People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Faculty of Letters and Languages

Department of English

Final Dissertation

Exploring Classroom Discussion as a Pedagogical Tool to Foster EFL Secondary School Pupils' Critical Thinking Skills: An evaluation of Textbook Content and Teachers' Practices.

A thesis submitted in partial fulfilment of the requirements for a Master's degree in "Linguistics".

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Academic Year: 2024/2025

Dedication

I offer up my sincere thanks to Allah, the Most Merciful, for granting me the opportunity to finish my degree. Thank You, Allah Ta'ala, I shall continue to rely on you for my future. This success is not only mine; rather, it is a result of Allah and then my parents' appreciation.

This study is dedicated to my caring and loving parents, who were with me through every step of this journey and encouraged me in all ways possible. They and my grandparents have supported me and never left my side, and I am beyond grateful for that.

I would also like to dedicate this work to my two sisters, who were there for me, and supported me throughout the whole year.

I also dedicate this to all my lovely friends, who wished me good luck every time, especially to one girl who really supported me in writing this dissertation.

Hamza

Dedication

First and foremost, I thank Allah, for giving us the strength and patience to complete this work.

I dedicate this work to my parents, the source of my happiness. Thank you, Mam Rezika and Dad Kamel, for every word of encouragement, every moment of patience, and every sacrifice you gave me. I am who I am today because of your love, support, and kindness. I hope this achievement makes you proud of me like I am proud to be your daughter.

To my brothers Sofiane, Nafaa, and Chiles thank you for always being by my side, supporting me, and believing in me.I also want to express my deeper gratitude to my sisters Hafsa, Samra, and my twin Rona who have been the source of my energy. Hafsa, your presence and support have always brought me patience and happiness Samra your jokes and laughter highlight our family. Rona even if you are far away you are always with me, you are in my heart, in my thoughts, and in this thesis, you are not just beside me, you are part of me. My twin my other half I love you I always thank god for this beautiful gift. Moreover, I want to thank Lamou for her kindness and the special place she holds in our family. Big hugs to my dear nieces and nephew. Madjid , Delina Dacine & Darine your existence, and your smiles have given me the strength to keep moving forward.

I would also like to dedicate this work to my entire family; my cousins; Sabiha, Soraya: Linda, Kahina, Faiza, Mariem, Seltana, Ines, Manel, and thank you for your kindness and for always making me feel supported and welcome.

To Massi, Redoune, Jubba, Missa, syfax, Mouloude, and Yanis, yacine; thank you for your encouragement.

To my dears: Bilal, Akli, Samir, Farouk, Samy, Rayan, amine, Abdou thank you for everything. For my lovely aunts and uncles; Hakima-Nora-Zakia-samia-Hania- mohand -youcef for their endless support and help all along this journey.

I also dedicate this work to my grandmother Halima, the most beautiful woman, the one who has kept a special place in my heart may Allah bless you with health and a long life. To my lovely; Sonia, Mansour, Yasmin, and Lina, my best friend Keltouma thank you for the moment, and the support you gave me wish you all the best in your life.

Kenza

Acknowledgments

We express our gratitude to Allah, the Almighty God, for granting us the strength and patience to complete this work. We praise and glorify Him, as He deserves to be praised and glorified. Peace and blessings be upon the honorable messenger, Prophet Muhammad (SAW), who guided us from darkness to lightness.

First and foremost, we would like to express our deepest gratitude and appreciation to our supervisor, Dr. BOGHANI Siha, for her continuous assistance, professional guidance, constructive feedback, and valuable suggestions throughout our master's journey.

We are extremely thankful to the jury members who agreed to examine and evaluate our work.

Finally, we sincerely think one another for the collaboration throughout this work. In particular we would like to acknowledge the joint efforts of Hamza Khetache and Kenza Lamriben.

ABSTRACT

Nowadays, teaching foreign languages is very important, especially when it comes to the teaching of English in Algerian secondary schools. This study aims to evaluate the use of classroom discussions as a way to improve critical thinking skills among secondary school pupils as instructed by textbooks and practiced by the teachers in the classroom. This study follows a descriptive evaluative research design, which focuses on both quantitative and qualitative methods. The data were collected through two main tools: a questionnaire and a textbook evaluation checklist; the questionnaire was administered face to face and online to thirty (N=30) respondents, who were Algerian secondary school English teachers. The textbook evaluation checklist was used to collect the needed data from the three secondary school level textbooks in regard to the use of classroom discussions as a way to improve critical thinking skills. The results of the study indicated that the textbooks of the three levels guided teachers' use of classroom discussions to develop critical thinking in pupils. However, the teachers have demonstrated, through the questionnaire that they do not follow the textbook activities, which is why the learners have a low critical thinking level according to them. The study informed about the different challenges that impede the teachers from practicing the classroom discussion as prescribed in the textbooks. This study entails some recommendations with the objective of improving the teaching quality of EFL education in Algerian secondary schools.

***Keywords*:** Critical thinking, classroom discussion, textbooks, Algerian secondary schools, English as a Foreign Language.

List of abbreviations

CT: Critical Thinking

CD: Classroom Discussion

EFL: English as a Foreign Language

CTS: Critical Thinking Skill

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GENERAL INTRODUCTION

1. Problem statement

Critical thinking (CT) is widely regarded in the educational research as an important cognitive skill in the EFL education, playing a crucial role in enabling students to analyze, interpret, and evaluate information effectively (Jabbour, 2019). Moreover, many studies have been interested in measuring critical thinking and generating different strategies that can help foster critical thinking among EFL students. Facione (2015) claimed that in classroom discussion, fostering critical thinking not only enhances learning outcomes but also cultivates independent thought and intellectual curiosity. This interest is not only emphasized on the higher education students but also on Algerian secondary school pupils as many research studies (like Gasmi & Dib, 2023; Boughoussi, 2021) have been conducted on critical thinking and how textbooks target it . For instance, Baghoussi (2021) explained that classroom practices are investigated to determine whether critical thinking is present among the learners, and they were interested in the challenges faced when teaching and learning CT in secondary school.

From another side, classroom discussion (CD) is seen as a strategy that helps to develop critical thinking among secondary school pupils. According to Senarpi and Nath (2023),the integration of Socratic questioning within classroom discussion tasks is seen as an essential technique for encouraging critical thinking. Besides, different forms of CD can be employed to target critical thinking sub-skills. Boumediene et al.(2021) stressed that debate increases the students' critical thinking, which enhances problem-solving and personal thinking. These different studies revealed the importance of variety of CD forms in enhancing the EFL learners' critical thinking skills, and thus recommended to be frequently used in the secondary educational setting.

Although research has proven the efficiency of classroom discussion in developing critical thinking, people still argue that the Algerian secondary school classroom lacks focus on cognitive skills, especially CT, and focuses more on language aspects (such as vocabulary, and grammar.). This situation leads one to think about whether the Algerian secondary education targets CT skills through classroom discussions or not, and raises questions about the different classroom problems that prevent their implementation.

Consequently, this study aims to understand the gap between teaching practices and textbook instructions. It tries to evaluate first, second, and third year secondary school textbooks to identify the CT skills addressed and the strategies used to develop them. Additionally, this study tries to investigate teachers' perspectives and identify the different challenges that impede their implementation.

2. Research questions

In light of the above-mentioned issue, this study seeks to answer the three following questions:

- Are critical thinking skills targeted in Algerian Secondary schools' textbooks?
- How is CD used in EFL secondary education from both the teachers and the textbooks' perspectives?
- How do Secondary school teachers and textbooks approach the use of classroom discussions to promote critical thinking skills?

3. Research aim and Significance of the study

This study aims to evaluate the use of classroom discussions as a way to improve the critical thinking skills of Algerian secondary school pupils based on both the textbook instructions and the teachers' perspective. Precisely, it aims to examine how critical thinking is targeted in secondary school textbooks; in addition, it seeks to evaluate the teachers' implementation of this method to develop the critical thinking skills of their pupils. Finally, it aims to explore the relationship between critical thinking and classroom discussion in secondary school, and to identify the gap between the teaching practices and the textbooks' prescriptions.

The current study explains how secondary school textbooks aim to enhance critical thinking through classroom discussion. Moreover, the study tries to find and explain the gap between the instructions of secondary school English textbooks and the teachers' practices and application in the classrooms; this will provide a full and overall picture of this issue and propose solutions to keep up with the actual situation. In the light of what has been said above, this study is significant as it reveals the gap between the teachers' practices and the textbook prescriptions. Identifying the gap paves the way to future research on strategies that will help in

closing this gap and developing the secondary educational system. This evaluative study provides some recommendations that may help the secondary school teachers' professional development concerning addressing cognitive skills, mainly, critical thinking skills.

4. Population and Sample

This study aims to evaluate the use of classroom discussion as a teaching technique to enhance the Algerian secondary school pupils' critical thinking**.** Therefore, the teachers of English at different Algerian secondary schools constitute the population under study.

The sample consists of thirty teachers of English working at different secondary schools in Algeria. The sampling technique followed in the sampling process is the volunteering random sampling technique; by using a sampling technique in this study, the research ensures a high representation level of the whole population.

5. Research design and Methodology

As the focus of this research is not measuring any cause and effect relationship, nor observing any correlation; this study follows the patterns of the descriptive evaluative design, seeking to evaluate whether the cognitive goals; specifically, critical thinking, are achieved through the classroom practices in the Algerian secondary schools. To achieve this aim, a sequential mixed methodology is employed, combining the quantitative and qualitative research methods for data collection.

5.1.Data collection tools

This research aims to evaluate the role of classroom discussion in developing the critical thinking skills of Algerian secondary school pupils. Hence, the process of collecting data involves two techniques; the first is the analysis of all three secondary school level textbooks (first, second, and baccalaureate levels) to gather data on how critical thinking is targeted in secondary schools' textbooks and how classroom discussions are scheduled to develop critical thinking. In addition, a second data collection tool involves the use of a questionnaire administered to teachers of English at different secondary schools with the aim of exploring the teachers' perspective and experiences towards how classroom discussion is used as a teaching technique to enhance critical thinking.

6. Structure of the study

This dissertation consists of two chapters, in addition to a general introduction and a general conclusion. The first chapter represents the theoretical part; it is entitled "Theoretical Background," which is divided into two sections. The first section discusses critical thinking skills; including their definition, and their importance in the EFL classroom. Moreover, it also includes the aspects of critical thinking skills and how to develop them. The second section discusses classroom discussion and its definition, types, importance, effective strategies, and the limitations of classroom discussion.

The second chapter is the practical part of this current study, and it is divided into four sections. The first section presents the research methodology and gives detailed information about the chosen method, the tools for data collection (Questionnaire and Textbook Evaluation Checklist), and information about the sample and population. The second section consists of the analysis of the findings, and then the third section is dedicated to the discussion of the results obtained from the research tools. The fourth section deals with the recommendations and limitations of the study. Finally, the dissertation concludes with a general conclusion.

CHAPTER 1: THEORETICAL BACKGROUND

Introduction

Critical thinking is an important skill in EFL teaching and learning context, it develop the learners' thinking by analyzing, evaluating, solving problem, and interpreting the use of language. Additionally, critical thinking goes beyond memorization and keeps the learners curious through questioning and exploring the world around them. Finally, CT, creates self-evaluation among the leaners through taking charge of their learning process.

Moreover, classroom discussion is a technique of teaching that is used to develop learners' critical thinking. This through forms which make classroom discussion effective in developing critical thinking like: Think-pair-share, Socratic seminar, debate, and teacher-led discussion.

This chapter represents the theoretical background, which is divided into two sections. The first section discusses critical thinking skills; including their definition, the importance, its aspects, and how to develop it. The second section focuses on classroom discussion and its definition, types, importance, effective strategy, and limitation of classroom discussion.

Section one: Critical thinking in EFL context.

Introduction

Critical thinking is widely regarded as one of the key objectives of secondary education in the 21st century. As Lipman (2003) highlighted, critical thinking is integral to language teaching and learning and plays a significant role in everyday life. To foster this essential skill, teachers must create an environment that encourages pupils to think independently, aligning with their interests and capabilities (as cited in Gratton, 2004).

Therefore, Critical thinking skills are essential for learners as they enable them to analyze, evaluate, and synthesize information effectively, to foster deeper comprehension and communication in the target language. These skills encourage pupils to move beyond rote memorization and promote independent thought and problem-solving abilities, which are crucial for academic success and real-world interactions (Halpern, 2014). By integrating critical thinking into EFL instruction, teachers can help learners develop the ability to question assumptions,

consider multiple perspectives, and make informed decisions through enhancing their language proficiency and cognitive flexibility (Paul & Elder, 2014).

Critical thinking has been the focus of many research studies in education and social contexts. Moreover, the English as a Foreign Language (EFL) context studies critical thinking and its relation to classroom discussion to gain a broad understanding of the role of whole-class discussion in developing critical thinking skills among secondary school pupils (Yan,2021).

1.1.Definition of critical thinking

The term “critical” has been derived from the word "critic" and implies a "critique" which means to write and give an opinion to a set of ideas. Thinking is the process of communicating with oneself, which is the manipulation of ideas and thoughts (Kumari, 2024).

In other words, critical thinking is defined as the ability to analyze, evaluate, and judge information effectively (Jebbour, 2019). It is also defined as a process of improving the quality of thinking ability by analyzing, evaluating, and reconstructing it (Paul & Elder 2012). This implies the importance of intellectual education, which aims to promote reason through effective communication and problem solving.

Critical thinking refers to the interface between cognitive processes and language use, where English learners are encouraged to reason and analyze during the learning process, which not only helps to understand the language but also to apply it effectively in real life. Shirkhani and Fahim (2011) believed that critical thinking is essential for problem-solving and achieving communicative competence, and from a practical aspect, critical thinking plays a role in introspective self-examination that involves creating open-ended questions that foster advanced reasoning about research issues (USC Libraries, n.d.); these are important goals of foreign language teaching. That is to say, a practical focus helps learners to use language in real-life situations, which fits well with task-based learning like solving problems and communicative approaches that focus on listening, talking, and understanding others as in real-life conversation.

Additionally, Critical thinking in the EFL context is defined as various interpretations of it, which have a generally accepted opinion and shared understanding on its essential aspects (Pithers & Soden, 2000). Critical thinking entails identifying questions, directing efforts toward answers,

for instance, recognizing knowledge is challenging for understanding what we know can be questioned, and supporting evidence to reinforce ideas(as cited in Pineda-Báez, 2004).

1.2. The importance of critical thinking in EFL classroom

Critical thinking is a vital skill for English as a Foreign Language (EFL) learners, as it strengthens their ability to analyze, interpret, and use language effectively. By developing critical thinking skills, learners move beyond memorization and engage with the language in more meaningful and purposeful ways (Paul & Elder, 2014). Through evaluating arguments, questioning assumptions, and connecting ideas, EFL learners enhance their comprehension and communication abilities (Facione, 2015).

Additionally, critical thinking promotes autonomy in language learning, empowering learners to evaluate their progress, identify areas for growth, and create strategies to tackle linguistic challenges (Veettil & Binu, 2022). That is to say, critical thinking assists learners to be independent when learning a language by assessing how much they have improved.

In EFL classrooms, critical thinking supports more effective language acquisition and deeper interaction with texts and discussions; and when pupils analyze different points of view and explore cultural contexts. Moreover, they develop both linguistic and cognitive skills simultaneously (Halpern, 2014). Critical thinking also fosters creativity, which is the act of generating solutions for issues through the strength of reasoning (Okpara, 2005, as cited in Usoro & Brownson, 2024). In addition, adaptability is the capacity to adjust, change, and succeed when faced with changing conditions. That is to say, they are crucial for navigating real-world communication situations (Ennis, 2018). Teachers who integrate critical thinking activities such as debates, problem-solving tasks, and analytical writing help students build confidence in expressing their ideas in English. Ultimately, nurturing critical thinking in EFL learners leads to richer interactions and sustained language proficiency.

1.3. Aspect of critical thinking

According to Paul and Elder (2012), critical thinking is the ability to interpret, evaluate, and analyze facts and information that are available, to form a judgment or decide if something is right

or wrong. Thus, Critical thinking skills differ from one person to another and it was used in various ways.

Furthermore, problem solving, analysis, evaluation, interpretation, and decision-making are among the aspects of critical thinking skills that will be explained in the present study. Understanding these features can improve the ability to think critically in both educational and real world context.

1.3.1. Problem-solving

Facione (2015) emphasized that problem solving is an important part of critical thinking because it is closely related to core skills such as analysis, evaluation, and reasoning. In an educational context, fostering problem-solving abilities enables learners to tackle complex real-world challenges, develop into independent thinkers, and become effective communicators. To illustrate this, learner's study a language to use it in real world for instance, if they miss their flight, they will think of what to say to the airline staff to solve a real life problem.

Moreover, Brookfield (2012) highlighted that problem solving is a crucial element of critical thinking because it enhances the capacity to make reasoned decisions and adapt efficiently to various situations. That is to say, by integrating problem-solving skills into critical thinking instruction in the classroom, learners are better equipped to tackle difficulties and challenges that pupils face in the classroom (stress, difficulties understanding complex topics and lack of interest...etc) with the increased of confidence and independence (AmberStudent, n.d.).

For instance, in a classroom discussion, students solve a character's moral dilemma to make a decision between two different actions by analyzing the situation, debating solutions, and justifying their choices (Brookfield, 2012).

1.3.2. Analysis

The second aspect of critical thinking skills is Analysis. **"**Analysis refers to the ability to break down material into its parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved (Bloom, 1956). To clarify, this aspect of critical thinking seeks to take something complex and divide it into smaller parts so it can be understood. This

involves breaking down each elements to whole sentence, then analyzing everyone in parts into individual parts, and how they are connected, finally understanding the organization of ideas and rules. For example in this sentence: “The little boy ran to the store”

- Subject: The Little Boy
- Verb: ran
- Object: to the store

In other words, Facione (2015) defined analysis as a fundamental skill of critical thinking, showing its importance in systematically assessing arguments and evidence; this means, it allows us to think about the arguments and the proofs in a logical way to know if they are strong or weak. In analytical thinking, analysis involves examining data from different sources to come to a suitable idea. This analytical thinking helps pupils to identify information and break it into different parts so that it could be comprehensible (Asana, n.d.).

1.3.3. Interpretation

Interpretation in critical thinking refers to the capacity to understand and articulate the meaning of information, data, or experiences. It included the analysis of the context, identifying underlying assumptions by understanding situations, and events. Finally making reasonable points. This skill is vital for evaluating arguments and making informed decisions (Facione, 2015). Interpretation enables individuals to assess the credibility of sources whether it is trustworthy or not like when interpreting a historical event. Then identify biases if they are unfair or not, and synthesize information from different sources.

In the context of education, Facione (1990) highlighted that pupils applied interpretation as a critical thinking skill to comprehend and analyze information presented in diverse formats, such as texts, discussions, and visual materials. As Paul and Elder (2019) highlighted, interpretation enables students to clarify meanings, draw inferences, and establish logical connections between ideas. For instance, when paraphrasing someone's ideas using your own words or identifying the author's purpose and point of view (as cited in Facione, 2015).

Furthermore, interpretation is the subskill where the learners seek to understand, categorize, and clarify the meaning of the information in order to communicate the message of that content to others. It is crucial to analyze the validity and credibility of the data being presented (Core Thinking Skills Essay, n.d.). This means that it is necessary to check if the data collected is trustworthy and appropriate for the purpose of being used.

1.3.4. Evaluation

Evaluation involves making judgments based on established criteria and evidence (Hattie & Brown, 2010, as cited in the online article of Shafiee & Alipour, 2023). Within critical thinking, it refers to assessing the validity, reliability, and significance of information, arguments, or ideas. This means checking how the information and thoughts are correct, trustworthy, and important. In Bloom's original Taxonomy (1956), evaluation was considered the highest level of cognitive skills, requiring individuals to criticize and justify their reasoning.

Anderson and Krathwohl (2001) claimed that evaluation was positioned just below "creating" and focused on making judgments using standards, evaluating logical consistency, and determining the credibility of sources. This skill was crucial for fostering critical thinkers who can analyze information thoughtfully and make well-informed decisions, rather than accepting it uncritically. To assess pupils' reliability of different sources, for example, pupils can assess and evaluate themselves through exercises like in the textbook "Getting through SE2" where they are asked to make statements about a film, a play, and a folktale to evaluate it.

1.3.5. Decision making

Decision-making is a fundamental cognitive process that involves selecting the most appropriate course of action from a range of alternatives. It is a vital skill across numerous domains, including business, psychology, and daily life (Wang & Ruhe, 2007). Effective decision-making involves identifying a problem, collecting relevant information, assessing potential solutions, and selecting the best option (Robbins & Judge, 2022).

The Decision making is considered CT sub-skills as it does with the identification of assumptions and biases of different perspectives; however, these factors can affect the quality of

decisions (Bazerman & Moore, 2012). As a result, understanding and refining decision-making skills is crucial for achieving optimal outcomes.

1.4. Strategies to develop critical thinking

Critical thinking is the basis of effective education, enabling students to analyze, evaluate, and synthesize information thoughtfully. In classroom discussions, fostering critical thinking not only enhances learning outcomes but also cultivates independent thought and intellectual curiosity (Facione, 2015). By equipping students with the tools to think critically, educators empower them to navigate complex ideas, challenge assumptions, and engage in meaningful dialogue. That is to say, there are many techniques that can be used to develop critical thinking, among these we can find: techniques of interrogations, discussion among students, collaboration, and assigned tasks on critical writing. So this method can enhance critical thinking.

1.4.1. Techniques for interrogation

This technique encourages the students to learn more and develop their critical thinking abilities, this can be developed through open-ended questions that cannot be answered with a simple "yes" or "no", and instead, it requires them to elaborate their points by asking "why" (Sharma et al., 2022). Besides, Socratic questioning encourages students to delve deeper into topics by analyzing multiple perspectives and examining underlying assumptions (Paul & Elder, 2019).

