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Enhancing Students Abilities to Clarify and Make Suppositions: An Analysis of Teachers' Views and Practices in some Private Schools in Tizi-Ouzou

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Dedications

To my loving mother and father

My family

Our lovely friend Manel for her valuable advice,

encouragement and motivation

And everyone who has been a reason for my success

and contributed to this work

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To my beloved parents,

all my family, friends,

and all those who supported me

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Abstract

The present study examines EFL teachers' views and practices to enhance their students' critical thinking skills in some private schools. It mainly aims to investigate the perspectives and the techniques used by EFL teachers to enhance their students' abilities to 'clarify' and 'make suppositions'. To reach these objectives, we have conducted a study where we have gained insights on the teachers' perspectives and examined their practices in the classroom. The analytical framework of this research consists of a combination of Ennis' Taxonomy of critical thinking (2011) and the Watson-Glaser RED Model of critical thinking (Pearson, 2013, as cited in Wulandari, 2021). This study has adopted the mixed-methods approach which combines both quantitative and qualitative methods. In order to collect reliable data, we have addressed a questionnaire to some advanced levels' EFL teachers, and conducted classroom observations in some private schools in Tizi-Ouzou. The Descriptive Statistical Method and Qualitative Content Analysis (QCA) were used to analyze the collected data. The findings demonstrated that the teachers consider the importance of enhancing critical thinking skills, specifically the ability to 'clarify' and 'make suppositions'. The results also show that the participant teachers use various strategies to enhance these abilities, such as classroom discussions, group-work, questioning techniques, and engaging students in authentic situations. To conclude, all the teachers participated in this investigation have advocated for the importance of critical thinking skills in education, and the need to employ effective strategies to enhance these abilities.

Key words:

Clarifying, making suppositions, critical thinking skills, red model, teaching critical thinking,

List of Abbreviations

- **CL:** Collaborative Learning
- **CT:** Critical Thinking
- **CTS:** Critical Thinking Skills
- **HP:** Hypothesis
- **IBL:** Inquiry-Based Learning
- **MMUTO:** MouloudMammeri University of Tizi-Ouzou
- **QCA**: Qualitative Content Analysis
- **RED model:** Recognize assumptions, Evaluate arguments, and Draw conclusions

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General Introduction

Statement of the Problem

In today's world, developing critical thinking has become an important objective, especially in the field of education. It allows students to better manage the information they receive daily to make appropriate decisions. Critical thinking is a set of skills that empowers individuals' mental processes and improves learners' cognitive abilities. It also enables students to expand their insights into the world, which leads to informed decisions considering multiple explanations (Murawski, 2014). Teachers play a crucial role to achieve this goal, being the primary source of knowledge. Strategies such as "*active learning*" and "*problem-solving*" are strongly encouraged by English Syllabus Designers in the Algerian educational system, claiming that they improve communication along with creative and critical thinking; however, there is no enough emphasis placed on these skills since they are not often used in classroom settings (Baghoussi, 2021). Moreover, teachers receive limited training in this field which can be challenging to integrate critical thinking skills into instruction, therefore, teachers use traditional methods of teaching, as evidenced by the study conducted by (Chougrani, 2023).

Wade (1995) suggests skills such as asking questions, identifying problems, evaluating evidence and claims, examining assumptions, avoiding making decisions under the influence of feelings and emotions, over-simplifying (which leads to ignoring underlying concepts and important details), and clarifying ambiguity, where he states that these are among the important skills in critical thinking. Based on this, two critical thinking skills can be derived as crucial ones in the process of critical thinking: the ability to 'clarify' and the ability to 'make suppositions'. Both skills help students to enhance their understanding of different concepts, examine claims and thoughts, and develop assumptions based on existing evidence.

