets, de déroulement de la tâche, d'évaluation, afin que l'ensemble constitue un dispositif didactique cohérent* » (Bourguignon, C. 1994, p19-20).

Nous nous focalisons sur l'enseignement supérieur comme champ d'investigation. Ce palier a connu un énorme bouleversement après l'intégration des T.I.C.E et la démocratisation de l'outil informatique, en 2000, qui consiste à munir tous les Algériens d'un ordinateur sous le slogan «*un ordinateur pour tous*».

Personne ne peut négliger le rôle positif des T.I.C.E dans l'enseignement supérieur médiatisé  mais la question qui se pose : *comment profiter de ces nouvelles technologies ? Sont-elles seulement un outil technique ou un moyen d'une importance capitale pour l'apprentissage ?* Pour répondre à ces questions, nous nous basons sur l'expérience faite par Bruno DE LIEVRE ou bien , ce qui est connu par le projet « *Learn-Nett* », en Belgique et en Suisse, qui consiste à former des enseignants aux technologies de l'information et de la communication pour l'enseignement, dans le but, d'acquérir à des compétences pédagogiques au lieu d'une simple maitrise de notions ; ce qui affirme Bruno DE LIEVRE « *Nous estimons que l'intégration des technologies dans les pratiques éducatives pourrait être une occasion pour les enseignants d'étendre leurs réflexions pédagogiques* » (2001 :209).,

Pour que ces technologies soient utiles, il faut assurer leur apport à l'acquisition de l'oral et de l'écrit ; il faut sentir, quotidiennement, le

changement subi sur les pratiques orales et écrites dans nos classes. Nous commençons par l'apport à l'acquisition de l'oral où les différents supports offerts par les outils audiovisuels et par l'informatique ont enrichi les activités de l'oral (compréhension / production) ; et poussé les apprenants à appréhender une situation de compréhension dans sa globalité avec l'aide des images (fixes ou animées), sons, textes.   Dans l'exploitation des documents audio, le signe linguistique n'est pas secondaire mais il fait partie intégrante du message : il sert non seulement à aider et compléter la compréhension orale mais incite aussi à explorer ce qui se cache derrière des paroles prononcées, comme le souligne *M. Lebre-Peytard* : « *Images et documents sonores sont polysémiques. L'exploration du réseau connotatif des images employées complète celui du document sonore : leur contenu aide à situer le discours oral dans le contexte social qui est le sien* » (1990 :29).

Nous passons au second apport, celui de l'acquisition de l'écrit où l'utilisation des outils multimédia (le traitement de texte, les ressources de l'Internet, le courrier électronique et des logiciels spécifiques), facilite et renforce la compétence de l'écriture chez l'apprenant. Ce type d'exercice et d'autres faisant usage d'outils informatiques et intégrant la dimension humaine, conduisent sûrement à l'amélioration des compétences écrites.

Ce travail repose sur une interrogation adressée aux étudiants du Master1 français, centre universitaire d'Aflou, en novembre 2019, dont la question était la suivante : *Quel est l'apport des T.I.C.E à l'acquisition des différentes compétences, notamment celle de l'oral et de l'écrit ?*

Parmi les trentaines réponses, les 90% étaient pour le grand rôle joué par ces moyens technologiques récemment utilisés dans leur département, en le prouvant par la motivation supplémentaire, le gain du temps, la facilité

de la tâche de l'enseignant et le plus important, est le souci créatif chez eux.

Les T.I.C.E, qui ont remplacé l'ancien terme « informatique », demeurent les outils les plus  efficaces dans l'opération enseignement/apprentissage. Elles sont des moyens avantageux pour l'apprenant et l'enseignant qui doivent suivre une formation continue afin qu'ils maitrisent ces multimédias. Tous ces facteurs ont aidé les enseignants, les apprenants et même leurs parents de se débarrasser  de l'image classique de comment enseigner et par quels outils?

Ces technologies s'imposent et assurent leur place, notamment dans les circonstances actuelles dont le Covid-19 est le principal facteur qui a leur permis d'être la meilleure solution pour la continuité des études dans les universités. Par conséquent, nous remarquons que l'opération apprentissage/ enseignement s'éloigne de la classe et se prépare à une externalisation imposée et fondée  sur les espaces virtuels et les multiples outils technologiques disponibles.

En effet, la pandémie du Covid-19 a paralysé presque toutes les écoles du monde entier. Elle a imposé une nouvelle stratégie d'enseignement connue par l'enseignement à distance. Ce genre d'enseignement est considéré comme une précaution importante pour s'assurer de la propagation de ce virus. Les cours en salle de classe, les conférences dans les amphis et même les réunions pédagogiques ont été transférés en ligne. Dans cette perspective, nous mettons l'accent sur la position de l'enseignement en ligne entre difficulté et flexibilité, plus précisément, sur ses avantages et ses inconvénients.

Concernant les avantages, nous pouvons dire que ce genre d'enseignement permet à l'apprenant d'avoir une certaine flexibilité  de suivre ses études selon l'emploi du temps et l'endroit convenable qu'il choisit. L'apprenant s'adapte facilement à son propre rythme ; Le plus rapide n'attend pas le plus lent et il n'est plus gêné par lui. Cet enseignement offre à l'apprenant une liberté dans la pratique ; les apprenants n'ont plus besoin de se déplacer et de se conformer à des horaires. On se forme où l'on veut, quand on veut. Il suffit de disposer d'une connexion WI-FI et d'un ordinateur portable, d'une tablette, ou d'un Smartphone. L'enseignement en ligne facilite la tâche aux plusieurs apprenants en réalisant leurs rêves.

Comme il a des avantages, il a aussi des inconvénients. Plus au facteur de la non disponibilité des matériaux informatiques dans tous les établissements scolaires, nous enregistrons d'autres inconvénients. Dès l'accès en salle de cours, l'apprenant reçoit un sentiment d'isolement dû au format individuel de ce type d'apprentissage, ce qui peut lui donner un sentiment de solitude. Dans cette situation, l'interaction devient faible malgré la disponibilité  des moyens technologiques tels que la vidéoconférence, les médias sociaux et les forums de discussion. Cet enseignement peut provoquer chez l'apprenant un problème de santé. Il peut être affecté par des maladies  à cause du temps qu'il passe devant les écrans des différents appareils électroniques. L'enseignement en ligne encourage le problème d'autodiscipline chez les jeunes apprenants et il les rend moins engagés. Ils seront moins motivés pour terminer leur formation en ligne à cause de l'absence physique de l'enseignant pour les motiver à étudier.

Nonobstant les multiples inconvénients de l'enseignement à distance, il devient une fatalité pour débloquer plusieurs situations d'apprentissage sur tous les niveaux.

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L'univers désenchanté dans la littérature algérienne contemporaine:
Lectures Structurale et Thématique

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**Abstract :**

Le présent travail traite de la notion de désenchantement dans la littérature algérienne contemporaine de langue française. S'insérant dans l'axe de la pensée critique et transdisciplinaire, c'est-à-dire où cette étude fera appel à deux approches : structurale et thématique afin de traiter des œuvres *Des ballerine de Papicha* (2010) de Kaouther Adimi, *La prière du Maure* (2008) d'Adlène Meddi et *Alger, le cri* (2013) de Samir Toumi. Ces auteurs, qui appartiennent à la nouvelle génération d'écrivains algériens dont la promiscuité avec l'actualité de la société algérienne est dû, notamment au jeune âge d'Adimi qui a vécu et fait ses études en Algérie, rendant son point de vue et son regard, sur les problèmes qu'affrontent les jeunes d'aujourd'hui dignes d'intérêt. De plus, Meddi qui travaille dans le domaine des médias et du journalisme a été le témoin des maux qui rangent la société et les dysfonctionnements de ses institutions. Ainsi, dans le but de mettre en avant ce rapport désenchanté qu'expriment ces auteurs algériens contemporains dans leurs œuvres, cette présente étude prendra appui sur deux approches : la première structurale notamment

avec les travaux de Philippe Hamon sur le personnage et dont la finalité est d'arriver à montrer la manière dont le désenchantement se manifeste à travers les personnages des romans étudiés. Par la suite, partant du postulat que ces auteurs entretiendraient un rapport désenchanté à l'égard de l'espace urbain, cette seconde approche thématique aura pour objectif de traiter de la récurrence de ce thème à travers ces romans et pour cela, nous prendrons appui sur les travaux de Jean-Pierre Richard, c'est-à-dire dans un travail de relevé de citations suivies de commentaires pour obtenir un discours qui corrobore le postulat émis.

**Mots-clés** : littérature, personnage, espace, thématique, désenchantement.

Dans cette présente communication intitulée : l'univers désenchanté de la littérature algérienne contemporaine : Lectures structurale et thématique, nous allons tenter de démontrer comment le désenchantement se manifeste dans certaines œuvres algériennes contemporaines de langue française. Ces différentes manifestations observées chez Kaouther Adimi dans *Des ballerines de Papicha* (2010), Adlène Meddi dans *La prière du Maure* (2008) et Samir Toumi dans *Alger, le cri* (2013), où à travers une double lecture : d'abord structurale en prenant appui sur les travaux de Hamon sur l'analyse du personnage afin de mettre en avant ce rapport désenchanté qui s'exprimerait à travers les personnages des romans étudiés, par la suite une lecture thématique sera appliquée dans le but de traiter de la récurrence du thème du désenchantement dans les œuvres des auteurs étudiés.

Pour cet effet, il est un passage obligé avant d'appliquer les approches citées précédemment, d'aborder la notion de désenchantement, de la

définir, de jeter un regard sur relation avec la littérature, pour ainsi en délimiter et affiner les contours afin de mieux saisir les différentes acceptions de cette écriture dite de « désenchantement » qu'expriment les auteurs algériens contemporains.

**Une écriture du désenchantement ?**

Le terme de désenchantement est souvent rattaché à celui de désillusion, de déboire voire de désappointement. Il est défini dans le dictionnaire *Larousse* comme : « La perte d'une illusion, déception dans son attente ; déconvenue, désillusion » et dans *Linternaute*, le mot désenchanté est usité : « pour accentuer l'aspect décevant. Il dénote un espoir qui ne s'est pas réalisé à une ou plusieurs reprises, créant un sentiment d'échec », reliant ainsi ce terme à la déconvenue survenue après avoir essuyer un échec, ou encore à la non réalisation d'un projet qui aboutit par l'anéantissement de tout espoir.

Dans le domaine littéraire, souvent synonyme de désillusion, le désenchantement permet comme le postule Etsè Awitor dans sa thèse sur le malaise et la violence dans la littérature africaine anglophone :

De montrer le caractère violent de la perte des illusions. L'émergence des régimes dictatoriaux après l'indépendance dans plusieurs pays africains où la corruption, le clientélisme et l'affairisme sont érigés en mode de gouvernement entraînent une dissonance profonde et un malaise sans précédent. (Awitor, 2015 : 4)

Ce qui nous amène à dire que le concept de désenchantement renvoie à la perte des illusions, où les auteurs mettent en avant les réalités sociétales où violence, désarroi et perte d'espoir y règnent, en même temps que le

dysfonctionnement et la corruption des institutions, ce qui finit par gangréner toute une société.

A ce sujet, nous avons relevé dans les œuvres étudiées, cette présence et cette récurrence du désenchantement, et qui se présente à plusieurs niveaux. De la description de l'espace urbain aux discours des personnages, en passant par la construction de ces derniers par les auteurs.

Cette expression du désenchantement de l'espace urbain se présente à travers la parole des personnages, tel que dans le roman *Des ballerines de Papicha* d'Adimi :

- « L'arrêt de bus, lui, est bondé […] je ferme les yeux pour ne pas voir la ville défiler. Les rues d'Alger la blanche. Il n'y a guère que les étrangers pour s'extasier devant sa blancheur. Je suis née ici, j'y ai toujours vécu et j'y mourrai sans doute et de cette ville, je vois plus la blancheur, la beauté ou la joie de vivre, mais uniquement les trous qui me font bondir de ma place […] saleté de ville !» (Adimi, 2010 : 57)

Ainsi, ce rapport désenchanté à l'espace urbain se déploie à travers le discours des personnages, où Alger qui est connue comme la ville blanche, ne l'est point pour ceux qui l'habitent et qui y vivent quotidiennement, laissant ainsi place au mal de vivre et au désarroi. Menant de la sorte, à la perte de la blancheur de la ville, ou en d'autres mots à la perte de son charme et de sa magie, ce qui concorde avec la définition de la notion de désenchantement, c'est-à-dire en la perte de la magie et du charme d'un objet ou de ladite chose décrite.

De plus, ce rapport désenchanté s'exprime également par le biais de la confrontation entre les deux notions que sont l'enchantement et le

désenchantement, où Toumi met en rapport dans son récit cette opposition entre ces deux notions à travers la comparaison de deux villes, celle de Tunis à celle d'Alger :

- « J'ai quitté Alger pour Tunis […] La brise marine de Sidi Bou Saîd a dissipé les fantômes d'Alger […] je n'arrive pas à oublier la baie d'Alger, le serpent assoupi […] Tunis est la caresse après la gifle. Alger est mon syndrome de Stockholm, je sais que je retournerai bientôt à mon bourreau » (Toumi, 2013 : 38)

Cette confrontation entre ces deux villes nous amène à mieux définir ce rapport désenchanté à l'égard de l'espace urbain, où Toumi oppose les deux villes, la première étant porteuse d'espoir et de gaité et la seconde, son opposée. De plus, usant de l'allégorie du syndrome de Stockholm[5], où la ville est comparée à un géôlier qui tient en otages ses habitants, faisant ainsi de cet espace un lieu malsain et clos, qui enclot et qui finit par atteindre ces habitants, ces derniers se confondant avec lui, devenant ainsi empathique envers cet espace tortionnaire jusqu'à adopter ses traits, en se reconnaissant en lui et finir par l'aimer.

Permettant de mieux délimiter les contours du concept de désenchantement, où ce dernier rime avec l'enfermement et la désillusion, et ainsi le définir, en l'opposant à celui d'enchantement, du fait que si l'on considère le substantif dont il est la négation par l'addition du préfixe privatif « dés- », nous obtenons par-là le terme d'« enchantement ». Ce dernier suggère d'abord un sentiment agréable de satisfaction, voire un vif

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[5] Le syndrome de Stockholm désigne « la propension des otages ayant partagé longtemps la vie de leur géôlier à sympathiser avec eux et à adopter leur point de vue » (Martin-Du-Pan : 2009).

plaisir ou encore la magie et le charme d'un lieu, d'un objet ou d'une personne.

Ensuite, et par opposition, le terme de désenchantement peut se lire comme un sentiment désagréable d'insatisfaction et d'inassouvissement, voire même la perte de la magie et du charme de ladite chose ou personne décrite. Et, cette perte de la magie et du charme peut également être liée à la perte de la confiance en soi, au souhait de vouloir s'affliger de la souffrance, à la fuite de la réalité, dans la perte de ses valeurs et principes ou encore dans le non-respect des lois humaines voire divines en les pervertissant ou encore ce que Tillich nomme la « profanisation »[6] c'est-à-dire en évacuant et en vidant le sacré de son contenu et de sa valeur propre.

Ceci étant clarifié, et avant de passer à l'analyse des personnages par le biais de l'approche structurale et celle thématique, il est un passage obligé d'aborder les œuvres sur lesquelles porte cette présente étude, c'est-à-dire *Des ballerines de Papicha* (2010) d'Adimi, *La prière du Maure* (2008) de Meddi et *Alger, le cri* (2013) de Toumi.

Adimi qui est une jeune auteure algérienne nous offre avec son premier roman *Des ballerines de Papicha*, relatant l'histoire d'une famille algérienne, en passant d'un personnage à un autre, elle nous fait découvrir leur ressentiment, leur mal-être, leur vécu et quotidien dans la ville d'Alger. En donnant la parole à ses neuf personnages, on y découvre Adel, Kamel, Yasmine, Mouna, Sarah, Tarek, Hadj Youssef et Hamza, nous

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[6] Paul Tillich mentionne que « nous avons recours à ce néologisme « profanisation » pour bien le distinguer de « profanation ». Ce dernier terme signifie une action anti sacré […] il s'agit ici au contraire de l'action par laquelle le sacré est tout simplement évacué, vidé de son contenu, de sa valeur propre » (Tillich, 1990 : 24)

dévoilant ainsi la vie des membres d'une famille algérienne typique et ainsi que de leurs voisins.

Dans *La prière du Maure*, Meddi nous plonge dans une enquête policière qui se passe dans l'Algérie des années 2000, où Djo un commissaire de police à la retraite doit malgré lui reprendre du service pour enquêter sur la disparition d'un jeune homme dans la ville d'Alger. Ainsi, pour rembourser une ancienne dette, il replonge dans les bas-fonds d'Alger, retrouve ses vieilles connaissances, lui rappelant les règlements de comptes entre différentes parties du régime régnant ainsi qu'entre les services de polices et les Islamistes.

Ce qui fait balloter Djo d'un lieu à l'autre de la ville d'Alger : du Palais de la Présidence aux commissariats, en passant par les bars crasseux de la vieille ville, où Djo tente de réunir des renseignements auprès de ses vieilles connaissances, rencontrant des personnages aussi étranges que dangereux pour lui et ses proches, afin d'assembler des morceaux d'un puzzle qui ne veut guère prendre forme.

Pour *Alger, le cri*, Toumi nous offre un récit introspectif en relatant le quotidien dans la ville d'Alger. Le récit est composé de huit chapitres où dans chacun le narrateur relate son vécu, son ressentiment et sa relation avec la ville d'Alger.

On se retrouve plongé dans une course poursuite dans les rues de cette ville, qu'il aime autant qu'il la déteste, proposant une description très précise des quartiers, des rues, des immeubles et de l'architecture générale de la ville. Offrant ainsi un plan urbain détaillé d'Alger où avec les longues marches qu'il entreprend chaque jour, telle une torture qu'il s'auto-afflige, il trace une description des quartiers, des bâtisses, des rues

et de leur histoire, tel un roman de voyage[7], il réussit à faire découvrir les subtilités et les à-côtés de l'architecture de la ville.

Cet aperçu des œuvres sur lesquelles porte cette étude ayant été présenté, nous amène à passer à l'analyse des personnages de ces œuvres, dont le but est de montrer la manière dont le désenchantement s'exprime à travers leur construction. Prenant appui sur les travaux et le modèle d'analyse des personnages de Philippe Hamon, où pour ce dernier, le personnage se traduit comme un signe dans un récit. Il le considère tel un concept sémiologique, et à ce propos il postule que :

Le personnage peut, en une première approche, se définir comme une sorte de morphème doublement articulé, morphème migratoire manifesté par un signifiant discontinu (un certain nombre de marque) renvoyant à un signifié discontinu (le « sens » ou la « valeur ») du personnage. (Hamon, 1977 : 124-125)

Ce qui nous fait comprendre par-là, que le personnage est porteur de sens et de valeur et cela à travers les marques que le romancier ou dramaturge parcelle tout au long de son œuvre et à travers sa construction des personnages, ces derniers lui permettant ainsi de véhiculer un message, une vision du monde, une idéologie ou encore son engagement pour cause donnée.

Dans un souci de mettre au point un modèle d'analyse permettant de cerner toutes les subtilités que peut contenir le personnage dans le roman,

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[7] La littérature de voyage renvoie à tous les types d'écrits qui sont en rapport avec le fait de voyager, avec des textes et des formes différentes mais qui ont en commun la problématique du « moi » et la découverte de lieux du monde. (Le dictionnaire du littéraire, 2002 : 624)

il finit par en soumettre un. Mettant néanmoins une condition à sa réussite dans le fait de retenir trois champs importants :

- L'être : nom, dénomination et portrait

- Le faire : fonction et rôle

- L'importance hiérarchique : valeur et statut

A partir de là, nous allons prendre comme appui le modèle d'analyse du personnage proposé par Philippe Hamon, qui semble le plus adéquat pour cette étude. En effet, il va permettre, en plus de dresser une carte des personnages des œuvres étudiées, de mettre en lien personnage et désenchantement, en d'autres mots, les trois champs que sont L'être, Le faire et L'importance hiérarchique vont permettre de faire sortir les différentes manifestations du désenchantement à travers le personnage.

**Le désenchantement à travers les personnages - Lecture structurale -**

**I-         Chez Adimi**

**I.1. Yasmine**

Yasmine est âgée de 24 ans, elle est belle, intelligente, cultivée. Elle est la sœur de Adel et Sarah. Elle est la tante de Mouna. Elle est étudiante en littérature à l'université de Alger. Elle aime veiller tard la nuit, fumer en cachette de sa famille et parfois jusqu'au lever du soleil. Et quand elle sort de la maison pour l'université, elle ne quitte jamais ses lunettes de soleil. Elle entretient une relation amoureuse avec un jeune homme pour qui elle ne ressent rien mais malgré cela, elle reste avec lui. Elle se voit comme en décalage de la société et des personnes qui l'entoure :

« Ma trop jolie petite sœur » (Adimi, 2010 : 49)

« Il y a dans la nuit quelque chose qui m'attire. Un silence qu'on ne peut retrouver dans le jour. Une sensation d'épaisseur et de lourdeur difficile à définir. […] Il n'y a que les vieux, les enfants et les imbéciles qui ignorent les charmes d'une nuit blanche » (50)

« Je suis complètement explosé lorsque j'arrive à l'amphithéâtre » (51)

« Je tombe. Mes longs cheveux bruns cascadent sur mes épaules » (52)

« J'allume une cigarette. […] J'allume une autre cigarette » (53)

« Un regard cynique et blasé » (54)

« Intelligente […] brillante » (55)

- **Nom :** Yasmine, qui vent dire jasmin en français, et qui renvoie à la fleur du jasmin et à sa bonne senteur.

- **Aspects physiques :** c'est belle jeune femme, elle a une chevelure longue et brune et elle porte toujours des lunettes pour cacher les poches sous ses yeux.

- **Aspects psychologiques :** elle n'arrive pas à cerner sa place dans sa famille ni dans la société dans laquelle elle se sent en décalage. Elle sort avec un jeune homme qu'elle n'aime pas et elle fume en cachette.

- **Le faire :** elle est la sœur cadette de la famille. Elle est étudiante en littérature. Elle est la petite-amie de Nazim.

- **L'importance hiérarchique :** la cadette de la famille. C'est une intellectuelle. Elle fume en cachette, elle reste avec son petit-ami malgré qu'elle ne l'aime pas, elle porte un regard cynique sur la société et ceux qui l'entoure.

A partir de la carte de Yasmine, plusieurs éléments semblent s'en dégager que ce soit au niveau de L'être, Le faire ou L'importance hiérarchique, renvoyant ainsi à la notion de désenchantement : dans L'être, porter des lunettes est une manière de se cacher, de se protéger ainsi que de se mettre à l'écart des autres ce qui concorde avec la non-appartenance à la société dans laquelle elle vit, le fait de fumer peut renvoyer au sentiment d'insatisfaction, à une forme de fuite de la réalité et une manière de s'affliger du mal. Dans le faire et l'importance hiérarchique, le fait de rester avec une personne que l'on déteste renvoie également au fait de s'affliger de la souffrance ainsi que la perte de la magie d'une relation amoureuse.

### I.2. Mouna

C'est une petite fille de 9 ans. C'est la fille de Sarah et de Hamza, et la nièce de Yasmine et Adel. Elle est élève dans une école primaire. Elle est jolie, innocente et un peu naive. Elle adore ses ballerines et le fait de se voir comme une Papicha. Elle est amoureuse de Kamel, qui est plus âgé qu'elle. Elle a pour rêve de se marier avec lui :

« Tous ce qui l'intéresse c'est le vendeur des frites et ses ballerines. […] elle est belle, joyeuse et drôle » (Adimi, 2010 : 57)

« Moi je n'ai pas peur. Chaussée de mes ballerines de Papicha, je m'approche de Larbi et me penche sur lui pour m'emparer d'une bouteille vide, et le sentir » (58)

« Il porte en été un débardeur blanc souvent taché de grasse et que je rêve de laver à la main […]. J'ai décidé d'être sa femme. […] Kamel serait un beau parti pour une jolie Papicha comme moi » (59)

« Je suis une Papicha, c'est Kamel qui me le dit quand je passe devant lui » (60)

- **Nom :** Mouna qui est dérivé du prénom Oumnya et qui signifie « espoir » ce qui renvoie aux rêves et aux espoirs de la jeune fille.

- **Aspects physiques :** c'est jeune et jolie fille. Elle a 9 ans. Elle adore porter ses ballerines.

- **Aspects psychologiques :** elle est courageuse, joyeuse, drôle. Elle est amoureuse d'un vendeur de frites qui est beaucoup plus âgée qu'elle. Elle veut arrêter l'école qui ne lui semble pas utile pour réussir sa vie. Elle rêve d'épouser le vendeur de frites et de fonder une famille avec lui. Elle se voit comme une Papicha

- **Le faire :** elle est la petite fille de la famille. Elle est élève.

- **L'importance hiérarchique :** la benjamine de la famille. Elle se voit comme une Papicha, c'est-à-dire une jeune et jolie femme. Elle croit en l'amour et au mariage.

A partir de la carte de Mouna, plusieurs éléments semblent s'en dégager que ce soit au niveau de L'être, Le faire ou L'importance hiérarchique, renvoyant ainsi à la notion de désenchantement : dans l'être dans le fait de vouloir se marier alors qu'elle n'a que 9 ans est une sorte de naïveté

enfantine mais également une sorte de fuite de la réalité de son âge et de sa condition.  De plus, le fait de trouver que l'école n'apporte rien de bon et ne sert à rien renvoie à la perte de la valeur de cette institution, et cela même chez les plus jeunes.