1.4.2. Discussion among students

Sharma et al. (2022), claimed that Student-centered learning fosters critical thinking skills by pushing the students to think about their thoughts (metacognitively). They also explained that students try to find answers to their questions from their peers rather than the presenter in a student-centered classroom. In addition, Flah, Nurhidayah, and Kuncoro (2023) explained that dealing with various topics that involved problem solving during the discussion occurred in the process of the students' critical thinking. They also added that when the learners were able to brainstorm and recall solutions to the topic given, this means that they analyzed and identified solutions for the issue, which helped them practice critical thinking in the discussions.

1.4.3. Collaboration

Based on the work of Sharma, Doshi, Verma, and Verma (2022), students work in collaboration with their classmates, which develops independence and critical thinking. This can be achieved through interactions and exchanging ideas during the class. So, for the researchers, students learn from one another, which helps to avoid doubt and misunderstanding. Moreover, Stanikzai (2023) stated that collaboration is the ability to work as a team that seeks to increase students' learning through different tasks and projects that require working in groups (Vogel, 2018, as cited in Stanikzai, 2023).

1.4.4. Tasks on critical writing

Cox (2014) claimed that assigning writing task that enhances the learners to organize and exchange their ideas and points of view allows the learners to show their critical thinking and communicate effectively their thoughts. Furthermore, the Simon Fraser University Library website, (n.d.) claimed that critical depends on critical writing, through involving the students' understanding, interpretations, analysis, and arguments in response to the text they are reading. This means that integrating the students' understanding and analysis into their writing enhances their ability to think critically and answer complex tasks.

Conclusion

In conclusion, critical thinking is a core ability in education and language learning that enables learners to successfully analyze, evaluate, and synthesize information. It has key elements such as problem-solving, analysis, interpretation, evaluation, and decision-making that are crucial in academic success as well as in real-world applications. By fostering critical thinking in EFL contexts through approaches like techniques of interrogations, discussion among students, collaboration, and assigned tasks on critical writing. This not only enhances language competence but also builds cognitive flexibility, creativity, and adaptability so that learners are better prepared for effective communication and learning.

Section two: classroom discussion

Introduction

Classroom discussion is a vital teaching method that enhances the learners' participation in the class. Nowadays, classroom discussion refers to the fact that the learners can think critically through providing a structure for them.

Numerous types of classroom discussion, including Socratic seminar, think-pair-share, teacher-led discussion, debate, and small group discussion, develop the learners' critical thinking. All these types facilitate the learners' participation and engagement in discussions.

Moreover, classroom discussions play an essential role in the learning process, as they enhance active participation, critical thinking, and a deeper understanding of the topic being discussed. Finally, to promote engagement and participation in classroom discussions, teachers should provide their learners with effective strategies by encouraging them to engage in active learning and giving them time to think while performing tasks.

2.1 Definition of classroom discussion

Classroom discussion is an instructional strategy that enhances the understanding and critical thinking of the students. It enhances their participation and understanding through interactive discussion. Mercer and Howe (2012) maintained that "talk in the classroom enables learners to express thought, forces them to reason, defend, and argue to make sense of each other's contributions" (p. 12). This suggests that discussions force students to think critically about their opinions when they are required to defend their opinions using logical arguments and evidence.

Alexander (2008) has taken classroom discussion as a teaching strategy whereby the students share ideas, and construct knowledge through guided discussion in which students talk to each other to share ideas about the experiment they are conducting in class, This can be done by asking questions in order to clarify to explain more. Alexander (2008) also added: "effective classroom discussion is dialogic in nature, promoting reasoning, reflection, and collaborative meaning-making among students" (p. 92). That is, through a good class discussion, the students can develop reasoning abilities like critical thinking and problem solving, which take into consideration multiple points of view, and work together to understand new ideas.

Additionally, Witherspoon et al. (2016) considered class discussion as a sustained interaction between the students and their teachers with the objective of enhancing their capabilities, skills, and understanding. For instance, class discussion is not one question-and-answer session but an interactive conversation between students and teachers for exchanging points of view; however, the students also need to communicate with one another. This change focuses from passive learning through just listening to active participation, where they respond to, build upon, or challenge each other's ideas.

To sum up, classroom discussion is an effective method that can enhance the students' comprehension and critical thinking skills through interactive and collaborative dialogues. It encourages the learners to express and defend their ideas, which fosters their participation and understanding.

2.2 Types of classroom discussion

- ***Socratic seminar:*** Socratic seminar is a planned conversation in which students evaluate a book critically, and the teacher guides the conversation rather than taking the lead (Yale University Poorvu Center for Teaching and Learning, n.d.). To clarify Socratic seminar is a group discussion where students talk about a topic or text by asking and answering questions (Paul & Elder, 2014). According to Castellanos-Reyes (2021), the Socratic seminar is an instructional technique used to foster comprehension of thoughts through engaged discussion. For this, Socrates was known to be one of the best teachers, who provided dynamic discussion for his students, pushing them to share their understanding of complex matters, and critically think about evidence (Chowning, 2009, as cited in Castellanos-Reyes, 2021). This means that the teachers ask questions to their students to make them think critically by engaging them in classroom discussions.
- ***Think-pair-share*****:** The Think-Pair-Share technique is a three-step process in which students first think about a question individually, then discuss their thoughts with a partner, and finally share with the whole class (Yale University Poorvu Center for Teaching and Learning, n.d.). For instance, the teacher asks an open-ended question, and students will think silently, discuss first with their pairs, and then they turn to a classmate to share their ideas and discuss them. Then, they will share it with the whole class, where the teacher will

ask questions to connect ideas between groups. Additionally, Meftah (2021) explained that think-pair-share is one of the techniques that support the students to think individually, and exchange their ideas with their partners, then share their work with the whole class.

— ***Teacher-led discussion*:** The teacher guides the students' answers by asking questions and managing the discussion's flow. It is often used to introduce new concepts and evaluate content (Mercer & Howe, 2012). In other words, the teacher is the leader of the discussion, as he asks questions to get the students to think and guide their answers. This way, the teacher connects students' thoughts and knowledge in order to get them engaged in the discussion. Furthermore, Stevens (2008) stated that teacher-led discussion is a method of instruction that involves the teacher asking questions, and the learners exchange their opinions with their teachers about the given topic. That is to say, the teacher is the one who controls the discussion when learning, ask their questions to students and interact with them.

— ***Debate*:** According to Snider and Schnurer (2002), debate is defined as an argument between two opposing sides on a given topic; it is usually used to develop critical thinking and public speaking. This means that one of the two debating parties supports the idea, while the other side opposes it (Snider & Schnurer, 2002). The debate consists not only of what is being said, but also the way of how it is being said (Roy & Macchiette, 2005, as cited in Boussaid, 2017). So debate is used as a strategy to promote students' active engagement in classroom activities, aiming to develop critical thinking and speaking communication among the students.

— ***Small-group discussion*:** Webb (2009) emphasized that cooperative learning through small group discussions enhances the students' ability to construct knowledge through social interaction. This means that when the students work together in small groups and talk about a topic, they learn better. By sharing ideas and discussing with each other, they build knowledge as a team. In addition, the exchange of diverse perspectives within the group also contributes to deeper learning and retention of information (Gillies, 2016). To illustrate, when people in a group share different ideas and viewpoints, this helps everyone learn more and remember things better. This technique is related to solving a puzzle where the learners add a piece, and at the end, they understand the whole picture better.

2.3 Importance of classroom discussion

Previous research reported that classroom discussions play a crucial role in students' learning by fostering engagement, critical thinking, and deeper understanding of the subject matter. This can be achieved by improving their understanding of the topic. When students talk about what they are learning, they get to share their ideas, listen to others, and ask questions (as cited in Mercer & Howe 2012). Consequently, classroom discussion is set to be important as it helps in:

— ***Promoting Active Learning and Participation***

In classroom discussions, teachers encourage learners to become actively involved in topics of discussion under consideration, by making a constructivist-learning environment; hence, the students are active learners by carrying out activities to facilitate learning together. From Mercer and Howe's (2012) point of view, "classroom discussion makes learning a social enterprise, allowing students to build meaning together and invest more fully in academic content" (p. 14). For instance, when students are requested by the instructors to share their opinions during classroom discussions, it helps them to be included in the learning process and not merely listen. This makes the classroom more of a place where students work together to acquire new knowledge.

Moreover, active learning in classroom discussions enhances students' critical thinking, engagement, and collaboration. It involved interactive teaching methods like debate, pair assignments, and discussion that encourage the students to think deeply, express ideas, and engage with peers or groups rather than passively receiving information (Prince, 2004). For example, when students talk about a lesson, they remember it better than if they just listen. This means that if they talk about a particular topic, it is stored in their brain more than just when hearing it.

— ***Promoting Higher-Order Thinking***

Discussion-based learning encourages students to go beyond memorization and engage in higher-order thinking activities such as analysis and problem solving. Alexander (2008) noted that "dialogic teaching through discussion fosters reasoning, reflection, and deeper comprehension, which are essential for academic success" (p. 95). That is, discussion-based learning allows students to gain a deeper understanding of the topic, rather than passive memorizing facts.

Likewise, Higher-order thinking contained cognitive processes that are based on analysis, evaluation, and creation rather than rote memorization and recall (Ghanizadeh, Jahedizadeh, & Al-Hoorie, 2020). For them, classroom discussions in higher-order thinking are essential as they promote deep learning and critical engagement with content, prompting students to ask questions and apply knowledge in meaningful ways. Incorporating it in discussions allows educators to foster critical thinking, problem-solving, and reflective thinking, which are required for not only academic success but also lifelong learning. As an example, the students can discuss and exchange their essays or stories with their pairs. One student might share their story about a memorable vacation, and others can give feedback on how to make it more descriptive by providing contrastive feedback on how to enhance the native speaking. This exchange encourages analysis and reflection between them, demonstrating how discussion supports higher-order thinking.

— **Fostering deeper understanding and developing social and emotional skills**

The student fosters meaningful learning by relating new information to what they already know through discussions (Chi, 2009). This means that these learners learn better when they connect new ideas to what they already understand; discussions help them do this by allowing them to share their thoughts, hear different perspectives, and build on their updated knowledge.

Therefore, discussions help in the development of the students' empathy by understanding their feelings and emotions, active listening helps them listen carefully to different ideas and accept that people may think differently for different opinions (Resnick, Asterhan & Clarke, 2015). For instance, considering the students who gain valuable abilities when they discuss school uniforms, like school smocks in Algerian middle schools and in secondary schools for only girls. Empathy is developed when a student who enjoys uniforms listens to a classmate who finds them uncomfortable. They engage in active listening as they alternate speaking and listening. They develop tolerance by learning to accept divergent viewpoints, even if they do not share them.

— **Improving Communication Skills**

The students learn to articulate their thoughts clearly and listen actively to others (Howard, 2015). This way, classroom discussions help in developing the students' communication skills. Moreover, they encourage them to articulate their thoughts clearly by expressing what they want

to convey to others. In addition, the students listen actively and engage in respectful dialogue to share ideas and viewpoints. According to Howard (2015), the structure discussions help students build confidence in expressing ideas. Furthermore, they enable responding thoughtfully to different viewpoints, and refine their reasoning by justifying their points of view about the topic being dealt with. For example, when a teacher gives a topic to his pupils and asks them to give their opinions, the students will start debating with each other, respond to opposing views respectfully, and refine their thoughts through interaction. Therefore, the learners will use words, express ideas, and learn vocabulary and expressions; that is how comprehension skills will be improved.

— **Enhancing collaboration**

According to Johnson and Johnson (2014), group talks foster cooperation and the capacity to share a variety of viewpoints. This means group discussions help the students work together as a team as they learn how to share ideas and listen to different opinions during group discussions, debates, and role-plays. Classroom discussions helped the students work together as a team; this discussion allows them to engage and share ideas, problem-solve, and learn from each other. This way, they build collective knowledge (Johnson & Johnson, 2014). For instance, they claimed that teamwork could be built by creating space where students feel comfortable when sharing their ideas and thoughts in group activities, debate and problem-solving tasks; as when teacher asks them to answer to his questions.

2.4. Effective strategies for developing classroom discussion

This section introduces the effective strategies for developing classroom discussions that help the students during their learning. According to the article by Yale University Poorvu Center for Teaching and Learning (n,d), preparing a structure for class discussion can be less controlled, the teachers should have clear expectations for themselves and their students about the topics to cover. In addition, the Yale University article (n, d) showed that teachers should have a plan by starting asking questions at the beginning and having groups answer at the end. Furthermore, the Colorado State University article (n, d) explained that the role of facilitators (i.e. teachers) depends on their plan for discussion. This helps the teacher to use similar strategies in more than one situation.

Additionally, further articles like in Schools That Lead (n,d) stated that building relationships helps in developing effective classroom management, through creating a positive connection with the learners' interests, which leads them to build trust. Besides, using a timer can be an effective strategy that fosters classroom discussion and helps teachers in guiding and managing the shifts between tasks.

Moreover, think-pair-share is seen as a discussion strategy that is applied during lectures when the teachers want to give their students time while performing tasks, or after the lesson when the teacher wants to know if their students have learned something. To introduce this strategy, the teacher asks an open–ended question for students to think about, without talking about their response. After this, he tells his students to share their thoughts with partners (as cited by Weih, 2015).

Finally, Schaffer and Greene (n, d) argued that an effective strategy that fosters classroom discussion is encouraging the students to be active learners. For instance, make the learners incorporate pair or small group tasks for discussions. They explained that when asking students to imagine themselves in the shoes of someone they know; have them describe the situation by asking questions and performing them with role plays.

2.5. Limitations and challenges of classroom discussion

This section introduces the limitations and challenges faced by the students during their learning in the classroom discussion. So the limitations are summarized as follows:

— ***Time constraints:*** Classroom discussion takes a lot of time, and teachers sometimes need to clarify certain points, which lead to deviations from the required curriculum. In order to ensure that discussions are useful rather than just open-ended conversations, teachers had to strike a balance between discussion time and instructional goals (Fisher, 2013). Moreover, time constraints limit the core of discussions, especially in large classes where students wish to participate (Howard, 2015). That is to say, when there is a large group’s time may not be enough to share all their points of view. As an example, in a role-play class, students may not have time to perform all.

— ***Assessment difficulties*:** It is difficult to evaluate the students' assessments through classroom discussion because they are different from each other. Some students might participate easily and fluently. In contrast, others might participate just by listening carefully, thinking deeply, or reflecting on what is being said (Dallimore et al., 2013). Further research, like Areekkuzhiyil (2021) explained that tests do not reflect the learners' level, such tests do not possess the quality to perform their objectives; he illustrated that the tests used by the universities are inferior and they fail to perform the role of assigning and evaluating.

— **Language Barriers and Anxiety:** According to Tatar (2005), non-native English-speaking students often feel anxious and afraid of making language mistakes, which pushes them to be hesitant to join discussions (as cited in Khatun, 2019). Many students lack confidence when speaking because they think their English skills are not strong enough. Additionally, the problem affecting the majority of students is often worsened by their past school experiences, which focus more on memorization than on talking and sharing ideas. These issues made it harder for them to participate in class (Bichelmeyer & Cagilty, 2000; Tatar, 2005, as cited in Khatun, 2019).

In addition, Ekström (2013) argued that second language acquisition research recognizes the existence of anxiety as a factor that influences foreign language learners. She also explained that students might experience different anxiety levels through practicing various types of communication in the target language.

— **Low Student Engagement and Unequal Participation:** One key problem in classroom discussions was ensuring equitable involvement among students. While more students that are talkative might dominate the discourse, certain learners, particularly introverted or those who lack confidence, tended to be reluctant to contribute (Michaels, O'Connor & Resnick, 2008). This means that students who are not very good at using language, such as speaking, reading, or writing, do not know much about a topic, and might find it hard to participate or do well in class. They might have trouble understanding lessons or joining in discussions (Mercer & Littleton, 2007).

To summarize, classroom discussion faces many challenges, such as time constraints, assessment difficulties, language barriers, and low student engagement. These limitations make the learning impossible for the student to be engaged in classroom discussions.

Conclusion

Consequently, classroom discussions are crucial in fostering student engagement, critical thinking, and collaboration. By allowing students to articulate their thoughts, question ideas, and engage with diverse perspectives, discussions facilitate a dynamic learning environment in which knowledge is constructed collaboratively In addition, a range of types of classroom discussions, such as: Socratic seminars, think-pair-share, teacher-led discussions, debates, and small-group discussions, provide the students with different chances to have valuable conversation that increases their problem-solving and critical-thinking skills. Moreover, they allow the students to learn higher-order thinking skills, enhance their communication skills, and promote empathy and tolerance through listening and dialogue. Even though they possess so many benefits, classroom discussions also have some limitations that make learning difficult.

Section: Literature Review

The assumptions of this study are developed based on the research done on this topic; to clarify, this study assumes that critical thinking is one of the most important cognitive skills that should be developed by the students; and it also assumes that classroom discussion is one the most successful instructional strategies that help in fostering critical thinking skills. Consequently, this section focuses on reviewing the most important studies that tried to prove any kind of relationship between classroom discussion and critical thinking.

Several studies focused the manifestation of critical thinking in secondary school textbooks. Similar research conducted by Jabbour (2019) where he made an analysis of the Moroccan secondary textbook of English, he highlighted that critical thinking is the skill and the disposition to collect, analyze, and evaluate information. Additionally, he evaluate the textbook through checklist based on critical thinking sub-skills, dispositions, and activities to teach it. He claimed that the analysis of Ticket 2 English highlighted that textbook designers are conscious of CT theory and could integrate it through fostering topics that help the leaners develop CT; yet he concluded in his study that the teachers ignored important activities that can help in CT.

Besides, one of the most cited studies on this topic is Taylor's (2002 where he analyzed the impact of classroom discussion on critical thinking skills among the students. This descriptive study offers strategies for encouraging critical thinking with a focus on creating the best classroom environment to encourage open speech and critical inquiry. Through reflective discussion and the establishment of feedback mechanisms, the study identified the ways that structured discussions which enables learners to engage seriously with content, fostering the development of judgment, intellectual humility, and exploration of diverse views. Taylor (2002) concluded that effective class discussion not only aids comprehension but also enhances students' critical thinking skills.

Additionally, Fahim and Sa'eepour (2011) demonstrated that the teaching of critical thinking skills through structured debates positively enhances reading comprehension and critical thinking. The findings suggest that classroom discussions, particularly debates, are an ideal solution to enhance critical thinking in the EFL classrooms. Besides, the study emphasized the inclusion of critical thinking education in EFL teaching and stressed discussions as a key component towards achieving this goal.

Moreover, classroom discussion plays a crucial role in developing critical thinking ability among EFL learners; this is completed by establishing an interactive environment where students can express themselves and engage with the opinions of others. Research conducted by Carvajal and Valenzuela. (2017) claimed that the significance of collaborative discussion in developing students' analytical ability and fostering self-reflection is important in successful language acquisition. For instance, discussions center students' minds, challenge pre-suppositions, and establish connections between essential ideas and its components in developing critical thinking. Furthermore, Albarrán Navarro et al. (2018) found that incorporating dramatic activities into EFL instruction helps to develop motivation, speaking abilities, and the students' ability to respond critically to the content. These findings highlight the potential of classroom discussions as a pedagogy in EFL teaching

Furthermore, the flipped classroom methodology, which is centered on the learners' engagement and interaction, has also worked to construct critical thinking skills among EFL learners. For instance, Habibi et al. (2018) demonstrated that students under flipped classroom conditions, where conversations were based on instructional videos in conventional settings. This indicates that classroom conversations create a pedagogical model that can go a long way in shaping critical thinking.

Consequently, some of the pedagogical approaches that can significantly foster critical thinking in EFL students' discussion include the use of active learning approaches, which encourage collaboration and meaningful discussion. From a study by Bury and Masuzawa (2018), non-hierarchical classrooms foster more critical questioning through the establishment of a setting where the students can express themselves independently. However, addressing issues, such as large numbers of students and varied language levels, can also enhance the success of active learning. A study conducted in Vietnam, in this concern, by Duong and Minh (2023) illustrated how the enthusiasm of teachers for active learning methods improved the engagement of students despite such challenges. By adopting such methods, teachers can design active learning classrooms that promote engagement as well as critical thinking.

Likewise, Baghoussi (2021) stated that classroom debates are an important teaching tool that develops critical thinking skills and problem-solving abilities. Debates can help students to

engage in multiple perspectives on a topic and develop their understanding. She added that the students should participate in individual study and synthesize information from diverse points of view.

Finally, Gasmi and Dib (2023) researched "Representation of Critical Thinking Skills in EFL Algerian Syllabus: The Case of 'New Prospects', Third Year Secondary School Textbook"; they defined the term critical thinking as a skill that does not rely on memorization. They also stated that students who think critically can challenge, generate information for different events, and have the ability to build new ideas and test them.

These studies are a sample of the different works that have proven the effectiveness of classroom discussion as a teaching technique to improve critical thinking of EFL students. However, the studies that address the gap between classroom practices and the textbooks instruction are very scare. For this reason, this study will try to investigate both sides and come to contribute to the body of the literature regarding the topic under study.

CHAPTER 2: RESEARCH METHODOLOGY, RESULTS, DISCUSSION, AND RECOMMENDATIONS OF THE STUDY

Introduction

This study sheds light on the importance of classroom discussions as a way to improve the critical thinking skills among secondary school pupils from both the textbook prescriptions and the teachers' perspective. It focuses on demonstrating how critical thinking is targeted in the secondary schools textbooks and how classroom discussions are scheduled in these textbooks to foster the development of critical thinking. Additionally, this study investigates the teachers' attitudes towards the cause and effect relationship between classroom discussion and critical thinking skills, and evaluate the implementation of this pedagogical tool in the classroom.

In this part, the chapter is divided into four sections: the first section provides a scope of the study, the research methodology, the data collection tools that have been used in our study and the procedures of data collection. The second section deals with the analysis of the three secondary school level textbooks and the questionnaire. The third section discusses the results and finally the fourth section gives recommendations and limitations of the study.