Research has devoted great attention to the critical thinking field due to the importance and the need for this mental process in individuals' daily practices, especially in the modern world

characterized by the continuous development of technology, which requires higher levels of analysis and good decision-making. For instance, Ms. Oulmane Sara and Ms. Badek Yamina conducted a study in 2016 entitled: "*Investigating Teachers' Oral Assessment of Students' Analytical Thinking Skills in the Department of English at MMUTO: The Case of Master 1 Applied Linguistics and Social Semiotics*", where they have investigated whether students are assessed analytically or not, considering that analytical thinking is a crucial skill in the process of critical thinking. The results of the classroom observations revealed a lack of oral assessment in the classroom; these findings, however, contradicted the questionnaire which provided positive answers. Another study by Rush Cosgrove (2011) examined how the Oxford tutorials enhance students' critical thinking; the findings showed that some skills are developed, while some other essential ones are neglected.

These studies have investigated how critical thinking skills are implemented and developed in academic environments. They have provided significant contributions to the field of research on critical thinking, where they have presented valuable definitions, prominent skills of critical thinking, and the techniques used to teach these abilities in the classroom. Despite the vast research in the domain of critical thinking, less attention is given to the skills of 'clarification' and 'making suppositions', with limited research that focuses specifically on these abilities despite their essential role in critical thinking. Identifying a gap in critical thinking research, the present study aims to occupy the niche and investigate EFL teachers' views and practices to enhance these abilities in some private schools in Tizi-Ouzou.

Aims and Significance of the Study

The current research aims to explore students' ability to 'clarify' and 'make suppositions' in some private school classes. The first objective of this study is to understand EFL teachers' views on enhancing students' ability to 'clarify' and 'make suppositions'. The second objective is to examine their practices to enhance these abilities in the classroom.

This study is significant because the two abilities under research have not been explicitly investigated in critical thinking research, introducing a new contribution to CTS explorations in the Department of English at MMUTO. Additionally, the two CT abilities are not highly recognized despite their cruciality in the process of critical thinking and their significance in educational contexts.

Research Questions and Hypotheses

Exploring teachers' views and practices on enhancing students' abilities to 'clarify' and 'make suppositions' raises the present questions:

Q1: What are the views of EFL teachers on enhancing students' abilities to 'clarify' and 'make suppositions'?

Q2: what are the practices of EFL teachers in the classroom to enhance their students' abilities to 'clarify' and 'make suppositions'?

In order to answer the raised questions above, we suggest these two hypotheses:

Hp 1: EFL teachers recognize the importance of enhancing students' abilities to 'clarify' and 'make suppositions' for improving students' critical thinking and learning skills.

Hp 2: Teachers employ a variety of strategies to enhance their students' ability to 'clarify' and 'make suppositions'.

Research Techniques and Methodology

The current research relies on the mixed-methods approach, which combines both qualitative and quantitative methods of research. The quantitative method allows for the collection of numerical data mainly from close-ended questions from a large population, and the qualitative method enables gathering written or spoken answers in the form of texts that reveal the participants' perspectives, attitudes, and beliefs. The participants of our research are advanced-level EFL teachers in some private schools in Tizi-Ouzou. In the aim to collect data, we opted to distribute questionnaires for the participating teachers and conduct classroom observations to enrich the investigation's finding. The adopted frameworks in this research are Ennis' Taxonomy of Critical Thinking (2011) and Watson-Glaser RED Model of Critical Thinking (Pearson, 2013, as cited in, Wulandari, 2021).

Structure of the Dissertation

The traditional method is adopted for the structure of this dissertation. It begins with a 'General Introduction', four chapters, and a 'General Conclusion'. The 'General Introduction' states the problem, defines the aims and the significance of the research, initiates the research questions and hypotheses, and presents the research techniques and methodology, and the structure of the dissertation. Then, the first chapter, 'Review of the Literature', provides profound analysis of the concepts under research making reference to previous research, approaches and theories. The 'Research Design' is the second chapter where to precise the methods of research, the data collection instruments, and the context and participants of the study. After this, the results are presented in the third chapter, 'Presentation of the Findings', where to organize the findings obtained from the data collection tools. The collected data is discussed in the last chapter, 'Discussion of the Findings'; it also aims to answer the research questions and test the hypotheses suggested. Finally, the core concepts of the study are restated

and reviewed in the ‘General Conclusion’, in addition to providing the outcomes, the limitations of the investigation and recommendations for future research.