**II-        Chez Meddi**

**II.1. Djo**

C'est un commissaire de la police à la retraite. Il est dure, malin, insupportable, solitaire mais droit et juste. Il est le demi-frère de Aybak, dont la famille de ce dernier à recueilli. Il est chauve, ridé, courbé, ses articulations le font souffrir. Il aime porter son bleu de chine en tout temps. Il a pris une retraite anticipée, ayant eu du mal à continuer dans le chaos quotidien de la ville d'Alger. Il n'est pas pour autant innocent, des bavures il en a fait d'où le mépris qu'il ressentait pour sa propre personne :

« Il regarda longuement Djo […] celui-ci, la calvitie luisante » (Meddi, 2008 : 11)

« Tu n'es pas aussi blanc que tu le laisses paraître. Je hais les chevaliers, les idéalistes » (12)

« J'aurais peut-être eu peur de toi. Mais je suis un loup aussi. Comme toi. Comme vous » (13)

« Combien de fois as-tu failli tuer des adolescents dans l'une de vos descentes ? combien de fois as-tu cassé la gueule à des pères de famille ? » (13)

« Djo regarda son demi-frère avec le mépris qu'il venait d'avoir pour lui-même » (13)

« Djo remit […] son bleu de chine trop perméable au froid » (81)

- **Nom :** Djo est le diminutif de Djamel qui vent dire en français « beauté ».

- **Aspects physiques :** c'est un vieil homme, chauve, ridé et courbé. Il porte toujours son bleu de chine.

- **Aspects psychologiques :** il est dur, malin, fiable, direct et sans pitié. C'est un homme qui vit seul, parlant rarement à son fils. Il a été traumatisé par la période des années 90 d'où son caractère et la solitude dans laquelle il vit.

- **Le faire :** commissaire de police. Il est représentatif de l'homme qui reste droit et juste malgré tous les dangers qui l'entoure.

- **L'importance hiérarchique :** il est un agent de la loi. Un enquêteur. Un frère et un père. Un ami fidèle.

A partir de la carte de Djo, certains éléments du désenchantement apparaissent, où à partir de la biographie du personnage, on se retrouve plongé dans le corps de la police ainsi que dans les bavures commises au cours de la décennie noire. De plus, à travers les relations avec ses anciens amis et collègues, il apparaît que dans ce monde, la trahison est de cours où corruption, double-jeu sont monnaies courantes.

## II.2. Aybak

C'est un colonel des services secrets. Il est le demi-frère de Djo. Il est grand, blanc de peau, les cheveux gris et les yeux bleus. Il travaille dans un milieu stressant et où la mort peut vous emporter pour une parole ou geste déplacés. Il noie tout le mal que son poste engendre dans l'alcool et dans le fait de se dire qu'il faut quelqu'un qui fasse la sale besogne :

« Offensé. Sentiment aussi fugace que rare. Quand on a le grade de colonel dans les services secrets » (Meddi, 2008 : 12)

« Au début je vivais mal les interrogatoires. Je me sentais « moi » trop moi. Je me suis alors décidé à porter l'uniforme […] et à ne me voir qu'à travers le regard de mes supérieurs […] je me suis fondu dans le décor » (13)

« La silhouette, longiligne, de son mari » (13)

« Aybak arrangea une mèche grise qui avait glissée sur son large front » (14)

« Sa peau, sa taille, son visage de professeur ascétique, le bleu de ses yeux et le gris permanant de ses cheveux, tout cela faisait de lui un authentique camarade satellite des pays de l'Est » (14)

« Tu le sais bien. Nous sommes le Chaos et nous sommes l'Ordre » (91)

- **Nom :** Aybak qui est un nom de code.

- **Aspects physiques :** c'est un vieil homme grand de taille. Il a le front large, des yeux bleus, des cheveux gris.

- **Aspects psychologiques :** il est dur, malin, froid. Il se ment à lui-même et se noie dans l'alcool pour faire la sale besogne que son travail exige.

- **Le faire :** colonel des services secrets. Il est représentatif des hommes que le pouvoir a changés, faisant d'eux des monstres.

- **L'importance hiérarchique :** il est un représentant du pouvoir caché, un de ceux qui tiennent les fils des marionnettes.

A partir de la carte de Aybak, plusieurs éléments semblent s'en dégager que ce soit au niveau de L'être, Le faire ou L'importance hiérarchique, renvoyant ainsi à la notion de désenchantement : où dans l'importance hiérarchique le personnage de Aybak, étant donné la position qu'il a, c'est-à-dire un colonel dans les services secrets, un service par lequel tous les ordres passeraient, est représentatif de la décadence de la société et des institutions de l'état, où la finalité prime sur tout, sur l'humain, la vie et même Dieu.

### II.3. Hadj Youssef

C'est le voisin de la famille de Adel et Yasmine. C'est un vielle homme ridé, courbé, assoiffé de chairs fraiches, pervers, voyeur et détestable. Il aime la photographie en noir et blanc ainsi que les mains de femmes. Il obnubilé par les jeunes femmes, surtout les étudiantes qu'il chasse tel du gibier près des cités universitaires. Il est représentatif du stéréotype du vieux pervers assoiffé de chairs fraiches, sans scrupules pour assouvir ses fantasmes et son désir pervers :

« J'aime les mains. Les mains de femme sont ce que je photographie le plus. On peut être horrible, vieux, ridé, courbé, mort même. […] le monde serait merveilleux en noir et blanc » (Adimi, 2010 : 85)

« Je suis un homme sensible aux belles choses » (86)

« C'est pour ça que je viens à l'université un fois par semaine. Pour aller à la rencontre de la beauté. Il y en a beaucoup. Des femmes belles, je veux dire. […] Je donne l'argent aux belles étudiantes, […] il n'y rien de scandaleux là- dedans, rien de méchant » (87)

- **Nom :** Youssef est d'origine arabe, l'équivalent en français est « Joseph ». Il porte le titre de Hadj, renvoie à la religion musulmane et signifie qu'il a fait le pèlerinage à la Mecque.

- **Aspects physiques :** c'est un vieil homme courbé, ridé.

- **Aspects psychologiques :** il est détestable. C'est un pervers, voyeur, profiteur. Il est sans scrupules pour assouvir ses désirs charnels.

- **Le faire :** le voisin de la famille. Le Hadj du quartier.

- **L'importance hiérarchique :** il est un père. Le statut de Hadj renvoyant à sa religiosité. Alors qu'en réalité c'est un pervers assoiffé et fantasmant sur les mains de jeunes étudiantes.

A partir de la carte de Hadj Youssef, plusieurs éléments semblent s'en dégager que ce soit au niveau de L'être, Le faire ou L'importance hiérarchique, renvoyant ainsi à la notion de désenchantement : dans l'être où le titre de Hadj renvoie dans la religion musulmane à la foi mais

également aux pieux, est ici totalement dénaturé où sa perversion et sa soif de chairs fraiches renvoient à une des définitions du désenchantement et qui consiste dans la profanation du sacré, où Hadj devient l'équivalent de pervers, voyeur et profiteur. De plus, cela renvoie aussi au non-respect des lois religieuses et à la perte des valeurs sociétales où le père de famille et le Hadj, ne sont plus des modèles sociétaux mais au contraire, des prédateurs pervers et corrompus.

Sur ce, à partir du modèle d'analyse de Philippe Hamon, nous avons pu dégager les cartes des personnages des romans que nous étudions, ce qui nous a conduit à obtenir et voir que le désenchantement s'exprime à travers eux et cela à plusieurs niveaux. Où dans le roman de Adimi, Des ballerines de Papicha, ce désenchantement apparait dans le fait où les personnages se mettent à l'écart de la société en n'y trouvant pas leur place renvoyant à un sentiment d'insatisfaction et inassouvissement permanant, s'exprimant également à travers le fait que ces personnages s'affligent de la souffrance vue la condition dans laquelle ils se trouvent dans une société qui ne les accepte pas.

De plus, ce désenchantement se déploie également dans l'effacement de la femme, où les personnages féminins sont réduits à la simple fonction d'épouse voire de femme au foyer, lui faisant ainsi perdre une part de son identité de femme.

Et enfin, ce désenchantement s'exprime aussi à travers la profanation du sacré, avec le personnage de Hadj Youssef, c'est-à-dire où dans L'être la dénomination de « Hadj » est vidé de son contenu et de son sens premier qui renvoie à la piété de la personne, en d'autres mots, le sacré est tout simplement évacué, vidé de son contenu, de sa valeur propre comme le postule Paul Tillich.

Dans le roman de Meddi, le désenchantement se présente également à travers leurs personnages à plusieurs niveaux, où dans L'importance hiérarchique, le désenchantement apparait à travers la décadence et la corruption des institutions de pouvoir, avec les personnages de Structure ou encore Aybak qui sont représentatifs de ces hommes de pouvoir qui décident de tout, érigés tels des dieux, détenant le pouvoir de la vie et de la mort.

De plus, ce désenchantement se déploie également à travers la profanisation du sacré, où dans le personnage de Zedma cela s'illustre, où le rôle de terroriste et chef des armées salafistes jouant sur les deux tableaux, renvoie à cette perte des valeurs, des principes moraux d'une société où les buts personnels prédominent sur l'humain, où le non-respect de la vie est justifié par la religion. Cette dernière modelée à souhait dans leur propre intérêt, conduisant à sa dénaturation, et à la profanisation du sacré, qui est vidé de son contenu et même de sa valeur propre, et menant à la perte et à la destruction des repères qui structurent la société.

Ce qui nous amène au point suivant de notre travail, qui consiste dans le fait de démontrer, la manière dont le désenchantement se déploierait à travers l'espace urbain. Pour cela, nous avons opté pour une lecture thématique, prenant appui sur les travaux de J-P. Richard, d'où la nécessité d'en présenter les différents aspects et méthodologie d'application.

**La lecture thématique du désenchantement**

Tout d'abord, en domaine littéraire, il est à noter que la notion d'espace peut revêtir plusieurs sens, et dans la multitude des définitions existantes, *le dictionnaire du littéraire*, définit ce concept selon plusieurs angles :

La liberté de l'espace est entière. Aussi peut-il devenir une donnée fondamentale de l'action. Il peut être proposé en explication des traits psychologiques des personnages. […] il peut aussi traduire des causalités en fantasmes : la mine est vue comme un monstre dans *Germinal* de Zola, et la ville comme lieu de dangers […] ou au contraire, la nature est le lieu qui suscite les confidences romantiques. (*Le dictionnaire du littéraire*, 2002 :193)

Nous comprenons de ce fait que l'espace ne sert pas seulement d'arrière-plan ou de décor aux œuvres des auteurs mais il est une donnée fondamentale pour comprendre l'action qui s'y déroule.

Rejoignant ainsi les nouvelles approches en littérature qui s'opposent à l'idée reçue que l'espace soit simple décor, un mode de description voire un arrière-plan, tel que le postule Cosgrove en 1999 pour expliquer que l'espace est impliqué dans toute construction du savoir, dans le but de pousser les chercheurs :

« have begun to interpret the spatiality of human life in much the same way they have traditionaly interpreted […] the historicality and sociality of human life »[8] (Soja, 2000 :7)

Ainsi Soja incite les chercheurs à interpréter la spatialité de la vie humaine de manière différente de ce qui se faisait traditionnellement et d'y intégrer des critères tels que l'historicité et la socialité de la vie humaine.

Nous faisant comprendre par-là, que l'espace joue un rôle important dans les œuvres des auteurs, et tout comme les personnages ou encore la

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[8] « Ont commencé à interpréter la spatialité de la vie humaine de la même façon qu'ils ont traditionnellement interprété […] l'historicité et la socialité de la vie humaine » (Traduction faite sur reverso.com)

temporalité, sa fonction est aussi importante pour donner sens aux textes et à leur interprétation d'un point de vue historique et social.

De plus, le terme « urbain » se définit dans le dictionnaire comme ce qui appartient à la ville. C'est-à-dire qui qualifie toute chose ou personne appartenant à la ville. Ce terme est tiré du Latin « Urbanus » qui signifie « de la ville ». Nous faisant comprendre par-là que tout élément qui entre dans la combinaison et la constitution de la ville : un quartier, une rue, une bâtisse ou encore un établissement, est qualifié de ce terme.

Ainsi, la combinaison entre les deux termes que sont l' « espace » et « urbain » peut se comprendre comme « une unité urbaine vaste et très peuplée qui concentre la majorité des activités humaines » (Dictionnaire en ligne *l'internaute*), c'est-à-dire une zone urbaine ou milieu urbain, dont les caractéristiques peuvent se résumer dans le nombre élevé des habitants, la présence de divers infrastructures et le déploiement de secteurs économiques.

Par la suite, en ce qui concerne J-P. Richard, ce dernier définit les thèmes en s'appuyant sur les catégories de l'imaginaire, également en ayant recours aux apports de la psychanalyse. Postulant :

« Les thèmes majeurs d'une œuvre, ceux qui en forment l'invisible architecture, et qui doivent pouvoir nous livrer la clef de son organisation, ce sont ceux qui s'y trouvent développés le plus souvent, qui s'y rencontrent avec une fréquence visible. » (Richard, 1961)

Nous amenant par-là, à comprendre que le thème est considéré généralement comme le sujet que traite une œuvre ou un texte, tout en se situant en dehors de lui, c'est-à-dire qu'il peut être défini en totale indépendance du texte et de l'œuvre. Et dans la thématique, il est

considéré comme un ensemble de significations qu'une œuvre lui prête et associe.

Ceci étant fait, la méthode de lecture thématique prônée par J-P. Richard nécessite, par rapport à une œuvre donnée, de passer par trois étapes importantes et successives : le repérage des éléments récurrents, le classement et la mise en réseau de ces éléments. Ainsi, une telle méthode qu'on applique à une œuvre ou à un texte nécessite les mêmes opérations. De plus, il est nécessaire de prendre en considération le texte par rapport à l'ensemble de l'œuvre et de formuler une hypothèse qui dirigera toute l'opération.

Ce qui nous amène au prochain point, qui est d'appliquer cette méthode d'analyse qui consiste dans une lecture thématique, c'est-à-dire qui consiste dans un relevé de citations des œuvres étudiées sur l'espace urbain, qui seront suivies de commentaires afin d'obtenir un discours qui permettrait de prouver la relation qui s'établit entre le désenchantement et l'espace urbain, et par-là même de prouver que, en plus des personnages, l'espace urbain représenterait un deuxième véhicule du désenchantement.

**I-      Dans *Des Ballerines de Papicha* de Adimi**

Dans le roman de Adimi, on se retrouve immergé dans une ville où les personnages sont pris au piège, où Alger serait pour eux une prison d'où on ne peut s'évader :

« L'arrêt de bus, lui, est bondé […] je ferme les yeux pour ne pas voir la ville défiler. Les rues d'Alger la blanche. Il n'y a guère que les étrangers pour s'extasier devant sa blancheur. Je suis née ici, j'y ai toujours vécu et j'y mourrai sans doute et de cette ville, je vois plus la blancheur, la beauté

ou la joie de vivre, mais uniquement les trous qui me font bondir de ma place […] saleté de ville !» (Adimi, 2010 : 57)

Ainsi, ce rapport désenchanté à l'espace urbain se déploie également à travers le discours des personnages, où Alger qui est connue comme la ville blanche, ne l'est point pour ceux qui l'habitent, qui y vivent et laissant place au mal de vivre et au désarroi. Menant à la perte de la blancheur de la ville, ou en d'autres mots à la perte de son charme et de sa magie, ce qui concorde avec la notion de désenchantement, c'est-à-dire en la perte de la magie et du charme d'un objet ou de ladite chose décrite.

« Le quartier cache en son sein une rumeur qui gronde. L'ennui, la chaleur […] irritent les hommes » (Adimi, 2010 : 103)

« […] les murs. Les publicités collées un peu partout donnent un faux air à la ville. […] une ruelle sombre qui sent la pisse et la merde humaine. […] la ville perd ses couleurs. Ses habitants se transforment […] sans chairs, sans âmes » (Adimi, 2010 : 108)

Dans la même lignée, le désenchantement se retrouve présent dans l'espace, dans la ville d'Alger, où les ruelles sentent mauvais, où la chaleur finit par irriter les habitants, où ses derniers perdent confiance en eux, perdent leur consistance jusqu'à leurs âmes, la ville avalant tout sur son passage.

## II-     Dans *La Prière du Maure* de Adlène Meddi

Dans l'œuvre de Meddi, on se retrouve plongé dans une ville d'Alger aussi sombre qu'inhospitalière :

« Les barrages de police et de gendarmerie dressés sur cette partie du littoral algérois avaient disparu comme par enchantement. Dieu lui-même

semblait avoir déserté les trente kilomètres de nuit et de route entre Alger et Zeralda » (Toumi, 2013 :9)

« La serpentante rue Didouche Mourad plongée dans la nuit et la modeste improvisation des lampadaires municipaux […] Alger paraissait alors emprisonnée dans une gigantesque fleur de coton » (16)

« Il n'habitait qu'au premier étage. Du moins au premier étage de l'autre côté du bâtiment, c'est à dire à l'entresol de ce côté-ci […] Alger était ainsi faite : bâtardise architecturale dénivelée jusqu'à l'éternel écroulement » (23-24)

« Les trottoirs plus étroits que des choix de vie. […] la ville qui ne s'aperçoit presque jamais de l'aube. Il en est même qui doutent de l'existence de l'aurore à Alger. […] la ville est morte. » (46)

« Alger était, ainsi et presque de manière déterminante, la plus bruyante démission de Dieu » (48)

« Escaliers raides qui menaient vers d'autres escaliers, d'autres montées étroites. Tomber ensuite sur des collines et des quartiers sombres pour déboucher sur des ponts impossibles et des immeubles défiant l'oblique cité, et se retrouver encerclé par les rues tentaculaires du cœur de la ville, démultipliées à l'infini. Fractales urbaines enserrant les âmes mortes et les quelques lumières restantes. Résistantes. » (125)

Dans ces citations, nous parvenons à relever plusieurs éléments relatifs au désenchantement, où les rues de la ville sont désertées et vidées de tout souffle de vie, renvoyant ainsi à la perte de la magie et du charme de cette ville qui est connu pour son activité et sa vivacité jour et nuit. De plus, on

relève également une forme de profanation du sacré, où le narrateur postule que Dieu lui-même avait fui cette ville.

De surcroit, la ville d'Alger et ses rues étaient comparées à un serpent qui étouffe et emprisonne ses habitants, ce qui renvoie ainsi à la notion de désenchantement à travers l'enfermement et la désillusion de ses habitants. Rajouté à cela, la ville est décrite telle une bâtardise architecturale avec ses immeubles qui s'élèvent de toute part formant un ensemble sans aucune beauté, ce qui nous renvoie encore une fois, à la perte du charme et de la magie de la ville d'Alger, où Alger la blanche n'est ici qu'une pale imitation, un être bâtard et moche.

Le désenchantement qui s'exprime également dans le fait que la ville afflige que souffrances et malheurs à ses habitants, essayant de leur voler leurs âmes, créant ainsi un sentiment d'insatisfaction et d'inassouvissement perpétuel. De plus, la ville est dite morte ce qui renvoie également au désenchantement d'un point de vue où la perte de l'espoir, de l'âme et d'affliger de la souffrance, la ville ne peut que mourir et faire mourir.

### III-     Dans *Alger, Le cri* de Samir Toumi

Dans ce récit introspectif, Toumi nous plonge dans un espace enfermant et étouffant :

« Alger, ville éclatée, Alger, ville éclatante au soleil, empoissée dans la grisaille. Violente, on dit cette ville violente. »

« Alger […] d'où sont nés ces immeubles en métastases, dressés comme des piquants d'un hérisson »

« Tel est le quotidien des algérois, dans cette ville qui descend vers la mer, vers la mort. Est-ce pour cela qu'à Alger l'air a toujours un goût de cendre ? ».

« Le chemin Leperlier n'en finit pas de vivre sous la menace de la dégringolade finale, de l'éboulement inéluctable, c'est daawassou, l'issue fatidique » (Toumi, 2013 : 13 – 15 - 32)

Alger, sa ville, est décrite comme un lieu désordonné, épuisant et chaotique. Mettant ainsi le trait sur l'éclat de la ville qui rime avec la grisaille qui l'entoure, tout en la décrivant comme étant une ville ou la violence s'y déploie et raisonne, en chacun des êtres qui y vivent. Une ville dont le quotidien équivaut à prendre le chemin des abimes, où à chaque coin de rue la senteur de la mort y est présente.

Ce qui nous amène à relever ce rapport désenchanté qu'exprime Toumi de bout en bout de son récit, en décrivant la ville d'Alger, ses quartiers et ses monuments comme porteurs de *daawassou* une malédiction qui irradie l'espace : bâtiments, rues, quartiers ou encore les murs en sont imbibés et imprégnés.

« J'ai quitté Alger pour Tunis […] La brise marine de Sidi Bou Saîd a dissipé les fantômes d'Alger […] je n'arrive pas à oublier la baie d'Alger, le serpent assoupi […] Tunis est la caresse après la gifle. Alger est mon syndrome de Stockholm, je sais que je retournerai bientôt à mon bourreau » (Toumi, 2013 : 38)

Cet élément nous amène à la confrontation entre l'enchantement et le désenchantement, où Toumi met en rapport dans son récit cette opposition entre ces deux notions à travers la comparaison de deux villes, celle de Tunis à Alger.

En effet, cette confrontation entre ces deux villes nous amène à mieux définir ce rapport désenchanté à l'égard de l'espace urbain, où Toumi oppose les deux villes, la première étant porteuse d'espoir et de gaité et la seconde, son opposée telle un serpent qui n'attend que d'étouffer ses habitants. De plus, usant de l'allégorie du syndrome de Stockholm, où la ville est comparée à un géôlier qui tient en otages ses habitants, faisant ainsi de cet espace un lieu malsain et clos, qui enclot.

Enfin, à partir de cette double lecture, structurale et thématique, nous pouvons avancer que le désenchantement se manifeste à plusieurs niveaux dans les œuvres de ces auteurs algériens contemporains, dans un premier temps par le biais des personnages, où à partir du modèle de Hamon, il apparait que ce rapport désenchanté s'exprime dans la construction des personnages, c'est-à-dire que cette notion définie comme suggérant un sentiment désagréable d'insatisfaction et d'inassouvissement, voire même la perte de la magie et du charme de ladite chose ou personne décrite ainsi, le fait d'être liée à la perte de la confiance en soi, au souhait de vouloir s'affliger de la souffrance, à la fuite de la réalité, dans la perte de ses valeurs et principes ou encore dans le non-respect des lois humaines voire divines menant à la corruption des institutions et la dénaturation de la religion.

Toutes ces acceptions de cette notion que nous avons retrouvées dans la construction des personnages des œuvres étudiées, nous conduisent à dire que ces personnages sont en quelque sorte des véhicules du désenchantement, qui se déploie à travers eux, par le biais des différents canaux que sont L'être, Le faire et L'importance hiérarchique, faisant d'eux des porte-paroles de son expression dans le texte des œuvres.

Dans un second temps, la lecture thématique a permis d'avancer que le désenchantement se déploie également dans l'espace urbain, où dans les textes des œuvres étudiées, nous avons mis en avant cette manière dont il s'exprime à travers les rues, les quartiers et la ville tout entière. Où cette dernière, tel un géôlier, tient en otages ses habitants, faisant ainsi de cet espace un lieu malsain et clos.

Mais également le désenchantement apparait dans la ville qui rime avec la grisaille qui l'entoure, une ville ou la violence s'y déploie et raisonne, en chacun des êtres qui y vivent leur faisant perdre espoir, leur affligeant souffrance et malheur.

De plus, comparé à une bâtardise architecturale avec ses bâtiments formant un ensemble sans aucune beauté, ce qui nous renvoie encore une fois, à la perte du charme et de la magie de la ville d'Alger, où Alger la blanche n'est ici qu'une pale imitation de la ville que la littérature de voyage encense et glorifie, ce qui concorde avec les propos de Yacine Temlali (2011) où ce dernier mentionne, dans un ouvrage critique sur la littérature algérienne de langue française, ce rapport désenchanté que les auteurs algériens contemporain entretiennent à l'égard de l'espace urbain.

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**ICT as a Booster to Reinforce Learners' Motivation and Autonomy**

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**Abstract**

After many years from its insertion in the Algerian educational system, neither teachers nor learners have grasped ICT full advantages and its reachable potentials. Many reasons prevent both teachers and learners to benefit from the best it can offer as efficient learning tools. "ICT as a booster to Reinforce Learners' Motivation and Autonomy" is an attempt to tackle the main problems that face both teachers and students' misuse of ICT applications and discuss the possible solutions that can reinforce learners' motivation and autonomy. The present paper focuses also on the main advantages of information and communication technology in education (ICTE) and how it can boost learners' motivation and autonomy.

**Keywords**: Information and Communication Technology (ICT), motivation, autonomy, self-learning, tech-skills

**1-Introduction**

ICT has invaded almost all the vital domains in our life; it is mainly used in business, medicine, sports, transport and education. Many sophisticated tools are used in education domain such as: Computers, lap-tops, I pads,

tablets, smart-phones. These sophisticated ICT devices offer many advanced applications to users.  Among these facilities we can use: YouTube and video files, Internet and Websites (social Networking Websites such as Face book, Twitter, Instant Messaging, chatting, texting). Almost all the experts in didactics demand teachers to adopt ICT approach during the learning process. ICT based methods presents many advantages if compared to the classical methods. Students are more motivated and more autonomous when dealing in ICT tasks.