Section one: Research Methodology

Introduction

This study tries to evaluate the role of classroom discussion in developing critical thinking skills among Algerian secondary school pupils. This section aims at providing a description and an explanation of the methodology followed to collect the data. This section first reviews the scope of the study, and then describes the tools that are used to collect the data. More specifically, this section explains in detail the following components: the scope of study, the research variables, population and sampling, research design and methodology and finally data collection tools.

1.1. Scope of the study

This study aims to evaluate the use of classroom discussions as a way to improve the critical thinking skills among secondary school pupils from both the textbook prescriptions and the teachers' perspective. Precisely, it examines how critical thinking is targeted in the secondary schools textbooks and how classroom discussions are scheduled in these textbooks to foster the development of critical thinking. The sample of this study involves the secondary schools teachers of English at different Algerian secondary school. The process of collecting data involves an analysis of the three secondary school level textbooks (first, second and baccalaureate levels); in addition to a questionnaire administered for teachers of English.

The analysis of the textbooks is based on a checklist adopted from Jabbour's framework (2019) which is constructed with the purpose of gathering data of how critical thinking is targeted in secondary schools' textbooks and how classroom discussions are scheduled to develop critical thinking. Moreover, the teachers' questionnaire aims at exploring the teachers' perspective towards how classroom discussion is used as a teaching technique to enhance critical thinking.

The findings of this study can help both teachers and students consider a new method to develop critical thinking skills. The results help in giving insights into the use of classroom discussions as a way to improve the critical thinking skills among secondary school pupils from both the text book prescriptions and the teachers' perspective. Additionally, it helps to find the gap between the textbook's stated objectives and the actual classroom practices; this will offer a clearer picture of the current state of secondary school education and shed light on the unclear reasons why critical thinking has not yet been effectively achieved at this level.

1.2. Research variables

Critical Thinking and classroom discussions are the focus variables in this study. More specifically, this research seek to evaluate the use of classroom discussions as a way to improve the critical thinking skills among secondary school pupils from both the text book prescriptions and the teachers' perspective..

Critical thinking as a method that involves improving the quality of thinking skill by analyzing, assessing, and reconstructing it (Paul & Elder, 2012). The term "critical" is derived from the word "critic" and implies a "critique" which means to write and give an opinion to a set of ideas. Thinking is the process of communicating with oneself in which it is the manipulation of ideas and thoughts (Kumari, 2024).

Additionally, the second main variable of this study is classroom discussion; it is an instructional method that promotes the students' comprehension and critical analysis skills. It enhances their engagement and understanding through interactive dialogue. According to Mercer and Howe (2012): "discussion in the classroom enables students to speak their thought processes, and challenges them to reason, defend, and debate to make sense to each other's utterances" (p. 12). This means, Discussions push students to think critically about their opinions when they must provide logical reasoning with evidence. Moreover, Alexander (2008) defined classroom discussion as a teaching strategy that involves students sharing ideas, and constructing knowledge through guided dialogue where student talk to each other in order to exchange ideas about the variety of experiences they are dealing with in class, this could be done through asking questions in order to clarify and to explain more.

In this study, the suggested relationship between the two variables is cause and effect; however, the main aim is not to prove this relationship, but rather to evaluate its existence in both textbooks and classroom practices of the teachers. Therefore, this study still considers the relationship between the two as a dependent and independent variables where "critical thinking skills" is the dependent variables which can be developed by the independent variable "classroom discussion".

1.3. Population and sampling

When conducting a study, selecting the appropriate population is a crucial aspect that needs to be considered. This study aims to evaluate the use of classroom discussion as a teaching

technique to enhance the Algerian secondary school pupils' critical thinking. However, this study does not aim at measuring the effect, but rather to shed light on the gap between the textbooks' stated objectives and the teaching practices in the classroom. Based on this, the population targeted in this study is the teachers of English at different Algerian secondary schools.

After choosing the population, a sample selection is necessary since the research cannot reach all population members. Consequently, based on random selection method, the tool of the research is administered blindly (online and on site) to different teachers from different schools in Algeria. A sample of 30 teachers agreed to take part in this study by answering the research questionnaire.

1.4. Research Design, methods, and procedures for data collection

This study is carried out in Algerian secondary schools to evaluate the role of whole class-discussion in developing critical thinking skills from both textbook prescriptions and teachers' practices. Thus, to collect the essential data to achieve the aim and answer the research questions, a set of steps is followed:

1.4.1. Research design

This research evaluates the use of classroom discussions as a way to develop critical thinking skills of Algerian secondary school pupils. This study tries to explore whether classroom discussion as a teaching method is scheduled in Algerian secondary school textbook. Besides, it also aims to evaluate the teachers' implementation of this method for the purpose of developing the critical thinking skills, and to examine the extent to which teachers implement the instructions and recommendations regarding these two variables. For this reason, this research follows the procedures of the descriptive design which is adequate in providing detailed insights regarding the aforementioned aims.

1.4.2 Research methods

The mixed method (qualitative and quantitative) is applied for gathering the necessary data. The quantitative method is used in order to quantify the teachers' opinions and categorize them through a questionnaire; whereas the qualitative method is to evaluate the secondary school textbooks concerning how critical thinking is targeted in these textbooks and how classroom discussions are scheduled to develop this skill.

More specifically an analysis checklist adopted from Jabbour's work (2019) is designed to get qualitative data; it is used to analyze and evaluate the three secondary school textbooks. Additionally, a questionnaire intended to collect data; it is distributed to secondary school teachers' with the purpose of gathering their point of view regarding the use of classroom discussions as a way to improve the critical thinking skills of secondary school pupils. This tools aims to better understand and provide detailed insights concerning the critical thinking skills and classroom discussions.

1.5. Data collection tools

As mentioned above, this research makes use of two main tools: a questionnaire and a checklist. This section gives a detailed description of both tools.

1. **Questionnaire:** this quantitative tool is designed to gather data about the teachers' attitudes towards the way classroom discussions can help the pupils develop critical thinking skills. During the process of data collection, thirty teachers from different secondary schools in Algeria took part in this study by responding to the questions.

   The questionnaire is divided into two sections: the first section collects general information about the teacher; namely gender, academic qualifications, years of teaching experience, and the grade level they teach. The second section focuses on the teacher's views and classroom practices related to critical thinking. In addition, it asks how often they evaluate the learners' critical thinking, whether the textbooks support this skill, and how frequently they use classroom discussions as a teaching method. Besides, it also explores which critical thinking sub-skills they target. Moreover, the respondents have to select which skills they believe discussions improve most, and what challenges they face. Teachers are asked to share the strategies they use to encourage their pupils' participation in discussions. The questionnaire also investigates teachers' attitudes towards the advantages of classroom discussion. Finally, the respondents are invited to provide examples of textbook activities that support critical thinking, and to offer suggestions for improving classroom discussions and textbook content to effectively develop pupils' thinking skills.
2. **Textbook Evaluation Checklist:** this qualitative tool is used to collect the textbook prescription among secondary school pupils regarding the use of classroom discussions as a way to improve the critical thinking skills. This checklist is taken from Jabbour

framework (2019) which is divided into 4 sections for each of the three textbooks. The first one is critical thinking skills, which concerned with whether aspects like knowledge, comprehension, application, analysis, synthesis, and evaluation are included or not included in those textbooks. The second one is critical thinking dispositions which include inquisitiveness, open-mindedness, cognitive maturity, and truth-seeking, in order to find out if these aspects are targeted in the textbooks or not. The third one is related to the textbook activities for teaching critical thinking. These included mainly: open-ended questions, collaborative learning, debate, media analysis, problem-solving, and critical writing. Finally, the last section is classroom discussion aspects which tries to investigate different forms of classroom activities that target the critical thinking sub-skills such as problem-solving, argumentation and reasoning, open-mindedness, speaking and communication

Conclusion

The first section of the second chapter of the current research aims to describe the methodology used to collect data that respond to the research questions and help in achieving the research aim. The section explained the scope of the study, the population and sample that is selected to participate in the study' survey. Furthermore, it described the research design and the techniques applied to gather the necessary data for the study.

Section 2: Results of the study

2. Textbook Analyses

2.1. Crossroads SE1 Textbook Content analysis

Crossroads SE 1 is chosen as our first corpus. It was developed by the Ministry of education in 2007 and revised by the national office of publication. Crossroads is used by both the teachers and the pupils at secondary schools in Algeria. It includes four units; namely, "Getting through", "Once open time", "Our findings show", "Eureka", and "Back to nature". Each of the previous unit include 4 sequences: 1) listening and speaking; 2) Reading and writing; 3) Developing skills; 4) Consolidation and extension.

To illustrate the demonstration of critical thinking in Crossroads, content analysis is implemented as data analysis technique for our study. The analysis process was carried out by designing a checklist (table 1) adopted from Jabbours' (2019) framework to collect qualitative data from the textbook. The checklist is developed to find whether the elements of CT are included in the textbook, the targeted element are: problem solving, debate, open-mindedness, and open-ended questions.

To answer the research questions that are guiding this study, descriptive content analysis is the main procedure to examine the textbook in the light of the established theoretical framework of this study.

2.1.1 Critical thinking in Crossroads SE1

2.1.1.1 Critical Thinking Sub-skills

The section reveals the different critical thinking elements in the textbook. The results are summarized in the following table. The content analysis revealed that Crossroad textbook has integrated successfully some parts of critical thinking. The following table summarizes the finding.

Table 1.

Checklist's results in regard to critical thinking representation in Crossroad SE

Aspect of critical thinking	**Evaluation**	**Included (v)**	**Not Included (x)**

Knowledge	The textbook covers a wide range of topics, including grammar, vocabulary, and functional language use. It provides foundational knowledge necessary for critical thinking, we can find this in unit 1 (pp. 30-34)	**V**	
Comprehension	The textbook includes exercises like in unit 1 (p. 21) that require the pupils to understand and interpret texts, such as reading comprehension tasks and listening activities.	**V**	
Application	The learners are encouraged to apply their knowledge such as writing emails in unit 1 (p. 23), conducting interviews, and giving presentations.	**V**	
Analysis	The textbook includes tasks that require the pupils to analyze texts, such as identifying main ideas, comparing and contrasting, and interpreting graphs in (p. 82)	**V**	
Synthesis	There is no emphasis on synthesizing information from multiple sources or creating new ideas. Most tasks are focused on comprehension and application rather than synthesis.		**X**
Evaluation	The pupils are asked to evaluate their progress through self-assessment sections (e.g., "Check Your Progress") and to reflect on their learning for e.g. the learners are asked to write a letter to the editor (p. 121).	**V**	

The table 1 shows that the textbook incorporates several CTS across its units though some areas are more developed then others.

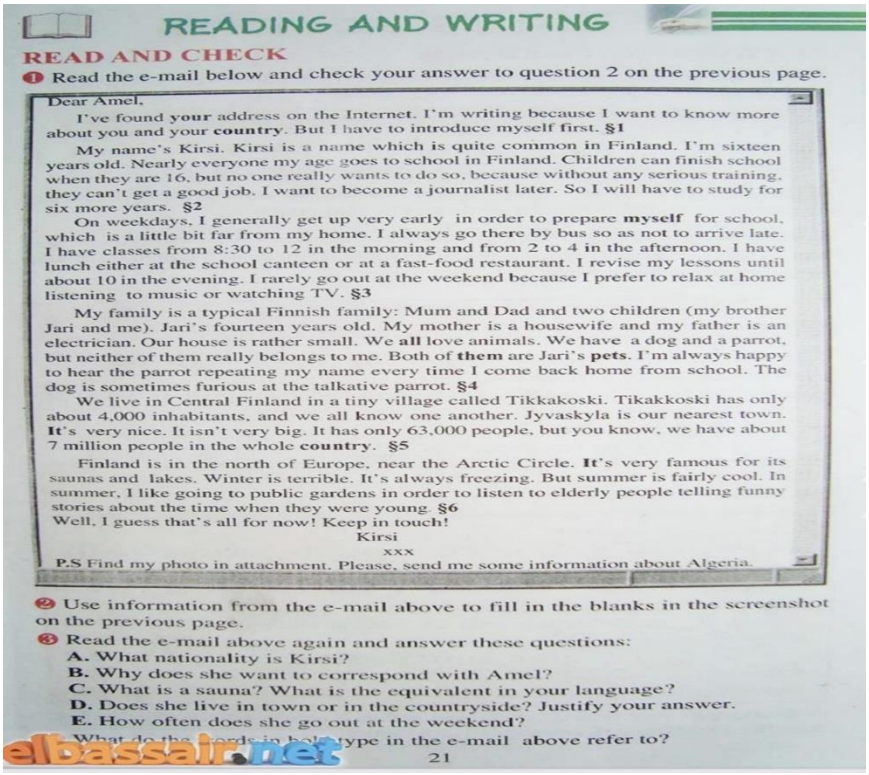
The textbook provides a strong foundation of **knowledge** throughout its different units, as it contains information in grammar, vocabulary and functional language that require them to use the knowledge they have. For instance, the unit “STOP AND CONSIDER” (pp. 30–34) explains grammatical concepts like articles and reflexive pronouns. In addition, the Glossary (pp. 45–46) consolidates vocabulary acquisition which lists key terms with translations, helping the pupils build their lexical knowledge. Furthermore, functional language is practiced through activities like the "PHONE TACTICS SUMMARY" (pp. 25–26), which teaches the learners how to make formal, informal requests, and enhancing their communicative competence.

The textbook also targets **comprehension** with different reading and listening activities. In Unit 1, Sequence 2 (p. 21), the pupils are asked to read an email from a character named Kirsi,

then answer questions to show if they understand it. Likewise, in listening assignments, the exercise of reordering instructions to access email (p. 17), require the learner to make sense of spoken English, supporting their interpretive skills. These exercises promote in-depth engagement and understanding, so pupils not only take in information but also interact with it in productive ways.

Figure 1.

Illustration of Comprehension Activities in Crossroad SE1



READING AND WRITING

READ AND CHECK

❶ Read the e-mail below and check your answer to question 2 on the previous page.

Dear Amel,

I've found **your** address on the Internet. I'm writing because I want to know more about you and your **country**. But I have to introduce myself first. §1

My name's Kirsi. Kirsi is a name which is quite common in Finland. I'm sixteen years old. Nearly everyone my age goes to school in Finland. Children can finish school when they are 16, but no one really wants to do so, because without any serious training, they can't get a good job. I want to become a journalist later. So I will have to study for six more years. §2

On weekdays, I generally get up very early in order to prepare **myself** for school, which is a little bit far from my home. I always go there by bus so as not to arrive late. I have classes from 8:30 to 12 in the morning and from 2 to 4 in the afternoon. I have lunch either at the school canteen or at a fast-food restaurant. I revise my lessons until about 10 in the evening. I rarely go out at the weekend because I prefer to relax at home listening to music or watching TV. §3

My family is a typical Finnish family: Mum and Dad and two children (my brother Jari and me). Jari's fourteen years old. My mother is a housewife and my father is an electrician. Our house is rather small. We **all** love animals. We have a dog and a parrot, but neither of them really belongs to me. Both of **them** are Jari's **pets**. I'm always happy to hear the parrot repeating my name every time I come back home from school. The dog is sometimes furious at the talkative parrot. §4

We live in Central Finland in a tiny village called Tikkakoski. Tikakkoski has only about 4,000 inhabitants, and we all know one another. Jyvaskyla is our nearest town. **It**'s very nice. It isn't very big. It has only 63,000 people, but you know, we have about 7 million people in the whole **country**. §5

Finland is in the north of Europe, near the Arctic Circle. **It**'s very famous for its saunas and lakes. Winter is terrible. It's always freezing. But summer is fairly cool. In summer, I like going to public gardens in order to listen to elderly people telling funny stories about the time when they were young. §6

Well, I guess that's all for now! Keep in touch!

Kirsi

xxx

P.S Find my photo in attachment. Please, send me some information about Algeria.

❷ Use information from the e-mail above to fill in the blanks in the screenshot on the previous page.

❸ Read the e-mail above again and answer these questions:

A. What nationality is Kirsi?

B. Why does she want to correspond with Amel?

C. What is a sauna? What is the equivalent in your language?

D. Does she live in town or in the countryside? Justify your answer.

E. How often does she go out at the weekend?

What do the words in bold type in the e-mail above refer to?

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Additionally; the **application** as part of critical thinking was addressed in the textbook. The types of activities used for this purpose push the learners to apply their knowledge to real-world settings. To illustrate, in writing tasks, e.g. replying to Kirsi's email (p. 23), the instructions give pupils the opportunity to use language structures in a communicative way. Additionally, practices like role-playing (such as acting out telephone conversations (p. 25), are added to reinforce how to use the language in different, practical contexts so that the learners can write what they have learned in a way that applies to what they will experience in the real world.

Moreover, the **analytical skill** is designed to be achieved in the textbook. The learners are asked to interpret data, such as analyzing a bar graph on computer usage (p. 82), or examine literary texts, like Dickens' description of Coketown (p. 57). These tasks require the pupils to identify key details, compare ideas, and draw conclusions, all of these are essential components of critical thinking.

However, the textbook is somehow weaker in promoting **synthesis**. Although synthesis is a part of project-based activities like surveying people and writing reports (p. 100), more activities of this kind would improve critical thinking even more.

Lastly, the textbook encourages **evaluation** through reflective exercises and self-evaluation. While opinion-based exercises, like writing a letter to the editor (p. 121), require the pupils to evaluate arguments and support their positions for example the "test your word power" (p. 45) encourages students to evaluate their own learning. These activities help students develop a critical mindset and reflect on their progress.

Consequently, the textbook successfully integrates important critical thinking skills; particularly, knowledge, comprehension, application, analysis and evaluation. However synthesis was not reported as there are fewer tasks that require pupils to combine information from multiple sources or generate original ideas. So, the current analysis shows that the textbook includes a rich content that helps foster first year secondary learner's CT skills.

2.1.1.2 *Critical Thinking dispositions in Crossroads SE1*

This sections tries to identify the different types of critical thinking dispositions. The results are summarized in the following table:

Table 2.

Evaluation of critical thinking dispositions

Critical Thinking Dispositions			
Aspect of critical thinking disposition	**Evaluation**	**Included (v)**	**Not Included (x)**

Inquisitiveness	The textbook encourages curiosity through open-ended questions and tasks that require the leaners to explore topics further (e.g., conducting surveys in unit 3 (p. 86), writing book reviews….).	V
Open-mindedness	The textbook exposes the pupils to diverse perspectives, such as different cultures (e.g., Finnish culture in Unit 1) and historical figures (e.g., George Washington Carver in Unit 4).	V
Cognitive maturity	The textbook promotes logical reasoning and reflection, especially in sections like "Stop and Consider," in unit 1 (p. 30) where they are asked to think critically about language rules and their applications.	V
Truth-seeking	The textbook encourages the leaners to seek evidence and justify their opinions, particularly in writing tasks and project-based activities. In Unit 3 (P.83), the pupils interpret data from a survey, and report their findings.	V

As table 2 above also reveals, Crossroads SE 1 has targeted critical thinking dispositions. The textbook demonstrates strong emphasis on fostering Critical thinking disposition among pupils. These dispositions are clear in various sections and activities.

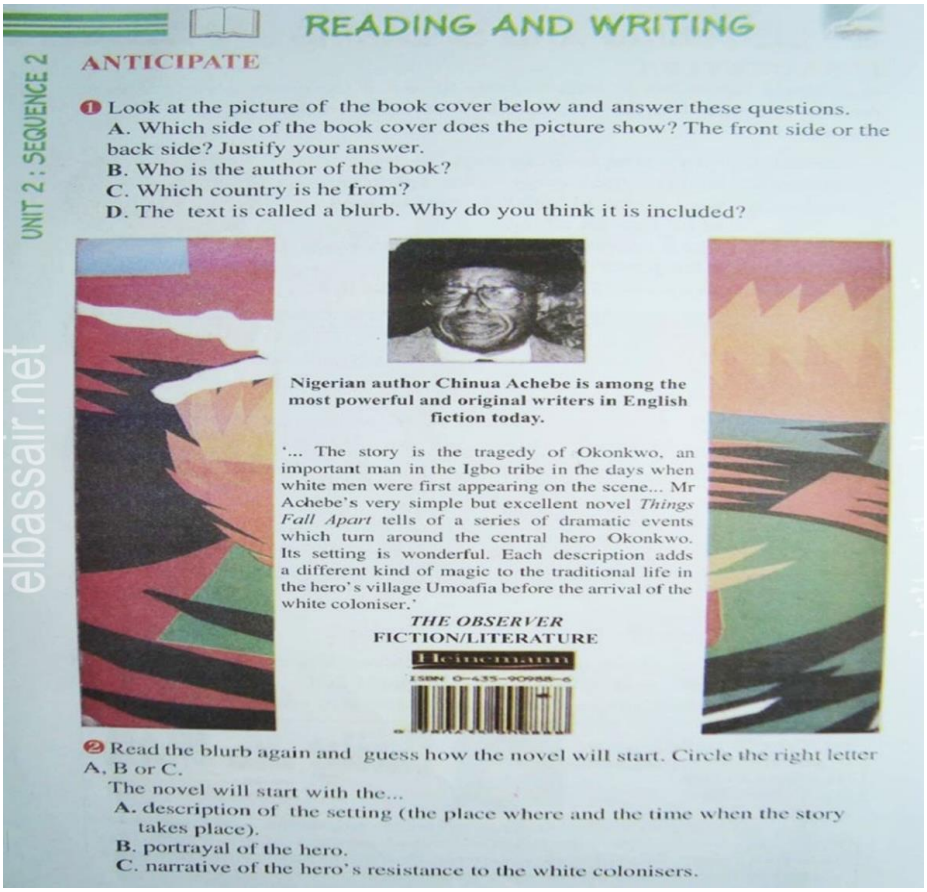
To enhance **inquisitiveness, which develops the learners' curiosity,** the textbook encourages the learners to ask questions beyond the surface level. For instance, In Unit 1 (Page 17), learners are asked to reorder sentences to form coherent instructions for accessing email, which requires them to think logically and question the sequence of steps. In addition in Unit 3 (p. 86),

the learners conduct a survey about leisure activities, prompting them to investigate their peers' habits and draw conclusions. This task fosters curiosity about social behaviors and preferences.