Review of the Literature

Introduction

Developing critical thinking skills is an important goal in the field of education; they are highly required since enhancing these abilities is indispensable in developing students' cognitive skills and fostering learning outcomes. Additionally, 'clarifying' and 'making suppositions' abilities are among the essential skills in the process of critical thinking. This chapter provides a profound analysis of the concept of critical thinking and investigates the two abilities, 'clarifying' and 'making suppositions'. The first section defines the concept and the significance of critical thinking and presents the distinct approaches through which critical thinking is interpreted. The second section delves into our research topic; 'clarifying' and 'making suppositions' abilities, where we present some significant strategies to practice these abilities. The third section examines how teachers incorporate these abilities into their classroom instruction. Finally, the last section presents the supporting frameworks for this investigation, which consists of Watson-Glaser's Red Model of Critical Thinking (Pearson, 2013, as cited in, Wulandari et al., 2021) and Ennis' Taxonomy of Critical Thinking (Ennis, 1989, as cited in, Ennis, 2011).

1.1. Critical Thinking: An Overview

CT (Critical thinking) is a set of skill that enables individuals to think analytically and judge evidence in order to make reasonable decisions. According to the Cambridge Dictionary (2023), the process of thinking is what we do considering other things in our minds, while critical thinking goes beyond.

1.1.1. Definitions of Critical Thinking

This section considers different definitions of critical thinking in order to understand and analyze its dimensions. Due to its complex nature, theorists from different fields have defined and regarded this concept through diverse perspectives, which led to the emergence of

three different approaches: the philosophical, the educational, and the psychological approach, which have provided profound analysis of critical thinking.

1.1.1.1. Philosophical approach

The foundation of this approach goes back to the contributions of the greatest philosophers: Socrates, Plato, and Aristotle, and more contemporarily Mathew Lipman, Richard Paul and Linda Elder, and Robert Ennis who have profoundly developed and extended this concept within this approach. The present approach underscores the need to develop deeper levels of thinking and higher-order skills of inquiry and reflection, emphasizing the importance of critical thinking to achieve this objective. For this approach, we provide powerful definitions by well-known figures in the field, arranged based on the date of their contributions.

. John Dewey: Although Dewey is an American psychologist and educationalist, he is primarily regarded as a great philosopher associated with this approach. He emphasizes the philosophical foundation of critical thinking making his contributions instrumental to the emergence of this approach. Consequently, the contemporary concept of critical thinking is rooted in the framework of the philosopher John Dewey: "*reflective thinking*" where he defines this concept as *"Active, persistent, and careful consideration of a belief or supposed form of knowledge"*, considering existing evidence (Dewey, 1910, p. 6).

. Mathew Lipman: Lipman defines critical thinking as "*skillful, responsible thinking that facilitates good judgment because it 1) relies upon criteria, 2) is self-correcting,* and *3) is sensitive to context*" (Lipman, 1988, p. 39). He also states that critical thinking is self-corrective, emphasizing the role of wisdom to generate reasonable decisions.

. Robert. H. Ennis: Ennis is a prominent figure within this approach due to the significance of his works in the domain of critical thinking and his profound exploration of this concept. He emphasizes the importance of developing good critical thinking abilities and dispositions.