### 2. What is ICT?

ICT[9] is an acronym of Information and Communication Technology that refers to all information and communication tools used in education or other domains such business, sports…and can send, receive, process, input, output and store data in an electronic form.

We can find various types of technology that could be used in education: Audio recorded files mp3/mp4 YouTube and video files  Computers,  lap-tops, I pads,   tablets, smart-phones Internet and Websites (social Networking Websites such as Face book, Twitter, Instant Messaging, chatting, texting)

### 3- Teachers and Learners' New Roles in ICT Approach

Nowadays teachers' roles are not limited in providing students with information, formulas, theories but they are concentrated into guiding, supervising and tutoring them, because   students can find limitless

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[9] Didactics (2013)**:** ICT Based Approach Pages 50-57 (2013). 2602-6015 Volume 3, Numéro 2, (2013) **EISSN**

information and theories (whatever, wherever and whenever) they want in: Google, blogs, Face book, twitter, Skype, Chartrooms , smart- phones application...... ICT is effortless it helps teachers to present their courses without difficulties. It permits to gain time and display more information if compared with the traditional methods. It promotes students' autonomy so they become more motivated in ICT tasks.

Learners' are more autonomous they can select what they search due to the limitless information offered by ICT tools, they can also analyse what they find. The comparison of the different results will lead to better findings with more comprehension and efficient application. Learners' are more motivated because they have no way to do their tasks except if they will emerge in the high-tech research.

The new tech skills make learners able to network and search data in web sites, they will be able to select information, filter information from technology resources, record information, download the necessary files, edit, share, comment information, analyse and synthesise information.

**4. Types of ICT Teachers**

According to a survey made about ICT [10]uses in education, the questionnaire's results show that teachers are divided into four categories:

Teachers who Reject completely the ICT use 20%
Teachers who See that ICT is very important but don't use it at all 35%
Teachers who use rarely ICT :30%

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[10] ICT in ELT Classrooms

Teachers who use frequently ICT 15%
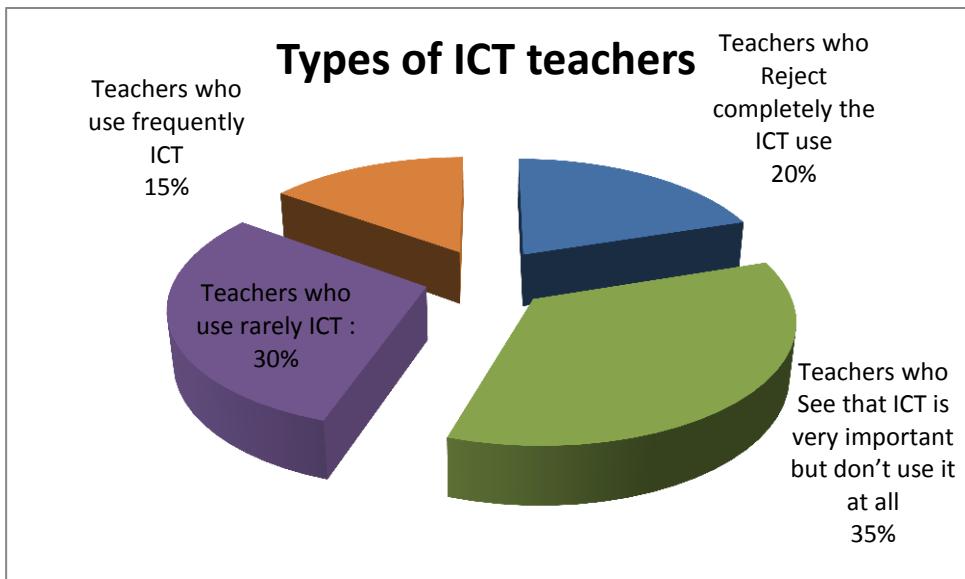


Figure 1: Types of ICT Teachers

As seen from the obtained results, teachers are divided into four (4) categories:

\* The first category: It represents teachers who reject completely the ICT use (20%)

- Are not skilful at all
- Believe that ICT use is a waste of time
- See that the students are not motivated
- Think that ICT use disturbs the learning process

\*The second category: it represents teachers who See that ICT is very important but don't use it at all (35%)

- Lack of technological tools
- Are not skilful

*The Third category: it represents teachers who use rarely ICT (30%)

They use ICT tools when it is really necessary

They use their own tools (computers, data-show…)

They use ICT tools during the official meetings and conferences

*The Fourth category**:** it represents teachers who use frequently ICT (15%)

They realise that it is really motivating

They think that ICT use makes tasks easier

It is a useful way to presents lessons and courses

It is too hard to teach without ICT tools

## 5. Students' Required Technological Skills

In order to master all this kind of technology, some skills and abilities should be necessary in order to reach the ICT pedagogical Skills. A test was done to the first year LMD students[11] in order to measure their ICT skills and capacities

| Tech-Skills | High Level | Intermediate Level | Weak Level |
|---|---|---|---|
| Searching and browsing in the web | 100% | | |
| Word processing | 92% | 8% | |
| Downloading text files and software from educational websites | 100% | | |

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[11]  One  group of twenty-five students (1st year LMD students from the faculty of technology SAIDA University)

| | | | |
|---|---|---|---|
| Installing software and applications in computers /smart phones | 80% | 12% | 8% |
| Sharing information in social Media | 100% | | |
| Publishing in the web | 72% | 20% | 8% |

Table 1: Students' Required Technological Skills

As seen from the table above, almost all the students master perfectly the fundamental ICT required skills, except 2 students (8%) find some difficulties in the use of some applications. More than 20 students (80%) have enough capacities in using ICT.

**Experimental Study**

This study was conducted with the participation[12] of twenty- five students[13] selected randomly to answer the questionnaire and to be observed during two different courses: The first one using the classical method[14] and the second using the ICT method[15]

**Classical Method (Without ICT)**

The first experiment was conducted with the 1st LMD students. The course was extremely new for them. The students were invited to answer the questionnaire and to mention their understanding situation concerning the new course. The results were as follows:

Students who understood after the first teacher's explanation (16%)

Students who  understood after the second teacher's explanation (24%°

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[12] 1st year LMD students from the faculty of technology (SAIDA University)

[13] One  group of twenty-five students

[14] Without the use of ICT

[15] ICT approach

Students who understood after activities (32%)

Students who understood after special assistance (20%)

Students who didn't understand at all (8%)

The majority of the teacher's efforts were not so efficient because an important rate of the students' understood after the second teacher's explanation which took just 15 minutes and after activities (20minutes), if compared the time allotted to the first explanation (40 minutes) which allowed just 16% of the students to understand the course.
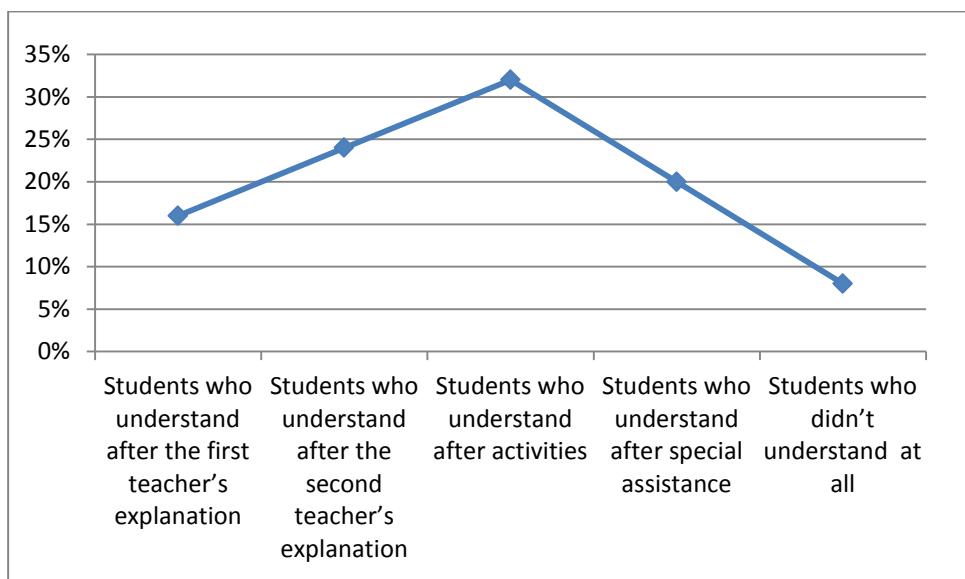


Figure 2: Students' Understanding Situation in Classical Method

The results show that in classical methods, almost all the students can understand after the activities (32%), after the second explanation (24%) or after special assistance (20%); hence it is an effective waste of time and

efforts because among the 90 minutes allotted to the course, the first explanation spent (40 minutes) and allowed just 16% of the students to understand the course

**Time Management in the Classical Method**

Time management is an important factor in any learning process; it should be divided in a rational way according to the means and the needs. However, the teacher's intervention took the lion's part in the classical method.

As observed from the results, the time allotted to the first teacher's explanation was almost the half of the time spent in the course; however the second half was more efficient than the first one, even when the remaining fifty minutes were divided into three parts: Teacher's second explanation, activities and special assistance.
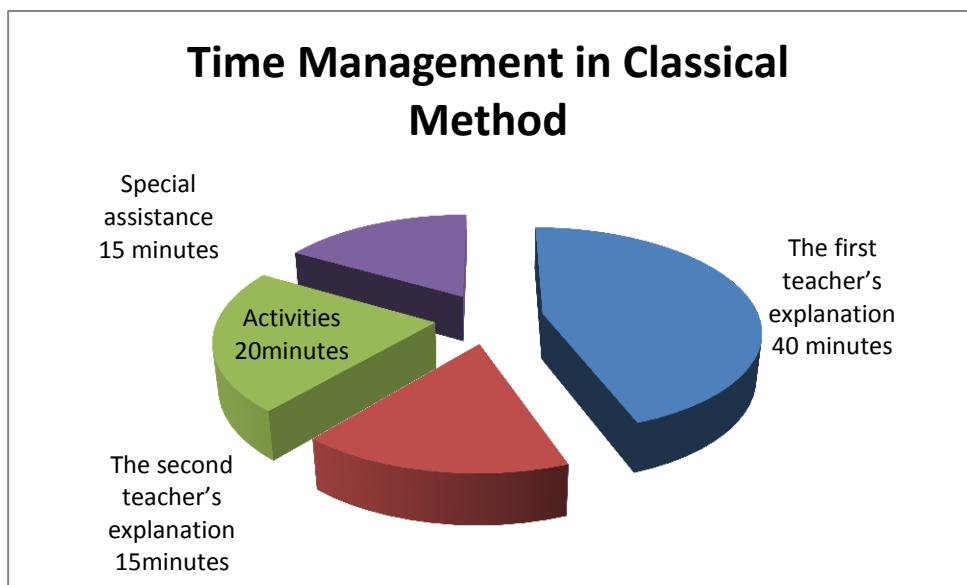
Figure 3: Time Management in the classical Method

**ICT Based  Method**

This study was conducted with the same group of 1st year LMD[16], where a video application was used in order to display the roles of the different parts of a computer. The students were invited to answer the questionnaire and to mention their understanding situation concerning the new course after the first display period of the video experiment. The results were as follows:

Students who understood after the first display without teacher's intervention (72%)

Students who understood after the first display and teacher's explanation (16%)

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[16] 1st year students of Technology

Students who understood after giving examples (8%)

Students who understood after special assistance (4%)
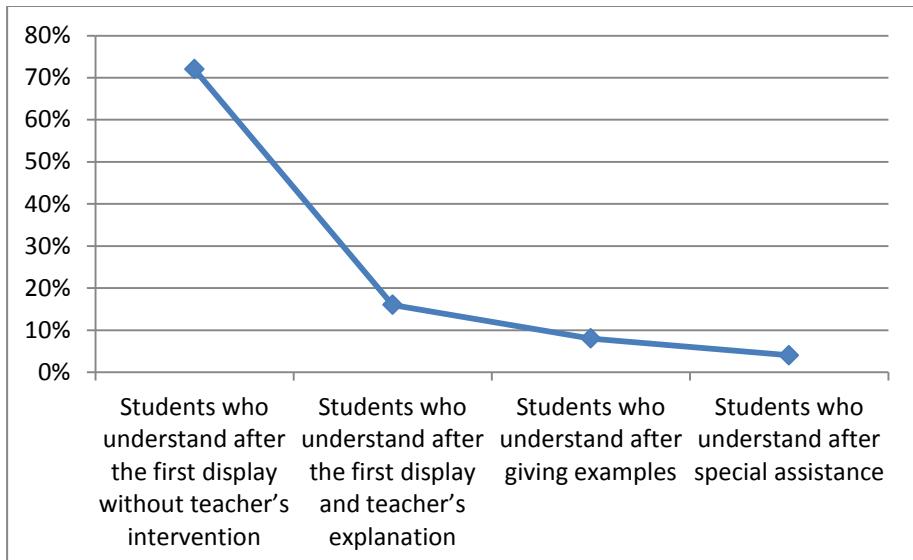


Figure 4: Students' understanding situation in ICT Based Method

As seen from the above figure, the first video display was so enough to make 72% of the students understand the course "the different parts of a computer" without difficulties. The remaining parts realised their comprehension lateness after the teacher's explanation (16%) and (8%) after giving examples.

**Time Management in the ICT Based  Method**

As mentioned in the previous section, Time management is an important factor in any learning process; it should be divided in a rational way according to the means and the needs.
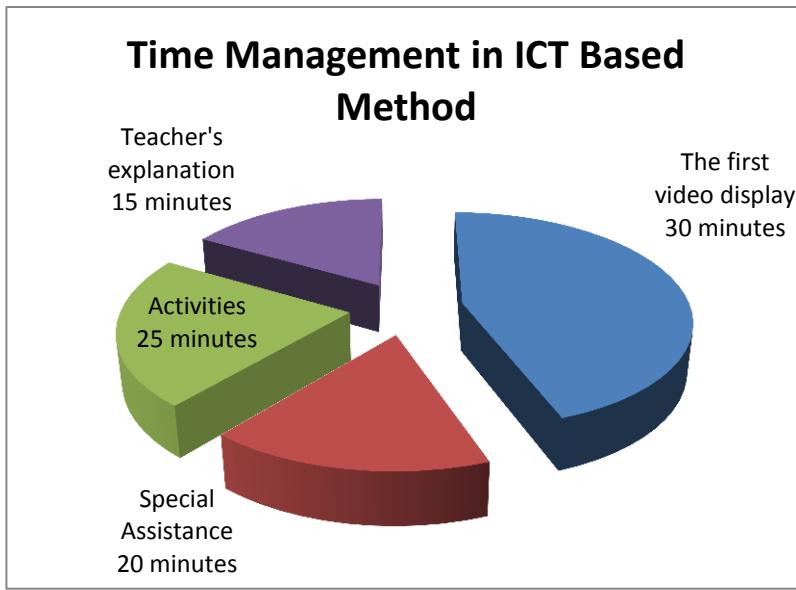
Figure 5: Time Management in ICT Based Method

As noted from the above figure all the phases were in balanced way except from the first video display which took an important time (1/3) of the entire time of the course in ICT based method. In this phase and in contrast to the previous one, teacher's intervention was restricted to just the third (1/3) of the time allotted to the session (90 minutes); however, only one student (1) was affected by the special assistance.

## 7. Comparative Study:

This study was made to shed light on the clear distinction between the roles of the different partners (teachers and students) and the impact of a classical method (without ICT) and an ICT based method. The focus was mainly on teachers' interventions, students' participation and students' interaction.

This comparative study was conducted with the participation[17] of twenty-five students[18] selected randomly to be observed during two different sessions. The first one was a classical method without ICT and the second one was an ICT based method.

## 7.1. The Classical Methods (without ICT)

During the first session, the focus was mainly on teachers and students' behaviours, that is to say that only teachers and students' interventions were noticed and taken into account. As in almost all the courses in classical classrooms (without the use of ICT), teachers were  dominating the learning process in 72% of the classroom situations, in contrast we can find, that only in just 12% of  classrooms situations teachers became partners with their students They led their students to reach the predetermined pedagogical objectives.

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[17] 1st year LMD students from the faculty of technology (SAIDA University)
[18] One  group of twenty-five students
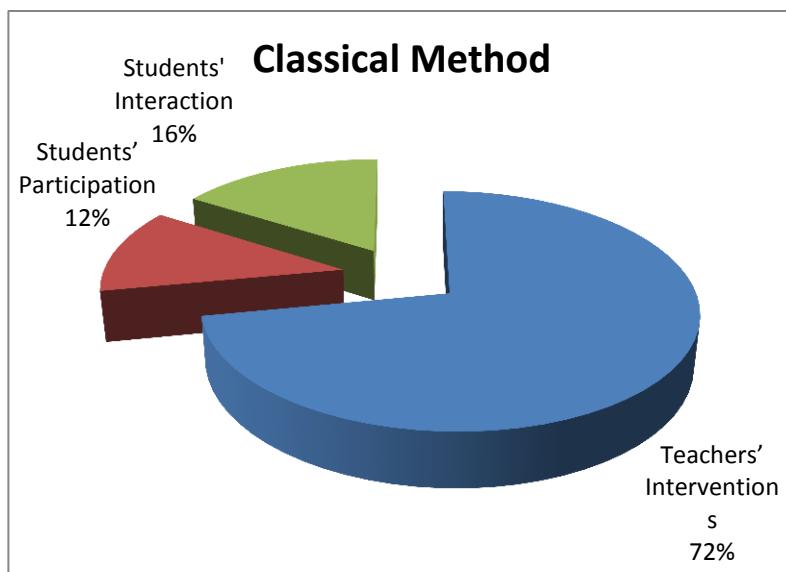
Figure 6: Teachers and Students' Attitudes in the Classical Method

As seen from the figure, the teacher was a full dominator as in any classical method (without the use of ICT). Students were passive receivers in contrast to some students who were active participants. Students' interaction was limited to some concepts and very restricted interventions.

## 7.2. The ICT Based Method

In contrast and in ICT classrooms, teachers' interventions was limited to just 16% and students' participation increased to more than 60%; however students' interaction reached 24% of the students in many classroom situations.
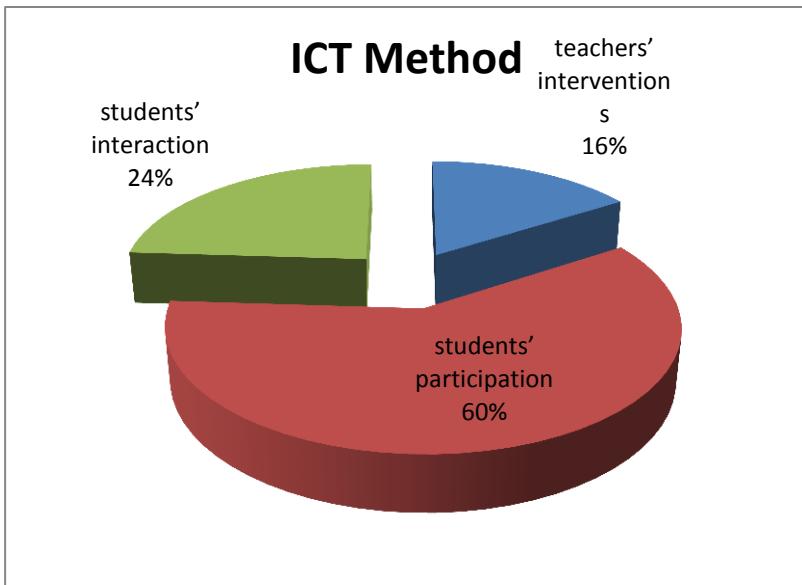
Figure 7: Teachers and Students' Attitudes in ICT based method

As seen from the figure, the rate of students' participation was dominating all the other situations. Students were active actors in this method. Students' interaction rate reached 24%.

**Analysis**

The purpose of the following analysis study is to illustrate the main distinctions between teachers and students' attitudes in both classical method and an ICT based method. The graphs show clearly the domination of students' participation in ICT based method and an important rate of students' interaction in the same method. It is a positive sign and an evident advantage of ICT methods.

| | Teacher's Intervention | Students' Participation | Students' Interaction |
|---|---|---|---|
| ICT Based Method | 16% | 24% | 60% |
| Classical Method | 72% | 12% | 16% |
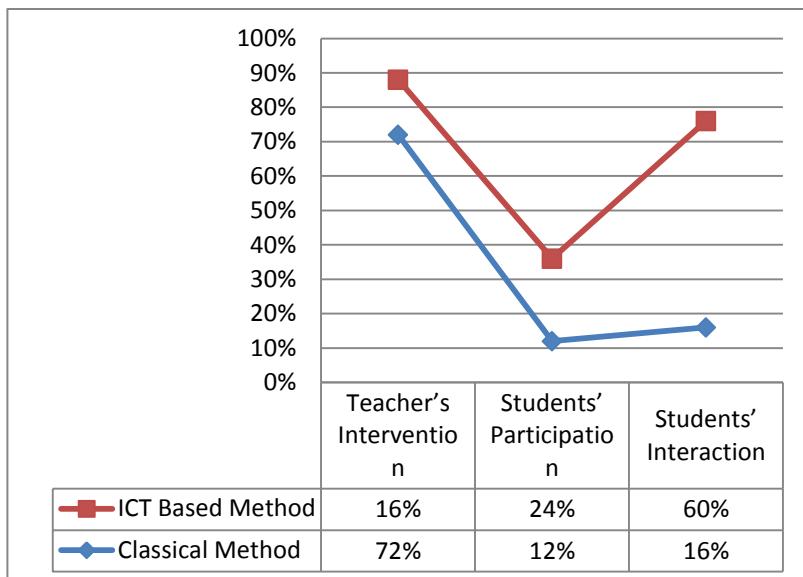
Figure 8: Comparative Study

These results show strongly the impact of the ICT based method on the students' output. Students are more active and more motivated they participate actively in collaborative tasks. During the two observation sessions (Classical method and ICT based method) students shifted totally from dependent to teacher's dominance to full autonomous learners. Students' motivation is noticed during the ICT based method in contrast to the classical one. Students feel free to search, to select and analyse data /information. They are promoting their self-learning and their self-confidence.

## 9. Conclusion

Not only ICT plays a primordial role in the amount of knowledge it can offer to learners but it has a great impact on the learning quality and on the way data is acquired by learners. Students are more autonomous and more motivated during ICT based methods.  The new opportunities and facilities offered by these tools are very efficient if compared to those of the traditional methods. According to the results obtained from this experimental study that investigated on the impact of ICT methods on Students' motivation and autonomy, all the signs revealed that in ICT based methods, the students' participation and interaction was important than the teacher's intervention. To sum-up we can say that technology won't replace teachers but teachers who use technology will probably replace those who do not.

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**The Use of Critical Thinking as a Skill in Teaching Learing Process**

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## I. INTRODUCTION

Preparing students to be able to think critically is a goal of many professionals in higher education and also a quality sought by employers of university graduates. Students' ability to think critically has become a major concern among educators and psychologists as they try to study the factors influencing the acquisition of thinking skills. Therefore, Critical Thinking skill is considered an important variable in the process of students' learning. This study attempts to examine the predictive relationships of student dispositions and their abilities to think critically. The ability to think critically is important among students in higher education as the content of education at this level requires higher order thinking such as the ability to apply critical evaluation and give evidence for their opinions. Students seem satisfied with their initial interpretations of what they have read and seem genuinely puzzled at requests to explain or defend their point of view. As a result, responses to assessment items requiring explanations of criteria, analysis of texts or defense of a judgmental point of view were disappointing. Few students could provide more than superficial responses to such tasks, and even the "better" responses showed little evidence of well problem-solving or Critical Thinking skills. However, Critical Thinking is often seen as a universal goal of higher education. The writers see disposition of students to think critically as a prerequisite condition.

Besides, providing the pedagogy of Critical Thinking, the writers attempted to provide the theoretical background of Critical Thinking.

## II. What Is Critical Thinking?

What the Critical Thinking movement has emphasized is the idea that specific reasoning skills or strategies undergird the curriculum as a whole. In a sense, Critical Thinking refers to the use of cognitive skills or strategies that increase the probability of a desirable outcome. In fact, the idea of rationality is the corner stone of Critical Thinking. To Critical Thinking, the critical person is something like a critical consumer of information; he or she is driven to seek reasons and evidence. To do that, one must be mastered certain skills of thought in order to be able to scaffold his/her ideology. Halpern (1999) maintains,  the ability to judge the credibility of an information source has become an indispensable Critical Thinking skill that needs to be deliberately and repeatedly taught in college and earlier. Accordingly, Paul (1994) draws a distinction between weak and strong sense of Critical Thinking. For him, the former means that one has learned the skills, while the latter means that one has incorporated these skills into a way of living in which one's own assumptions are re-examined and questioned as well. Paul believes that, because Critical Thinking allows us to overcome the sway of our egocentric and sociocentric beliefs,  it is essential to our role as moral agents and as potential shapers of our own nature and destiny. It goes without saying that Critical Thinking is considered to be as reasonable reflective thinking focused on deciding what to believe or to do; the assumption is that logical deciding usually leads to affective doing. Wood (2002) says Critical Thinking is the process of using reasoning to discern what is true, and what is false. Accordingly, Critical Thinking is seen as an essential skill for success in our society and has been heralded as a need in achieving our goals in most curriculum analyses.

### III. Who Is a Critical Thinker?

The critical thinker will be a better problem-solver and better decision-maker. When we're thinking critically, we're using our knowledge and intelligence effectively to arrive at the most reasonable and justifiable position possible. When we're thinking uncritically; no matter how intelligent or knowledgeable we are; we'll make unreasonable decisions and arrive at unreasonable beliefs or take unjustifiable actions, unless we are lucky and end up making the right choice for the wrong reasons.