To develop the disposition of **open-mindedness (**as to accept the different opinions of the others), the textbook offers a range of points of view to be discussed. In Unit 1 (p. 21), the learners read about an email received from a Finnish girl, Kirsi, which provides an opportunity for them to compare their lifestyles with those of people from other cultures. In Unit 2 (p. 52), a blurb about the Nigerian author Chinua Achebe introduces class members to African literature and helps the learners expand their horizons. Moral lessons like those presented through folktales, such as The Stork and the Pitcher (Unit 2, p. 68), emerge from different traditions and reinforce the appropriateness of becoming open-minded.

Figure 2.

Illustration of Open-Mindedness Activities in Crossroad SE1



The textbook also helps develop the learners' **cognitive maturity,** and it promotes logical reasoning and reflective thinking through structured exercises. In the "Stop and Consider" unit 1 (p. 30), the activity requires the pupils to review grammar rules and apply them in practice, which encourages systematic thinking. Inductive reasoning is also promoted in tasks such as "Discover the Language" (Unit 1, p. 22) that ask the learners to 'figure out' the grammar from examples. These exercises allow the pupils to Cultivate discipline, and analytical thought processes.

Truth-seeking is also targeted in this textbook. It emphasizes the evidence-based reasoning by asking students to back up their opinions with facts. In Unit 3 (p. 83), the pupils interpret data from a survey, and report their findings, ensuring their conclusions are based on evidence. These include self-assessment tasks that require the learner to reflect on their understanding and justify their responses in the "Check Your Progress" sections (e.g., Unit 1, p. 43). The task of writing assignment in the textbook (p. 121) further reinforces truth-seeking by asking the learner to support arguments with logical reasoning. These exercises teach the pupils the importance of critical evaluation and informed decision making.

2.1.1.3 Activities for teaching critical thinking in Crossroads SE1 textbook

This section also tries to demonstrate the various activities used to develop critical thinking in the textbook of first year level. The results are summarized in the table bellow

Table 3.

Evaluation of the activities to teach critical thinking

Activities for teaching critical thinking			
Aspect of activities of critical thinking	**Evaluation**	**Included (v)**	**Not Included (x)**
Open-ended questions	The textbook includes open-ended questions that require the pupils to think critically, such as in unit 1 (p. 17) "Do you agree with Interviewee A or Interviewee B? Justify your position."	**V**	

Collaborative learning	Group work and pair work are frequently used, such as conducting surveys, acting out dialogues, and working on projects together in unit 5 (p 161)	**V**	
Debate	debate activities, encourage the learners to discuss and express their opinions on various topics like in unit 3 (p. 81), such as examining cultural practices shown in a picture and compare them to their own experiences	**V**	
Media analysis	There is no explicit focus on analyzing media, such as advertisements, news articles, or digital content.		**X**
Problem-solving	Problem-solving tasks are targeted in this textbook where the learners in unit 3 (pp. 85-87) are asked to conduct a survey on leisure activities and analyze the result, they will discuss a survey data trends in a group and conduct a report.	**V**	
Critical writing	The textbook includes tasks that require critical writing, such as writing reports, letters, and reviews. The pupils are asked to justify their opinions and provide evidence like in unit 4 (p.127) where they are asked to summarize the life of George Washington Carver by selecting data and presenting it in concise format.	**V**	

The textbook has included some activities for teaching critical thinking. This also makes frequent use of **open ended questions** that push the learners to move beyond simple recall, and to justify their thinking, ask the questions that prompt analysis, evaluation and reflection. For example in unit 1, (p. 17) (Listening and Speaking) “Who do you side with, Interviewee A or Interviewee

B? Justify your position." It asks students to weigh perspectives and make reasoned arguments. In addition in unit 2 (p. 58) (Developing Skills), "*Was Coke town a good place to live in? Why or why not?"* the pupils have to read and analyze the text in living conditions based on evidence. Furthermore Unit 4, (p. 121) (Developing Skills):"Do you believe that the writer's attitude is fair or unfair? Why?" This encourages the pupils to assess bias and perspective in media.

In addition textbook carries a strong emphasis on working in groups and pairs (Collaborative Learning), qualities that also foster critical thinking through discussion, negotiation, and peer feedback. Surveys (Unit 3, Page 85-86) and sharing e-mail accounts (Unit 1, Page 20), come to mind and require the pupils to work together, brainstorm and work through problems. In addition to reinforcing their comprehension and communication skills, these tasks help the learners learn how to work with a team, hear opposing views, and use conversation to clarify their own understanding. The Project Workshop sections (e.g., Unit 5, p. 161) further encourage teamwork by assigning group tasks like selecting products, where the pupils must present information and cohesive arguments about this products

Moreover, **debate assignments** incorporate tasks that mimic debate-type interactions. For example, in Unit 3 (P 81), the learners examine cultural practices shown in a picture and compare them to their own experiences, justifying their observations. In Unit 4 (p. 121), the pupils write letters to the editor disagreeing with someone's opinion about television, which requires them to create counterarguments and defend their point of views. These activities allow the pupils to practice their persuasive speaking and writing, as well as critical listening key components of effective debate.

Problem-solving, is another activity that helps the pupils develop their critical thinking through diverse tasks in the textbook. For intense, in unit 3 (pp.85-87), the learners are asked to conduct a survey on leisure activities and analyze the result, they will discuss a survey data trends in a group and conduct a report. Besides, in unit 1(p. 39), where the pupils are required to create job application booklet or internet user's guide for beginners these tasks encourage the learners to apply their knowledge to practical situation

Lastly, **critical writing** in this textbook is included through tasks that require students to justify opinions, summarize findings, and construct coherent arguments. For instance, learners are asked to write a story and justify their preferences with supporting evidence as it is illustrated in unit 2 (p. 56). Additionally, In Unit 3 (p. 85-86)**,** learners are asked to analyze survey results and make conclusions into a structured report. Moreover, in unit 4 (p. 127), pupils are asked to summarize the life of George Washington Carver by selecting data and presenting it in concise format. Nevertheless, there is not much explicit attention to **media analysis** in the textbook, from analyzing data.

To sum up, this textbook effectively supports critical thinking skills like knowledge, comprehension, application, analysis, and evaluation through various exercises, including grammar, reading exercises, and applications. However, the textbook lacks proper emphasis on synthesis since very few exercises require the pupils to combine information or create new ideas. The textbook also encourages critical thinking dispositions like curiosity, open-mindedness, and evidence-based reasoning through open-ended questions, cross-cultural comparisons, and reflective exercises. Though collaborative learning, problem-solving, and critical writing are used , the media analysis require further development. Overall, the textbook is well-equipped to develop critical thinking skills.

2.1.2. Classroom discussion aspects and forms in Crossroads textbook

This section tries to show the skills that are targeted by classroom discussion and its types. The results are presented in the following table.

Table 4.

Evaluating classroom skills and its types

Classroom discussion		
Aspect	**Examples**	**Types of classroom discussion**

Problem-Solving	The textbook includes problem solving through projects, and workshop in unit 1(p. 39) where the pupils work in groups to create "job application or internet users guidelines" requiring practical problem solving.	-Small group discussion (p. 39, pp.85-87)
Argumentation and Reasoning	Many tasks need the use of argumentation and reasoning by working in pairs through exercises like check your progress in unit 1 (p. 43) where the learners write a letter to pen-friend to express preferences and justify opinions	-Pair work -check your progress act (p. 43, p. 121)
Open-Mindedness	The textbook explores open-mindedness through folktales discussion with the whole class in unit 2 (p. 68) where the learners compare cultural tales for example "one good turn deserve another" to see the differences.	-Whole class discussion. - Folktales discussion. (p.68, p. 21)
Speaking and communication	Speaking and communication are involved in this textbook where the pupils are asked to produce a presentation about a product as it is illustrated in unit 4 (p.118).	-Role play simulation (p.118)

Table 4 presents an overview of the forms of classroom discussion that exist in Crossroads SE1. These forms target critical thinking sub-skills like problem-solving, argumentation and reasoning, open-mindedness, speaking and communication. The analysis revealed that the forms of classroom discussion which are recurrent in this textbook are: whole-class discussion, small group discussion, think-pair-share, and role play simulation.

Problem-solving is one CT aspect that is integrated in this textbook as learning objective. This sub-skills is targeted to be developed by some classroom discussion forms. This secondary school textbook incorporates and combines problem-solving activities particularly in unit 1(p .39), where the pupils are required to create job application booklet or internet user's guide for beginners. This task encourages the learners to apply their knowledge in practical situation. In addition, in unit 3 (pp. 85-87), the learners are asked to conduct a survey on leisure activities and analyze the result, they are asked to discuss a survey data trends in a group and conduct a report.

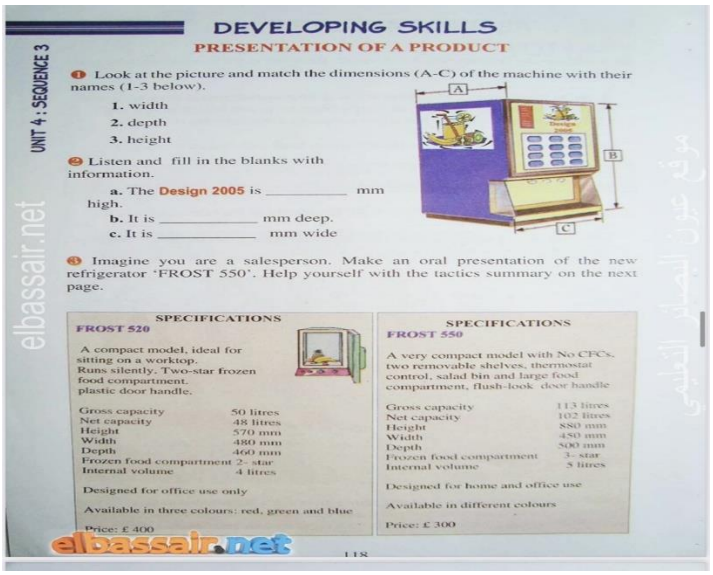
Furthermore, **argumentation and reasoning** are other skills targeted to be developed by classroom discussion in this textbook. This aspect is found in exercises like check your progress in unit1 (p. 43) where the learners are required to write a letter to a pen-friend, expressing preferences and justifying their opinion. Such tasks enhance logical arguments and defend the learners' point of view. Besides, in Unit 4 (p 121), the pupils are asked to write letters to the editor of journal disagreeing with someone's opinion about television, which requires them to create counterarguments and defend their point of views.

Likewise, the textbook promotes **open-mindedness** through cultural discussions such as the folktales activity in unit 2 (p. 68). Here, the pupils compare sayings like "one good turn deserves another" and look for their equivalent in their own culture, While, in Unit 1 (p. 21), the learners read about an email received from a Finnish girl, Kirsi, which provides an opportunity for them to compare and discuss their lifestyles with those of people from other cultures. These activities enables the learners to be aware of diverse cultural aspects, give their points of view, and discuss them.

Finally, **speaking and communication** are targeted in the textbook "crossroads" through tasks like in unit 4 (p. 118), where the learners are required to make an oral presentation of the new refrigerator. Moreover, in unit 5 (p. 143), the pupils needed to work in pair to analyze a pictures and then make a dialogue related to the content; this fosters their communication skills through practice.

Figure 3.

Illustration of Speaking & Communication Activities in Crossroad SE1



DEVELOPING SKILLS

PRESENTATION OF A PRODUCT

UNIT 4 : SEQUENCE 3

❶ Look at the picture and match the dimensions (A-C) of the machine with their names (1-3 below).

1. width
2. depth
3. height

❷ Listen and fill in the blanks with information.

a. The Design 2005 is _____ mm high.
b. It is _____ mm deep.
c. It is _____ mm wide

❸ Imagine you are a salesperson. Make an oral presentation of the new refrigerator 'FROST 550'. Help yourself with the tactics summary on the next page.

SPECIFICATIONS

FROST 520

A compact model, ideal for sitting on a worktop. Runs silently. Two-star frozen food compartment. plastic door handle.

Gross capacity	50 litres
Net capacity	48 litres
Height	570 mm
Width	480 mm
Depth	460 mm
Frozen food compartment	2- star
Internal volume	4 litres

Designed for office use only

Available in three colours: red, green and blue

Price: £ 400

SPECIFICATIONS

FROST 550

A very compact model with No CFCs, two removable shelves, thermostat control, salad bin and large food compartment, flush-look door handle

Gross capacity	113 litres
Net capacity	102 litres
Height	880 mm
Width	450 mm
Depth	500 mm
Frozen food compartment	3- star
Internal volume	5 litres

Designed for home and office use

Available in different colours

Price: £ 300

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To conclude, the textbook clearly includes problem-solving, argumentation and reasoning, in addition to open-mindedness, speaking and communication into its curriculum. This is fostered by classroom discussions forms which helps in engaging the pupils in diverse and interactive learning experiences. Thus, the finding of the evaluation of the crossroad textbook concludes that the designers believe that classroom discussion develops the learners' critical thinking, and this is demonstrated in their reliance on the different forms of the classroom discussion.

2.2. Getting Through Textbook Analysis

"Getting Through" textbook SE2 is selected as our second corpus to examine the existence of both critical thinking and classroom discussion as teaching and learning objectives in Algerian secondary schools. It is developed by the Ministry of National Education in 2008 and revised by the National Authority for School Publication designed for second year level.

"Getting Through" textbook is used by both teacher and pupils of English at secondary schools in Algeria. It includes eight units: "signs of the time", "make peace", "waste not, want not", "budding scientist", "news and tales", "no man is an island", "science or fiction?", "business is business". Each of the previous units includes 2 sequences: the first is discovering language like grammar rules, and the second is developing language skills.

To see the presence of critical thinking in "Getting Through" textbook, content analysis is applied as a data analysis for this study. The process of the analysis was carried out by designing a

checklist (table two) to collect qualitative data from the textbook. The checklist is developed by Jabbour's framework (2019) to find whether the element of CT are included inside.

To answer the research question what CT element can be found in Getting Through, the descriptive analysis is the main procedure to examine the textbook in the light of the established theoretical framework of this study.

This textbook analysis aims at providing insights into the presence of both critical thinking skills and classroom discussions in the second year textbook of English. More precisely, this analysis target describing the different skills of critical thinking skills that are targeted for second year pupils, the critical thinking dispositions, and the activities that are designed to target these skills. Additionally, this analysis also tries to identify the different types of classroom discussion like: whole class discussions, small group discussion, pair work, teacher-led discussions, structured debates, dialogues, and interviews.

The obtained data in this study is summarized in Table 2. To get more information, the following:

2.2.1The presence of critical thinking element in "getting through" textbook

2.2.1.1 *Critical Thinking Subskills*

The section reveals the different critical thinking sub-skills in the textbook. The result are summarized in the following table.

Table 5.

Checklist's results concerning critical thinking sub-skills in Getting Through

Critical Thinking Sub-skills			
Aspect	**Evaluation**	**Included (v)**	**Not Included (x)**
Knowledge	The textbook effectively includes grammar rules, vocabulary lists, (e.g., Unit 1: "Signs of the Time" introduces semi-modals and present tenses). Exercises like fill-in-the-blanks and comprehension questions reinforce retention.	**v**	
Comprehension	Reading passages (e.g., "What People Eat") are followed by questions requiring students to answer and summarize, ensuring understanding of essential ideas and details.	**v**	

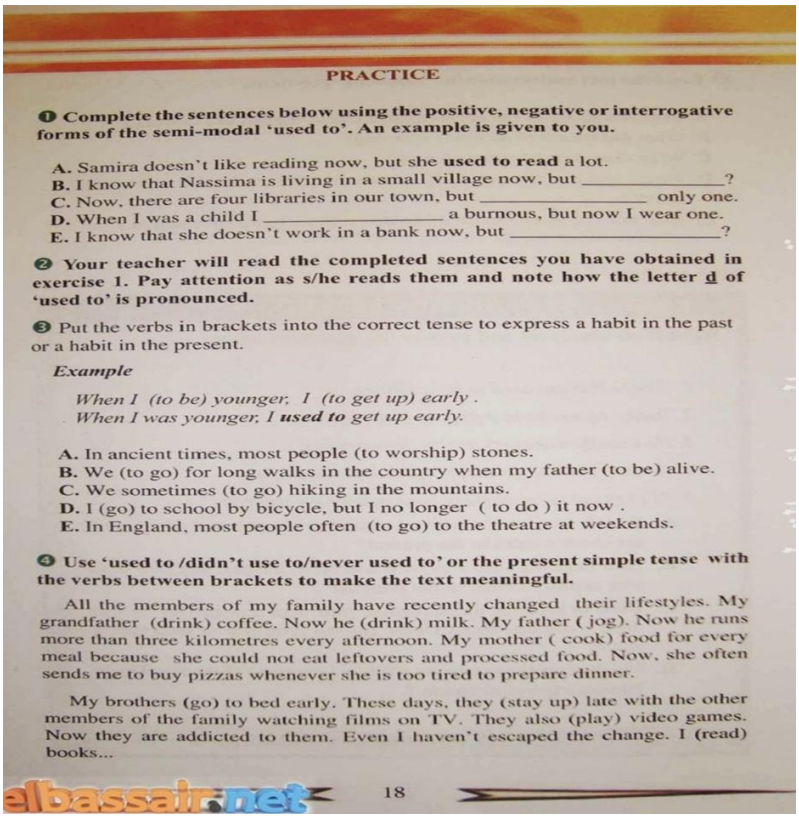
Application	Activities such as writing policy statements (Unit 1) and designing projects (e.g., "Making a Conservation Plan" in Unit 3) require applying learned concepts in new contexts.	**v**	
Analysis	Tasks like identifying text structures (e.g., paragraph organization in Unit 3) and analyzing word formation (suffixes, homonyms in unit 1) develop analytical skills.	**v**	
Synthesis	Synthesis is limited to compiling existing information rather than generating novel solutions or perspectives.		**x**
Evaluation	Self-assessment (e.g.: learners are asked to test their understanding and answer to different activities) like in (p. 31) and critical reflection exercises (e.g., evaluating themes in folktales) encourage evaluative thinking.	**v**	

The *Getting Through* textbook for secondary education (SE2) effectively incorporates various critical thinking skills across its units, as evidenced by the checklist-based analysis.

Knowledge is target in the textbook "Getting through" through a clear explanation of grammar rules **(**like in units 1: Signs of the Time) which introduces semi-modal like "used to" and present tense (pp.16-17). Additionally, activities that develop comprehension questions (p .18). More activities of grammar can be found in unit 3 **(**Waste Not, Want Not) like in pages 61-62 that focus on teaching passive voice constructions.

Figure 4.

Illustration of knowledge Activities in Getting through textbook



PRACTICE

❶ **Complete the sentences below using the positive, negative or interrogative forms of the semi-modal 'used to'. An example is given to you.**

A. Samira doesn't like reading now, but she **used to read** a lot.
B. I know that Nassima is living in a small village now, but _____?
C. Now, there are four libraries in our town, but _____ only one.
D. When I was a child I _____ a burnous, but now I wear one.
E. I know that she doesn't work in a bank now, but _____?

❷ **Your teacher will read the completed sentences you have obtained in exercise 1. Pay attention as s/he reads them and note how the letter d of 'used to' is pronounced.**

❸ Put the verbs in brackets into the correct tense to express a habit in the past or a habit in the present.

Example

When I (to be) younger, I (to get up) early .
When I was younger, I ***used to*** *get up early.*

A. In ancient times, most people (to worship) stones.
B. We (to go) for long walks in the country when my father (to be) alive.
C. We sometimes (to go) hiking in the mountains.
D. I (go) to school by bicycle, but I no longer (to do) it now .
E. In England, most people often (to go) to the theatre at weekends.

❹ **Use 'used to /didn't use to/never used to' or the present simple tense with the verbs between brackets to make the text meaningful.**

All the members of my family have recently changed their lifestyles. My grandfather (drink) coffee. Now he (drink) milk. My father (jog). Now he runs more than three kilometres every afternoon. My mother (cook) food for every meal because she could not eat leftovers and processed food. Now, she often sends me to buy pizzas whenever she is too tired to prepare dinner.

My brothers (go) to bed early. These days, they (stay up) late with the other members of the family watching films on TV. They also (play) video games. Now they are addicted to them. Even I haven't escaped the change. I (read) books...

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Moreover, comprehension as a critical thinking subskill is also present in the textbook; for instance, the texts found in unit 1 (p. 24) like "what people eat?" are followed by questions like "which food groups did our grandparents use to eat most?" These types of questions, help the pupils to grasp the main ideas. Furthermore, in unit 5 (news and tales) there is an article about the tsunami (pp. 100-101) followed by questions to check the learners' understanding of causes and effects ideas.