He defines CT as "*reasonable reflective thinking focused on deciding what to believe or do*", he also highlights the characteristics of CT, including accuracy, clear communication, showing empathy, assessing information, and making inferences (Ennis, 1992, p.45)

. Paul and Elder: Paul and Elder are the founders of the modern CT. They highlight the importance of developing critical thinking skills, and highly emphasize the intellectual dispositions of good critical thinkers. They state that critical thinking is the ability to examine and evaluate one's and others' thoughts, with the aim to control and improve the process of thinking, they stated that "*in short, it is self-directed, self-disciplined, self-monitored and self-corrective thinking*". They present higher-level standards to guide the process of critical thinking, to achieve effective communication, and good analytical skills, with the ability to challenge our "*native egocentrism and sociocentrism*." (Paul & Elder, 2006, p.45).

1.1.1.2. Psychological Approach

This approach studies the process of critical thinking under the influence of psychological factors such as feelings and emotions. It also emphasizes the role of critical thinking in assisting individuals to solve problems, and make reasonable decisions, with the ability to manage personal emotions while considering those of others. Bransford (1984), Bruer (1960), Feuerstein (1980), and Sternberg (1985), (cited in, Stenberg, 1980), are prominent experts within this approach. Feuerstein (1980), for example, has identified the distinction between the CT abilities of individuals with limited mental function and those of individuals with normal mental skills (as cited in, Stenberg, 1980).

1.1.1.3. Educational Approach

The educational approach is more interested in the educational contexts, where it focuses on the process of teaching and learning, and the importance of developing students' critical thinking abilities such as evaluating and judging information, problem-solving, and making good decisions. The contributions of theorists such as Bloom (1956), Gagne (1965), Perkins

(1981), and Renzulli (1976) (cited in, Stenberg, 1980), are highlighted within the educational approach due to their influential frameworks on developing effective strategies to enhance learners' critical thinking skills . Within the educational approach to CT, Bloom's Taxonomy (1956) is a fundamental framework, where he presents the cognitive process in the form of hierarchical levels of thinking from lower-order thinking to higher-order thinking skills.

1.1.2. The Role of 'Clarifying' and 'Making Suppositions' in Critical Thinking

It is not possible to discuss critical thinking without mentioning both the ability to 'clarify' and the ability to 'make suppositions'. Both skills play an important role in reaching high qualities of evaluation and analysis to draw reliable conclusions. Furthermore, both skills are considered elementary phases in the process of critical thinking, and more importantly, the whole process of critical thinking relies on the validity of these primary skills. The role of each skill is explored individually in the next two sections.

1.1.2.1. Clarifying

A study by Bolkan (2015) reveals that a good understanding of the curriculum contents depends on the level of the teachers' clarity which assists students in getting through the lesson, thus, increasing students' productivity. According to Richard Paul & Linda Elder (2007), a qualified critical thinker raises questions and indicates problems, with the ability to express them concisely to ensure the clarity of ideas. They also stress that clarity is the key to good reasoning through identifying key terms and purposes behind claims and ideas clearly, saying that "*Clarity is a gateway standard*" (p.10). The lack of clarity in any information leads to a lack of accuracy or relevance (Paul & Elder, 2007). This ability is considered as the elementary stage to get through the whole process of any kind of thinking, especially critical thinking, where any lack of clarity leads to poor problem-solving and decision-making.

1.1.2.2. Making Suppositions

'Making suppositions' is among the elementary stages in the process of critical thinking. Moreover, assumptions are considered as the foundation for any theory and research guiding the whole investigation (Nkwake, 2012). Accordingly, Paul and Elder (2007) support the significance of this ability stating that all reasoning and all research rely on suppositions, being a standard to evaluate evidence. Furthermore, every theory and every practice in any field is based on assumptions; "*Critical thinking itself cannot be practiced without the influence of assumptions*" (Gabbitas, 2009). Accordingly, when engaging in the process of critical thinking, creativity plays a crucial role, which calls for the need for assumptions to become a creative critical thinker. Besides, Ennis (2011) suggests dispositions and abilities for good critical thinking, where he states that good critical thinkers always consider different possible assumptions. Therefore, the need to develop this ability in educational contexts is among the primary objectives since critical thinking is highly required in education. Similarly, enhancing the ability to recognize underlying assumptions in the subject of "Critical Thinking" in educational curricula, is among the most important objectives (Gardner & Johnson, 2015).