Carroll (2004) indicates that a critical thinker is neither dogmatic nor gullible. The most distinctive features of the critical thinker's attitude are *open-mindedness* and *skepticism*. Being open-minded means being willing to examine issues from as many sides as possible, looking for the good and bad points of the various sides examined. In fact, critical thinker must cultivate a sense of healthy skepticism along with an ability to be open-minded, especially when considering viewpoints contrary to one's own. Critical Thinking does not mean being argumentative or being critical of others. However, too much skepticism leads to doubting everything and committing oneself to nothing; too little skepticism leads to gullibility. Ultimately, in order to function in the world, we have to accept the probability that at least some things are as they seem. This requires trust. If we can analyze clearly the basis of what we take as true, we are more able to discern when it is reasonable to be trusting and where it is useful to be sceptical. Ennis (1987) identified a range of dispositions and abilities associated with Critical Thinking. These focused on: the ability to reflect sceptically; and the ability to think in a reasoned way:

Scepticism in Critical Thinking means bringing an element of polite doubt. In this context, scepticism doesn't mean you must go through life never believing anything you hear and see. That would not be helpful. It does

mean holding open the possibility that what you know at a given time may be only part of the picture.

Accordingly, Cottrell (2005) implies a Critical Thinking is a tool for a critical thinker to use scepticism and doubt constructively so that he/she can analyze what is before him/her.

## IV. Critical Thinking Development

Halpern (1998) proposes a four-part model of instruction for Critical Thinking. Not surprisingly, it includes two parts we have sparsely discussed instruction in the *skills* and *dispositions* for Critical Thinking but it also includes *structure training* and *metacognitive monitoring*. With structure training, students are taught to create retrieval cues from the structural aspects of a problem or an argument so that when these structural aspects are present in the novel context, they can serve as cues for retrieval. Metacognition is usually defined as what we know about what we know. In fact, metacognitive monitoring is determining how we can use this knowledge to direct and improve the thinking and learning process. While engaging in Critical Thinking, students need to monitor their thinking process, checking that progress is being made toward an appropriate goal, ensuring accuracy, and making decisions about the use of time and mental effort. To enhance Critical Thinking, students need to develop the ability to critically evaluate the work of others (Cottrell, 2005).

## V. Critical Pedagogy

In the language of Critical Pedagogy, the critical person is one who is empowered to seek justice, to seek emancipation. Not only is the critical person adept at recognizing injustice but, for Critical Pedagogy, that person

is also moved to change it. Here Critical Pedagogy wholeheartedly takes up Marx's Thesis, that the philosophers have only interpreted the world, in various ways; the point, however, is to change it. For Paulo Freire (1985), Critical Pedagogy is concerned with the development of "critical consciousness" (Monchinski, 2008, p. 4). Freedom, for Freire, begins with the recognition of a system of oppressive relations, and one's own place in that system. The task of Critical Pedagogy is to bring members of an oppressed group to a critical consciousness of their situation as a beginning point of their liberatory *praxis*. Praxis involves theorizing practice and practicing theory. Critical Pedagogy considers a continuous relationship between practice and theory which involves a constant give-and-take of practice by theory and theory by practice. As Freire (1985), eloquently notified, cut off from practice, theory becomes a simple verbalism and separated from theory, practice is nothing but blind activism (Mochinski, 2008, p. 2).

The very basic and fundamental aspect of Critical Pedagogy is the sharp and meticulous distinction which is made between the banking system of education and the problem-posing education. The banking system of education sees students as empty vessels waiting to be filled with information by knowledgeable teachers. Students are viewed as passive sponges waiting to soak up facts. Teachers in this model are viewed as bank-clerks who make deposits into empty students. The banking system of education is a mechanistic conception of education. It fits well with the assumptions of behaviorist learning theories (Monchinski, 2008). The two main characteristics of banking system of education could be defined as that the teacher knows everything and the student knows nothing and the teacher talks and the students listen. In fact, in a banking concept of education a culture of silence‖ exists. In these classrooms students feel what they say isn't or won't be considered important. This may lead to the mutism where

students in classrooms avoid dialogue in favor of becoming silent. Mutism and a culture of silence signify oppression and dehumanization in classrooms. On the other hand, as direct opposition to the banking system of education, problem posing education as one form of the realization of Critical Pedagogy in classroom context encourages Critical Thinking. One of the teachers' roles in a problem-posing education is to problematize situations by presenting to students situations with which they are familiar but in a way that make them thinking about those situations in new ways.

## VI. Critical Thinking and Critical Pedagogies

Critical Thinking and Critical Pedagogy share in two features: The concept of criticality and dialogical thinking. Criticality requires one to do something, whether that something refers to seeking reasons or seeking social justice. For Paulo Freire, criticality requires *praxis*—both reflection and action, both interpretation and change. As he puts, "Critical consciousness is brought about not through intellectual effort alone but through *praxis*  through the authentic union of action and reflection" (Freire 1970, 48).

Another feature that these two critical theory and Critical Pedagogy share is what Paul (1983) called dialogic thinking which is inherent to Critical Thinking. Nevertheless, regarding Critical Pedagogy, the social dimension of dialogue is emphasized within Critical Pedagogy: dialogue occurs between people, not purely as a form of dialogical thought. Here again Critical Pedagogy focuses more upon relations between individuals, where Critical Thinking's focus is more on the individuals themselves. To better appreciate the concept of dialogue within Critical Pedagogy, let me put another way, being in contact with others is one absolute necessity for having a dialogue. This contact, of course, may indirectly involve others the

so called dialogic thinking. However, Vygotsky claims that the development of such capacities for individuals necessarily involves social interactions as well. Interaction is valued as a vehicle for developing, through mentoring, the Critical Thinking skills of students (Duffy, Dueber, & Hawley, 1998). Paul addresses this point, but it does not play the central role in his theory that it does for Freire and other Critical Pedagogues (Burbules & Berk, 1999). The method of Critical Pedagogy for Freire involves "reading the world" as well as "reading the word" (Freire & Macedo 1987). Dialogue is essential to the implementation of Critical Pedagogy in the everyday classroom. In fact, for dialogue to be a method of true knowledge, the knowing subjects must approach reality scientifically in order to seek the dialectical connections which explain the form of reality. In this important regard, Burbules and Berk (1999) hold Critical Pedagogy and Critical Thinking arise from the same sentiment to overcome ignorance, to test the distorted against the true, to ground effective human action in an accurate sense of social reality.

## VII. Disposition and Critical Thinking

Experts poetically describe such a person as having a critical spirit. It can be defined as an inclination or tendency, mood or emotional state‖ (American Heritage Dictionary, 2000). Spirits can denote a disposition, affect or frame of mind, i.e. in high or low spirits. Having a critical spirit does not mean that the person is always negative and hypercritical of everyone and everything. The experts use the metaphorical phrase critical spirit in a *positive* sense. By it they mean a probing inquisitiveness, a keenness of mind, a zealous dedication to reason, and a hunger or eagerness for reliable information (Facione, 2011, p. 10). Accordingly, Facione (1990) holds, ―A critical spirit suggests a positive effect that transcends normal thinking and can

assist us in transforming our thinking (p. 13). Also, about the importance of disposition, Halpern (1999) claims:

It is not enough to teach college students the skills of Critical Thinking if they are not inclined to use them. Critical Thinking is more than the successful use of the right skill in an appropriate context. It is also an attitude or disposition to recognize when a skill is needed and the willingness to exert the mental effort to apply it. (p. 72)

Sears and Parsons (1991) call these dispositions the ethic of a critical thinker (Halpen, 1999, p. 72). Accordingly, lazy or sloppy thinkers may have a large repertoire of Critical Thinking skills but not be inclined to use any of them. No one can develop expertise in any area without engaging in the effortful processes of thinking (Wagner, 1997). Thus we need to find ways to make students value good thinking and the work that is needed to achieve that goal.

Critical Thinking is best developed through an engagement with different areas of knowledge rather than as an autonomous skill to be taught in itself. However, teaching content and skills is of minor import if learners do not also develop the dispositions or inclination to look at the world through a critical lens (Burbules, & Berk, 1999). Thus, Critical Thinking in this way requires a critical person to have both the capacity and the disposition to seek reasons, truth and evidence. Dispositions, unlike skills, cannot be taught**;** they can only be cultivated through such activities as modeling (Reece, 2002). A Critical Thinking disposition suggests a mind frame or inclination to use Critical Thinking.

Critical thinking dispositions include a willingness to take a position and defend it, showing creativity, flexibility, perseverance, reflection, and maturity in judgments, and being truth-seeking, systematic, and showing maturity in judgments (Facione, 1990). These have also been described as

critical thinking indicators which also includes self-awareness, genuineness, and being self-disciplined (Alfaro-LeFevre, 2004). Furthermore, Critical Thinking is dependent upon a person's disposition to use it (Paul, 1983). Disposition to think critically can be defined as consistent willingness, motivation, inclination and an intention to be engaged in Critical Thinking while reflecting on significant issues, making decisions and solving problems (Facione, Sanchez, Facione, & Gainen, 1995). According to Zoller, Ben-Chaim and Ron (2000), a student's disposition to think critically is a necessary pre-condition for Critical Thinking and greatly affects Critical Thinking capability. Experts continue to agree that Critical Thinking includes the dimensions of skill and disposition (Dewey 1933; Norris and Ennis, 1989).

Teaching students to think critically must include allowing them to come to their own conclusions. Implicitly, it is an obligation for a teacher to scaffold students in order that they he/she can provide an effective program for developing Critical Thinking which creates a culture of thinking in the classroom. To do that, (1) teachers' program should provide models of good reasoning behavior. The purpose of the models criterion is to make sure that students are provided with exemplars of what thinking dispositions look like in practice; (2) the program should also provide direct explanations about the purpose, concepts and methods of good reasoning. In other words, students should be told why good reasoning is important, and directly taught some key reasoning concepts and moves; (3) a program for teaching reasoning should provide plenty of opportunity for peer interaction around reasoning. These are interactions in which students reason together, discuss reasoning with one another, evaluate reasoning together, and so on. The purpose of this criterion is to bring the thinking disposition alive for the student by anchoring it in meaningful interpersonal interactions; and (4) last but certainly not least, the program should provide plenty of opportunities

for formal and informal feedback around thinking dispositions. Through teacher feedback, peer feedback, and self feedback, students should learn about the strengths and weakness of their reasoning behavior. Furthermore, students must be brought to criticality, and this can only be done by alerting them to the social conditions that have brought this about. In short, we can restate the problem as follows: Critical Thinking's claim is, at heart, to teach how to think critically.

## VII. How to Enhance Students' Critical Thinking

All education consists of transmitting to students two different things: (1) what to think and (2) how to think. We do excellent job of the former; however, we have failed to teach students to think critically about the content presented to us (Schafersman, 1991). If we do not teach students how to think critically, we implicitly lead them to harmful thinking notably, illogical thinking and emotional thinking. The former is realized as fallacious reasoning supported by inadequate or unreliable reasoning; and the latter, emotional thinking which relies on emotions to search for and discover truth or knowledge. Critical Thinking involves that one rejects opinions and conjectures that have been shown to be wrong.

It is undisputable that children are not born with the power to think critically. It is a learned ability that must be taught. Humans are conditioned from birth to follow authority figures and not to question them as the goal of education is to instill traditional values like the respect for authority, perseverance, fidelity to duty, consideration of others and practicality. Such conditioning is done by parents and teachers using a wide variety of positive and negative reinforcement techniques. The result of such conditioning is in contrast with the thesis of both scientific investigation and Critical

Thinking. To develop the ability of thinking critically, the following strategies are suggested: (1) *annotating*, which refers to underlining key word, writing comments, making questions in the margins, making notes of anything that strikes you as interesting, bracketing important parts, or highlighting the important parts; (2) *previewing* which helps one to have a preconception of what the text is about and how it is formatted. Thus, a critical thinker is suggested to skim the text and take a look at the pictures or images provided, titles of the passage to grasp a tacit understanding of the text; and (3) *contextualizing* that refers to the notion that when one reads a text, it is critical for him/her to read it from his/her lens. Thinking will be critical if the students provide a link between what is in their background and what is in the text. In effect, this implies the communicative perspective that meaning does not reside in the text but in the mind of the students. We believe these three strategies can be consolidated if they are accompanied by making Socratic questions on the part of students; and reinforcing the students to express their thoughts.

At first steps, the role of a teacher, as a scaffolder in the classroom interaction, is pivotal. For learners to be taught to be critical thinkers, teachers should help them to voice their words; that is, letting them talk from their vantage points. Gradually, teachers can stick to the margin, and acts as a facilitator of the process of learning. Here, Socratic questioning is gradually instilled by teachers. Socratic questioning can be used to pursue thoughts in many directions and for many purposes, including: to explore complex ideas, to get to the truth of things, to open up issues and problems, etc. The art of Socratic questioning is intimately connected with Critical Thinking because the art of questioning is important to excellence of thought. What the word "Socratic" adds to the art of questioning is

systematicity and depth in assessing the facts and opinions. Both Critical Thinking and Socratic questioning share a common end.

Both are in their pursuit of meaning and truth. In a nutshell, in teaching, teachers can use Socratic questioning for at least two purposes : (1) to help students begin to distinguish what they know or what they do not know; (2) to foster students' abilities to ask Socratic questions, to help students acquire the powerful tools of Socratic dialogue, so that they can use these tools in everyday life. To this end, teachers can model the questioning strategies they want students to emulate and employ. In fact, Critical Thinking through the employment of Socratic questioning teaches students to dig beneath the surface of ideas. It also teaches the value of developing questioning minds in cultivating deep learning. In the same line, some of the Socratic questions that if cautiously employed will certainly help students develop their Critical Thinking are as follows: (1) getting students to clarify their thinking; (2) challenging students about assumptions; (3) alternative viewpoints and perspectives, and the most meticulous one (4) question the question.

## IX. CONCLUSION

Critical Thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality (Ellis, 1997). Along the same line, Critical Thinking is a valuable skill that, once learned, can be applied in many different disciplines; however, researchers have contended that having mere skills doesn't guarantee Critical Thinking. Critical Thinking is an attempt to make a distinction between facts and opinions. In fact, Critical Thinking is deciding rationally what to or what not to believe.

Critical Thinking involves, in part, the attitude of being disposed. In fact, the research indicated that there is a need for both skills and dispositions in curriculum models. Dispositions require students to be internally motivated or better to say be scaffold by their teacher so that they can think critically. We believe educational and professional success require nurturing one's consistent internal willingness to think as well as developing one's thinking skills. To do this, the teacher must provide students with as many models, opportunities, exemplars, and explanations as possible in order to help them operationalize their skills. In fact, having mere skills in order to think critically is not enough. The teacher should find ways in order to make students willing and disposed to think critically. One way suggested in this paper has been to enhance students' Critical Thinking by the strategies of annotating, previewing and contextualizing that work effectively if accompanied by Socratic questioning.

## Online Teachers: Stepping out of the Comfort Zone is a Must

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**Abstract**

Today's teachers are asked to shift to online learning platforms to ensure the continuity of the academic activities. Such a shift to a new instructional environment produces new challenges for teachers and places new obligations on them. In this regard, the present study employs an online questionnaire technique to investigate Algerian higher education EFL teachers' perceptions of online teaching and their willingness to teach outside their comfort zone. The findings reveal that the majority of the respondents perceive online teaching as less effective because of three key factors:  technological constraints, learners' non readiness and health issues. Even though they opt for online classes to manage the curriculum teaching in the beginning of the lockdown in March, teachers' responses imply their discomfort and hesitance to adapt the virtual teaching environment due to their incompetency. This study ends with some practical suggestions to help resistant teachers expand their comfort zones.

**Keywords**: Higher education, online teaching, digital technology, comfort zone, hesitance.

**Introduction**

New and important challenges are facing higher education teachers in the post-COVID 19 era. They are required to adapt new instructional environments, and thereby new obligations are placed on them. Although

this can prove rewarding and broaden the teacher's research horizons and experience of working with learners, many may perceive it daunting. Such prospect places a high premium on the need to help teachers develop their acceptance of different modes of teaching as well as their preparedness to the environments within which they are asked to teach. Though no teacher education programme can fully prepare them for unanticipated demands and challenges (**Jensen,** D. et al, 2010), teachers may be in need of motivating programmes to leave their comfort zones, and better prepare their students for the 21st century skills and competencies.

Although teaching effectiveness has been investigated extensively in traditional classrooms for more than seven decades (Seidel & Shavelson, 2007), today's classrooms' realities provide opportunities to problematise what has been taken for granted, what has been always comfortable and what has been always in control.  Such a simple shift in thinking may make a difference in teachers' performances and students' outcomes in any environment, be it face to face, blended or online. With regard to this difference, limited literature exists on what make teaching efficient outside of the comfort zones and how students' learning is affected when teachers are working outside their comfort zone (Rasmussen, 2016). Many educational experts and school reformers may be extremely convinced by the urgent necessity of the online teaching; however questions such as teachers' perception, willingness, preparedness, design and effectiveness of online teaching are highly essential prior to launching any educational reform. No doubt, educational reforms can be doomed to failure if teachers are resistant to them. Against this backdrop, the present paper investigates Algerian higher education EFL teachers' perceptions of online teaching and their willingness to adapt the online teaching environment. This research problem is motivated by the claim which states that educational reforms can

be successfully accomplished only when teachers believe in the need of their accomplishment. That means if teachers show a high level of willingness, the digital learning will be the new normal mode of teaching.

**Digital Natives vs. Digital Immigrants**

*"*Our students have changed radically. Today's students are no longer the people our educational system was designed to teach" Prensky, M., (2001:1)

In his article "Digital Natives, Digital Immigrants", Marc Prensky (2001) refers to the existence of a new generation that has been brought up surrounded and interacted with digital technologies. Given this interaction with digital technology, Prensky makes clear that the way today's students think and process information is different from their predecessors. He further justifies this by saying that because of growing up in such a digital environment, students' brains have physically changed and their thinking patterns have changed too. These students are dubbed by Prensky as '*Digital Natives'* since they are native speakers of the digital language of computers, video games and the Internet. The effect their experiences with technology are having on their learning may not be doubt therefore. This Net Generation is believed to be no longer the generation educational system was designed to teach. Here is Marilee Sprenger (2010) making a compelling argument that today's students are bright and talented; and their mission in school and life is different from that of previous generations. Consistent with this, online education has been considered beneficial since it provides interactive digital environment and supports undertaking autonomous learning.

With regard to the ability of technological use in academic settings, Prensky went to prove that there is a digital gap (divide) between those who have grown up in the digital world and those who have acquired familiarity with digital technology at some later points in their lives. The terms are digital natives and digital immigrants respectively. This assumption has profound implications in education. As already argued by Prensky (2001), this gap has resulted in the digital natives being taught by digital immigrants who are using an outdated language that of the pre-digital age. Jukes and Dosaj (2006) explore this issue a little further. They share the view that digital immigrant teachers prefer a slow and controlled release of information, text over pictures, sound and video, linear and sequential presentation, standardized testing, and delayed rewards. Whereas, digital native student prefer multimedia, parallel processing and multitasking, pictures and video before text, immediate relevance, and instant gratification. To state it differently, it is difficult for digital natives to excel academically using the outdated teaching methods.

Coming back to the notions 'digital natives and digital immigrants', as used by the American writer and speaker on education Marc Prensky, it must be emphasized that the original essay was not scientific, the data on which he based his claims was gathered mainly by no empirical research. Yet, these concepts have been widely addressed in academic studies, and research on both of them, mainly in education, has been considered worthy of study.

**Teaching inside and outside the Comfort Zone**

A comfort zone can be defined as a psychological state in which things feel familiar to individuals, groups or communities.  They feel at ease with their regular habits and routines, perceiving everything in control and thereby experiencing low levels of anxiety, stress and risk.  According to

Judith M. Bardwick, the author of "Danger in the Comfort Zone" (American Management Association, 1991), the term 'comfort zone' refers to a behavioural state where a person operates in an anxiety-neutral position. In other words, when being inside the comfortable zone, what to do and what to expect are clear. However, is there a problem when spending more time in the comfort zone?

Perhaps nothing wrong when being comfortable for some time inside the comfort zone, but a problem may start when someone gets too comfortable, feeling so complacent and showing no eagerness to achieve new goals, take new risks and seize opportunities. That is to say, if you are 'if you are too comfortable, you are not productive' (cited in Tugend, 2011).

Bardwick cites a famous experiment conducted by the psychologists Robert M. Yerkes and John D. Dodson (1908). Using mice, Yerkes and Dodson found that stimulation improved performance, up to a certain level, what is now known as optimal anxiety. But, when that level is passed, and one is under too much stress, performance deteriorates. White (2009) refers to the zone in which performance can be improved by some amount of stress as *'the optimal performance* zone'. To use Yerkes' words (1908); anxiety enhances performance until a certain optimum level of arousal has been reached. However, performance deteriorates as higher levels of anxiety are attained. Beyond the optimal performance zone, lies the *'danger zone'* in which performance declines rapidly under the influence of greater anxiety. That is to say again, if you are too uncomfortable, you are not productive' (cited in Tugend, 2011).

Given that everyone's reaction to stress is different, stepping outside of the comfort zone is a way to get comfortable with the discomfort. To illustrate, when reaching the optimal performance zone, one's skills increase and s/he becomes comfortable with that new level of anxiety.  Once

expanding the comfort zone, one can get more used to those feelings of "productive discomfort" and will not be so scared to try new things in the future (Tugend, 2011). Similarly, teaching can be viewed the same way. Often, when teachers do not change, for example, their curriculum, handouts, presentations, or tests for many years, they believe they are in control of everything and their classes are easy. This kind of attitude of complacency can be a sign that teachers are not trying something new and different; teachers' continuous and never ending comfort may not lead them to a higher level of excellence. As a result, one of the factors that make teachers reluctant to step out of their comfort zones is because they may feel unable to be successful in situations outside of their comfort zone. That is, they lack the necessary self-efficacy. More importantly, teaching as a complex and challenging career needs a constant extension of one's comfort zones. Such an extension enables instructors to prepare their students for different skills and competencies. In the same vein, it is argued that there are conditions that promote teaching outside the comfort zone, including extrinsic and intrinsic motivations. Without such requisites, no development can be possible (Benzehaf, 2016).

## Method

The present project seeks to provide insight into teachers' perceptions and willingness to teaching outside their comfort zones (traditional classrooms). The following three questions are explored:

1.              How do Algerian higher education EFL teachers perceive online teaching?

2.              Are they willing to adapt the virtual online environment?

3.                         What motivate resistant teachers to teach out of their comfort zone?

Being convinced by the view that for studies which center on individuals and their opinions, beliefs, motivation and behaviours, a survey research design is the most appropriate (Osuala, 2004), the study at hands opts for a structured  online questionnaire consisting of three sections, each section consists of a series of items related to the abovementioned research questions. Sampling in this study is a purposive one. The questionnaire is administered to twenty four (24) EFL teachers at Ibn Khaldoun University of Tiaret, Algeria. The respondents' teaching experiences as well as their fields of interest are varied, including: Gender Studies, Linguistics, Sociolinguistics, Applied Language Studies, Applied Linguistics, Didactics and Culture, ESP and TEFL. Not all the selected teachers are trained to online learning, but the majority of them have experienced online teaching for the first time as an emergency response to the spread of COVID 19. Some of them have created 'one to two' online courses on Moodle platform (LMS), while others use other digital tools such as: Google classroom, Google meet, Zoom and the social networking site 'Facebook'.

 **Data Analysis**

In this part, we describe the findings concerning the three research questions addressed in this study. Descriptive statistics and qualitative interpretations are used to analyse the data.

**5.1. Section One: Teachers' perceptions of online teaching**

Initially, this section contains two questions by which we aim to know EFL teachers' perceptions of online teaching and the major factors affecting their perceptions. The questions are stated as follows:

*1.                                                                   Q uestion One: How do you rate online teaching effectiveness?*



**Figure 1. The effectiveness of online teaching**
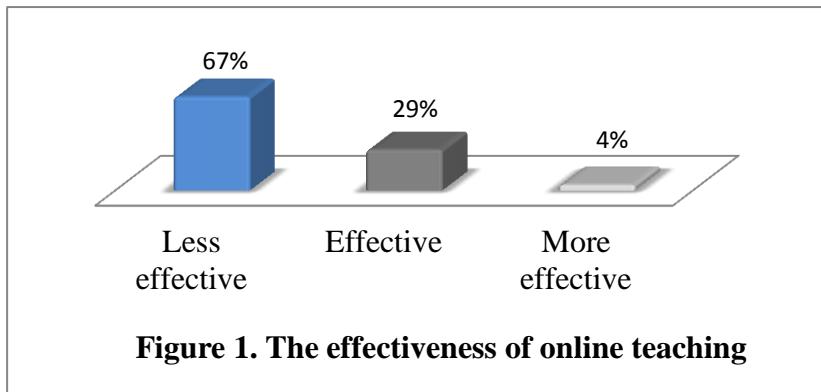
The data presented in figure.1 indicate that the respondents' perceptions of online teaching effectiveness are at variance. The majority of them (with 67% of the total) opine that online teaching is less effective. It is also observed that from the entire sample, 29% consider online teaching to be effective while 4 % perceive it as more effective.