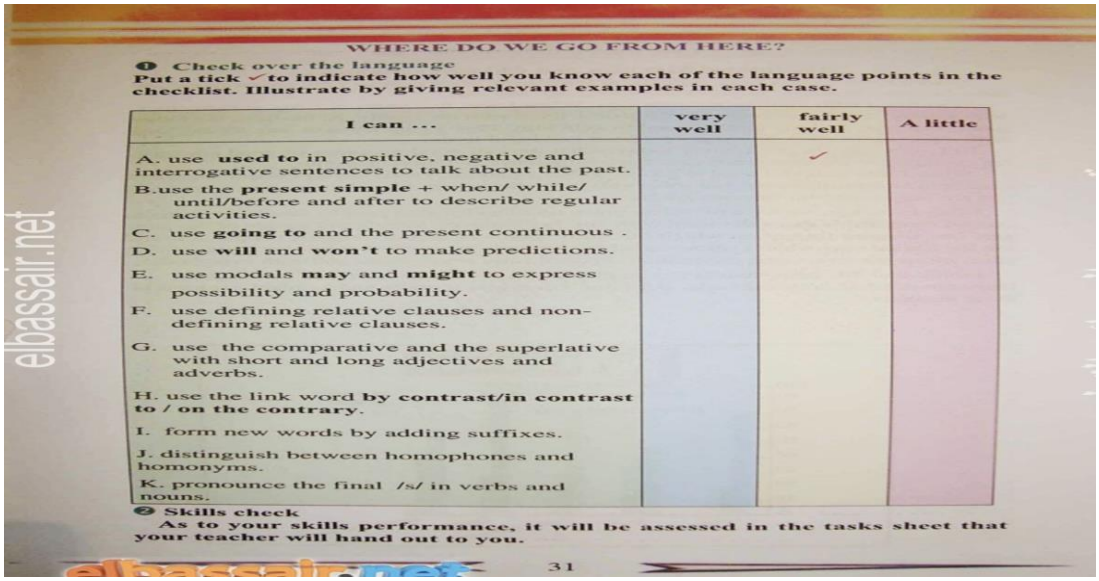
Regarding the **Application** skills, the textbook also targets them through tasks like writing policy statements in Unit 1 (p. 19) using grammatical structures "going to, use to" in practical tasks like "writing" this help them to express what they plan to do for future intentions or designing conservation plans and in Unit 3 (p. 72) which apply passive voice and environmental vocabulary.

In addition, **the analysis sub-skill** is included as element of CT in the textbook. This sub-skill is demonstrated by examining images like in unit 1 (p. 16) the pupils are asked to say which sector of economy represent .Besides, through organizing text (in Unit 3, p. 65) in dictionary entry analysis where they are asked to read a dictionary entry and put the keys in the right boxes.

Another subskill is targeted in the textbook which is "**evaluation**". This subskill is aimed at through self-assessments in different activities like in Unit 1 (p. 31) "Where Do We Go From Here?"; this section includes a checklist for learners to rate their progress (e.g., "I can use used to very well/fairly well"). Furthermore, in unit 5, the learners are asked to make statements about a film, a play and a folktale to evaluate it.

Figure 5.

Illustration of Evaluation Activities in Getting Through Textbook



WHERE DO WE GO FROM HERE?

❶ Check over the language

Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can ...	very well	fairly well	A little
A. use **used to** in positive, negative and interrogative sentences to talk about the past.		✓	
B. use the **present simple** + when/ while/ until/before and after to describe regular activities.			
C. use **going to** and the present continuous .			
D. use **will** and **won't** to make predictions.			
E. use modals **may** and **might** to express possibility and probability.			
F. use defining relative clauses and non-defining relative clauses.			
G. use the comparative and the superlative with short and long adjectives and adverbs.			
H. use the link word **by contrast/in contrast to / on the contrary**.			
I. form new words by adding suffixes.			
J. distinguish between homophones and homonyms.			
K. pronounce the final /s/ in verbs and nouns.			

❷ **Skills check**

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

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Alternatively, even though projects like Unit 5's story collection (p. 112–113) involve combining ideas, and pupils gather folktales or stories but are not explicitly guided to generate novel solutions or perspectives. Therefore, **synthesis** is somehow limited.

2.2.1.2 *Critical Thinking dispositions in getting through textbook of second year*

This section tries to identify the different types of critical thinking dispositions. The results are summarized in the following table:

Table 6.

Evaluation of Critical Thinking Dispositions in the textbook

Critical thinking dispositions			
Aspect	**Evaluation**	**Included (v)**	**Not Included (x)**
Inquisitiveness	Prompts like "Predict what may happen in medicine" (Unit 1) and "Exploring Matters Further" sections stimulate curiosity.	v	
Open-mindedness	Units on global issues (e.g., peacekeeping in Unit 2) and cultural comparisons (e.g., twin towns in Unit 1) foster respect for diverse perspectives.	v	
Cognitive maturity	Complex tasks (e.g., writing scientific reports in Unit 4) and sustained projects (e.g., surveys in Unit 6) require patience and systematic thinking.	v	
Truth-seeking	Activities involving fact-checking (e.g., news article analysis in Unit 5) and using sources (e.g., dictionary use in Unit 3) emphasize evidence-based reasoning (making decision).	v	

As the textbook also effectively integrates critical thinking (CT) skills by focusing on key dispositions such as **inquisitiveness, open-mindedness, cognitive maturity,** and **truth-seeking**. Each unit is designed to develop these skills through engaging activities, projects, and real-world applications.

The textbook encourages the pupils to explore **inquisitiveness** and seek deeper understanding through inquiry-based tasks like in Unit 1 (Signs of the Times) which includes an exercise that push the pupils to predict future medical advances (p. 22). They also use modal verbs (will, might, could) to hypothesize about treatments, and vaccines. This activity reinforces scientific curiosity and encourages research beyond the classroom. Also, Unit 5 (News and Tales) requires the learners to anticipate events in folktales (p. 106) while listening, training them to make predictions based on context clues.

Additionally, the textbook promotes cultural awareness and global citizenship (**open mindedness**) by exposing students to different viewpoints and societal issues. For instance, in unit 1, the discussion about the twin towns (p. 28) the pupils are asked to compare Algerian cities (e.g., Algiers) with their international counterparts (e.g., Sofia, Bulgaria). In addition to this, unit 2 (make peace) focuses on the analysis of Martin Luther King "I Have a Dream" speech (p. 48) and includes a project on Nobel Peace Prize winners (p. 51). The learners examine themes of equality, justice, and non-violence, encouraging empathy and social responsibility.

Furthermore, **cognitive maturity** as a critical thinking construct refers to the development of individuals to think critically and logically through multi-step projects and analytical tasks. This is illustrated in unit 4 where the pupils are asked to write scientific reports (p. 93) on experiments (e.g., water properties, static electricity). They must observe, record data, and draw conclusions. Additionally in Unit 6 includes a survey project (p. 132) where the learners design questionnaires, interview, and present findings. This helps them to manage emotions, understand different prescriptive and make reasoned decisions.

Finally, **Truth-seeking** is another element of critical thinking dispositions included in this textbook. It is present throughout different units where the pupils analyze words meaning, and synonyms as it is illustrated in unit 3 (dictionary study tasks p. 65). Additionally they also focus on the authenticity of information by looking at trusted sources like text related to real life situations (natural disasters in unit 6 p. 134).

2.2.1.3. Activities for teaching critical thinking

This section also tries to show the various activities used to develop critical thinking in the textbook of second year level. The results are summarized in the table bellow

Table 7.

Activities for teaching Critical Thinking in the textbook

Activities for teaching critical thinking			
Aspect of critical thinking skills	**Evaluation**	**Included (v)**	**Not Included (x)**
Open-ended questions	Essays, creative writing (e.g., poems in Unit 2), and opinion-based tasks (e.g., "Do you agree with the author?") allow for diverse responses.	**v**	
Collaborative learning	Group projects (e.g., "Making a Profile About Lifestyles" in Unit 1) and pair work (e.g., solving problems through dialogues in Unit 2) promote teamwork.	**v**	
Debate	Debates and discussions on topics like environmental policies (Unit 3) encourage argumentation and perspective-sharing (exchanging ideas). In unit five there is an Agreement and disagreement.	**v**	
Media analysis	Focuses on traditional texts (e.g.: like in unit 5 literature and media it focuses on articles, folktales)	**v**	
Problem-solving	Problem-solving is presented in this textbook through vocabulary, grammar tasks, and real-world scenarios like in unit 4(p 88).	**v**	
Critical writing	Tasks like news reports (Unit 5) and argumentative essays (Unit 6) require logical structuring and evidence use.	**v**	

The table illustrates activities designed for teaching critical thinking in Getting through textbook. The main activities found: “Open-ended questions, Collaborative learning, Debate, Media analysis, Problem-solving, and finally Critical writing.” So each unit of the textbook integrate one or more of these activities to ensure an effective teaching of critical thinking.

The first type of activities is the Open-ended questions. In this textbook the pupils are required to read texts, justify their point of view over the topic being discussed, and clarify what they understand. For instance, they are asked if they agree or disagree with the author like in unit 1 (p. 24). Moreover, the textbook seeks to ask questions like “how among them is the least

optimistic about the future? Why?" Besides, in (p. 22) these types of questions help pupils learn more, understand and encourage deeper thinking.

In all units of the textbook learners are required to work collaboratively (such as in unit 7, p 141), they are asked add some endings to the if-clauses and each group will write their favorite sentences on the board. This enhances them to work together as team and foster collaboration. In unit 1 (p 30) requires teamwork to compare between past /present/ and future habits.

Debate is another activity included in this textbook to teach critical thinking. The pupils debate and discuss topics like environmental policies in unit 3 (p. 74) where they debate about energy solutions after reading about "A world without oil" text. Correspondingly, activities that base on agreement/ and disagreement of particular topics where learners supports and defend their opinion (as we can find it in unit 5, p 108) are also included.

Furthermore, **media analysis** is one of those tasks for critical thinking as learners have to analyze and evaluate visual texts like in unit 5 (p. 109) where they compare the "lead-in paragraph" (summary) with the full story. Additionally, **Problem-solving** as another aspect of critical thinking skills is targeted in the "getting through" textbook; it is designed to help the learners to suggest solutions to their problems. In unit 4 (p. 88), for instance, the pupils are asked to imagine that they are in dilemma, then to write a letter to "an agony aunt" to ask for advice. In addition, the textbook includes a project-based problem (as it is showed in unit 3, p. 72); the pupils are required to create a conversation plan with measures that have already been taken by Algerian government. This lead them to solve real-world problems.

Finally, the critical writing is another form of activities to teaching critical thinking. The structured writing tasks demand logical sequence and reasoning to be accomplished; in units 5 (p. 111), pupils fix tense errors using chronological order. In unit 6 (p. 131), they are asked to develop an argument against the claims about poverty in Africa.

Consequently, one of the objectives of *Getting Through* textbook is to foster critical thinking (CT) skills (knowledge, comprehension, application, analysis, and evaluation), and to attain this aim, a set of activities and tasks are designed. These activities include exercises in grammar, reading, and even writing. The textbook also cultivates CT dispositions like

inquisitiveness, open-mindedness, truth-seeking, and other dispositions in real-life scenarios and tasks through inquiry. Specific CT-enhancing activities, such as debates, problem-solving collaborative learning, and media analysis do develop CT, whereas; synthesis is limited, it focuses only on the existed information rather than gathering new ideas from diverse sources. To summarize, the textbook provides a strong foundation for developing critical thinking in secondary school pupils.

2.2.2 Classroom discussion aspects and forms in Getting through textbook

This section tries to show the skills that are targeted by classroom discussion and its types. The results are presented in the following table.

Table 8.

Evaluating classroom skills and its types

Skills required in Classroom discussion	**Examples**	**forms of classroom discussion used**
Problem-Solving	The problem solving is emphasized in this textbook through tasks that require critical analysis, and practical solutions in unit 3 (p. 63). The learners have to write a press release about an oil spill proposing solution. This means that the learners are required to discuss this press release in the classroom by sharing their writing with pairs, then with the whole-class.	-Think-pair-share -Whole-class discussion (pp.63-88)
Argumentation and Reasoning	This textbook fosters argumentation and reasoning, through structured debate and logical analysis. For instance, in unit 2 (p. 47). The pupils are supposed to make a class charter with the rights/duties, requiring logical justification. These kind of tasks require the learners to work collaboratively by sharing and exchanging thoughts.	- Structured debate/think-pair-share (p.47)

Open-Mindedness	This aspect is targeted through activities which Focuses on different perspectives and cultures. It is found in unit 2 (p. 48) to discuss global citizenship and tolerance in diverse cultures.	-Teacher-led discussions -Whole-class - discussion (p.48)
Speaking and communication	Speaking and communication are present in this textbook through oral and communication tasks. For example the activity in unit 6 (pp. 122-123) require the learners to conduct interviews in pairs reporting Bill's Gates' philanthropy. This help the learners to talk, and share ideas with each other through tasks like interviews, dialogues.	-Interview (pp.122-123) -dialogue(108) -Pair work(p.62) -whole-class discussion (p.123)

Table 8 shows a strong focus on different forms of classroom discussion that exist in "getting through SE2" these forms target critical sub-skills like: problem-solving, argumentation and reasoning, open-mindedness, speaking and communication to enhance critical thinking skills. The analysis revealed that structured debate, teacher-led discussions, think-pair-share, Whole class discussions, pair work frequent in this textbook.

The textbook demonstrates an emphasis on **problem solving** through tasks and activities that require critical analysis and practical solutions in class discussions for instance, in unit 4 (p. 88) the learners, first, are asked to write a letter to an "agony aunt" to ask for advice, then they will exchange letters with their partners and suggest solutions to his/her problem. In addition, in page 63, the pupils are asked to write a press release about an oil spill, and give solutions to the damage. That is to say, these classroom discussion forms are essential to develop problem solving which is an important aspect of critical thinking.

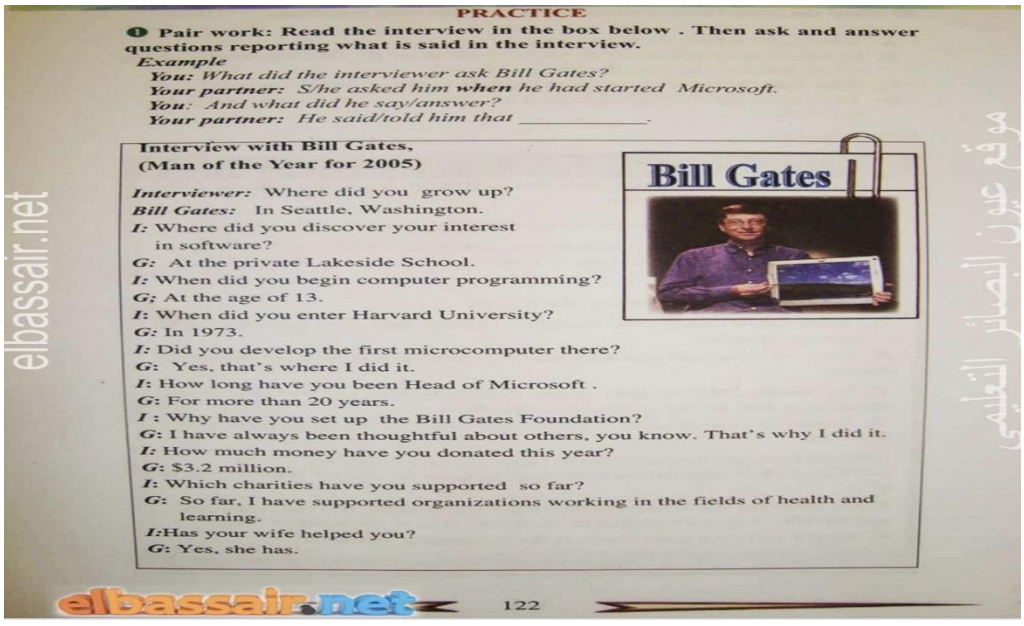
Furthermore**, argumentation and reasoning** are skills targeted by classroom discussion forms especially through structured debates and logical analysis. In unit 2 (p. 47), the pupils are asked to create a class charter of the rights and obligations which means there is a logical need for justifying every rule. Beside, in unit 5 (p. 108), the pupils are required to make a statement about a film or folktale and see if their partner will agree or disagree using expressions like "yes, I agree, no…etc."

Moreover, the textbook encourages **open-mindedness** by showing the learners to diverse perspectives and cultures. For example, unit 2 (p. 48) illustrates issues such as global citizenship and tolerance, under which the learners explore and discuss in small groups or as a whole class, the importance of respecting cultural diversity. Also, in unit 1 (p. 30) the learners are asked to make a research about lifestyles' profile, these help them exchange thoughts in pairs or groups through comparing between the past and the present.

Finally, **speaking and communication** are important in this textbook; this is targeted through oral and interactive tasks. To illustrate, in unit 6 (p. 122-123), the learners conduct an interview in pairs, about "Bill Gates interview" (Man of the year for 2005) reporting what is said in the interview. This task not only improves their ability to communicate effectively but also their listening and reporting skills. As well, unit 5 (p. 106) shows that the learners are asked to discuss the book cover so this enhance communication in class.

Figure 6.

Illustration of Speaking & Communication Activities in Getting Through SE2



To conclude, the textbook *Getting Through* designed effective classroom discussion forms that help the pupils develop different cognitive skills like: problem solving, argument, open-

mindedness, and communication. These aspects are included into various units through variety of exercises, debates, and group works so that the learners improve their critical thinking.

2.3 New Prospect SE3 Textbook Analysis

New prospects textbook (SE3) is developed by the Ministry of National Education in 2006 and revised by the National Authority for School Publication to guide teaching and learning English for third year level of the secondary school

New prospects textbook is used by both the teacher and the baccalaureate pupils when teaching and learning English at secondary schools in Algeria. It includes six units. “Exploring with the past”, “Ill-gotten gains never prosper”, “Schools: different and alike”, “Safety first”, “Are we alone?”, and “We are family”. Each of previous units include 2 sequences: the first is language outcomes like listening and reading and the second is language skills and outcomes.

To answer the research question: “what CT element can be found in new prospects?” descriptive qualitative analysis is the main method to examine the textbook in the light of the Jabbour’s framework of this study. More specifically, this research applies a content analysis as a data analysis technique which is based on a checklist (see tables 9-10-11) which is adopted from Jabbour’s work (2019)

The obtained data in this study is summarized by using checklist showed in Table 3. To get more information, the following:

2.31Critical thinking in New prospects SE 3 textbook

2.3.1.1 Critical thinking sub-skills

This section tries to identify the different critical thinking element in the textbook. The result are summarized in the following table.

Table.9

Critical Thinking Skills: Textbook Evaluation

Critical Thinking Skills

Aspect	**Evaluation**	**Included (v)**	**Not Included (x)**
Knowledge	The textbook effectively builds knowledge through reading historical , ethical texts, detailed grammar, vocabulary lists(e.g., ancient civilization map pp. 14-15 in unit 1)	v	
Comprehension	Comprehension is enhanced through answering post-reading/listening questions like unit 1 (p. 21) and also through summarizing texts to foster pupils' understanding the key concepts.	v	
Application	Application is represented by tasks like rewriting sentences with specific grammar structures (e.g., If condition in unit 3 p. 76) and applying it in different context.	v	
Analysis	Analytical skills are fostered through observing images and discussing them like in unit 2 p. 53) and through comparisons like in unit 3 (pp. 83-84).	v	
Synthesis	Synthesis appears in activities like writing an essay or project work where the pupils gather different sources as in unit 5 (p. 149).	v	
Evaluation	The Pupils evaluate arguments, and self-assessments, (e.g., unit 2 ethics in business p. 60).	v	

As table 9 shows The *New prospects* textbook for secondary education (SE3) effectively incorporates various critical thinking skills across its units though some areas are more developed then others.

First, **knowledge** is found in this textbook *"New prospects*". This textbook provides a good source of knowledge through detailed texts like historical and ethical texts. Moreover, grammar

and vocabulary list are targeted in unit 1 (p. 26) where the pupils are asked to fill the blanks and write the correct tense. Besides, unit 1(pp. 14-15) included a map of ancient civilization part of Africa and Europe that teaches the learners to analyze, and to understand the geographical and historical background of the topic. Such, resources enables them to reinforce their knowledge.

Another objective of the New prospects is to develop **comprehension** skill this is done through including post-reading and post-listening questions. As it is illustrated in unit 1 (p. 21) where the learners are asked to answer a true/ false question on the text based on Algerian crossroads civilizations, this ensures that they understand the content. Furthermore, in unit 3 (pp. 83-84) the pupils are required to summarize the text to prove their understanding of the main ideas.

Additionally, **the application** is part of critical thinking, is also presented in the textbook. It encourages the pupils to apply what they have learnt in real world; for example, in unit 3 (p. 76) the learners are asked to arrange sentences with specific grammar rules such as "If conditional" this helps them to practice it in different contexts. While, in unit 1 (p.24) the pupils are encouraged to fill in the blanks with the appropriate quantifiers to express the quantity of the object. Many other activities along the textbook push the learners to apply what they have learnt in the units.

Moreover, **analytical skills** is another element of critical thinking that is presented in this textbook. The Pupils acquire this skill through observation and comparison. For instance in unit 2 (p. 53) the learners are asked to comment and discuss what a picture represent. In addition, in unit 3 (pp. 83-84) involves comparing between British educational system and Algerian educational system. This type of activities encourage the learners to break down the information they have, analyze it and induce/ deduce a new piece of information.

Another skill of critical thinking found in the New prospects is **synthesis**, is targeted in the textbook through project based-tasks where the pupils collect and gather information from different sources to form a new whole concepts. For example in unit 5 (p. 149) the leaners will write an essay about a comet collided in earth and its consequences. This helps them to combine ideas and present them in coherent way.

Lastly, the textbook includes **evaluations** skills as part of critical thinking, this textbook offers opportunities for the learners to evaluate arguments and self-asses their own work. Regarding evaluating arguments, the textbook (in unit 2 p.60) asks the leaners to make research on different

ethical issues (like plastic surgery, genetic engineering and transplant….etc.) then to report the findings and discuss whether the ethical issues are similar in their our country. Therefore, the pupils need to search for arguments, and evaluate them on basis of the strength and being logical. Additionally, self-assessment practices are also included. In unit 6 (p. 194), the learners' are encouraged to reflect on their own progress and show what they really can do with language items checklist in learning log.

2.3.1.2 critical thinking disposition in New prospects textbook

This section tries to identify the different critical thinking dispositions in the textbook. The result are summarized in the following table.

Table 10.

Evaluation of Critical Thinking Dispositions in the Textbook

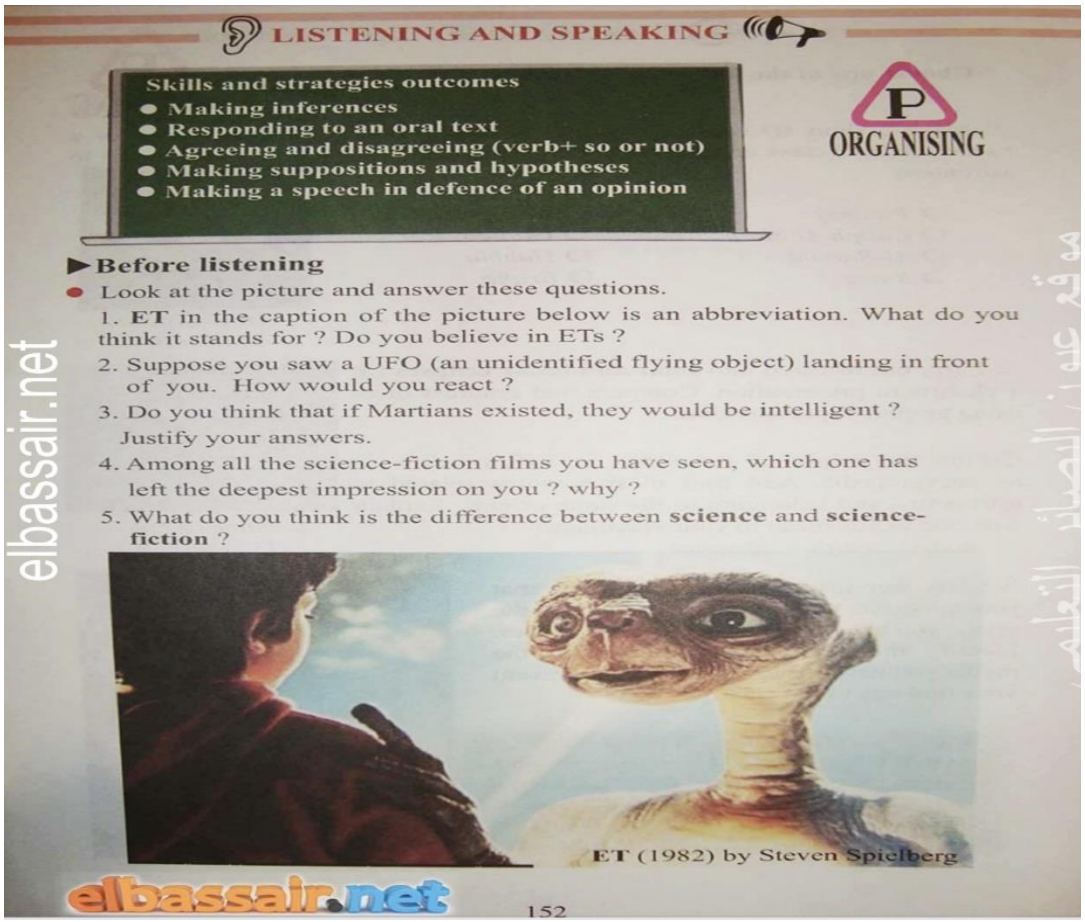
Critical Thinking Dispositions			
Aspect	**Evaluation**	**Included (v)**	**Not Included (x)**
Inquisitiveness	Inquisitiveness and curiosity are encouraged through tasks such as open-ended questions (e.g., "What if Martians existed?") that stimulate curiosity.	v	
Open-mindedness	The Textbook includes intercultural topics (e.g.in unit 1 ancient civilizations) that encourage consideration of diverse perspectives.	v	
Cognitive maturity	It developed through Complex texts (e.g. scientific articles on energy balance found in unit 5) and debates on ethical dilemmas that require reasoned, structured thinking.	v	
Truth-seeking	The textbook focuses on providing evidence-based answers (e.g., supporting opinions with statistics), and tries to promote logical, and reasoned responses.	v	

The textbook, as shown in the above table, targets the different critical thinking dispositions mainly: **inquisitiveness, open-mindedness, cognitive maturity,** and **truth seeking.** Each of these key dispositions are included in each unit of the textbook.

First of all, inquisitiveness is an important aspect that develop curiosity among the learners. By raising open-ended questions, the textbook challenges the pupils to explore hypothetical scenarios and predict things. To illustrate this, in unit 5 (p. 152) a question is asked: "What if Martians existed?" to encourage the learners hypothetical thought about extraterrestrial; this enhances their curiosity to think and imagine variety of situations. Similarly, in unit 3 (pp. 74-75), the learners stimulate curiosity while looking at the pictures, and several questions come to their mind.

Figure 7.

Illustration of Evaluation Activities in New Prospect SE3 Textbook



The second disposition targeted in the textbook is **open-mindedness,** which is to be ready to accept different opinions. The textbook offers intercultural aspects, which are included to foster wider perspectives. (For eg: Unit 1 (pp. 36-38) demonstrates the culture of the ancient Egyptian civilization). In addition, in unit 3 (pp. 83-84) the pupils compare between Algerian and British educational system; these types of activities require the learners to consider diverse points of views of different cultures, learn about them, and learn how to deal with this diversity.

Moreover, another critical thinking disposition that this textbook tries to develop is **the cognitive maturity.** It make use of texts and structured debates to enhance reasoned and logical thinking. For instance, unit 4 (pp. 113-115) includes a scientific article on energy balance, where the leaners need to think deeply and discuss others' thoughts and express their own (agree or disagree p. 113).

Finally, **Truth-seeking** is the last disposition of critical thinking in this textbook. In unit 2 (pp. 54-55) the pupils need to support arguments for and against countersealing with statistic "7% of medicines worldwide may be counterfeits". Similarly, in unit 5 (pp. 142-144) it asks the learners to verify astronomical claims using factual data (e.g., the Moon's diameter).

2.3.1.3 Activities for teaching critical thinking in Getting through textbook

This section aims to identify the various activities for teaching critical thinking. The results are summarized in the table below

Table 11.

Evaluation of Textbook Activities Aimed at Developing Critical Thinking Skills

Activities for Teaching Critical Thinking			
Aspect	**Evaluation**	**Included (v)**	**Not Included (x)**
Open-ended questions and activities.	It is included in all units it enhances a deeper discussion and stimulate critical reflection (e.g. unit 2 As you read p. 66).	v	

Collaborative learning activities.	Pair/group work is dominant in the textbook like peer editing, group debates as illustrated in (p. 70).	v	
Debate activities.	Debate is Encouraged in opinion-based tasks like ethics and education (e.g., "Ethics in business" debate pp. 63–64).	v	
Media Analysis activities.	No explicit focus on analyzing media sources.		x
Problem-Solving activities.	Through projects E.g.; in unit 2 (p.71) which involve the use of ethical dilemmas) involve problem-solving,	v	
Critical Writing	Critical writing is included in tasks like Essays and reports require reflective writing like in Unit 2 "Opinion article on counterfeiting (p. 58).	v	

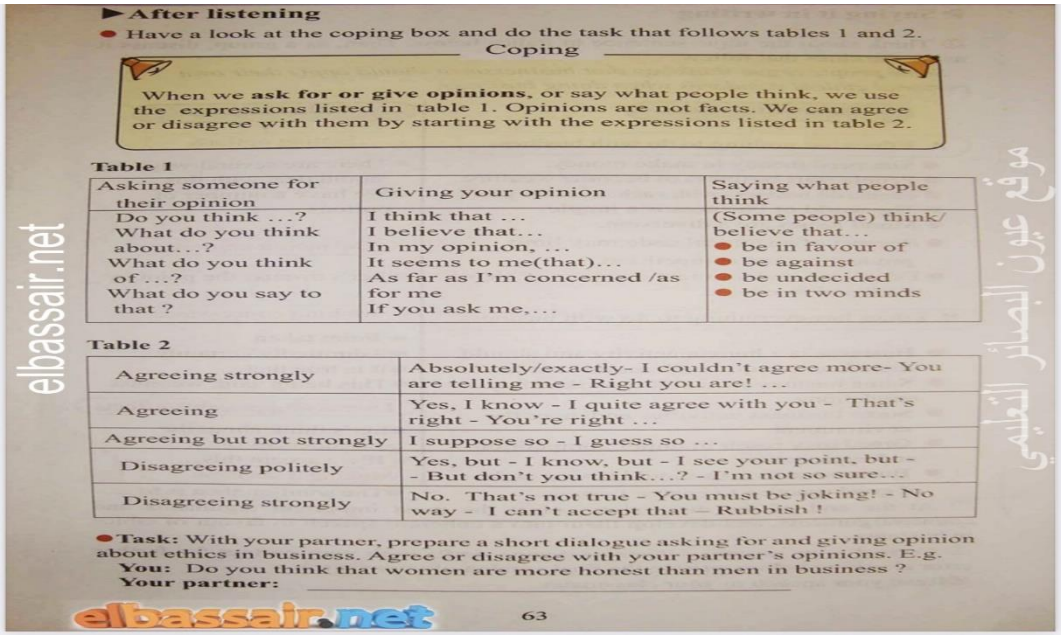
As the table illustrates the activities for teaching critical thinking in the textbook New prospects SE3 focuses on **open-ended questions** that enhances the learners' thinking and questioning. These questions help them to enhance their creativity through multiple perspectives and original ideas. For this all units include open-ended questions like for example in unit 4 (p. 107) the questions asked in this page encourage to answer critically; for instance, "do you think that your fellow countrymen are, on the whole mindful about safety or not? Explain?". In addition, in unit 5 (p. 152) hypothetical questions like "what if Martians existed?" push the learners to think about possibilities of concerning topic suggested, build creativity and higher thought in scientific and ethical principles.

Furthermore, another type of activities, which meant to develop critical thinking, is included in the textbook, this is **collaborative learning**. It is important for the learners to share ideas and opinions through working in pairs or groups. To illustrate, in unit 2 (p. 52) tasks in "think, pair, share" the pupils are asked to write a public statement about anti-corruption which involve pair review and group discussion. Also, in unit 1 (pp. 29-31) the activity focuses on group work and presentation of ancient civilization by exchanging information and findings. These kind of activities foster teamwork and expose the learner to several points of view.

Additionally, **the debate** is another form of activities designed for teaching critical thinking; it is presented in this textbook to foster the leaners' practices and learn how to enhance argumentation skill. For instance, in unit 2 (p. 63) the task about debate asks the pupils to agree or, disagree with their partners' opinions. In the same way, unit 4 (p. 127) also involves the learners debate about the influence of advertising in society.

Figure 8.

Illustration of Evaluation Activities in New prospect Textbook



►**After listening**

● Have a look at the coping box and do the task that follows tables 1 and 2.

Coping

When we **ask for or give opinions**, or say what people think, we use the expressions listed in table 1. Opinions are not facts. We can agree or disagree with them by starting with the expressions listed in table 2.

Table 1

Asking someone for their opinion	Giving your opinion	Saying what people think
Do you think ...? What do you think about...? What do you think of ...? What do you say to that ?	I think that ... I believe that... In my opinion, ... It seems to me(that)... As far as I'm concerned /as for me If you ask me,...	(Some people) think/ believe that... ● be in favour of ● be against ● be undecided ● be in two minds

Table 2

Agreeing strongly	Absolutely/exactly- I couldn't agree more- You are telling me - Right you are! ...
Agreeing	Yes, I know - I quite agree with you - That's right - You're right ...
Agreeing but not strongly	I suppose so - I guess so ...
Disagreeing politely	Yes, but - I know, but - I see your point, but - - But don't you think...? - I'm not so sure...
Disagreeing strongly	No. That's not true - You must be joking! - No way - I can't accept that – Rubbish !

● **Task:** With your partner, prepare a short dialogue asking for and giving opinion about ethics in business. Agree or disagree with your partner's opinions. E.g.
You: Do you think that women are more honest than men in business ?
Your partner:

elbassair.net

63

elbassair.net
موقع عيون البصائر التعليمي

Another part of enhancing critical thinking is through **problem-solving** activities. The textbook includes project-based tasks that require the learners to face real-world challenges. As it is illustrate in unit 2 (p. 71) the activity ask the learners to dilemmas by writing a charter of ethics and proposing solutions for it. Likewise, unit 3 (p. 103) requires the pupils to construct educational prospectus, involving analysis of curricular systems.

Lastly, **critical writing** activity is the last activity targeted in the analysis in the textbook. it based on reflective and analytical writing through all units. For example in unit 2 (p. 58) the task requires the learners to evaluate evidence, present argument, and anticipate the opposite side.

In addition, in unit 1 (p. 29) the learners are asked to write an expository essay about the challenges faced by modern civilization.

Finally, the analysis of the New prospects revealed that **media analysis** as an activity to foster critical thinking is not used in the textbook. Media analysis is used in order to collect and interpret data brand's covered in media. However, the textbook did not include it at the third year level.

To conclude, the analysis of the new prospects textbook show an integration of critical thinking elements and dispositions. The textbook effectively tries to enhance sub-skills of knowledge, acquisition, comprehension, application, analysis, synthesis, and evaluation through diverse activities like open-ended questions, collaborative learning, debates, and problem-solving tasks. Additionally, the textbooks tries to foster key dispositions like inquisitiveness, open-mindedness, cognitive maturity, and truth seeking by encouraging curiosity, intercultural understanding, logical reasoning, and evidence-based arguments. Finally, the textbook concluded that media analysis is not targeted in this textbook.

2.3.2 Classroom discussion aspects and forms in Getting through textbook

This section tries to show the skills targeted by classroom discussion and its types. The results are shown in the table below.

Table 12.

Evaluation of Critical Thinking Aspects and Types of Classroom Discussions in the Textbook

	Classroom discussion	
Skills required in Classroom discussion	**Examples**	**Types of classroom discussion used**
Problem-Solving	The textbook includes different projects based task for example in unit 2 (p. 71), the activities requires the use of ethical dilemmas that involve problem solving in class discussion	-Whole class discussion (p.71)

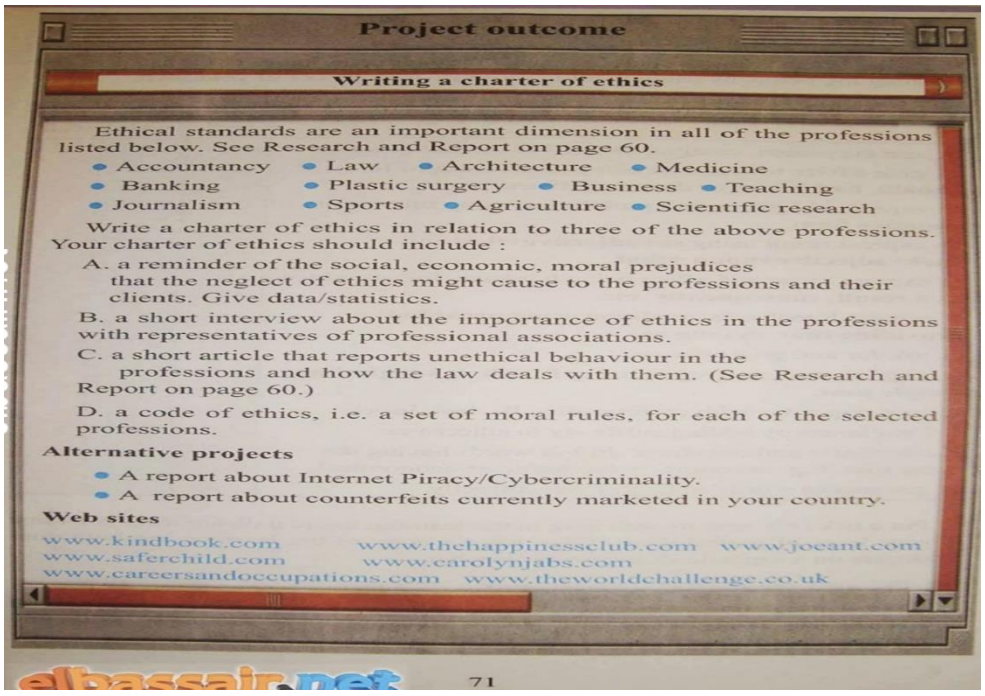
Argumentation and Reasoning	Many tasks need the use of argumentation and reasoning, through debates, in pairs or group discussion activities for example unit 4 (p. 127) involve the learners to arguments and state their opinion about advertising which can be a class debate.	-Debates -Think-pair share - Small group discussion - Writing tasks (p.127, p.64…)
Open-Mindedness	The textbook exposes the learners to different cultural aspects through classroom discussion like in unit 1 (p. 20) it require them to talk in class about modern civilization.	-Whole class discussion
Speaking and communication	Speaking and communication are one of the objectives of this textbook; the pupils practice role-plays like in unit 5 (p. 154) which is used to enhance communication skills.	-Role play simulation -Pair groups.

As the table above demonstrates, different critical thinking sub-skills are incorporated in the New prospects textbook; and these sub-skills are targeted through the use of different classroom discussion forms.

Problem solving is targeted in this textbook and through real-word activities that focus on the analysis of the problems collaboratively. For instance, in unit 4 “safety first” (p. 122) the learners are supposed to do research about food safety by examining labels on products in which they compare facts and propose possible health risks. They then sit down to draw up a list of home safety rules, and finally discussed this with the classmates. Furthermore, in unit 2 (p. 71) the projects and tasks ask the pupils to make a charter of ethics, they must follow ethical rules which help them develop debate between them and justify their points of view about the topic.

Figure 9.

Illustration of Evaluation Activities in New prospect Textbook



Project outcome

Writing a charter of ethics

Ethical standards are an important dimension in all of the professions listed below. See Research and Report on page 60.

- Accountancy
- Law
- Architecture
- Medicine
- Banking
- Plastic surgery
- Business
- Teaching
- Journalism
- Sports
- Agriculture
- Scientific research

Write a charter of ethics in relation to three of the above professions. Your charter of ethics should include :

A. a reminder of the social, economic, moral prejudices that the neglect of ethics might cause to the professions and their clients. Give data/statistics.

B. a short interview about the importance of ethics in the professions with representatives of professional associations.

C. a short article that reports unethical behaviour in the professions and how the law deals with them. (See Research and Report on page 60.)

D. a code of ethics, i.e. a set of moral rules, for each of the selected professions.

Alternative projects

- A report about Internet Piracy/Cybercriminality.
- A report about counterfeits currently marketed in your country.

Web sites

www.kindbook.com www.thehappinessclub.com www.joeant.com
www.saferchild.com www.carolynjabs.com
www.careersandoccupations.com www.theworldchallenge.co.uk

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Moreover**, argumentation and reasoning** are addressed in this textbook to help the learners share ideas in groups or pairs through debate and writing tasks. In unit 2 (p. 64) for example, the pupils are encouraged to think about a topic and discuss it in a formal debate about ethics in business by selecting the most important arguments and counterarguments. Then they correct their mistakes and exchange drafts with their partners. In addition, in unit 5 (p. 155) the learners are asked to make a short public speech in defense of the usefulness of astronomy, by organizing their arguments from the most to the least important starting with the opening sentence " Ladies and gentlemen……". This task encourages the pupils to share ideas and arguments.

Furthermore, to encourage cultural tolerance and awareness, the textbook designed activities that address **open-mindedness** to explore diverse perspectives and cultures. In unit 3 (p .103) the learners are required to make a research about British and Algerian educational system, and discuss the difference in curriculum, teaching method and organization through synthesizing information in a prospectus and giving an oral presentation. Similarly, unit 1(pp. 15-25) fosters open-mindedness by having the pupils compare ancient civilizations "Egyptian, Sumerian" and its affect nowadays.

Finally, **speaking and communication** is developed by classroom discussions through interactive speaking exercises in order to foster fluency and confidence. To illustrate this unit 5(p. 154) contains role-play tasks where they perform dialogues about space exploration such as "how would you react if you saw a UFO"; this creates spontaneous responses where the learners practice natural speech patterns. Besides, in unit 4 (p. 141), the learners are asked to make a class presentation about the moon and at the end they will write a final version and read it to the class.

To conclude, this textbook is designed to build skills like problem solving through collaborative exercises in the real world such as investigating food safety and creating ethics charters, which ensure critical thinking and collaboration. It also tries to develop argumentation by engaging the pupils in debates and structured activities such as ordering arguments for speeches, which encourages clear thinking. Then, tolerance of cultures is targeted in the textbook through exploration of various perspectives on topics such education systems and past civilizations to range of the learners to wide perspectives. Lastly, participative speaking activities like presentations and role-plays boost speaking ability and confidence in communication.

3. Analysis of the questionnaire

General Information

This section tries to provide important information regarding the respondents. It gives information about their gender, academic qualification, teaching experience and the levels they teach. The following table provides descriptive statistics about these variables:

Table 13.

General Information about the participants

Variables	**The options**	**N**	**F**	**%**
Gender	Male	30	6	20
	Female		24	80
Academic Qualification	Bachelor Degree		12	40
	Master's Degree	30	16	53
	Doctorate Degree		0	0
	Ph.D. student		1	3.3
	ENS		1	3.3
Teaching experience	Less than 10 Years	30	10	33.3
	Between 11 and 20 years		10	33.3
	More than 21		10	33.3

The levels being taught	First Years	30	17	56.7
	Second Years		22	73.3
	Third Years		24	80

Table 13 demonstrates that the majority (80%) of the respondents are female teachers while only 20% of them are male. Additionally, the results show that most (53%) of the teachers hold the Master's degree in English, whereas 40% of them hold a BA degree in English. Besides (3.3%) are Ph.D. students, and the remaining teachers (3.3%) are a product of the Higher Institute for Teacher Training (Écoles Normales Supérieures (ENS)). Finally, none (0%) of the teachers holds the doctorate degree.

Concerning the teachers' experience in teaching, the table shows that 33.3% of teachers have less than 10 years of teaching experience; it also demonstrates the same rate (33.3%) with those who have experience between 11 and 20 years; similarly, there are 33.3% of the teachers who have more than 21 years. Finally, the majority (80%) of the teachers teach the third year level; while 73.3% teach second year level; and 56.7% of them teach the first year level. This demonstrates that the teachers have experience with the different types of pupils of different levels.