*Question Two: What are the major factors affecting your perception?*

One interesting finding is that the participants report 'technological constraints' as the main factor leading to the ineffectiveness of online teaching. Nearly all of them highlight the unavailability of digital devices as a hindrance in online teaching, including: PCs, laptops, smartphones, tablets, printer, scanner and projector...etc. Among the highlighted finding

also is the access to internet, slow connection makes online teaching ineffective.

The respondents stress another factor causing online teaching to be ineffective. It is learners' non readiness (self directed learning and self efficacy). They doubt learners' beliefs, motivations and expectations in their capability to perform a task using computers or internet. Relating to their experiences of online teaching during COVID19, learners have been found to lack the necessary skills to operate digital tools. The informants have noticed learners are not motivated to attend the online courses

The majority of the respondents concur that online teaching can be ineffective due to health issues, they mention 'migraine and eyestrain". Interestingly enough, only few of them view instructors' digital skills as a key factor determining the effectiveness of online teaching.

## 5.2. Section Two: Teachers' willingness to the extension of their comfort zone

This section, in which the questions are ordered in a manner that is aligned with the aims of this study, is intended to make a contribution on three levels. First, it aims at presenting the online teaching environment either as a zone of comfort or discomfort for teachers. Second, it indicates the reasons behind each. Finally, the third question is asked to examine teachers' willingness to adapt the virtual teaching space.

*1.                                                                    Q*
*uestion one: Do you feel comfortable with the online teaching*
*environment?*
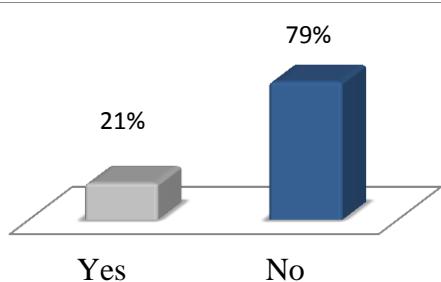


**Figure 2. Comfort with the online teaching environment**

The data displayed in figure 2 shows a significant difference existing between the respondents' responses. Of 24 responses, 21% feel comfortable when being in the teaching virtual space whereas 79 % do not strongly agree to consider it to be their comfort zone.

*Question two: How do you assess your online teaching competency?*
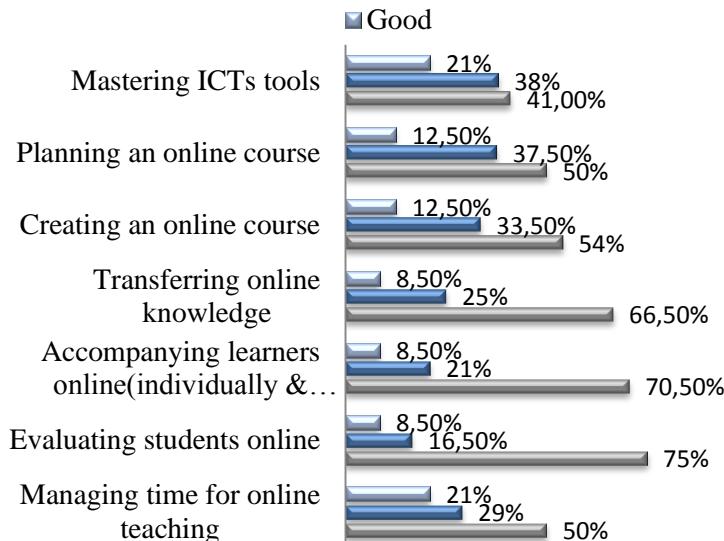
**Figure 3.  Online teaching Competency**

Figure 3 represents perhaps the most common and frequent functions that are required from online tutors. A look at the entire results of the responses to each item, ranging from mastering ICTs tools to time management for online teaching, shows that the rating 'insufficient' is the highest as opposed to the other levels of the scale, here are the percentages respectively: ( 41%, 50%, 54%, 66.5%, 70.5%, 75% and 50%). Therefore, we assume that the digital divide between teachers themselves needs investigation.

A cursory look at this figure again may make it clear that these findings have a direct link to what is stated before. As an illustration, the incompetency of teachers can be a reason for the discomfort they experience in the online teaching environment.

2.　　　　　　　　　　　　　　　　　　　　　　　　Q

**uestion three: Are you making efforts to adapt the online teaching zone in the post COVID 19 era?**



34%　　　　　　　66%

Yes　　　　　No
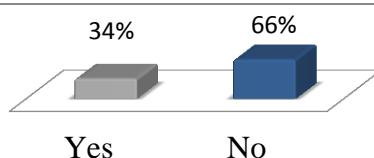
**Figure 4. Teachers' willingness to adapt the virtual teaching space**

Here again in figure 4 the gap between the informants' answers is widening. As opposed to 34% of the total sample, 66% report their unwillingness to enhance their competencies to adapt this new mode of teaching. These results appear to be in accordance with the respondents' perceptions of online teaching and the factors leading to them.

### 5.3. Section Three: Practical Suggestions

This section is devoted to some practical recommendations for teachers who are still uncomfortable with online teaching and hereby hesitant to experience the discomfort. Its explicit purpose is to answer this question:

1.　　　　　　　　　　　　　　　　　　　　　　　　W

**hat motivate resistant teachers to teach out of their comfort zone?**

The selected informants believe that teaching is a dynamic process and hereby teachers' needs are of a dynamic nature as well. For them, since the beginning of higher education, universities have been dependent on face to face teaching, and teachers have been too comfortable with it. Their first experience with online teaching in the beginning of the lockdown in March has been stressful. To cope up with the curriculum, some of them merely

had put their lecture notes already planned for face to face learning on Moodle, others recorded lectures for downloading, then consequently they noticed lower students' poor attendance. Furthermore, the respondents express their frustration when they kept on receiving a great number of students' emails and sometimes text messages about the submission of courses and the evaluation of assignments. The respondents also report that designing online courses is a hard challenging task. According to them, it needs long time to adapt these activities and redefine the objectives and the outcomes.

Few respondents' responses imply that teachers are required to learn, grow and develop by themselves, whereas many asserts that teachers need others to help them adapt this change, including formal trainings and monetary rewards.

**Discussion of the Findings**

The present study is directed toward teaching effectiveness in online classes. Its primary aim is to probe into teachers' perceptions of online teaching and their willingness to teach outside their comfort zone.

The findings reveal that the majority of the respondents perceive online teaching as less ineffective, identifying technological constraints, learners' non readiness and health issues, which can be in line with the findings of Muthuprasad et, al (2021), as the three key factors leading to its ineffectiveness. Their responses imply that the unavailability of digital devices, lack of access to internet, learners' non readiness (in terms of self directed learning and self efficacy) and health issues ( as migraine and eyestrain )can be a hindrance to the success of online classes. Interestingly,

few respondents report teachers' digital skills as a factor affecting their perceptions.

Moreover, the findings show that most of the selected informants seem to not consider the virtual teaching space as their comfort zone. By implication, it is the traditional classroom where they feel comfortable. It is also conceivable that teachers' discomfort with using computers and navigating the internet is due to their online teaching incompetency. Necessary skills (such as mastering ICTs tools, managing time for online teaching, planning and creating online course, transferring online knowledge in limited time, accompanying students online "individual & collaborative work" and evaluating students online) can be important for the effectiveness of online teaching. Future research may seek to understand the importance of online tutor's role and functions in the online teaching effectiveness.

Finally, the current study finds that some respondents have no tendency to enhance their competencies to adapt this new mode of teaching. We assume therefore that this result may align with the respondents' perceptions of online teaching and the factors leading to them. In response to the relationships between these variables, the respondents offer some practical suggestions. According to them, intrinsic and extrinsic motivations are requisites to ensure the development of teacher's self efficacy. Intrinsic motivation is governed by the teachers' desire to update their knowledge and refine their digital teaching skills, and extrinsic motivation which is guided by *external factors such as:*

The spread of online teaching/learning culture (holding certain set of positive attitudes towards online teaching such as the belief that teaching should not be thought of as separate from  technology),

Formal free trainings, conferences, seminars or workshop that enable good practice than prescribe it,

 Inviting experienced online or hybrid teachers in the same sector to share their recommendations with new teachers.

Serious work on both teachers and students' needs from inside perspectives

**Conclusion and Further resaerch**

Technology has significantly changed the way teachers communicate with their students as well as how they share and facilitate information. The issue of this study is not how to use technology to teach, but how teachers acknowledge the way the world is already developing, and understand that teaching as a challenging profession needs a constant extension of one's comfort zone.

Even though it employs a small sample, this study suggests that teachers are believed to be the pillar for any educational reforms and their willingness can be a factor leading to the effectiveness of online teaching but absolutely not the only one. Efforts should be made to motivate both teachers and students to be comfortable with the discomfort, and therefore ensure the meaningful interaction with and between them. Based on this claim, more research is recommended to further the understanding of the relationship between the extension of teachers' comfort zone and motivation.

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# Promoting Critical Thinking and Innovative Learning Strategies during COVID19

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**Abstract**

From the end of 2019 till now, the whole world is struggling with COVID 19 and its effects on every aspect of our lives. As emergency measures, online learning was the only solution to maintain education in higher education. Learners found themselves obliged to develop their learning skills with  teachers' distant guidance.  Therefore, developing critical thinking and 21$^{st}$ C skills became a necessity, basically   critical thinking and problem solving, Communication, Collaboration, Creativity and innovations. How to assure the development of the four "Cs" in order to evidence learners' understanding, analysis, evaluation of information either individually or with others? This question preoccupied teachers' thinking. In my turn, I involved my master students (2019- 2020 – master 1 and 2020 – 2021 master 2) in an experiment where they were obliged to develop their critical thinking and the four Cs during COVID 19. The background for developing those skills was before the pandemic spread. The objective was to develop the ability of how to learn and avoid copy-past work. The results showed the positive impact of the innovative learning strategies that students were asked to use to provide their work. These strategies assured

the development of their critical thinking skill, cooperation, communication, innovation and creativity.

**Keywords**: Four Cs, constructivism, COVID19, learning strategies.

## Introduction

The requirements of the 21 century in education are marked by the four Cs- Critical thinking and problem solving, Communication, Collaboration, and innovation and creativity. With the wide spread of COVID 19 in Algeria, 12 March 2020 marked the closure of all educational institutions- universities and schools- till September 2020. The Algerian university made appeal to online learning as emergency measure to assure education. The shift from face to face study to online learning was the only possible solution. However, the question was how to assure that students are developing their critical thinking skills and learning strategies as expected from 21st Century learners and construct their learning by themselves.

## Social Constructivism

Constructivism implies learners' construction of knowledge from their own experiences. The most well known psychologists of this school of thought are the Russian Vygotsky, and the Israeli Feuerstein. This theory considers the social nature of language itself; "*it highlights the importance of social processes on cognitive activity*" (Carlson, 2003: 1). The concepts of '*mediation'* and "Zone of Proximal Development" (ZPD) are central to this psychology .The former, as Williams and Burden (1997) explain, refers to the role that other significant people play in the learners' lives in order to enhance their learning by selecting and shaping the learning experiences presented to them; they can be parents, teacher, or peers. The later, Vygotsky's "Zone of Proximal Development" (ZPD), refers to the distance

between an individual actual developmental level and the potential level of development under adult guidance or in cooperation with others. This concept is used to refer to the layer of skill or knowledge that is just beyond that which the learner is currently capable of copping with (Ellis, 2003).

**The 4 Cs**

The 21st century is marked by "the four Cs", critical thinking and problem solving, communication, collaboration, creativity and innovation. Pardede (2020, pp. 73-76) explains them as follows:

*Critical Thinking:* The concept of critical thinking was originally acknowledged by Socrates about 2,500 years ago when he introduced the process of questioning, later called the Socratic Method, as an approach for increasing human reasoning skills quality

*Communication:* language is essentially a means of communication and the main objective of teaching and learning a language is to enable the learner to communicate in it, EFL classes have long been acknowledged as one of the most effective environments for enhancing students' communication skills.

*Collaboration :* In a general term, collaboration refers to the practice of working together to achieve a common goal.

*Creativity* Although creativity is often synonymized with creative thinking, both are two different things. Creativity is the products, processes or interactions that generate new ideas, thoughts, and objects, whereas creative thinking refers to the thinking skills which enable a person to generate creative original or new ideas, thoughts, and objects.

**Critical Thinking**

As researcher, I consider critical thinking the basis for the other Cs to be developed; then, it is necessary to clarify deeply the term. Hughes (2014, p. **2)** assures that the term 'Critical Thinking' first started emerging in academic circles and literature in the mid-twentieth century. Fahim & Eslamdoost (2014) add that "Critical thinking has become the focus of attention since 1960s notified and tracked by the educators' becoming thoughtful about students' incapability of higher order thinking (analysis-synthesis and evaluation) or critical thinking" (p.141). Elder & Paul (2013) define critical thinking as "a self-guided disciplined thought that attempts to reason at the highest level of quality in a fair minded way" (p 14).   He explains,

Critical thinking is, in short, self-directed, self-disciplined self-monitored and self corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcoming our native egocentrism and sociocentrism (p. 14).

Dwyer, Hogan & Stewart (2014) highlight that "Critical thinking is often described as a metacognitive process, consisting of a number of sub-skills (e.g. analysis, evaluation and inference) that, when used appropriately, increases the chances of producing a logical conclusion to an argument or solution to a problem" (p.43)

To conclude, Bassham, Irwin, Nardone &Wallace (2011) clarify,

critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal

preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do (p. 1).

**Critical Thinkers**

Hedges (1996, p 11) views that effective teaching includes: critical thinking, problem solving and decision making.  He defines them as follows:

Critical Thinking
The ability to identify and formulate problems as well as the ability to solve them

The ability to recognize and use inductive reasoning and to recognize fallacies in reasoning

The ability to draw reasonable conclusions from information found in various sources written, spoken, tabular, or graphic and to defend one's conclusions rationally

The ability to comprehend, develop, and use concepts and generalizations5.The ability to distinguish between fact and opinion
Problem Solving

Recognizing a problem situation

Defining the problem

Developing hypotheses regarding a solution

Testing hypotheses and gathering data

Revising hypotheses and testing revised or new hypotheses

Forming a conclusion

To simplify,  the steps of problem solving are: problem to be solved, options, best options, and solution

Decision Making

Identify the real decision to be made.

.Form alternatives and gather information relative to them.

Evaluate alternatives and decide on the best one.

Evaluate the decision and accept responsibility for it.

To simplify, the steps in decision making are: decision to be made, options, best options, and conclusion or decision

Furthermore, distinction has been made between critical Thinkers and uncritical thinkers (Bassham, Irwin, Nardone &Wallace (2011, pp. 25-26)

| Critical Thinkers . . . . | Uncritical Thinkers . . . |
|---|---|
| Have a passionate drive for clarity precision, accuracy, and other critical thinking standards. | Often think in ways that are unclear, imprecise, and inaccurate. |
| Are sensitive to ways in which critical thinking can be skewed by | Often fall prey to egocentrism, sociocentrism, relativistic |

| | |
|---|---|
| egocentrism, sociocentrism, wishful thinking, and other impediments. | thinking, unwarranted assumptions, and wishful thinking |
| Are skilled at understanding, analyzing, and evaluating arguments and viewpoints. | Often misunderstand or evaluate unfairly arguments and viewpoints. |
| Reason logically and draw appropriate conclusions from evidence and data. | Think illogically and draw unsupported conclusions from evidence and data. |
| Are intellectually honest with themselves, acknowledging what they don't know and recognizing their limitations. | Pretend they know more than they do and ignore their limitations. |
| Listen open-mindedly to opposing points of view and welcome criticisms of beliefs and assumptions. | Are closed-minded and resist criticisms of beliefs and assumptions. |
| Base their beliefs on facts and evidence rather than on personal preference or self-interest. | Often base beliefs on mere personal preference or selfinterest. |
| Are aware of the biases and preconceptions that shape the way they perceive the world. | Lack awareness of their own biases and preconceptions. |
| Think independently and are not afraid to disagree with group opinion. | Tend to engage in "groupthink," uncritically following the beliefs and values of the crowd. |
| Are able to get to the heart of an | Are easily distracted and lack |

| ssue or a problem, without being distracted by details. | he ability to zero in on the essence of an issue or a problem. |
|---|---|
| Have the intellectual courage to face and assess fairly ideas that challenge even their most basic beliefs. | Fear and resist ideas that challenge their basic beliefs. |
| Pursue truth and are curious about a wide range of issues. | Are often relatively indifferent o truth and lack curiosity. |
| Have the intellectual perseverance o pursue insights or truths despite obstacles or difficulties | Tend not to persevere when hey encounter intellectual obstacles or difficulties. |

**Table1: Characteristics of Critical Thinkers (Bassham, Irwin, Nardone &Wallace (2011, pp. 25-26)**

**Promoting Critical Thinking**

According to Walker (2003), educators can use various instructional methods to promote Critical thinking and problem solving. Students need to be exposed to diverse teaching methods that promote this thinking skill (p. 264). They are as follows (p. 264):

**Questioning:** It can be a good way to promote learners' critical thinking. It depends on how questions were asked provided they refer to higher order thinking skills. Questions should be designed to promote evaluation and synthesis of facts and concepts. Higher-level thinking questions should start or end with words or phrases such as, ''explain,'' ''compare,'' ''why,''

''which is a solution to the problem,'' ''what is the best and why,'' and ''do you agree or disagree with this statement?'' (p. 265)

**Blooms' Taxonomy**

He proposes Blooms taxonomy and questions related to each level. He emphasizes that critical thinking is related to the higher level of the taxonomy; analysis, evaluation and synthesis as shown in Table 2.

| Category | Key Concepts | Examples |
|---|---|---|
| **Knowledge** | Memorization, description | What, when, who, define, describe, identify, state, show, how |
| **Comprehension** | Explanation, comparison | Conclude, demonstrate, rephrase, differentiate, explain, give an example of |
| **Application** | Solution, application | Build, construct, solve, test, demonstrate, how would you |
| **Analysis** | Induction, deduction, logical order | Support your, what assumptions, what reasons, does the evidence support the conclusion, what behaviors |
| **Synthesis** | Productive thinking | Think of a way, propose a plan, develop, suggest, formulate a |

| | | solution |
|---|---|---|
| **Evaluation** | Judgment, selection | Choose, evaluate, decide, defend, what is the most appropriate, which would you consider |

**Table 2: Examples of Questions (Walker, 2003, p. 265)**

**Socratic questioning**. Socratic questioning is defined as a type of questioning that deeply probes or explores the meaning, justification, or logical strength of a claim, position, or line of reasoning (p. 265). The Socratic method focuses on clarificationIn addition to using these questioning techniques, it is equally important to orient the students to this type of classroom interaction.

It is also important to provide deliberate silence, or ''wait'' time, for students upon asking questions

**Classroom Discussion and Debates**

Classroom discussion and debates can promote critical thinking. Various techniques are available as oserving the reasoning skills of another person was used then a classroom discussion follows.

**Written Assignments**

In-class and out-of-class assignments can also serve as powerful vehicles to allow students to expand their thinking processes.

**The Method**

**Population:**

The population under study represents 50 EFL Master students language sciences at Badji Mokhtar University- Annaba. They were master students (2019- 2020 – master 1 and 2020 – 2021 master 2). In master 1, they studies TEFL (Teaching English as a Foreign Language) and in master 2 they studied didactics.

**Research Question:**

With the outbreak of COVID 19, how to assure the development of critical Thinking and creative learning strategies in online learning in order to evidence learners' understanding, analysis, evaluation of information either individually or with others in online learning?

**Hypothesis**

If learners have been trained on self directed learning through assignment and lesson preparation in the pre-COVID period, they would develop better their critical thinking and creative learning strategies in online learning.

**The Procedure**

The period before the expansion of COVID19, from September till 12 March, my students made considerable steps towards critical thinking and autonomy by constructing their knowledge by themselves, interacting with each other in the sessions, discussing lessons' elements and providing their points of view.  With the outbreak of COVID19, The first year was marked with the use of Sanako platform and emails. The TD mark of the second semester 2020 was based on assignments done online either individually, in pairs or in groups. Students get used to such types of activities in the

classroom. The aim was to build on their previous developed skills in the pre COVID period.

My students were obliged to develop their critical thinking and the four Cs during COVID 19. The background for developing these skills was before the pandemic spread. The objective was to develop the ability of how to learn and avoid copy-past work. The results showed the positive impact of the innovative learning strategies that students were asked to use to provide their work. These strategies assured the development of their critical thinking skill, cooperation, communication, innovation and creativity.

**Long Term Objective**

The main objective behind involving learners in such assignments was to avoid copy paste technique without understanding, analysis, synthesis and evaluation of information. Students need to read attentively the lessons for more than one time, decide for the main points; then, think of  how to present it in clear and precise ways either in charts, mapping and PPT format. Indeed, learners' interaction for long period with the lessons and their classmates will promote their critical thinking, communication, collaboration and creativity.

**Pre-CoVID period ( in the classroom)**
**The objective:** To develop learners' responsibility for their learning as master students and future teachers and prompt their critical thinking and learning strategies as making research, checking you tube, collaboration, communication, and creative thinking. In fact, the main goal was to set the ground for these strategies to develop.
Students prepare the lessons before coming to the class.

1)                                                    L esson presentation is based on teachers' questions and students answer leading to further questions that tempt students to think deeper; that is , Socratic Method.

Lesson presentation is also based on discussion and debate to develop their higher order thinking skills- Analysis, synthesis and evaluation of information..

Students provide their own example through individual works to be discussed with their classmates as in the lesson of contrastive analysis and error analysis.

Student work in different groupings: individually, in pairs and in group. The aim was to develop learners' interaction and negotiation skills- communication. For example: the lesson of brief survey on language teaching methods as they were asked to choose the group members from 4 To 6 to perform a method as teacher and learners. They assess their performance in relation to the method they performed then their classmates assess them in relation to the method principles.

The teacher provides feedback for every student.

**During COVID Period ( At home)**

**Objective:** To develop learners' self regulated learning and assure the depth of their reading and critical thinking. In addition, it was a continuation of class procedures but this time through the net. In this period, students were obliged to develop the required skills of 21$^{st}$ Century learners. On SANAKO platform and online learning, the teacher uploads the lessons for every week with gradual innovative ways as requirements to make the assignments from students' parts:

Provide the main point of the lessons.

In a chart format, explain the difference for example between scientific grammar and pedagogic grammar.

For long lessons with detailed information, in group work using charting and mapping note taking methods to get the main points as in the lesson of "Learning factors and processes" that is more than 5 pages

Using power point presentations for presenting the lessons' main ideas as in the lesson of testing and teacher's awareness.

The students did the assignments in pairs, groups of three to four students with long lessons and they provided their names for every done part.

The teacher provides feedback for every done assignment.

The teacher provides a sample of the best answer.

**The Results**

In online learning, students provide very innovative assignments with new ideas in mapping and charting and even PowerPoint presentations. They used different shapes with different colours. The most interesting thing was what they involved in the assignments; the content assured that they did not only read the lesson but also deeply analyzed and understood it   then decided for the better way to present it.

It follows students' answer to a questionnaire on critical thinking and learning strategies. In comparing the periods before and during COVID, 19, 24% became better critical thinkers, 32% critical thinkers, 36% working on developing their critical thinking, while the same percentage 8% opt for not being critical thinkers

|  | Before COVID19 | DURING COVID19 Online learning |
|---|---|---|
| A better critical thinker | 14% | 24% |
| A critical thinker | 24% | 32% |
| Working on developing critical thinking | 54% | 36% |
| Not a crtical thinker | 8% | 8% |

**Table3: Learners' perception of their critical thinking before and During COVID**

Focusing on pair/group work, During COVID in ONLINE learning, in the TEFL/ didactics sessions, 90% of the students rely on themselves to accomplish their part of the assignment, whereas, 10% rely on other members of the pair/group work. In addition, 80% affirm that they have developed their communication skills as shown in Table 4

| Pair/group Work in Online learning | % |
|---|---|
| Rely on yourself to accomplish your part of the assignments | 90% |
| Rely on the other members to accomplish the assignment | 10% |
| Developed Communication skills | 80% yes / 20 % NO |

**Table 4: Pair/group work in Online Learning**

In the period of COVID19 in online learning, 58% of the students were interested in developing their ICT Skills to prepare better assignments in TFL / didactics and they advanced the following reasons:

Being an autonomous learner was an advantage for me because I had the chance to prepare everything online as I used to work even before COVID 19 the only difference is sending them via email rather than printing the papers. I'm able to write professional *email*. Using WPS effectively. Using *internet* wisely and smartly.

I often tried to use ICT in order to get a ***better understanding*** of the lessons and do my assignments

I was more focused on *YouTube* explanation and I asked every time parents ideas about what I did thus they were here to help me a lot and told me their ideas about the topic I was doing

I tried looking into all ***softwares (Google meet, Zoom...***etc) and their options like ***sharing the screen*** and ***the use of power point presentations*** in order to stand out from the rest of the class.

I used to be very interested to learn more about sending messages via ***e-mail*** , how to use e-learning platform ( *Sanako*) , writing in ***word format*** , ***PowerPoint presentations.***

I tended to like presenting a good work for my teachers this is why I was relying on ICT tools to help myself and to be able to present an acceptable work. Also during that period, I liked how I was able to work on different kinds of platforms by using ***E-mails, Messenger, presenting power point presentations*** etc.

I was interested in developing all my skills for example the writing skill by writing essays and summarizing the lessons

I was interested in developing ICT skills to prepare better assignment by making some efforts in **reading** and trying to understand any passage given to me and guessing the meaning Behind each word or general idea To make a good summarizing or paraphrasing a piece of writing. Because ***I was thinking about the next year which is master2 and I need To prepare myself for a dissertation***.