Section 2: Classroom Discussion and Critical thinking

Question 1: to which extent do you evaluate your pupils' critical thinking?

Table 14.

Teachers' Evaluation of Pupil's critical thinking level

	Options	**Frequency**	**Percent %**
Pupils' Critical thinking level	*very low*	3	10,0
	low	8	26,7
	average	13	43,3
	somehow good	5	16,7
	good	1	3,3
Total		**30**	**100,0**

Table 14 demonstrates that the majority (43.3%) of the teachers evaluate their pupils' critical thinking level as average; while 26.7% evaluate their pupils' critical thinking as low; 16.7% think that the pupils are somehow good. In addition, 10% of the respondents claim that their pupils' critical thinking is very low; and finally, 3.3% evaluate them as good. This shows that the teachers think that the pupils in secondary schools face critical thinking challenges.

Question 2: do secondary school textbooks target critical thinking skills?

Table 15.

The critical thinking skills targeted in the textbooks

	Options	Frequency	Percent %
	yes	10	33,3
Valid	*no*	14	46,7
	no answer	4	13,3
	partially	2	6,7
	Total	***30***	***100,0***

Table 15 shows that nearly half (46.7%) of the teachers claim that the secondary school textbooks do not target critical thinking skills; whereas, 33.3% claim that textbook is one object of it, and 13.3% did not respond. Finally, 6.7% answer that the secondary textbook target these skills of critical thinking partially.

A significant portion of the teachers agrees that the secondary school textbooks do not target critical thinking skills. Some claim that, these textbooks are old and do not cope with the recent era, since some tasks are not structured and the content invite the learner to reflect on what they study. In addition, other respondents argued that the textbooks focus on memorization rather than learning; while others state that this instructional material (the textbook) focuses more on grammar and lexis. On the other hand, some teachers agree that this textbooks target critical thinking skills through tasks like open-ended questions, analysis, evaluation, role play and so on.

Consequently, these differences in answers, in spite the fact that all the teachers use the same textbook for each level, show discrepancy in teachers' opinions that might mean a lack of understanding of the critical thinking, and how to achieve it.

Question 3: how often do you use classroom discussion in your teaching?

Table 16.

The use of classroom discussion in teaching

		Frequency	***Percent***
	Never	2	6,7
	Rarely	5	16,7
Valid	occasionally	7	23,3

frequently	15	50,0
always	1	3,3
Total	**30**	**100,0**

The results reported in table 16 show that half (50%) of the teachers often use classroom discussion frequently; while 23.3% of them use it occasionally. In addition, 16.7 % of the teachers responded that they use classroom discussion rarely, and 6.7% of them never use it. Finally, only 3.3% use it always. That to say, every teacher use the classroom discussion as he want.

Question 4: if yes, for which purpose?

The reasons provided by the teachers who responded to the questionnaire are summarized into the following three main reason: *to develop learners' critical thinking*, *to motivate them to express themselves through exchanging ideas and opinions*, and *finally to developing their speaking skills*.

Question 5: which sub-skill of critical thinking do you usually target?

Table 17.

Critical Thinking subs kills targeted by teachers

	Options	**F**	**%**
critical thinking Sub-skills	*Problem-solving*	15	50
	Analysis	13	*43.3*
	Interpretation	14	46.7
	Evaluation	9	30
	Decision-making	9	30
	Reflection	1	3.3
	Inference	1	3.3
	Prediction	1	3.3
	None	1	3.3
	Total	**/**	**/**

Table 17 reports that half (50%) of the teachers target problem solving skill. While, 46.7 % of respondents target interpretation as sub skills of critical thinking, and 43.3 of them also try to foster their pupils' analysis skill. Additionally, evaluation and decision-making are targeted by 30 % of teachers for each; furthermore, reflection (3.3%), inference (3.3%), and prediction (3.3%) are other sub-skills of critical thinking targeted by the respondents. This means that each teacher target

different sub-skill in through their classes. This might lead one to think whether they follow the textbooks' stated objectives or not!

Question 6: Which skill(s) do you believe classroom discussions enhance(s) the most?

Table 18.

The skills to be developed in classroom discussion

	OPTIONS	**F**	**%**
Skills to be developed in classroom discussion	*Problem-solving skills*	16	53.3
	Argumentation and reasoning	19	63.3
	Open-mindedness	12	40
	Speaking and communication skills	28	93.3
	Total	/	/

The table 18 reports that the majority (93.3%) believe that speaking and communication skills can be enhanced most by the classroom discussion. Furthermore, 63.3% of the teachers argue that argumentation and reasoning can be developed by classroom discussion; as skill and 53.3% of them focus on problem-solving skills. Finally, 40% of the respondents state that open-mindedness skill can be fostered by classroom discussion.

Question 7: what are the biggest challenges you face when using classroom discussions?

Table 19.

The challenges faced by the teachers when using classroom discussions.

	Options	***F***	***%***
The challenges of using classroom discussions	Pupils' lack of participation	13	43.3
	Time constraints in the curriculum	20	66.7
	teacher difficulty in managing classroom behavior	8	26.7
	Pupils' difficulty in articulating their thoughts	17	56.7
	Lack of English vocabulary to participate in discussions	21	70
	Shyness	2	6.7
	Lack of confidence	1	3.3
	Total	/	/

Table 19 demonstrates that the majority (70%) of the teachers claimed that the pupils face the problem of lacking English vocabulary to participate in discussions, and 66.7% of them asserted that time constraints in the curriculum is a challenge faced when using classroom discussions. Moreover, 56.7% of the teachers reported that their pupils face a difficulty in articulating their thoughts; while, 43.3% of their pupils do not participate in the discussions, and

26.7% of the teachers face difficulty in managing classroom behavior. Also, 6.7% the teacher stated another challenge which shyness that is faced when being engaged in classroom discussion. Finally, only 3.3% reported the lack of confidence in the classroom as a challenge. Consequently, the most challenging factor that impedes the teachers from using classroom discussion is the time allotted for such kind of activities. Classroom discussion required that each pupils participate in the discussion, and regarding the number of students in Algerian high school, implementing these activities might be very challenging.

Question 8: which strategies do you use to encourage pupils to participate in discussions?

Table 20.

The strategies that encourage pupils to participate in classroom discussions.

	Options	***F***	***%***
Strategies to encourage pupils participations in classroom discussion	Assigning discussion roles	10	33.3
	Using controversial or thought-provoking topics	21	70
	Providing sentence starters or discussion prompts	16	53.3
	Giving rewards or recognition for participation	12	40
	Total	/	/

Table 20 demonstrates that the majority (70%) of the teachers encourage their pupils using controversial or thought-provoking topics as a strategy to push them to participate in the discussions. Furthermore, 53.3% of respondent claim that providing sentence starters or discussion prompts is beneficial to enhance the pupils' participation, and 40% of them say that giving rewards or recognition for participation boost the leaners contribution in these discussions. Finally, 33.3% of the teachers argued that assigning discussion roles is important in encouraging the pupil's contribution in classroom discussions. To sum up, different strategies can encourage pupil's participation depending on the teachers, and because the pupils are beginners in English, the teachers tend to start the sentences and prompts to help them start the discussions.

Question 9: Do you follow the activities scheduled in textbooks? If yes, do you believe that they can develop critical thinking?

Table 21.

Whether teachers follow the activities scheduled in the textbook

	Frequency	***Percent***

Valid	yes	9	30
	no	17	56.7
	partially	4	13.3
	Total	**30**	**100**

Table 21 shows that the majority (56.7%) of the teachers' answer to the above question is "no"; that is, they do not follow the activities scheduled in the textbook; whereas, 43.3% of them argued that they do follow activities in the textbook. Finally, 13.3 % of the respondents they partially follow this activities

In a follow up question, the teachers were asked whether the textbook activities develop the pupils' critical thinking or not, only few (F=6; 20%) teachers believe that they do foster critical thinking whereas others (F=3; 10 %=) think they do not.

Question 10: In your opinion, how does classroom discussion that are introduced in the textbooks contribute to the development of pupils' critical thinking skills?

Concerning the ways that the participant usually use to contribute to the development of pupils' critical thinking skills, they cited the following:

- Working in groups or pairs help them share their ideas and exchange different point of views.
- Learning vocabulary, encourage them to analyze word meanings, and be engaged in classroom
- Enhancing problem-solving skills develop the learners critical thinking by doing discussions in groups.
- Analyzing, agreeing/disagreeing, foster rezoning, stimulate curiosity; all of these push the leaners to be involved in the discussion
- Using Perspectives and active engagement to develop critical thinking through participating in dialogues.
- Enhancing self-confidence to make the leaners more comfortable and share their own thoughts.

Question 11: to what extent do you agree with the following statements?

Table 22.

Pupil's engagement and skill development through classroom discussion

Statements related to benefits of classroom discussion	***SA***		***A***		***N***		***D***		***SD***	
	F	***%***	***F***	***%***	***F***	***%***	***F***	***%***	***F***	***%***
Class discussions help pupils develop reasoning skills.	14	46.7	7	23.3	4	13.3	2	6.7	3	10
Pupils become more engaged when discussions are used.	10	33.3	8	26.7	7	23.3	3	10	2	6.7
Classroom discussions encourage pupils to analyze different viewpoints.	11	36.7	11	36.7	2	6.7	3	10	3	10
Class discussions improve pupils' ability to support their opinions with evidence.	8	26.7	13	43.3	5	16.7	2	6.7	2	6.7
I actively encourage pupils to question and challenge ideas during discussions.	13	43.3	10	33.3	3	10	2	6.7	2	6.7

Table 22 shows that the majority (46.7%) of the teachers strongly agreed that classroom discussion helps the pupils to develop reasoning skills, and 23.3% agreed with this statement. In contrast, 6.7% disagreed with the statement, while, 10% strongly disagreed. Then, in the second statement the majority, (33.3%) of the respondents strongly agreed that pupils become more engaged when discussions are used, where others (26.7%) agreed with this statement. However, 10% of the respondents did not agree that pupils become more engaged when discussions are used; likewise; 6.7% strongly disagreed with this statement Concerning Classroom discussions that encourages pupils to analyze different viewpoints, 36.7% of the teachers agreed and strongly agreed (with the same percentage) about that. Though, 10 % of the teachers disagreed and strongly disagreed. Furthermore, the majority (43.3%) of the respondents agreed that class discussions improve pupils' ability to support their opinions with evidence, while 26.7% just answered with agree. conversely, few teachers disagreed (6.7%) and strongly disagreed (6.7%) with the statement. Finally, 43.3% of the respondents strongly agreed that they actively encourage pupils to question and challenge ideas during discussions, besides, 33.3% responded with agree, and 6.7 of them strongly disagreed with statement.

To conclude, in the first statement 70% of the responses demonstrate a positive attitude of the teachers towards the role of CD in developing reasoning, compared to 16.7% of those who hold negative attitudes towards the statement. Concerning the second benefit, 60% of the teachers'

answers stand to be positive whereas 16.7% are negative. Similarly, the third statement have the same result where 73.3% of the teachers look positively towards the role of CD in engaging the pupils while 20 % of them did not agree. Besides, in the fourth statement, also majority (70%) considered CD beneficial in engaging pupils into the analysis of variety of opinions compared to the 13.4% of those who did not. Finally, in the final statement, 76.6% of the respondents hold positive attitudes towards the role of CD in helping the pupils to challenge and question ideas, while only 13.4 % think in reverse. That is to say, most of the teachers agreed with all the statement, and believe that classroom discussion develop critical thinking.

Question 12: Among the textbook activities, which one(s) do you see that can highly develop Critical thinking skills? Can you give example?

The respondents gave examples of the activities that enhances critical thinking skills, they are summarized into the following points:

- Activities based on problem-solving and text interpretation analysis.
- Writing assignments where to select, analyses and share with class like think pair share
- Reading, Speaking and listening tasks.
- In getting started section.
- Open-ended questions.

Question 13: What recommendations do you have regarding the effectiveness of classroom discussions in developing critical thinking?

The teachers' recommendation regarding the relationship between classroom discussion and critical thinking among secondary school pupils are summarized below:

- Suggesting small groups or working in pairs.
- Asking for more session because of lack of time and number of the learners.
- Adapting topics to the needs of the learners.
- Listening to the leaners thoughts and never neglect their comments.
- Updating materials like the textbook.
- Encouraging oral communication.

Question 14: Do you have any further suggestions/ comments concerning how secondary textbooks target classroom discussions and how can Classroom discussion develop Critical thinking skills?

The teachers suggested some additional comments:

- Updating the syllabus to the level and the need of the leaners.
- Create real life scenarios.
- Using modern techniques in teaching the pupils.
- Using open-ended questions.

3. Section three: Discussion of the Results

The study aims to evaluate the use of classroom discussions as a way to improve critical thinking skills among Algerian secondary school pupils from both the textbook directives and the teachers' perspective. It starts by examining how critical thinking is targeted in the three secondary school level textbooks and how classroom discussions are scheduled to foster the pupils 'critical thinking. The study tries to identify the gap between the directives of the secondary textbooks and their implication in the classroom to provide a general understanding of this issue and recommend strategies to cope up with the actual situation.

The researchers seek to achieve answers to three main questions in this study; the first question tries to demonstrate whether critical thinking is targeted in secondary school textbooks and for what purpose. The second question aims to discover if classroom discussions is scheduled in the secondary textbooks to develop critical thinking. Finally, the third question aims to explore if there is a relationship between classroom discussion and critical thinking at all levels of secondary school and show the difference between what is written in the textbooks and what teachers do in the classroom to achieve the benefits of integrating classroom discussion to develop critical thinking. In order to answer these questions, a mixed method (qualitative and quantitative) is used to achieve the study's aims and to respond to research questions. This research makes use of two main tools: the first one is the content analysis checklist, which is used to analyze the secondary school textbooks of the three levels (first, second, and baccalaureate levels) with the purpose of finding out if critical thinking and classroom discussion are present.

Afterwards, a questionnaire was administered to the teachers of English at different Algerian secondary schools with the purpose of knowing their attitudes towards and their experiences regarding the use of classroom discussion in developing critical thinking skills among secondary school.

The analysis of the teachers' responses to the questionnaire demonstrated a significant difference in gender, with the majority (80%) of the respondents being female teachers, while only 20% of the respondents are male; this implies that the conclusion achieved in this study apply specifically to female teachers in the Algerian context. Besides, the results revealed that the

majority of the respondents hold a Master's degree (53%) and the Bachelor's degree (40%), and are experienced in teaching all secondary level students (66.66% have more than 10 years of experience).

Therefore, this section discusses and compares the participants' responses to the questionnaire, and the results of the analysis of the three secondary school textbooks in relation to previous studies that have been conducted on the same or similar topics to the one investigated. The comparison is made in order to answer the three research questions.

3.1. Critical thinking in Algerian secondary school textbooks

Teaching English in the secondary school does not only rely on developing the linguistic abilities of these pupils, but also developing their cognitive and affective skills; for this reason many research works were interested in investigating these skills, and proposing different strategies that facilitate the process of acquiring these skills. Critical thinking, as one of most complex cognitive abilities, is one of the main needed skill by the pupils during the process of learning English. For this reason, developing this skill ought to be a major concern of both teachers and curriculum designers.

After analyzing the questionnaire, the results revealed that the majority (43.3%) of the teachers evaluate their pupils' critical thinking level as average; while 26.7% evaluate their pupils' critical thinking as low; 16.7% think that the pupils are somehow good. In addition, 10% of the respondents claim that their pupils' critical thinking is very low; and finally, 3.3% evaluate them as good. These results demonstrate that critical thinking is a serious issue for secondary school pupils, especially advanced (second and third year) pupils (see that the majority of the respondents teach second (73.3%) and third year pupils (80%) (p.67). These results conform to the results of Alhowail and Albaqami, (2024) who claimed that secondary school pupils in Saudi Arabia face challenges in developing critical thinking skills due to teaching methods, cultural barriers, and a curriculum priorities memorization over analytical reasoning.

However, this questionnaire showed that nearly half (46.7%) of the teachers claim that the secondary textbooks do not target critical thinking skills; whereas, 33.3% claim that the textbooks target critical thinking. Finally, 6.7% answered that the secondary textbook targets these skills of

critical thinking partially. As demonstrated in the results above. A significant portion 46.7% of the teachers do not agree that the secondary school textbooks target critical thinking skills. They justified their attitudes by claiming that these textbooks are old in terms of objectives and do not cope with the recent era; they mentioned that since some tasks are not structured and the content invites the learner to reflect on what they study. That is to say, when teachers argued that the tasks are not structured, they misunderstand this as being a weak pedagogical structure, hence, if certain content "allows reflection," it may do so in a way that does not adequately direct or enable critical thinking development.. In addition, other respondents argued that the textbooks focus on memorization rather than learning and thinking, while others state that this instructional material (the textbook) focuses more on grammar and lexis rather than developing other skills like the cognitive ones. On the other hand, some teachers agree that this textbook targets critical thinking skills through tasks like open-ended questions, analysis, evaluation, role-play, and so on. Consequently, from what has been reported above, one can understand that these differences in the teachers' answers, in spite of the fact that all the teachers use the same textbook for each level, show a discrepancy in teachers' opinions that might mean a lack of understanding of critical thinking and how to achieve it.

However, the textbooks analysis results demonstrate that critical thinking is targeted at all the three levels of secondary schools. The findings concluded that the different CT dispositions namely, inquisitiveness, open-mindedness, cognitive maturity, and truth-seeking are all targeted in the textbooks. Similar to this study's results, some researchers made an analysis of secondary textbooks like "The New Prospects", and they they found a new framework that can be a method to foster critical thinking in education (Gasmi & Dib, 2023). They said that in this textbook critical thinking is targeted through different types of questions like: Matching, MCQ, and Sentence completion. In addition, they also recommended further research that will investigate how secondary school teachers perceive critical thinking and how they use the textbooks in their classrooms; and this the gap in the literature that this current study tries to fill in. In addition, Baghousi (2021), fouand a gap between teachers practice of critical thinking in the classroom, which does conform with the results of the questionnaire conducted in this study.

Regarding the textbook analysis, it revealed that critical thinking sub-skills are also targeted in the first year, second year, and third year levels; these sub-skills are: knowledge, comprehension,

application, analysis, evaluation, and synthesis. Nevertheless, the teachers' classroom practices concerning the sub-skills of critical thinking vary; half (50%) of the teachers target problem-solving skills; while 46.7 % target interpretation as a sub-skill of critical thinking, and 43.3% of them also try to foster their pupils' analysis skills. Additionally, evaluation (30%) and decision-making (30%) are focused on by the teachers; furthermore, reflection (3.3%), inference (3.3%), and prediction (3.3%) are other sub-skills of critical thinking targeted by the respondents. This means that each teacher targets different sub-skill through their classes, but the subskill that most of the respondents would like to develop in their learners is the problem solving. This might lead one to think whether they follow the objective stated in the textbooks or not! And what lead to these differences while all of them are following the same textbooks. In conclusion, it is noted that critical thinking is part of the English language learning in secondary school, and this is presented in both the textbooks and teachers' practices; however, the difference is the sub skills targeted by each. This conforms to Dali Youcef (2023)'s claim that the main focus of the teachers' Perceptions of Critical Thinking was to examine the extent to which Algerian English language teachers understand and apply critical thinking and its principles. She also examined the teachers' conceptualization of critical thinking through the use of interview where she found that teachers commonly use specific descriptions of the term like creativity, questioning, and criticism, which contribute to the components of critical thinking.

Concerning the activities included in the three levels textbooks for teaching critical thinking are: open-ended questions, collaborative learning tasks, debate, problem solving activities, and critical writing. In addition, the teachers' questionnaire revealed that among the activities of textbooks that the respondents developed are: problem-solving tasks, and text interpretation analysis, in addition to writing assignments where to select, analyze, and share with the class (think-pair-share). They also make use of Reading, speaking, and listening tasks as examples of it. Finally, they confirmed that they use activities from "in the getting started section" and Open-ended questions to foster critical thinking. Likewise, based on the findings of Guessar and Taibi (2023), who conducted a questionnaire for teachers, where the participants agreed that EFL teachers play an important role in applying critical thinking in classrooms. In addition, the respondents of Gusssar and Taibi's questionnaire claimed that the majority of them believe that using debate during

courses can enhance the students' ability to defend their point of view. Besides, the teachers must be aware of using skills that provoke critical thinking, like open-ended questions.

To sum up, in the questionnaire completed by the teachers, we discovered some inconsistencies in the teachers' responses to the questionnaire. For instance, when asked if they follow the activities outlined in the textbook in section two-question number 9, the respondents said, "No." However, we deduced from the 12 questions that they offered the activities that can significantly enhance the critical thinking abilities outlined in the textbook.Contrary to what the teachers have provided; the textbooks do provide critical thinking. Through the analysis of the three levels of secondary school textbooks, it can be said that curriculum designers know the importance and the significance of critical thinking skills for secondary school learners. It is confirmed, in this study, that critical thinking is targeted in the textbooks. Other researchers like Benmouhoub (2022) studied how learners and teachers view teaching as the teaching of critical thinking in EFL classes. She also looked at how teachers understand the idea of critical thinking. Her results showed that most Algerian English teachers saw critical thinking as reflective judgment.