*writing assignments with computer* would be much easier than manual and also there is many programs that guide and correct student so he \she will learn and develop

By *researching, analyzing, evaluating , understanding ,and preparing the lessons* at home by writing it in *PowerPoint presentation* and send them , to develop my ICT skills to prepare better assignment in TEFL/ didactics.

Since we had no other choice but to use ICT tools, I automatically develped the skills.As we were asked to make maps and power point presentations for different modules, I took more time and made some efforts in using the different ICT tools for its fundamental role in our learning during COVID19

*The pandemic was a great chance for me to learn and develop my capacity in using computer system, I spent almost 8 or 9 months practicing on computers ( homeworks and quizzes )and I can tell you now that I don't have anymore problems in writing word documents, or power point presentation , my ICT skills are getting better .( Before , I always used to ask one of my brothers to do it for me , but now I am doing it myself )*

Taking online courses to develop programs management

Students' clarifications showed that they raised their learner autonomy, self reliance and self regulation in addition to self-training. Once they found themselves obliged, they accepted the challenge and developed their skills in ICT use: Internet, Word, PPT, e-mail using youtube, Google meet, Zoom, and Sanako. ICT use developed their research skills, analysis, understanding, evaluation, lesson preparation.

Considering critical thinking  and learning strategies, 64%  of the students confirm the positive effects of the *pre-COVID period of* preparing lessons

and doing assignments individually and in groups **on the During COVID period** to manage better their learning. Moreover, 54% affirmed that they have developed autonomy and critical thinking towards their learning in the During COVID online learning period. They further explain,

I've learned **different strategies** which made my learning process develop Because I have developed **my metacognitive capacities** and became much **more responsible** for my learning.

Yes because the teacher gave us homework to do all the time this help me to research a lot and to be **more creative when thinking and writing.**

Simply because we received lessons from teachers in forms of documents and it was **up to us to read, analyze and understand** the lesson.

During that period, I was the one who is **responsible for my studies**. I was **aware of the responsibility** on my shoulders and that I have to **self-evaluate** and **control** my own experience of learning.

I used to **think critically** in that period of learning by **self reliance** in **reading** and **searching solution**, using my **own thinking.**

I became **forced to learn by myself**. And that was good.

I learned **how to do things** I did not know how to do before, and got **out of my comfort zone**, which made me **discover things about myself.**

It gives me the opportunity to **search, analyze, synthesize, evaluate, and write in my own style.**

I am more responsible towards my learning, I **don't accept any random information before analyzing and checking it.**

I developed my **analytical thinking** because there is no enough communication with professors.

I have always **rely on myself**, but yes it **gets much better during the Lockdown**

This period gave me the chance to be more *creative thinker* by extracting the main information given by professors

I *analyze* the information and take the *main ideas.*

Then, the lockdown was an opportunity for students to discover their skills and develop them. They used metacognitive learning strategies as they analyze, synthesize, and evaluate information. They became better researchers, self-reliant, analytical and creative thinkers. Therefore, 82% affirm that they developed better learning strategies.

Students suggest the following idea for how they could better exploited the period of during COVID 19 with online learning for a better development of their critical thinking:.

Students can *rely much more on themselves* during this period while learning.

The learners should *organize themselves and manage an adequate schedule* to memorize the lessons that were sent in PDF or word format. Students can develop their learning strategies by the new methods used during Covid ( e-learning).the period of COVID is an opportunity for any learner to improve his skills and the critical thinking is one of the most important skills we should develop by reading more and try to *improve decision making* and *forming our opinion* on a topic and try to develop our *personal ethics and confidence*.

It could be better when the learner **read more and more books** on the net and developed his skills especially his comprehension.

This period can be exploited by learners to develop their critical thinking *by using platforms to test learners capacities* using vocal calls even

video calls to present the lessons because sending the lesson on PDF format not enough

First of all they have to *organize their time*. Second they must *depend on themselves* in individual work or even in pair/group work. Third, they must use their *own style in writing*. Finally, they need to *interact* with each other to *exchange knowledge* and help each other. Also, they need to contact their teacher for guidance, support and even asking for advice.

Learners need to become *critics of their own thoughts* and ideas. They should *reflect objectively* on anything they read. Actually, the period of COVID19 has been an opportunity for **excessive reading** since the learners are most of the time at home and as much as they read, they will develop their critical thinking.

By using Elearning and reading at home in my point of view i see that this period of COVID is a double edged weapon because it may affect positively our attitude and critical thinking as it may affect our behavior towards the learning process ie, an *active learner* who managed well his learning skills still can do it even if the classes are online because he *already has* the skill of thinking critically and knows what strategy to use while learning online. However a passive learner who depends on his teacher to give him the ready knowledge is lacking this kind of skills so that he may struggle with the online classes. *He cannot develop his critical thinking skills in a short period of time*. So the solution for him is to start knowing and applying the strategies of learning according to each homework or online exam and see whether it functions or not so that he can test the strategies and know what is the best for him. for the critical thinking he may develop it by not necessarily learn what is mentioned in the ready lessons but he should *search by himself for the data needed, analyze it, summarize it, and get the main points of it*

Since there is no teacher, learners will *learn how to rely on themselves* almost *hundred percent*, in addition to using new ways and methods.

In my point of view, *making project and assignments in groups* , with the *possibility of discussing and exchanging ideas*, mostly leads us to *make a critical thinking and strategies* to make the work done well

First *understanding better the process of critical thinki*ng and get to know the different learning strategies and which one/s suit you better.

It was our chance to develop our thinking. Also, to analyze deeply issues and to adopt many strategies to develop our learning.

Learners should *work a lot alone* and *exchange ideas and strategies with others*

It could be exploited better if students were prepared to e learning.

The key for being a critical thinker is *" reading*" , the latter enable learners to acquire everything, from the style, vocabulary, ideas and even the way of thinking , the more they read the better they became. Reading makes the Brian always active by *asking questions and seeking authentic answers*..

Yes it gives you the chance to *analyze explain and rely on your past experiences*

By *asking questions and thinking about problem-solving*, *working together* on *communication and information skills*, encourage *creativity and self reflection* by using real life experiences

It could be exploited better using *live videos*

I sincerely think that it is concerning persons to develop their critical thinking and learning, even before or After COVID.

Hence, the main strategies were asking questions, analyzing, summarizing, and getting the main points. One of the students made reference to metacognitive learning strategies. Besides, they developed those skills:

problem solving, self-reflection, communication ( pair/group work, discussion, exchanging, ), reading, time management, autonomy.

**Conclusion**

The online learning experience during the period of COVID 19 showed that learners need first to be guided in face to face session to critical thinking as they will gradually accept the responsibility for their learning. Learners need to develop the necessary skills as critical learners and their learning strategies in the classroom, and then online learning will be a continuation and not the beginning. Before COVID19, students made steps towards critical thinking as autonomous learners and developed their communication, collaboration, and creativity which they promoted in online learning. Therefore, involving learners in developing their critical thinking is teacher's responsibility.

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Embarking *the Six Thinking Hats* in Master EFL Learners'
Dissertation Writing at Saida University

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**Abstract:** Undoubtedly, the process of writing is a dawning task that needs the use of cognitive abilities and some writing techniques. Some experts in the field of academic writing advise students to employ colours to highlight their ideas during the process of writing. In his part, Edward de Bono proposed the use of *the Six Thinking Hats* (STH) to include the brain with the hands and the eyes to construct a piece of writing. In this study, the researcher aims to provide some helpful techniques that guide EFL students in writing essays based on Edward de Bono's *The Six Thinking Hats*, hoping that these techniques can hasten the process of writing and help Master students in writing their dissertations. As such, the researcher selected first-year Master students (field of literature and civilization) at Dr Moulay Tahar University, Saida as a case in point. The sample of the study consists of 39 students forming the experimental group. The researcher chose abstract and general introduction writing as a sample. Before starting the experiment, the group had a pretest. After that, they were taught how to use the Six Thinking Hats Approach in writing the abstract and the general introduction. The findings of the study revealed that there is a significant difference between the results of the pretest and posttest of the experimental group. The result also indicated that the use of the Six Thinking Hats technique provides mechanisms that can enhance the EFL student's writing skill mainly, in writing dissertations. It is recommended that more importance should be given to practice in developing students' writing skills. This may enhance the teaching process by implementing techniques that include

cognitive abilities in writing tasks that may also improve their critical thinking.

**Keywords:** abstract and general introduction writing, cognitive abilities, Master EFL learners, Six Thinking Hats, writing tasks, Saida University

**Introduction**

Thinking is a skill that distinguishes humans from other creatures. Good thinkers are never satisfied with their thinking skills. According to the founding father of the approach De Bono (1994), humans, who are satisfied with their thinking skills, are poor thinkers. Creativity is an important ingredient in the thinking process. Besides, the advent in the field of technology and the necessity to introduce it in the teaching and learning process calls for creativity as an essential ingredient. Creativity is needed in teaching and learning in general and the EFL context in particular. this means that creativity is needed in developing the writing and communicative skills (Phuntsho & Wangdt, 2020).

Developing students' writing skills has received scholarly attention many years ago and is still gaining the same position due to the importance of writing in learning any language. Previous studies applied many techniques and approaches to develop students' writing skills and some of these studies linked thinking skills and creativity to the process. Hence, giving more importance to improving learners' thinking skills has gained a special position. Many researchers focused on the importance of developing a thoughtful classroom before trying to improve the learners' thinking skills. In his part, Beyer (1997) claimed that we need to create a thoughtful classroom which can provide "engagement, support, and motivation for the students (…) a thinking-friendly environment should be created in the organization to support, motivate and encourage employees to think and reason freely" (Khataybeh & Salem, 2015, p. 25).

De Bono's approach which is known as the *Six Thinking Hats* (STH) aims to develop thinking between groups. According to De Bono (1994), the six thinking hats are set metaphorically and can be removed. People or students can engage to think through the use of colours. For this reason, researchers think that the approach can help to develop writing skills.

When it comes to dissertation writing, students find difficulties in organizing its basic features, mainly the abstract, the general introduction, and the general conclusion. Indeed, this field receives the least attention in academic writing, although there are many techniques and approaches that students can find helpful. Engaging students to think critically or use their thinking skills in dissertation writing still needs more research. Hence, the ultimate aim of the current research paper is to shed light on the possibility of using De Bono's approach to teach students research methodology techniques. the main focus is on how to use the approach to improve their thinking skills so that they can recognize the basic features of the abstract and general introduction since they are the most important parts in dissertation writing.

Research on the use of STH  to develop students' creativity and thinking skills proves its effectiveness in promoting learner's writing performance. Therefore, the researcher was motivated to employ the approach in academic writing in general and research methodology in particular to enhance students' dissertation writing. To solve the research problem and reach the aim, the following research questions are set as follows:

Did STH improve students' dissertation writing?

How can students use STH to develop their thinking and writing skills?

**Literature Review**

**The Six Thinking Hats: An Overview**

Researchers like Sarsani (2005) defined STH six as modes of thinking that direct the learner to think (AlBakri, 2011). Similarly, Vacca (2006)

observed that STH are " means for groups to think together more effectively and a means to plan thinking process in a detailed and cohesive way" (as cited in AlBakri, 2011, p. 489). Hence, STH is an approach developed by Edward de Bono to help students to develop their thinking skills in general and critical thinking in particulars. It gives value to problem-solving as a cue in developing critical thinking.  Consequently, the approach has received a considerable interest among researchers to use it in second and foreign language learning and teaching pedagogy in particular. In their part, Ercan and Bilen (2014) highlighted the importance of STH as an approach in comparison to other thinking approaches. Sharing the same view, Payette and Barnes (2017) averted that the approach is, mainly useful in class since it raises students' motivation and competition. Ecran and Bilen (2014) added that the approach can also increase classroom activities. In a similar vein, Zwaan (2016) stressed the effectiveness of integrating STH since it helps students to extract knowledge in their classroom interaction (AlBakri, 2011). Silimarly, Dhanapal and Wern Ling (2013) observed that " this process allows students to become stimulated to think and be in control of their learning with the specified modes of thoughts through language and take control of their role as an active listener and speaker" (as cited in Hightower, 2019, p. 9).

Before digging deeper on the usefulness of STH in the teaching and learning process in general and EFL context in particular, it is essential to introduce the reader to STH as a concept as follows:

1)White hat thinking concerns the available as well as

required information.

2) Black hat thinking considers the challenges that a topic

raises.

3) Yellow hat thinking focuses on advantages and principles.

4) Red hat thinking examines the emotional effect of a topic.

5) Green hat thinking demands thinking 'outside the box'

concerning a topic.

6) Blue hat thinking concerns self-reflexivity.

(Al-Khataybeh, 2020, p. 160)

As the previous quote shows, De Bono (1994) selected six imaginary coloured hats to represent six thinking modes. According to Al-Khataybeh (2020), De Bono (1992) aimed to develop the learner's thinking skills to solve a problem or explore a research topic from six directions through wearing the six coloured hats.

De Beno (1994) stressed the importance of the approach in developing students' intellectual level through teaching them on how to think critically and develop their creativity. Hence, creativity occupies an integral position in using the approach. In his part, Mayer (2007) believed that promoting the appropriate learning atmosphere or classroom environment is important to successfully implement the approach and enhance students' writing and creativity.

Myriad of studies were conducted in different fields and favoured the use of STH in different disciplines such as enhancing innovation between social workers. Similarly, researchers also tried to integrate the approach in education to enhance students' thinking skills improvement. A good example of these studies is that of Farajallah and Saidam (2018) through which they revealed its effectiveness in boosting learning and developing creative thinking, while Al-Bakri (2011) employed STH technique in enhancing students' performance in writing composition. In his part, Tooley (2009) proved its effectiveness in developing writing skills. However, these studies remained limited when it comes to teaching English as a foreign language and the skills being ameliorated. Most of these studies explored the use of the technique in improving the students' writing, listening, and

reading skills. To the researcher's knowledge, no previous studies had used the technique to boost students' dissertation writing.

## Methodology

### *Participants*

The study includes 39 first-year Master EFL students at Saida university. The researcher conducted the study during the academic year 2019-2020. Students received lectures on how to write dissertations, mainly the abstract and general introduction. These students are expected to graduate in 2021; for this reason, the teacher aimed to improve their thinking skills as far as dissertation writing is concerned. The researcher followed non-random selection, i.e., all students have the right to participate in the experiment. The group contains students from both genders. All the students conducted a pretest and a posttest.

## Materials

The researcher chose to use tests for the experiment rather than questionnaires and interviews. The main aim is to give more value to practise. Through tests, the researcher can check, follow and assess the students' use of the technique and its outcomes.

During the first semester, the researcher trained students on how to write the academic abstract and general introduction. The researcher employed other means to reinforce the students' knowledge, mainly social media (Facebook and YouTube). She also posted lectures on Moodle with extra-materials, mainly books. The main aim is to reinforce their background knowledge. The lectures are supported by assignments and homework activities. after finishing the first-semester programme, students conducted a pretest on the two selected features (abstract and general introduction).

During the second semester, students were introduced to the approach *Six Thinking Hats* and its effectiveness in promoting students' thinking skills and improving their writing skills. They became familiar with the technique

and its use. As far as the use of colours is concerned, students selected the following colours for abstract writing, mainly in writing the informative type as figure one shows:
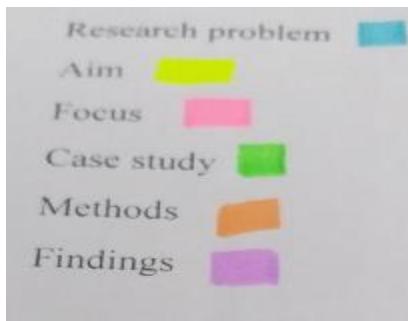


*Figure 1.* Key colours to define basic features of an informative abstract according to De Bono's Six Thinking Hats

Figure one shows the six colours used by students to highlight the basic features of an informative abstract. The students agreed on the above colours to the exclusion of white colour. The same colours were used to determine the basic features of the general introduction. The following figure provides an overview of how the students used the colours to organize the basic features on the abstract:
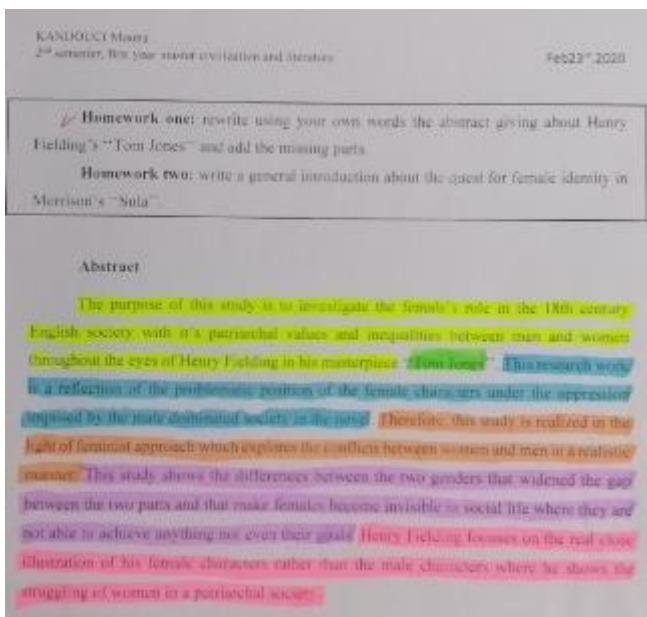
*Figure 2.* Students' use of colours to highlight the features of the informative abstract

Figure two reveals students' level in recognizing the basic features of an informative abstract. The experiment proves the effectiveness of the technique in learning and using the basic features of an informative abstract. Figure three also shows students' use of the key colours to organize the general introduction:
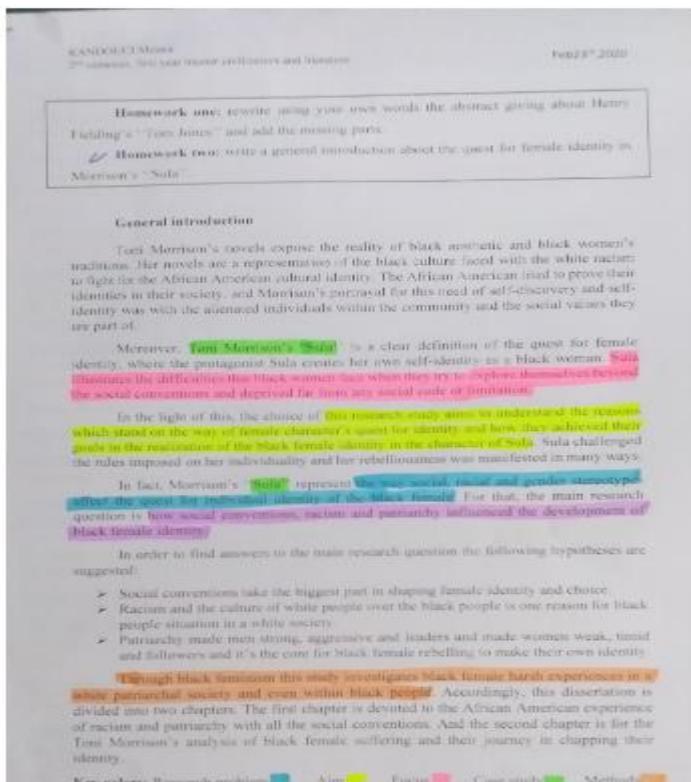
*Figure 3.* The use of key colours to highlight the basic features of the dissertation's general introduction

Figure three reveals that students mastered the use of STH technique and started using it in their homework and classroom assignments.

**Findings**

*Pretest*

The researcher conducted a pretest with the 39 students during the first semester as it has already been mentioned. Through the pretest, the researcher asked students to write an informative abstract and the general introduction. Every student selected a topic in the fields of literature and civilization. Most students chose the topic "The Quest for Female Identity in

Morrison's *Sula*" for the pretest and posttest. The teacher asked students to write an informative abstract and the first part of the general introduction. Table one shows the level of students' recognition of the basic features of the abstract:

Table 1. *Level of students' recognition of the basic features of the abstract*

| Abstract basic features | Percentage of students' recognition |
|---|---|
| Main aim | 58.31% |
| Significance of the study | 19% |
| Focus | 05.33% |
| Context of the study | 83% |
| Research tools | 02.66% |
| Findings | 40.71% |

Table one reveals that most of the students had a low level in recognizing the basic elements of an informative abstract. They tend to include just the main aim, the context of the study, and the findings. A small minority have an acceptable background in recognizing the significance of the study and the research tools.

Table 2. *Level of students' recognition of the basic features of the general conclusion*

| General introduction basic features | Percentage of students' recognition |
|---|---|
| The research problem | 42.03% |
| The focus | 11% |
| The main aim | 86% |
| The research objectives | 77.31% |
| The research questions | 89% |
| Research tools and context | 22.33% |

Table two shows that students' level of recognition is high in some features like the research problem, the research objectives, and research questions,

while their level is low in recognizing the focus, the research tools, the context of the study, and main aim. The main reason is that students learnt through their license level how to identify the research problem, how to write the research questions, and research objectives. It is until their

M

aster level that students start learning how to write the general introduction.

### *Posttest*

After students were introduced to *Six Thinking Hats* as a technique, they started practising some activities by highlighting the basic features of abstract and general introduction writing through some samples posted by the teacher on Moodle and Facebook.  The following figure presents a sample of the abstracts checked and highlighted by students during the experiment:
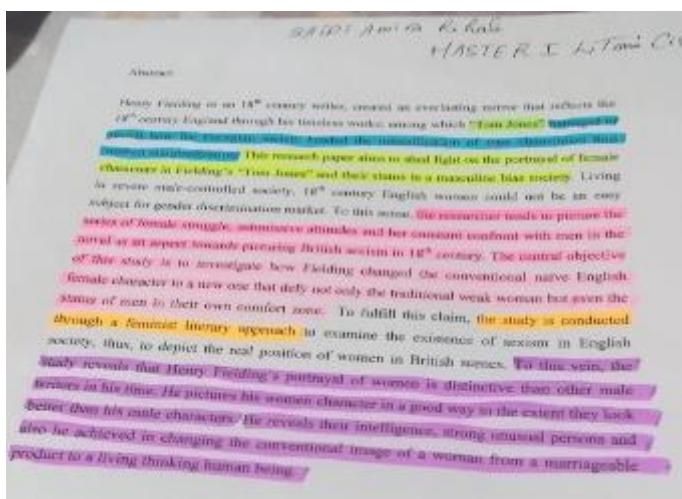


*Figure 4.* A sample of activities checked and highlighted by students

Figure four reveals that students conducted some activities posted by the teacher during sessions of practice before they started writing their abstracts and general introductions. The figure shows that student succeeded in using

the technique on one hand and mastering the basic features of abstract and general introduction writing. The second step of the experiment was that the students started writing their abstracts and general introductions. After that, their works were distributed anonymously. They began highlighting the basic features, and writing comments for their classmates. After that, the teacher distributed the papers for the students. They started correcting and improving their abstracts and general introductions. They highlighted again using the key colours and waited for the teacher's feedback. The following figure represents a sample of the corrected abstracts after group work:
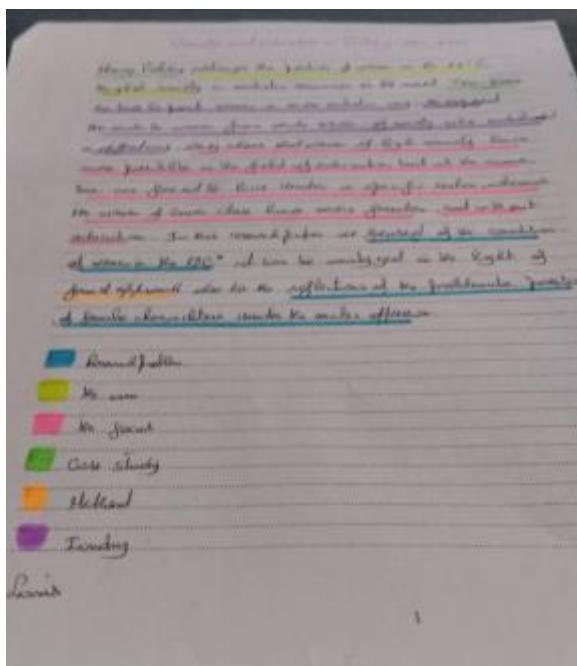


*Figure 5.* Sample of students' abstracts after groupwork

Results in the following table show a significant difference between the students' level in writing abstracts, mainly the informative type and the general introduction. Students started recognizing what is missing in these parts and have developed a good background knowledge about the

importance of using thinking skills in improving their academic writing, mainly dissertation writing. Students followed the same steps in writing the literature review, the findings, and discussion section.

Table 3. *Students' level of recognition after the experiment*

| General introduction and abstract basic features | Percentage of students' recognition |
|---|---|
| The research problem | 86% |
| The focus | 77.33% |
| The main aim | 65.03% |
| The research objectives | 91% |
| The research questions | 96% |
| Research tools and context | 81.16% |
| A sum of the main findings | 88% |

Table three reveals that most students have recognized the importance of the basic features of the abstract and general introduction. They learnt that identifying the research problem in the general introduction is of vital importance. They also learnt the main difference between the aim and the focus and where they can place them. They also learnt that including a sum of the main findings in the abstract section is important, mainly when they are writing the informative type.