3.2. Classroom discussion as a Teaching strategy in Algerian secondary schools

Classroom discussion is a well-known teaching technique used to teach communication, speaking and many other skills. This technique has been an issue to a variety of research works regarding its benefits and advantages. Therefore, this current study tries to evaluate the use of the classroom discussion as a teaching strategy in the Algerian secondary school context from both the textbooks' and the teachers' perspectives. The questionnaire's results reported that half (50%) of the teachers often use classroom discussion, while 23.3% of them use it occasionally; 16.7 % of the teachers use classroom discussion rarely, 6.7% of them never use it and only 3.3% use it always. That is to say, every teacher uses the classroom discussion as they want without referring to what is recommended in the textbooks. So, the purpose of using classroom discussion depends on the teachers' and their learners' needs. However, the three levels' textbook's analysis reveals that classroom discussion is integrated in each textbook with same tasks, like debate, think-pair-share, and pair work, etc. Accordingly, similar research concludes that classroom discussion is used depending on the teaching and learning process; the aim behind their study is to improve the

learners' competencies and speaking by working collaboratively (Brik & Zoghlami, 2021). They also stated that the use of classroom discussion enhances the learners' level, which encourages collaborative work between them.

Regarding the skills that are required in the classroom discussions, they are contained within the first, second, and third year level textbooks: the activities identified are: problem-solving related activities, argumentation and reasoning based activities, open-mindedness related tasks, speaking, and communication activities. From the teachers' perspective, the majority (93.3%) believe that speaking and communication skills can be enhanced most by classroom discussion. Furthermore, 63.3% of the teachers argue that Classroom discussion can develop more the argumentation and reasoning skills, and 53.3% of them use CD to foster the pupils' problem-solving skills. Finally, 40% of the respondents state that open-mindedness skills can be nurtured by classroom discussion. Similar results are reported by Bouzeraib and Boureghda (2020) who argued that, for students, having a discussion in class helps them solve problems of understanding and the process of getting information. They also claimed that if students get rid of their fear, they will improve their speaking and communication skills during discussions in class.

In addition, classroom discussions implementation in the classroom faces many challenges that can affect the learners and the teachers as well. In the questionnaire, the majority (70%) of the teachers claimed that the pupils face a lack of English vocabulary to participate in discussions as a problem, and 66.7% of them asserted that time constraints in the curriculum is a challenge faced when using classroom discussions. Moreover, 56.7% of the teachers reported that their pupils face difficulty in articulating their thoughts, while 43.3% of their pupils do not participate in the discussions, and 26.7% of the teachers face difficulty in managing classroom behavior. Other factors reported by the teachers are shyness (6.7%) and lack of self-confidence (3.3%). Consequently, the most challenging factor that impedes the teachers from using classroom discussion is the time allotted for such kind of activities. Classroom discussion requires that each pupil participate in the discussion, and regarding the number of students in Algerian high schools, implementing these activities might be very challenging. This conclusion is similar to the work of Sahraoui (2024), who claimed that classroom behavior is significant because of the methods that contribute to changing the student behavior from negative to positive. According to her, such methods are crucial in controlling the impacts of learners' behavior in the education process. In

addition, she argued that the relationship between teachers and learners can positively contribute to classroom management.

Moreover, to encourage the pupils' participation in the classroom discussions, the teachers selected the strategies suggested in the survey. According to the majority (70%) of the teachers, encouraging their pupils to use controversial or thought-provoking topics is the mostly used strategy to push them to participate in the discussions. Furthermore, 53.3% of respondents claimed that providing sentence starters or discussion prompts is beneficial to enhance the pupils' participation, and 40% of them say that giving rewards or recognition for participation boosts the learners' contribution in these discussions. Finally, 33.3% of the teachers argued that assigning discussion roles is important in encouraging the pupils' contribution to classroom discussions. To sum up, different strategies can encourage the pupils' participation, but it is depending on the teachers and the pupils. Because the pupils are beginners in English, the teachers tend to start the sentences and prompts to help them start the discussions. Conversely, Dine and Menezla (2019) explained in their study that the teachers had a positive attitude toward classroom interaction. However, through their experiments, they showed that the teachers dominate the classroom talk and they control interaction; they also claimed that there is a need for training regarding monitoring and evaluating their classroom interaction.

Furthermore, the teachers provided their point of view concerning how class discussion contributes to developing pupils' critical thinking skills in secondary school textbooks. For them, the ways that contribute to achievement are working in groups or pairs, which help them, share their ideas and exchange different points of view. In addition, using Perspectives and active engagement promotes the improvement of the learners' critical thinking in classroom discussions. They also suggested applying small groups or working in pairs and adapting classroom topics that encourage the needs of the learners, like real-life situations. In similar, with the textbooks, which include all of these suggestions mentioned above.

3.3. The relation between classroom discussion and critical thinking in secondary school textbooks and from teachers' perspective

The analysis of the three-level textbooks of secondary school represents intentional efforts to foster critical thinking through classroom discussion, which involves getting through tasks such as debate, problem solving, open-ended questions, collaborative learning, and other different activities across the units. Besides, "New prospects SE3" integrates comparison and evidence-based reasoning (see chapter 2, section2, p. 58), while "Getting through SE2" emphasizes ethical dilemmas and structured debate (see chapter 2, section2, (pp.51-52). However, gaps in synthesizing information and analyzing media limit the scope for better higher-order thinking; as result, the learners can summarize text but struggle to connect it to the real-word issue. Consequently, the "Crossroads SE1" has been bounded on both synthesis and media analysis. In addition, "Getting through SE 2" textbook targets media analysis and ignores the synthesis (see chapter 2, section2, p.45), On the other side, "New prospects SE3" shows a strong emphasis on synthesis; this means that the three textbooks are designed to be delivered to the learners progressively, step by step, in order to build the pupils' level over time. Regarding the teachers' questionnaire, it reported that 46.7 % of them claimed that the secondary textbooks do not target critical thinking skills, moreover, they argued that there is too much focus on memorization, including grammar and vocabulary tasks, and not enough explicit labeling of Critical thinking objectives.

Furthermore, both textbook analysis and teachers' survey indicate that classroom discussion helps develop critical thinking; but, the classroom practices are very limited because of challenges faced during the learning process. According to the teacher's responses, 70% of them think that pupils' lack of vocabulary to participate in discussion is a major challenge during learning. Similarly, 66.7% of the respondents argued that time constraints in the curriculum are another challenge faced in learning because of large classes.

Finally, according to 93.3% of the teachers, speaking and communication skills are mostly targeted when using classroom discussion in secondary school. However, the textbooks clearly provides directives that demonstrate classroom discussion develops critical thinking; it embeds different objectives that underlie critical thinking sub-skills where analysis and evaluation receive less attention according to the teachers' responses.

To conclude, the three levels of the textbook revealed an important reliance on classroom discussions to develop critical thinking of secondary school pupils, in spite of this, contextual challenges and pedagogical gaps are faced along the learning process. From the teachers' perspective, the participants in this study recognize the effectiveness of discussions; however, they do not follow the textbook activities, which might be understood as the reason why the learners have a low level as stated by the teachers in the questionnaire. So, the teachers have to be aware of using the textbooks' tasks according to learners' level.

Conclusion

This study tries to evaluate the use of CD in developing the secondary school pupils' CT as it is instructed in the textbooks and implemented by the teachers. This research sought to provide answers to the three main research questions. The discussion concludes that critical thinking is one of the skills targeted by the textbooks of English designed for first , second and third year pupils. The teachers, in spite of their unclear understanding of the CT as a cognitive process, have declared that they try to target these skills despite the different challenges they face. They reported a set of strategies they use to help the learners participate and engage in the learning process. Additionally, the results demonstrated the inclusion of CD as a teaching and a learning method; thus different CD forms are used by teachers and integrated in the textbook; similarly, the teachers use CD but limitedly. Finally, most of CD activities are used to target CT subskills, which proves the effectiveness of this method in the development of CT skills. The study concludes that there is a gap between the textbook instructions and teachers' practices, and this is due to the classroom challenges that face the teachers, like time constraints, lack of pupils' vocabulary and difficulties in articulating their thoughts. As Baghoussi found a gap between teacher's practices of CT in the classroom and the syllabus instruction, this conforms to this study's conclusion where it included that there is a gap between teachers and the textbooks about how to approach the use of CD in developing CT. To sum up, this comparison highlighted the potential importance of this study and its findings in showing the similarities between what has been found in secondary schools textbooks and in the teachers' perspectives.

Section 4: Recommendations and limitations of the study

This study aimed at evaluating the use of classroom discussions as a way to improve the critical thinking skills among secondary school pupils from both the textbook and the teachers' perspectives. More specifically, it examines how critical thinking is targeted in the secondary schools textbooks and how classroom discussions are scheduled in these textbooks to foster the development of critical thinking; additionally, this research tries to, further, explore the implementation of these two variables in the secondary school classroom by the teachers. The sample of this study consists of the secondary schools teachers of English at different Algerian secondary schools who have been given a questionnaire to investigate their attitudes and their classroom practices concerning the aforementioned concepts. The study concluded that both concepts are targeted by the textbooks and the teachers but to different extents. A gap between the textbook descriptions and the teachers' practices has been identified at the end of the study; these results are explained regarding the different challenges the teachers face in the classroom and that impede them from practicing all the textbook activities and achieving all the objectives instructed in these textbooks. Finally, this section presents some recommendations for teachers, for syllabus designers and for further researchers; and it concludes with limitations of our study.

4.1. Recommendations for teachers

According to the findings of this study, and in order to improve the teaching quality in Algerian secondary schools, teachers are recommended to:

- Follow the activities scheduled in the textbooks, in order to improve learners' critical thinking skills according to the curriculum.
- Scheduling more classroom discussion-based sessions to reduce shyness and lack of confidence among the pupils.
- The teachers should be trained on critical thinking and how to use different strategies that foster it in classroom. Teachers can join online training session or join webinars, seminars and conferences to enhance their understanding of these skills and the ways to develop them.

- The teachers can participate in collaborative meetings with other teachers, where they exchange their teaching methods and strategies concerning classroom discussion implementation; and they can discuss ways of implementing the textbooks as instructed and reduce the different challenges they face during the classroom practices. Collaboration helps them be more creative and come up with new ideas.

By implementing these recommendations, teachers can improve their teaching practices and ensure that their pupils learn better and achieve better.

4.2. Recommendations for curriculum designers

According to the research findings, it is crucial for curriculum designers to:

- Critical thinking abilities need to be developed progressively; therefore, when designing the curricula, it is highly important to schedule activities gradually; that is to say, there need to be activities that target basic CT skills starting from the first years to highly complex activities that target higher order CT skill at the third year.
- Update the curricula according to the needs of the learners, so that they can improve their critical thinking during classroom discussion.
- The designers should add extra sessions for the leaners because of large classes and time constraints. The numbers of sessions of the subject of English at the different levels of the secondary schools need to be increased regarding to its importance not only from the linguistic point of view but also from the affective, cultural and affective sides.
- Up-date the textbooks content and images according to the modern era, and focus more on developing the cognitive skills of the pupils and avoid memorizations and drills.
- Encourage the integration of technology in the learning and teaching process. By providing updated materials like computers, tablets, and so on.
- Textbooks designers and curriculum designers should take into account the different challenges that face teachers in the classroom, to ensure a well implementation of curricula and textbook instructions

These recommendations help in improving the process of teaching and learning in secondary schools, and makes it easy for teachers to follow progressively with the textbooks' objectives and instructions.

4.3. Recommendations for further researchers

This research tried to evaluate the role of classroom discussion in developing critical thinking skills of secondary school pupils as established in textbooks and implemented by teachers in the classroom. However, many other issues can be addressed for further understanding of this area of study. Therefore, it is also recommended to:

- Conduct comparative studies between different educational systems. For example, comparing the English and French textbooks to identify the development of critical thinking, and the ways of using classroom discussions for this purpose.
- Future researchers should analyze a wider range of textbooks across different subject and grade levels. For instance, investigators could examine how newer editions differ from older ones in terms of critical thinking and classroom discussion.
- Classroom observation would provide valuable understandings. For this, further research should make use of video recording of the discussions to analyze participation patterns, taking notes during the class, observing the leaners' behavior…etc.
- Conducting a study on why synthesis and media analysis are limited in different textbooks.
- The impact of shyness on the leaners' participation in classroom discussion should be investigated.
- The research should use an experimental design to collect data to prove the cause and effect relationship between the two variables.

Additionally, if future researchers are interested in exploring this topic, they have to be sure of the accessibility and availability of the necessary materials and the required time that are essential for this type of studies.

4.4. Limitations of the study

We faced several obstacles while conducting this study, partially in theoretical chapter. The main challenge was the inaccessibility of previous studies relevant to our research topic; since most of the research works are not for free or require access from the university which is nearly impossible. This challenge pushed the researchers to waste time looking for alternative free sources that are suitable for this research, as it was difficult to find enough time.

Additionally, the researchers faced time limitation in completing the practical chapter. At first, they decided to do an experiment in the secondary school ~~among its pupils~~ but the administration did not accept, so they changed to the analysis of three levels' textbooks which was another challenge.

Another limitation was while distributing questionnaire, only 30 teachers accepted to answer to our survey although we administered it online and face to face. Also some of these teachers did not answer some of the important questions of the questionnaire.

Accordingly, in this section, it was based on providing recommendations for teachers to improve their teaching. Additionally, for curriculum designers to take into account the teachers and the learners in secondary schools for better teaching and learning process. Furthermore, we made recommendations for further research within the same domain. At last, we shared the limitations faced when conducting this study.

General conclusion

Classroom discussion has been discussed in many research works as it is an essential teaching technique that helps in developing the learners' critical thinking in the EFL education. Accordingly, this study examined how critical thinking and classroom discussions are integrated in secondary school textbooks; and tried to evaluate how classroom discussions are implemented in the classrooms by teachers to foster critical thinking skills. That is, this research paper aims to evaluate the use of classroom discussions to improve critical thinking skills among secondary school pupils as instructed by the three Algerian secondary school level textbooks and as practiced by teachers.

In pursuance of this aim, the present study opted for a non-experimental design where a mixed methods (quantitative and qualitative) is employed to collect data that respond to our research questions. During this study, a questionnaire was distributed to the participants to collect the needed data concerning the critical thinking and classroom discussions' teachers' practices. Additionally, the study focused on the analysis of the secondary schools' textbooks to examine critical thinking was targeted in them and how classroom discussions were scheduled to develop this skill.

Based on data gathered in this study, the results concluded that critical thinking was among the different skills targeted in Algerian secondary school English textbooks, its sub-skills have been targeted through a variety of activities; however, the teachers' perception differs from this as the respondents reported that the textbook does not effectively focus on critical thinking. This shows a gap between what is instructed in textbooks and what teachers think and apply in their classrooms. Additionally, the classroom discussion is integrated in the textbooks via different forms including (open ended questions, debates, think-pair-share, and groups discussions...etc.); Likewise, half of the respondents reported that they frequently try to use classroom discussion in spite of the challenges faced in the classroom (such as time constraints, the learners' lack of English vocabulary, and Pupils' difficulty in articulating their thoughts). Finally, the findings revealed that the textbooks intentionally link classroom discussion to critical thinking development, but the teachers' practices differ from textbook activities since they claimed that they do not follow the activities of the textbooks; consequently, the teachers' evaluation of their learners' critical thinking was reported between very low and low. In view of this, a link might be established between these

findings to conclude that there is a significant logical correlation between the classroom discussion and the development of critical thinking skills (i.e. the less classroom discussion is practiced, in the classroom, CT among pupils will be decreased).

In the light of the findings and their discussion with some previous literature related to this theme, the study developed several recommendations for secondary school teachers to improve their teaching process. More specifically, some recommendations were generated for syllabus designers that might assist the teachers and learners in secondary schools for a better teaching and learning process in the future. Moreover, suggestions for further research were engendered; they mainly focused on the subject of critical thinking-based research. Finally, the study reviewed the limitations that the researchers experienced while conducting this study, and which had negatively impacted the research process; particularly, the unavailability of resources, and time constraints for doing the experiment.

To conclude, this study focused on the idea of evaluating the use of classroom discussions as a way to improve critical thinking skills among Algerian secondary school pupils from both textbook prescriptions and teachers' perspectives. Furthermore, the study helped to bridge the gap between the textbooks' stated objectives and the actual classroom practices; this has offered a clearer picture of the current state of secondary school education, and shed light on the unclear reasons why critical thinking had not yet been effectively achieved at this level.

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Appendices

Teachers 'questionnaire

Dear, Teacher

As Master students of English at the University of Bejaia, specializing in Linguistics, we are conducting a thesis on the evaluation of the use of classroom discussions as a way to improve the critical thinking skills among secondary school pupils from both the textbook prescriptions and the teachers' perspective. We would be very thankful if you could answer the following questions. Your collaboration will help us to complete our research.

- **Please answer with by a tick (✓) and give full sentence when it is necessary.**

Teacher Questionnaire: The Role of Classroom Discussions in Enhancing Critical Thinking

Section 1: General Information

1. **What is your gender?**

   ☐ Female

   ☐ Male

2. **What is your highest academic qualification?**

   ☐ Bachelor's Degree
   ☐ Master's Degree
   ☐ Doctorate (PhD)
   ☐ Other (Please specify): _____

3. **How many years of teaching experience do you have in secondary education?**

Specify

……

4. **Which secondary school level do you teach?**

   ☐ First year

   ☐ Second year

 Third year

Section 2: Classroom Discussions and Critical Thinking

1. **To which extent do you evaluate your pupils' critical thinking?**

 Very low
 Low
 Average
 Somehow good
 Good
 Very good

2. **Do the secondary school textbooks target critical thinking skills? Can you explain?**

……

……

3. **How often do you use classroom discussions in your teaching?**

A. Never
B. Rarely
C. Occasionally
D. Frequently
E. Always

4. **If yes, for which purpose?**

……
……..

5. **Which subskill of Critical thinking do usually target?**

A. Problem solving
B. Analysis
C. Interpretation

D. Evaluation

E. Decision making

F. Others…….

6. Which skill(s) do you believe classroom discussions enhance(s) the most? (You may choose more than one.) ☐ Problem-solving skills

☐ Argumentation and reasoning

☐ Open-mindedness

☐ Speaking and communication skills

☐ other (Please specify): _____

7. What are the biggest challenges you face when using classroom discussions?

☐ Pupils' lack of participation

☐ Time constraints in the curriculum

☐ Difficulty in managing classroom behavior

☐ Pupils' difficulty in articulating their thoughts

☐ Lack of English vocabulary to participate in discussions

☐ Other (Please specify): _____

8. Which strategies do you use to encourage pupils to participate in discussions?

☐ Assigning discussion roles (Leader, Moderator, Timekeeper, Recorder/Reporter).

☐ Using controversial or thought-provoking topics (education, society, culture....).

☐ Providing sentence starters or discussion prompts (how to start sentence, discussion skills).

☐ Giving rewards or recognition for participation (bonus, raises, awards...)

☐ Other (Please specify): _____

9. Do you follow the activities scheduled in textbooks? If yes, do you believe that they can develop critical thinking?

……
……
…….

10. In your opinion, how does classroom discussion that are introduced in the textbooks contribute to the development of pupils' critical thinking skills?

……
…….

11. To what extent do you agree with the following statements?

(1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree)

Classroom discussions help pupils develop reasoning skills.	1	2	3	4	5
Pupils become more engaged when discussions are used.	1	2	3	4	5

Classroom discussions encourage pupils to analyze different viewpoints.	1	2	3	4	5
Classroom discussions improve pupils' ability to support their opinions with evidence.	1	2	3	4	5
I actively encourage pupils to question and challenge ideas during discussions.	1	2	3	4	5

12. Among the textbook activities, which one(s) do you see that can highly develop critical thinking skills? Can you give example?

……
……
……

13. What recommendations do you have to improve the effectiveness of classroom discussions in developing critical thinking?

……
……
……

14. Furthers suggestions:

Do you have any further suggestions/ comments concerning how secondary textbooks target classroom discussions and how can Classroom discussion develop critical thinking skills?

……
……

THANK YOU FOR YOUR COLLABORATION

Jabbour's checklist

TABLE 1 | Checklist used to analyze the manifestation of CT in Ticket 2 English

Aspects	Critical Thinking elements	Included (v)/ not included (x)
CT skills	- Knowledge	v
	- Comprehension	v
	- Application	v
	- Analysis	v
	- Synthesis	x
	- Evaluation	v
CT dispositions	- Inquisitiveness	v
	- Open-mindedness	v
	- Cognitive maturity	v
	- Truth-seeking	v
Activities for teaching CT	- Open-ended questions	v
	- Collaborative learning	v
	- Debate	v
	- Media analysis	x
	- Problem-solving	x
	- Critical writing	v

RÉSUMÉ

De nos jours, l'enseignement des langues étrangères est primordial, notamment celui de l'anglais dans les lycées algériens. Cette étude vise à évaluer l'utilisation des discussions en classe comme moyen d'améliorer l'esprit critique des élèves du secondaire, conformément aux manuels scolaires et à la pratique des enseignants en classe. Cette étude suit un protocole de recherche évaluatif descriptif, privilégiant les méthodes quantitatives et qualitatives. Les données ont été collectées à l'aide de deux outils principaux : un questionnaire et une grille d'évaluation des manuels scolaires. Le questionnaire a été administré en face à face et en ligne à trente (N=30) répondants, enseignants d'anglais algériens du secondaire. La grille d'évaluation des manuels scolaires a permis de recueillir les données nécessaires, issues des manuels scolaires des trois niveaux du secondaire, concernant l'utilisation des discussions en classe comme moyen d'améliorer l'esprit critique. Les résultats recueillis ont fourni des arguments significatifs pour répondre aux questions de recherche et ont indiqué que les manuels scolaires des trois niveaux ont guidé les enseignants dans l'utilisation des discussions en classe pour développer l'esprit critique des élèves. Cependant, les enseignants ont démontré, à travers le questionnaire, qu'ils ne suivaient pas les activités du manuel, ce qui explique, selon eux, le faible niveau des apprenants. L'étude a mis en lumière les différents obstacles qui empêchent les enseignants de pratiquer la discussion en classe comme le préconisent les manuels. Cette étude propose des recommandations visant à améliorer la qualité de l'enseignement de l'anglais langue étrangère dans les établissements secondaires algériens.

Mots clés : Pensée critique, discussion en classe, manuels scolaires, établissements secondaires algériens, anglais langue étrangère.