**Discussion**

The results revealed that students succeeded in using De Bono's approach *The Six Thinking Hats* in dissertation writing, mainly in writing the abstract and the general introduction. Students started to think critically by recognizing the basic features that build these parts and how they can place them. Students also recognized the chronological order of these features and how they are interrelated; hence, they came to the point that academic writing is not done randomly. It is guided by some thinking rules. This may

confirm the researcher's main objective about the importance of developing both students' thinking and writing skills at the same time by providing an appropriate learning atmosphere in class. An environment which favours developing the students' thinking skills before their linguistic skills.

The results also showed that the teacher's feedback through group work is also important in enhancing the students' thinking skills. It can also develop students' self-oriented learning by getting feedback from their classmates. The results also demonstrated that to develop the student's self-oriented learning, the teacher should improve his thinking skills. Therefore, they can be independent learners. The analysis also indicated that to develop students' academic writing performance, teachers should select the appropriate techniques to boost the learners' thinking skills.

Group work raised students' motivation and awareness to correct their mistakes. The analysis revealed that De Beno's technique, which was employed to improve pupils' thinking skills and was also used in different fields to encourage workers, can also prove its effectiveness in developing EFL learners' thinking skills with regard to their linguistic skills, mainly writing. Dissertation, writing which receives the least attention to improve students writing, can also use this technique to enhance the learners' background knowledge through motivating them to learn basic features in academic writing. This may answer the researcher' first question 'Did STH improve students' dissertation writing?"

The experiment revealed that continuous assessments help teachers to test their students' strengths and weaknesses. Through the pretest, the researcher recognized the low background of her students in using their thinking skills in academic writing in general and recognizing the basic features of the different parts of dissertation writing, mainly the abstract and general introduction. Through the posttest and the use of STH technique, the researcher succeeded in raising her students' motivation, on one hand,

developing their thinking skills, and therefore improving their writing skills. This may answer the second research question "How can students use STH to develop their thinking skills?"

**Conclusion**

The main focus of the paper was to improve students' thinking skills and therefore their academic writing skills, mainly in dissertation writing by using De Bono's the Six Thinking Hats. The paper discussed how teachers of academic writing and research methodology can integrate thinking skills to improve students' dissertation writing. Six Thinking Hats, as a technique, proves its effectiveness in promoting group work, peer correction, and motivation, on one hand, and developing students thinking skills on another hand.

The findings revealed that the group scored better in the posttest after the use of the Six Thinking Hats. Students showed their competence and mastery in recognizing the different parts or elements of the abstract and general introduction. The results demonstrated that students scored better in writing the informative abstract as a type. They also learnt how to identify the research problem, the focus, and the significance of the study. They learnt to develop the research questions and objectives of the study.

The findings of the study are limited to a small number of Master students at Saida University. The findings cannot be generalized to all EFL students. The study can be taken as a map road for future studies that intend to explore the use of the Six Thinking Hats in improving EFL students' thinking and writing skills, mainly creative thinking and dissertation writing.

**Recommendations**

In the light of what precedes, the researcher suggested the following recommendations:

More importance should be given to the field of academic writing in general and research methodology in particular in using thinking skills.

The use of thinking skills should not be limited to developing speaking or writing skills.

Teachers can be eclectic in their teaching methods.

Teaching thinking skills should be a part of the curriculum from middle schools.

Teachers should provide an appropriate atmosphere that favours the use of thinking skills techniques like De Bono's the Six Thinking Hats and Gardner's multiple intelligence, etc.

Giving more importance to developing students' creativity through developing their divergent thinking skills.

Teachers need to incorporate both thinking skills techniques, group work, problem-solving and self-directed learning in their students' activities.

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Creating a Space for Alternative Teaching Pedagogy: The Educational Worth of Thinking Critically within Classroom Interaction

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## Abstract

Teaching pedagogies in the last decades might not have provided enough innovative plans and practices which can stimulate students' awareness to authentically engage in discussions, classroom interaction, debates, and meta-cognitive thinking which may contribute to develop their thinking skills and cognitive abilities as critical thinkers. Critical thinking has emerged as one of the most highly valued skills to enable self-directed lifelong and innovative learning in higher education. In effect, educationalists have managed to use appropriate ways to develop critical thinking skills in EFL contexts; although no single method has emerged as the most efficient, some seem to be effective when properly implemented. The theoretical target study aims at investigating the potential of learning around the interactive capacities of critical thinking in the Algerian higher educational EFL context. It emphasizes a set of teaching strategies which may be useful in promoting critical thinking and may be applicable to EFL classrooms which are interactive, communicative, and cooperative learning strategies. Hence, common constructivist learning strategies for fostering critical thinking in a language class are discussed which may typically lead to self-directed learning.

**Key words:** thinking skills, critical pedagogy, cooperative learning, interactive approach, EFL context

**Introduction**

Throughout the last decade, critical thinking pedagogy has been developed promptly, reflecting the changing goals and methods of education in response to the technological advances in the EFL context. As the financial managements of new institutes has intrinsically affected the educational policy and particularly productivity and individual capacity, teaching pedagogy in education has shifted from thinking of students as users of information aiming to develop students' cognitive and higher order thinking skills. On the other hand, due to technological advances, students became in need for analyzing and evaluating information to raise their cognitive skills to be able to solve complex problems.

Ultimately, changes in pedagogy of teaching also require the changes of the role of both teachers and students. Technological changes contributed to increasing students' capacities for problem solving, decision making, innovation, inference, and creativity. Critical thinking yet can be deeply related to the emotional and intellectual relationship with the individual himself, the others, and the learning context. Critical thinking development of students stands for the capacities of educationalists to implement the appropriate teaching pedagogies which can increase the students' critical abilities in the learning classroom. (Dale, 2000 & Rizvi, 2007)

Individuals are expected to think critically since their birth which can be noticed when children tempt to ask questions continuously. Nonetheless, in traditional classroom education the educational system may prevent questioning attitudes and cooperative learning, and require students to adjust

with the existing learning methodology. Students then become restricted to the rules and become conformable and receivers of information. Therefore, the teacher will adopt a traditional environment with particular methods of teaching in which students are the submissive and silent in the learning classroom.

On the other hand, students in the EFL classroom may not be able to answer certain questions due to the quality of the lesson content or knowledge which will lead teachers to feel obliged to answer all their questions. This could be due their limited knowledge or professional development as they consider their teacher the only source of knowledge and the only authority. This habit of preventing students from asking questions in the EFL classroom can consistently restrict learning strategies such as discussion, interaction, questioning and peer questioning, and debating.

Educationalists in the EFL classroom can raise their students' critical thinking skills by incorporating instructional strategies which can engage students in the learning process by being active and independent learners. Teachers should put emphasis on the learning process rather than on the content, as they should avoid using traditional strategies such as structured drills and memorization. This study aims at exploiting the role of interactive teaching strategies in creating a high level of critical thinking process in the ELT classroom in Algerian higher education. It tempts to diagnose particular teaching strategies which may be employed in EFL classrooms along with interactive and cooperative teaching strategies such as questioning, debating, and cooperating with peers.

## 1. Critical Thinking: Conceptualization

A set of related literature on the notion of critical thinking affirm its relation with the teaching philosophy of the Greek Socrates who embedded these skills through a series of probing questions. Therefore, learning during ancient times was through self-reflection and self-inquiry which required the justification of existing claims and knowledge. This teaching practice denies the authority of singular perspectives, knowledge and power. The positive outcome of this approach to learning was seen in terms of raising an individual's confidence and in the ownership of living a self-examined life; a life of quality. (Gagren, 2010)

In the English language teaching classroom, students need critical thinking skills to give convincing answers, supporting evidence, and to challenge others' arguments. Critical thinking is a self-regulatory and reasoned which encourages evaluation, problem solving, making inferences, making thoughtful decisions, and analysis. As students can be reflective thinkers by being able to decide what to do and be more aware of the meaning of language rather using it. According to (Kabilan, 2000), critical thinking must be used through language as students can engage in learning tasks with reflecting and interfering in different contexts.

Teaching critical thinking may have different conceptualizations in the ELT context. It is considered as "social practice" (Atkinson, 1997, p.72) as it is affected by the social and cultural context of the learner. To guarantee the achievement of critical thinking, students need to be exposed to a set of strategies of learning to increase their critical skills. Teachers of language should direct them to a problem or a situation in order to synthesize and make reasoning. According to (Paul and Elder, 2001) students may be encouraged to acquire knowledge by expressing it in a set of lectures, and then are asked to internalize it outside the classroom. Students must be

exposed to multiple perspectives to interpret a situation or problem in order to stimulate their cognitive development based on their social and cultural environment. (Kloss, 1994)

## 1.1 Cognitive Development

In the last decade, incorporating critical thinking in the teaching curricula has been coincided with the works of Freire, and Von Glasersfeld which inflicted overall performance rather than active involvement in judgments, constructing knowledge, and logical reasoning. As a new initiative of teaching and learning, this aims at help students to reflectively question and critically evaluate the social and cultural norms and values; as they could create judgments based on their cultural and social norms.

In effect, ancient philosophy of teaching has appeared as a reflection to human nature. The Greek philosopher Socrates investigated that thinking was built in human nature, as he contended that individuals can act and react according to the quality of their thinking. Based on Socrates' philosophy, educationalists started to focus their teaching on promoting students' thinking through probing questions. This foundation of critical thinking initiative created significant debate on dispute in educational teaching curricula in the recent decades.

In fact, educational teaching contexts may foster students' own ideas and knowledge through inquiry and promote their independent decision making and active interaction and engagement with the outside world. As (Freire, 1970) contends that the traditional transmission view of teaching, teachers do not allow students to construct knowledge, and this prevents them from having the opportunity to engage in dialogues which can foster critical

thinking. Also, in traditional teaching classrooms, learning is based on into a habit on drills and repetition which can be made without thinking.

Critical skills are referred to as cognitive abilities students need to be developed within the scope of problem solving and leaning in the EFL teaching and learning context. (McPeck, 2016) Critical thinking allows students to be critical thinkers through dealing with situational obstacles and constraints. According to Sternberg (1986) critical thinking is "the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts" (p. 3) it is "reasonable reflective thinking focused on deciding what to believe or do" (Ennis, 1993, p. 180) as it refers to a set of skills which can be used by critical thinkers who have disposition for solving problems or accomplishing a particular task. (Ennis, 2011)

It has been proved that the development of critical thinking requires a long-term process which may take a long time to develop. (Paul and Elder, 2006) have suggested stages of the development of critical thinking as illustrated in figure 01.

The Unreflective and Challenged thinker — we are not aware of significant problems in our thinking

• we become aware of the problems in our thinking

The Begining and Practicing thinker — we try to improve but without regular practice

• we recognize the necessity of regular practice

The Advanced and Master thinker — we advance in accordance with our practice

• skilled and insightful thinking become second nature to us

Figure 01: The Process of the Development of Critical Thinking (Paul and Elder, 2006)

Critical thinkers can grow intellectually and gain self-development continuous knowledge acquisition. Critical thinking can be viewed as a pedagogical competence of the teacher and a learning tool to help the students be self-directed learners. It is "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, or contextual considerations upon which that judgment is based" (Facione, 1990, p. 02) In the critical thinking process, educationalist must provide different perspectives and situations to engage their students in the process. Students

are involved in evaluating assumptions and facts through cooperation. They can make decisions about the construction of the knowledge.

Critical thinking can be guaranteed when students are engaged in thinking rationally, empirically, and reasonably through using interactive teaching tools such as engaging in discussions, debating, and asking questions. These tools can help students analyze, assess, and evaluate thinking. As they can be provided with a spirit of inquiry, critical thinking disposition, and group work. Students yet can develop an argument and use evidence to support their argument, make reasoned conclusions, and solve problems through the information they use and the knowledge they construct.

## 2. Effective Interactive Teaching Tools

Critical thinking may have been viewed as implicit knowledge which can be created through social interactions and practice. These can be a disposition the thinker relies on to act and think critically and creatively. According to (Nosich, 2012) critical thinking can make students be self-reflective thinkers, authentic, and reasonable. It may involve asking appropriate questions and answering them through reasoning, believing in that reasoning.

Hence, through discussion and problem solving, the student can construct knowledge, exchange ideas, make reasoning, identify the arguments provided, and identifying the problem to be solved. Thus, during the interaction process, the student can use his prior knowledge, interactive environment, and their social and cultural values, and relate it to their life experiences. They can see their own and view the world in a particular perspective. (Vygotsky, 1978)

## 2.2 Questioning Strategies

Questioning is a fundamental teaching tool which can stimulate students to think critically. They can be used by teachers and they may include lower level questions and higher level questions. Indeed, lower-level questions may be referred to as factual questions which involve recognition, or recall of factual prior information previously acquired by the teacher. Whereas higher level questions involve manipulating previously acquired knowledge to make a particular response. These questions allow students to infer, make analysis, and evaluate. As (Orlich et al, 2013) believes that the level of student thinking can be related to the  level of questions asked by the teacher; as the level of students responses and answers increases due to the high level of questions and vice versa.

Based on the manner and level of the questions asked by the teacher, students may use a set of critical skills such as synthesis, interpretation, analysis, and identifying assumptions to build results. (Mills, 1995) suggested that the teacher should use logical and thoughtful questions which are based on the level of knowledge of students and their thought. According to Bloom's Taxonomy questions, questioning may encourage synthesizing facts and evaluating tasks, as higher level thinking questions should start or end with either why, what, make a comparison, why, find a solution to the problem, and questions of agreement or disagreement like: do you agree or disagree with this statement?

| Category | Key Concepts | Examples |
|---|---|---|
| Knowledge comprehension | Memorization, description, comparison, explanation | What, when, who, define, describe, identify, state, show, how, Conclude, demonstrate, rephrase, differentiate, explain, give an example |

| | | |
|---|---|---|
| Application analysis | Induction, deduction, logical order, application, solution | Build, construct, solve, test, demonstrate, how would you support, what reasons, does the evidence support the conclusion, what behaviors |
| Synthesis | Productive thinking | Think of a way, propose a plan, develop, suggest, formulate a solution |
| Evaluation | Judgement, selection | Choose, evaluate, decide, defend, what is the most appropriate,which would you consider |

Table 01: Examples of Questions at the Level of Bloom's Taxonomy (Bloom et al, 1956)

Among questioning strategies which may develop students critical thinking ability is probing questions or Socratic questioning. According to (Wu, 1993) probing is an effective questioning strategy which can gather long and complex responses. This strategy can include questions for clarification, questions about different points of view, and questions for probing students' assumptions and evidence. (Paul and Elder, 2006)

Socratic questioning can contribute to exploring meaning, justification, making a strong argument, and reasoning. (Paul, 1995; Paul & Heaslip,

1995) The teacher tempts to ask questions which inspect assumptions, results, and evidence. These questioning tools can promote interaction in learning by engaging students who are not active in class to think critically and creatively. This teaching strategy emphasizes clarification. Teacher should ask a second student to clarify or summarize the answer of the first student. Hence, the aim of clarification and summarizing the answer can emphasize whether the fellow student has already listened to the answer of the former student and got it to summarize it again himself.

Within the scope of classroom interaction, educationalists should familiarize students with questions which require short answer providing them with enough time to think before answering the question. As waiting for seconds may allow students to think and make thoughtful answers. (Mills, 1995; Dillon, 1990) as time must be given to students to think about possibilities and make suggestions. (Elliot, 1996) Because using a fast exchange of questions and responses through teacher-student interaction may increase students' passive role and prevent them from thinking critically. (Fisher, 2011)

In English language teaching, there is another type of questions which are closed vs. open questions, and display vs. referential questions. Closed questions sometimes require a small number of possible responses, while open questions may gather many responses. On the other hand, display questions are questions which the teacher already knows their answers while referential questions are not recognized by the teacher and seek new information from students. (Wu, 1993)

Ideally, educationalists in the field of English language teaching usually tempt to ask lower level, closed; display questions which require limited and simple responses, however, they do not often use higher level, open,

referential questions in the classroom. (Nunan & Lamb, 1996; Wu, 1993) According to (Tan, 2007), lower-level questions do not encourage cognitive efforts from the part of students and they prevent them from being active in the classroom and having less chance to be self-directed  learners who can think critically and independently.

As teachers should give enough time for students to think before giving an answer and avoid giving them the answer after a short silence time. This will prevent students from higher thinking. Hence, higher-level questions and probing questions can stimulate students' reasoning, allow them to make inferences, judgments, and therefore have a great potential to think critically. Ultimately, teachers should engage students in critical thinking and should establish high level of interaction in the classroom.

### 2.3 Active and Cooperative Learning Strategies

To engage students in the critical thinking process, educationalists put emphasis on incorporating active and cooperative strategies through which students can cooperate and interact freely. Through classroom interaction, students can be more independent and responsible and be stimulated to be critical thinkers. (Slavin, 2011) Among the communication and cooperative strategies are role playing, gaming, group work,  (Dennicka & Exley, 1998), research projects, presentations, and debates. (Campbell, 2015; Slavin, 2011); and peer-evaluation (Fung, 2014) Indeed, these strategies, including group work, debate, and questioning, and peer evaluation are very relevant and effective strategies which can be incorporated into the EFL classroom.

### 2.4 Discussion and Debating

Critical thinking can be promoted through classroom discussion and debating. Indeed, discussion is a teaching tool in which students can

exchange ideas and engage in active learning and participation. (Orlich et. al 2013) Group discussion can be effective in promoting critical thinking and achieve lifelong learning, because students tempt to use their thought and construct and clarify their ideas. Also, students can get into the multiple perspectives and views of others through exchanging ideas. (Platt, 2008, cited in Kabilan, 2000) Students' need training and should have an intention to make efforts in using group discussion strategies to encourage them to discuss, talk, question, debate, and think which will typically guarantee good achievement of critical thinking. (Garside, 1996)
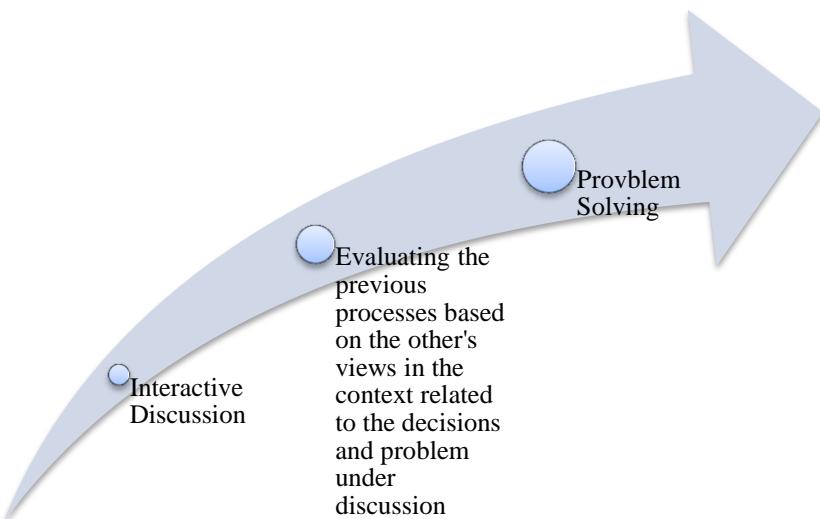


Figure 02. Pedagogical Model of Thinking Critically through Discussion (Paul, 2005, p.30)

Engaging in discussions and group discussions may require objectives to learn something, individual disposition, and student engagement. In order to promote CT and student involvement in EFL classrooms, students need to

be aware of basic rules and skills for classroom and group discussion, such as listening attentively, responding appropriately to peer's ideas, asking others to respond, getting and giving feedback, making clarifications and verifications, agreeing and disagreeing with a particular claim, providing and asking for justification for evidence. (Gunning, 2008)

In addition, in order to foster critical thinking among students, the teacher should select appropriate topics for discussion such as debatable topics which require the assertion of claims and arguments to create a debate. Also, choosing topics which are near to students' life experience which can attract their attention and which can befit their cultural background and personal life experiences. According to Halvorsen (2005), incorporating controversial topics for students to engage in a debate can increase student participation and interaction which leads to increasing their critical thinking ability.

**2.5 Peer Questioning**

Peer questioning can be a useful strategy for promoting critical thinking ability of students in a language class. Unlike individual questioning, peer questioning requires pair work and group work, by asking questions to each other and answering each other's questions. Questioning and sharing responses in pairs or groups may help promoting students' critical analysis, synthesis, and comprehension. (Simpson, 1996) Through peer questioning groups, students will be encouraged to ask more questions through which they can get high level of reflection, understanding, and explanation, than students asking questions individually or engaging in group discussion without questioning.

In the English language teaching classroom, questioning is an interesting task for learners, they are allowed to engage in peer questioning in all language tasks. (Berkeley & Barber, 2015) Students can ask higher level questions through many ways such as thinking loud, analyzing the relationship between ideas, predicting, providing evidence and support to the answer through questions of agreement and disagreement, and evaluating. (King, 1995) Hence, students can improve the level of their skills and peer questioning strategies continuously through practicing asking and answering questions, as they can subsequently become critical thinkers. Questioning strategies suggested by the teacher or chosen by the student can serve as effective tools to foster students to become critical thinkers in the EFL classroom and help them interact with each other and exchange ideas.

**2.6 Student-teacher Interaction**

Classroom interaction can be an effective way of helping students engage in discussions, debates, and conversations. These activities can help students develop their thinking skills and abilities. Interacting with peers and teacher in the classroom can be a part of active learning, as students can have the opportunity to share ideas and information, ask cogent questions, identify errors, and generate arguments. (Omelicheva and Avdeyeva, 2008) students' higher-order thinking skills and critical evaluation can be developed through interactive debates in the classroom.

In the ELT classrooms, learning can mostly occur through classroom interaction through which both students and teacher can construct an amount of knowledge as they can get a mutual understanding through their interaction. As "through interactions with their teachers, students are socialized into particular understanding of what counts as the official curriculum and of themselves as learners of that subject matter" (Hall and

Walsh, 2002)  Interaction can yet be a determinant of a good student-teacher relationship in the EFL classroom. (Duffy, Warren & Walsh, 2001)

Teachers can use teacher talk to increase intellectual ability and manage classroom tasks. (Feng, 2007) this can contribute to organizing, explaining, summarizing, and redirecting the way teacher and students exchange ideas and interact in the classroom. Through classroom interaction, learners can think critically and exchange ideas and arguments with peers. As classroom interaction can be considered as "a two way process between the participants in the learning process. The teacher influences the learners and vice versa" (Dagarin, 2004, p.128)

It can be a motivational determinant for learners to be linguistically and cognitively competent and share ideas feely in the classroom. As (Chaudron, 1988) puts forward that:

Interaction is viewed as significant because it is argued that only through interaction can the learners decompose the TL structures and derive meaning from classroom events. Interaction gives learners the opportunities to incorporate TL structures into their own speech, and meaningfulness for learners of classroom events of any kind, whether through interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners. (p.10)

According to (Içbay, 2008) classroom interaction can allow constructing classroom phenomena, as it can help students be a fundamental contributors to learning, and can communicate freely in the classroom Also, interaction can provide students with the required opportunities to expressing their ideas and thoughts collectively with their peers. Ultimately, teacher-student interaction can help decreasing classroom obstacles. Asking questions by

the student and distributing questions to them such as asking referential questions, managing the teacher talk by being relevant to the topic, providing target language input might provide a successful teacher-student interaction which may help increasing the level of readiness to learning which may guarantee the development of critical thinking process and ensuring a good interactive classroom environment.

## Conclusion and Recommendations

In planning critical thinking tasks in the ELT classroom, teachers may implement various strategies or incorporate multiple methods appropriate to their langue classroom. Achieving critical thinking ability requires teachers' high intervention and competence. With the use of such strategies, students can be encouraged to be self-directed by making questioning assumptions, thinking, and exchanging opinions. Engaging students in critical thinking increases classroom interaction and allows a space for meaningful discussions and debates which will result in self-directed learning.

Regardless of the methods used to promote students' critical thinking, educationalists should be aware of certain factors which may prevent students from thinking critically. Among those factors is the student's disposition to think critically which is highly required. Also, students in the EFL classroom should be encouraged to be ready to learn, ask questions, and not accept everything they receive such as acquiring new information or receiving criticism. Students' thinking can be developed through continuous practice and evaluation using practical and appropriate learning strategies.

Hence, it is yet persistent to claim that critical thinking skills can be fostered and encouraged in most language classes and in the ELT classroom in particular by educationalists in higher education. Although this disposition

may not be developed in all educational streams, critical thinking may not be reflected in higher college education, educationalists may still be inquisitive to incorporate further teaching strategies to increase the critical thinking abilities of students and use them in order to encourage long life learning.

Therefore, further research may foreground the diverse barriers or obstacles which can block the process of critical thinking such as lack of training, lack of resources, limited language proficiency, and time constraints. These may intrigue to impede the learning environment and tools which contribute to guarantee the achievement of students' critical thinking. Further, actively engaging students in project-based learning yet can foster students' critical thinking development with the teacher's intervention by leading their thinking process in the classroom.

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Teachers' Attitudes and Views about the Implementation of Critical
Thinking and Transdisciplinary Thinking in Algerian EFL Institutions

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**Abstract:**

In today's modern world, academic instruction and vocational training
moved quickly to fuse modern skills into higher education aiming to bring
new intriguing learning skills. On this basis, Algerian educators of English
as a Foreign Language endured to enthusiastically embrace  21st-century
skills , and  in  particular critical thinking skill reflected via higher order
thinking. Accordingly, the teaching of such skills in Algerian composition
becomes a major focus for cognitive development, and independent critical
thinking, and problem-solving. Thus, the present paper seeks to explore EFL
composition teachers attitudes and views regarding the implementation of
critical thinking in Algerian Institutions. It aims to answer the  research
question: "To what extent Algerian composition teachers use critical
thinking approaches and means to foster graduated students' higher order
thinking abilities  in composition Modules. It aims to confirm the hypothesis
"If Algerian EFL composition teachers use critical thinking in the right
teaching context and right atmosphere,  It will promote graduated students'
higher order thinking skills. To achieve the above  aim  a questionnaire was
designed, and handed to 14 Composition Teachers of  third year level at
(khenchela University English Department , and Oum El Bouagui
University English Department). Results analysed statistically show that to
foster critical thinking  skills need to be taught skilfully in certain  contexts
which are  currently  disatisfying  in  Algerian  institutions.This  findings

unverified the hypothesis. Further, implications require unified transferable teaching syllabi  both in and out of academia.

**Key Words:**  Critical Thinking  ,  Bloom's Higher order thinking , EFL Syllabi

## Introduction

In nowdays modernized globe, the system of education in Algerian institutions witnessed considerable changes due to global demands, and imperative innovative changes. The kind of Knowledge which students take from recent education metamorphosed immensly to accommodate the integration of the $21^{ST-}$ century skills  defined via  the 4Cs: communication, collaboration, creativity, and critical thinking at  both academia and professional careers.

The term $21^{ST-}$ century skills corresponds to a range of interdisciplinary knowledge that educators believe will help students succeed at schools and out of schools. In the Algerian education context, $21^{ST-}$century skills and particularly critical thinking skills are reflected commonly via higher order thinking.  These skills turn to be the core subjects  that should  be  focused upon, and should be  taught skillfully in the Algerian  English composition syllabi. However, how to undertake such skills properly in the right teaching context, besides the knowledge of  what kind of  teaching  approaches, teaching ways, and  useful means  to implement are the  actual problematic challenges EFL Algerian composition teachers of English still endure till present in  academic education and transferable life-long careers.

To foster Algerian students' critical thinking skills which are actually represented via "Bloom's Higher order thinking skills" entail Algerian composition teachers of English to share oriented pedagogical approaches and participatory instructed ones, besides useful teaching practices in the right academic context. Accordingly, The implementation of "HOTS" in teaching and learning is highly related to the role played by teachers during the execution of the session, as well as to the selection of the teaching and the learning technique and method. Involvement of questioning, problem solving, decision making, generating ideas, organizing thoughts and creativity are some of the basic elements that should be applied in order to ensure that the teaching and the learning technique support the reinforcement of student's "HOTS"(Conklin,2012).

The present paper seeks to explore EFL teachers views and attitudes in Algerian institutions regarding the implementation of critical thinking, and interdisciplinary thinking in composition teaching syllabi. It aims to answer the research question: " To what extent Algerian EFL composition teachers use critical thinking approaches and means to foster graduated students'higher order abilities in composition Modules", and hence to confirm the hypothesis: " If Algerian EFL composition teachers use critical thinking in the right teaching context and right atmosphere, It will promote graduated students'higher order thinking skills". Accordingly, a Questionnaire was designed and handed to "14 EFL Teachers" of Composition Module who teach "Third year graduated levels" at both: "Abbess Laghrour University of Khenchela", and "Larbi Ben M'hidi university of Oum El Bouagui", in order to see whether teachers teaching practices, and the implemented approaches and the means which they have used foster students' critical thinking skills in graduated writing syllabi, and whether their teaching practices reflect positively upon students'critical

thinking achievement, also whether Algerian composition teachers share interdisciplinary instructed pedagogies in EFL composition syllabi. Based upon the research question and the research hypothesis results show that to foster critical thinking  skills need to be taught skilfully  in  certain contexts, and conditions which are currently  disatisfying in Algerian institutions. Further, implications require unified transferable  teaching syllabi  both in and out of academia.

## 1. Research Aims

The main aims of the present paper are stated as follows:

To  Indicate whether Algerian EFL composition teachers implement critical thinking skills in the right teaching context and  condition reflected via  their teaching syllabi .

To point out whether Algerian EFL composition teachers share interdisciplinary instructed approaches in their teaching syllabi.

## 2. Research Questions

### The Main Research Question:

The present  paper is guided by the Main  research question:

To what extent Algerian EFL composition teachers use critical thinking approaches and means to foster graduated students' higher order thinking abilities  in composition Modules ?

## 3.Research Hypothesis

In light of the previously stated question, one formulated  research hypothesis could be stated as follows:

If Algerian EFL composition teachers use critical thinking in the right teaching context and right atmosphere, it will promote graduated students' higher order thinking skills.

**4.Definition of concepts**

**4.1.Critical Thinking**

Critical thinking is a buzzword that  most  educators associate with higher-order thinking skills. It is charecterized with a careful judgement and analysis. Among the many definitions generated by various scholars such as Ennis (1992) and Pohl (2005), and Elder &Paul (1994) who all contribute to bring a clear-cut definition to critical thinking concept, The National council for Excellence in critical instruction says, "critical thinking is self-guided, self–disciplined thinking which attempts to reason at the highest level of quality in a fair minded way". In their turn, Ennis(1992) and Pohl(2005) define critical thinking as a disciplinary cognitive activities in which values and decisions are correctly made in daily life settings. Additionally, Elder and Paul(1994) state critical thinking points for  individuals' charged ability to  think on their own to promote specific criteria , and a standard  thinking analysis.

**4.2.Bloom's Higher Order Thinking**

In 1956, a group of educational psychologists were under charge of the head "Benjamin Bloom" worked collaboratively to develop a classification of levels of intellectual behaviour important in learning. In the pursuit years, a new group of cognitive psychologists were lead by a former student of "Bloom", named "Lorin Anderson" had updated the taxonomy reflecting relevance to $21^{ST}$ century skills. The graphic below is a new verbage of skills represented with the familiar Bloom's Taxonomy.

Bloom's Taxonomy is a commonly cognitive domain concept that most teachers are familiar with. In essence, Bloom's Taxonomy classifies intellectual behaviour into six levels of thinking. On the one hand, the lowest levels of thinking which are consisted of knowledge, comprehension, and application entail basic recognition or recall, and on the other hand, the highest levels of thinking that are comprised of analysis, synthesis, evaluation entail critical and creative thinking. In recent years, Bloom's Taxonomy had contributed significantly to take a great beneficial part for undergraduate teacher- preparatory classes, and, thus, it effected greatly the professional development of current teachers, and helped to stepforward higher-order well understanding. Today, Higher-order thinking skills incorporate both critical and creative thinking, and require students to be active instead of being passive and, thus, infusing higher-order thinking skills in the classroom will increase academic achievement and prepare life-long learners. In this perspective, the goal of "HOTS" was to increase test scores and academic achievement by increasing socialization skills and thinking skills(Concklin,2012).



Bloom's Table http://www.odu.edu/educ/roverbau/bloom/bloom's Taxonomy.htm
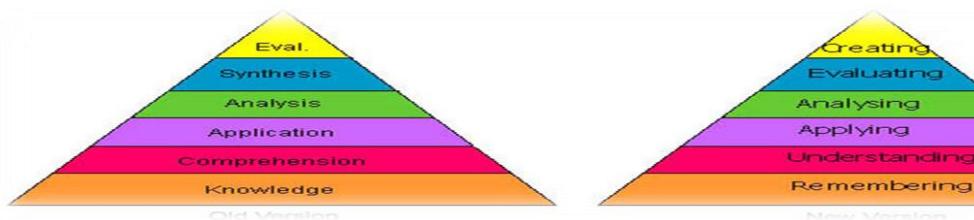
### 4.3.EFL Syllabi

Cambridge dictionary university press(2021) goes to define syllabi as "sources of data include selected textbooks, government documents concerning educational policies and curriculum, school syllabi and relevant studies".

### 5.Background of the Research Study

Numerous studies such as that of ( Newman,1988; Behar Hornestein and Niu;2011,Clelia;2016) regarding critical thinking and higher-order thinking skills have been spotlighted to show how important, and inclusive is to integrate the aforementioned components in academic education. Clelia(2016) reported a research paper in a study that was conducted by a group of teachers working in the English program of a school of education at universidad de colombia. The paper was conducted qualitatively with three group of students. Results indicated that there is a strong connection regarding critical thinking, and language competence which highly indicate teachers to refine them. Higher-order thinking skills in turn was recognised to be highly important in all academic arenas. BeharHorenstein and Niu(2011) indicated that there exists forty two different studies which measure the teaching of critical thinking skills in higher Education. The outcomes indicated that most of the studies witnessed diverse limitations, and certified validated casual-relationship between teaching practices, and higher-order thinking skill development. Further, they concluded that it is important to change the teaching paradigm from "what to think" to "how to think", in order to develop students'critical thinking skills. Although, The teaching of higher-order thinking was embraced by many educationalists, it turns to be arduous to adapt to the best learning environment, and context to

teach these skills. Moreover, the assessment of these skills themselves turned to be difficult and harder to assess. Miri et al(2007) in a longitudinal study certified that only two out of  ten teachers utilised teaching strategies for consolidating and promoting higher-order thinking skills. In his turn, Neman(1988) pointed out that development of higher-order thinking skills might also be restrained due to the great deal of hard mental work the process  of teaching consists upon.

In fact, the studies mentioned above attempt to establish a teaching paradigm for critical thinking and higher order thinking respectively. Additionally, It attempts to reflect their applicable findings on the diverse academic and educational spheres.

## 6. Background of Respondents  and  Instrument

This paper describes "Teachers'questionnaire" conducted at two Algerian English universities( University of Abbess Laghrour of Khenchela, and University of Larbi Ben M'hidi Oum El Bouagui). Participants included "14" writing composition teachers from two Algerian English departments: "7 composition Teachers from Khenchela University", and "7composition Teachers from Oum EL Bouagui University" participated in the research paper.

The participants selected for this paper are to belong to two departments of English at two universities( khenchela university, and Oum El Bouagui university), who teach writing (composition)  disciplines to third year graduated students. The sample size covered two Algerian institutions.

- **D**

**escription of the Questionnaire and Instrument**

The research instrument used in the present paper is a questionnaire designed for 14 EFL written expression(composition) teachers at two Algerian institutions( khenchela university, and Oum El Bouagui University). The questionnaire designed for teachers is consisted of YES-NO questions, and  likert questions. YES-NO questions are regarded to be suitable and they generate straight forward responses from the respondents(Wallace, 1998).

The Questionnaire is comprised of 10 questions designed to explore teachers' attitudes and views, and their teaching practices regarding the critical thinking implementation in written disciplines, and whether  they share instructed useful teaching  means  in  the right teaching context .

**7. Analysis of the Teachers' Questionnaire( Statistics and Results)**

**Reliability and Validity for Teachers' Questionnaire**

Teachers' questionnaire was analysed statistically using social package for social statistics(SPSS).Internal consistency of the questionnaire item was tested using cronbach's alpha coefficients( plus of  0,50 is valid) . The cronbach's alpha coefficient was 0,52 for entire  questionnaire which is an adequate degree that reflects that teachers' questionnaire was suitable to be used for the paper.

**Reliability Scale : ALL VARIABLES**

| Recapitulatif  traitment of observations | | N | % |
|---|---|---|---|
| bservations | alid | 14 | 100,0 |
| | xclu[a] | 0 | ,0 |
| | otal | 14 | 100,0 |

Suppression par liste basée sur toutes les variables de la
rocédure.

| Statistics of Validity and Reliability | |
|---|---|
| Cronbach's Alpha | Numbre of elements |
| ,521 | 9 |

**Frequences Table**

| 1.Which of the 21st century skills common approaches your teaching course are impo upon in the EFL Algerian Institutions? | | | | |
|---|---|---|---|---|
| | | Frequence | Percentage | valid Percentage | umu |
| alid | roblem solving | 1 | 7,1 | 7,1 | |
| | ommunication | 1 | 7,1 | 7,1 | |
| | ritical thinking | 12 | 85,7 | 85,7 | |
| | otal | 14 | 100,0 | 100,0 | |

   The above table 1   illustrates that 12 composition teachers were in
accordance and agreement with critical thinking approach with a percentage
of 85,7%,  while only 7,1% goes for problem solving  and communication
respectively. The 85,7% percentage of critical thinking  respondents were
agreed about critical thinking utilisation  in their teaching   .

   The first statement  is ranked first with an arithemtic mean of 4,64,
and its normative deviation is 1,O8, and with a severity level of about

0,05%  found in correlation of pearson results. It demonstrates  that among the 21ST-century skills, critical thinking is the most selected choice among respondents.

| 2.Do critical thinking and transdisciplinary thinking constitute a major 21st century s<br>EFL writen program? | | | | | |
|---|---|---|---|---|---|
| | | Frequence | Percentage | valid Percentage | cumulati |
| alide | o | 5 | 35,7 | 35,7 | |
| | es | 9 | 64,3 | 64,3 | |
| | otal | 14 | 100,0 | 100,0 | |

In the above table 2, results show that the agreed portion of teachers are 9 composition teachers  agreed to the statement mentioned above with a total  percentage of 64,3%, while 5 composition teachers were reluctant with a percentage of 35,7% to  the statement.

Statement 2 is ranked eight with an arithemetic mean of 1,64, and its normative deviation is about 0,49, and  with a severity level of 0,05% found in pearson correlation findings. It demonstrates that a good portion of respondents agreed that critical thinking is the constituent component of 21st- century skills in their teaching

| .To what extent EFL writing teachers in Algerian university institutions use the 21st century skill,<br>and particulary critical (higher order thinking of Bloom in their teaching programs? | | | | | |
|---|---|---|---|---|---|
| | | Frequence | Percentage | valid Percentage | umulative Percentage |
| alid | equently | 1 | 7,1 | 7,1 | 7,1 |
| | arely | 13 | 92,9 | 92,9 | 100,0 |
| | otal | 14 | 100,0 | 100,0 | |

programs.

In  this table 3, results indicate that 13 composition teachers with 92,9 percentage agree with a rare utilisation of critical thinking in   writing syllabi , while only  1 teacher go with the frequent use of critical thinking in Algerian institutions with 7,1% percentage which indicates that the syllabi needs to be verified and amended.

Statement 3 is ranked third with an arithemetic mean of 1,93, and its normative deviation is about 0,26, and with a severity level of 0,05% found in pearson Correlation findings. It shows that the majority of repondents are agreed about their rare utilization of higher-order thinking skills in their teaching programs.

| 4.To what extent the Algerian EFL teaching composition syllabi comply to the critical thinking skill in accordance to university written expression program to foster higher order thinking skills? | | | | | |
|---|---|---|---|---|---|
| | | Frequence | Percentage | valid Percentage | Cumulative Percentage |
| alid | trongly Disagree | 2 | 14,3 | 14,3 | 14 |
| | isagree | 3 | 21,4 | 21,4 | 35 |
| | gree | 7 | 50,0 | 50,0 | 85 |
| | trongly Agree | 2 | 14,3 | 14,3 | 100 |
| | otal | 14 | 100,0 | 100,0 | |

The above table 4 reveals that composition teachers share different opinions and views  regarding their compliance to the  critical thinking skill in  Algerian syllabi; 7 teachers with 50% go with an average compliance, and agreement. while 3 teachers with a percentage of 21,4%   were disagreeing , whereas 2 teachers with 14,3% comply to the strongly

compliance and agreement, and the other 2 teachers which constitute 14,3%
were in compliance with the strongly agreement.

Statement 4 is  ranked second with an arithemtic mean of 2,64, and
its normative deviation is about 0,92, and with  a severity level of 0,05%
found in correlation of pearson findings.  It shows that the statement
received positive consensus and agreement among respondents.

| | | Frequence | Percentage | valid Percentage | ʉm |
|---|---|---|---|---|---|
| **5.To what extent critical thinking and transdisciplinary thinking reflect positively upon achievement in written exam papers?** | | | | | |
| alid | ʼeakly Scored | 5 | 35,7 | 35,7 | |
| | airly Scored | 8 | 57,1 | 57,1 | |
| | ighly Scored | 1 | 7,1 | 7,1 | |
| | ɔtal | 14 | 100,0 | 100,0 | |

The above table 5 shows that 8 composition teachers go with the fairly
option regarding student's critical thinking achievement in final exams
constituting 57,1% percentage, while 5 teachers go with  the weakly option
with a percentage of 35,7%, whereas only 1 teacher complied to the highly
achievement with 7,1% percentage.

Statement five is ranked 7 with an arithemetic mean of 1,71, and its
normative deviation is about 0,61 , and with  a severity level of 0,05%.
It was found in pearson correlation findings and results.

**As an Algerian EFL teacher, and trainer do you think that your teaching practices du
are sufficiently fulfilling 21st century skills and particulary the critical thinking and t
thinking?**

| | | Frequence | Percentage | Valid Percentage | Cumulat |
|---|---|---|---|---|---|
| alid | o | 5 | 35,7 | 35,7 | |
| | ot sure | 6 | 42,9 | 42,9 | |
| | es | 3 | 21,4 | 21,4 | |
| | otal | 14 | 100,0 | 100,0 | |

Table 6 indicates that 6 compostion teachers with an average of 42,9% were not sure regarding critical thinking  sufficient-satisfaction in   their daily lectures, whereas 5 teachers with 35,7% were not sufficiently satisfied about their daily teaching practices, while 3 teachers with 21,4% were satisfied concerning their fulfillment of  students'critical thinking skill during lectures.

Statement 6 is ranked four equally with statement 7,   with an arithemetic mean of 1,86, and its normative deviation is about 0,7%,and with a severity level of 0,05% found in pearson correlation findings.

| 7.As a teacher, what would you say about the  current Algerian EFL composition  te university context, in regard to the innovative critical thinking skills and strategies, satisfying? | | | | | |
|---|---|---|---|---|---|
| | | Frequence | Percentage | Valid Percentage | Cumu |
| alid | ot satisfying | 8 | 57,1 | 57,1 | |
| | atisfying | 6 | 42,9 | 42,9 | |
| | otal | 14 | 100,0 | 100,0 | |

In this table 7,  results reveal that 8 composition teachers constituting 57,1% percent were dissatisfied regarding the Algerian  EFL composition syllabi that poorly comply to the innovative critical thinking skills and

strategies in the current Algerian university context, while 6 teachers constituting 42,9% percentage were satisfied about the actual Algerian composition EFL syllabi. Results which indicate teachers disatisfaction go with the hypothesis unverification due to the absence of a right teaching context, and learning environment which entail intelligent classrooms, and prepared schools.

Statement 7 is ranked four equally with statement 6 with an arithemetic mean of 1,86, and its normative deviation is about 1,02, and with a severity level of 0,05% found in pearson correlation findings.

| 8.In the EFL teaching context, to what extent students' use the critical thinking to be during teaching centered methods? | | | | |
|---|---|---|---|---|
| | | Frequence | Percentage | Valid Percentage |
| alid | eakly participating | 5 | 35,7 | 35 |
| | airly participating | 8 | 57,1 | 57 |
| | veragely participating | 1 | 7,1 | 7 |
| | otal | 14 | 100,0 | 100 |

In this table 8, results indicate that 8 composition teachers constituting 57,1% percentage go with the fairly option acknowledging  students' critical thinking to be independent thinkers , whereas 5 teachers with 35,7% percentage comply to the weakly option. While, only 1 teacher stick to the average option constituting 7,1% of answers.

Statement 8 is ranked six with an arithemetic mean of 1,79, and its normative deviation is about 0,8% , and with a severity level of 0,05% found in pearson correlation results . It demonstrates that the majority

portion of teachers were fairly agreeing about  the use of critical thinking during centerd teaching methods to generate independent thinking.

| 9.Teacher centered methods turn to resemble "the banking model" , in your teachi | | | | |
| experience what do you suggest to innovate and amend EFL syllabi | | | | |
| | | Frequence | Percentage | Valid Percentage |
| alid | oth of approaches | 9 | 64,3 | 64,3 |
| | riented pedagogical proaches | 4 | 28,6 | 28,6 |
| | articipatory approaches | 1 | 7,1 | 7,1 |
| | otal | 14 | 100,0 | 100,0 |

In the above table 9, results show that 9 composition  teachers were constituting 64,3%   percentage are in compliance with both approaches (OPA and PA). The choice of both approaches will lead to better suggestion for the sake of innovating and reforming the actual EFL Algerian composition syllabi.

Statement 9 is ranked nine with an arithemetic mean of 1,43, and its normative deviation is about 0,64%, and with a severity level of 0,05% found in pearson correlation findings. It reveals that the majority of respondents agreed upon using both approaches to innovate and amend EFL syllabi.

**8.Discussion  of Results**

Results  indicated  via  statistic  tables  show  that  EFL  composition teachers at both university institutions( Khenchela University and Oum El

Bouaghi University) have different sentiments and attitudes towards the critical thinking element in composition disciplines. The majority portion of teachers in the first table were in compliance, and total agreement with critical thinking common approach used among the $21^{ST}$-century skills.  In a way, Teachers responses regarding the different questions reveal fairness, and average commitment to the options, and  on the other way indicate that some responses resort to the fairly and weak option. In general, Algerian EFL composition teachers were  dissatisfied and unsufficiently  react to their daily lectures and teaching practices regarding critical thinking, and interdisciplinary thinking which go with the  hypothesis unverification. In fact teachers dissatisfaction made the current hypothesis unverified due to the absence of a good teaching /learning environment, and teaching /learning context. Algerian varied and distinguished answers indicated that their ways, and approaches of teaching could not be duplicated to be the same, since every teacher possesses different talents in  teaching. Eventually, observing statement nine answers shows that a good portion of teachers were in accordance with both oriented pedagogical approaches, and participatory approaches to be fused in EFL composition syllabi , while the other portion chooses Oriented pedagogical approaches, yet one respondent choosed  participatory approach. Infact, question 10 was not calculated statistically and, thus was puted to  generate  and receive teachers pedagogic suggestions and recommendations regarding critical thinking component, and how to best  integrate it within composition  EFL syllabi.

## 9.Suggestions and Recommendations

As a matter of fact,  question ten  was oriented  to generate suggestions and recommendations of Algerian composition teachers at the EFL institutions, in order to provide with pedagogic instruction and guidelines:

Algerian university institutions should be equipped with special classrooms with intelligent devices to undertake critical thinking skills reflected via higher-order thinking skill skillfully.

Critical thinking and interdisciplinary thinking should be taught right from the beginning of students' first year  levels at colleges and university institutions.

Preparing symposiums and workshops which discusses the necessity to accommodate critical thinking within the Algerian EFL composition syllabi.

Critical thinking and interdisciplinary thinking should  be taught in the right teaching context and environment to build independent creative thinkers rather than knowledge consumers.

Revolutionary thinking should be prevailed into Algerian institutions to sensitise syllabi designers and authority makers of the prime job that should be undertaken.

Promote autonomy and freedom of  spirit toward critical thinking to consolidate students' higher thinking abilities.

Algerian  EFL Syllabi designers must work collaboratively to reform and fix composition syllabi shortcomings regarding critical thinking in composition disciplines.

Algerian EFL Syllabi designers must work persistenly to integrate $21^{ST}$-century skills, and particularly higher thinking modes explicitly in composition disciplines.

A well-designed Algerian syllabi should be putted that aims to unite Algerian EFL composition teachers under the umbrella of maitaining pedagogic collaboration. transferring the pillars of knowledge construction and  autonomous thinking both in and out of colleges, and university institutions to build creative thinkers.

## 10.Conclusion

In the light of the data gathered from teachers' respondents, Algerian composition teachers agreed upon the importance to integrate and accommodate 21$^{st}$- century skills, and in particular critical thinking and interdisciplinary thinking skills. This paper attempted to shedlight on Algerian EFL composition teachers attitudes, and insightful feelings towards whether they have included critical thinking in their daily lectures, and whether teachers  implement critical thinking in  the prepared  teaching atomsphere and the right context , and whether  their teaching practices regarding the means, approaches, and methods being used are useful to promote and consolidate students' mental abilities, and higher-order thinking skills and mental levels, also whether they share common teaching practices, and approaches regarding independent critical thinking, and problem-solving skills.The paper was undertaken statistically and results show that Algerian composition teachers are dissatisfied of their syllabi that poorly contribute to critical thinking development, and higher-order thinking promotion that do not comply with the given  hypothesis. The results indicate that critical thinking need to be undertaken in special learning environments which require digitalized equipped classrooms to promote innovative critical thinking skills in the  right teaching context. Results revealed that Algerian institutions lack technological equippements to teach students in the right atomphere and context , and, therefore teachers expressed their concerns regarding such shortcomings in question ten. Further,   teachers have demonstrated their worries and main concerns regarding the syllabi which needs revision, and an up-date reform.

Implications of teachers generated from question ten posits  that teachers must   provide   with   thoughtful   consideration   to   current   instructional

methods, and to the personal beliefs that lead to carry- out  a certain and a particular approach to teaching, and, thus, implementing critical thinking entails a commitment to  an active exchange of knowledge  rather than a passive  reciepient of knowledge. Passiveness and rote learning make students  a reciepient bowel  rather it is  required to balance teaching /learning process to become equally credited for both  teacher-centered, and student-centered  learning. All  in  all  teaching  through  questioning techniques, besides  providing  positive  feedback , and  good assessment based on instructional activities are among the requisite tasks teachers must undertake to up-date the teaching/learning process simultaneously.

   All research studies usually suffer from a number of limitations and this paper is of no exception. First it was not an easy job to collect answers for the intended paper due to teachers' commitment of their teaching schedule; it was a bit challenging to find teachers in their teaching rooms. Some teachers were absent as some of them were guarding exams, and that requires the researcher to send them emails. Second due to the outbreak of the pandemic COVID 19, the resercher finds difficulty to move to another near by institution  for the sake of  raising the number of respondents which was pre- planned. Though, it was not meant to do it.

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