1.1.2.3. The Connection between Clarifying and Making Suppositions in Critical Thinking

Dewey (1910) stresses that identifying and questioning assumptions becomes inaccurate without clear principles guiding this process. Therefore, reliable suppositions might not be developed if clarity is not achieved when identifying problems and analyzing evidence. Additionally, Paul & Elder in their guide, state that "*Critical thinkers routinely apply the intellectual standards* (where clarity is one of them) *to the elements of reasoning* (where assumptions and inferences are included) *in order to develop intellectual traits*." (Elder & Paul, 2006, p.21).

1.2. Strategies for Clarifying and Making Suppositions

To explore these abilities thoroughly, investigating the strategies employed to enhance the ability to ’clarify’ and ‘make suppositions’ is required. Thus, in this section, we aim to study some of the strategies used to practice these abilities. Due to the diversity of techniques used to clarify and make suppositions, and the dissertation length limits, we have attempted to present only some of the essential techniques to ‘clarify’ and ‘make suppositions’.

1.2.1. ‘Clarifying’ Strategies

Linda Elder and Richard Paul (2013) emphasize the importance of clarity as an intellectual standard; they claim that critical thinking initially requires clarifying our thoughts but also the thoughts of others.

- **Socratic questioning:** Socratic questioning is primarily introduced by Paul and Elder (2007); they define it as a structured set of questions that helps us to think inquisitively in different ways for different reasons. It is used to clarify complex concepts, analyze information, judge the validity of arguments, identify problems, and seek reasons and underlying beliefs (Paul & Elder, 2007).
- **Defining terms:** this strategy is an important technique for clarifying information, thoughts, claims, and arguments. The cognitive process cannot move forward without a clear understanding of every term in any type of Language. When students define terms and concepts, they are able to achieve accurate interpretations of information. Furthermore, clarity is achieved only when every word or expression is precisely defined since it serves to “*reduce vagueness and eliminate ambiguity*” (Moore & Parker, 2009, p.84).
- **Paraphrasing:** The Cambridge dictionary (2023) defines paraphrasing as a reformulation of any type of text using other words and clear language without changing the original meaning. This technique enables students to achieve better understanding of information and concepts (McNamara et al., 2023).

- **Summarizing:** Summarizing refers to the ability to transform a large piece of written or spoken language into more precise and brief forms, by understanding them and then trying to identify the main points and key ideas using one's own words. Summarizing information enables students to become active listeners, enhancing their comprehension, where they clarify the content of the information using their own words (Walker, 2003).

1.2.2. 'Supposition-Making' Strategies

Bloom's taxonomy of critical thinking (1956) presents two higher-order thinking skills: analysis and synthesis; these are essential strategies to develop assumptions and enhance critical thinking abilities, as advocated by Stenberg (1986).

- **Analysis:** This ability is among powerful analytical skills; it refers to the ability to critically examine the constituents of information, define their relationship, and address complex elements, with the ability to examine the way information is structured, produced, and conveyed to infer intended meanings and underlying facts (Bloom, 1956).
- **Synthesis:** Bloom (1956) defines it as combining different pieces of information to create new knowledge and new concepts and assumptions. This technique enables 'making suppositions' which cannot be possible when considering each element alone; because combining each detail with another in a specific context or situation ensures the reliability of assumptions based on this synthesis.

In addition to Bloom's higher-order thinking skills, Dewey (1910) explains techniques for developing suppositions,both imagination (Gares, 2022) and deduction (Din, Hussain, & Asif, 2021) are crucial components of critical thinking.

- **Deduction:** Deductions play a crucial role in making significant suppositions. This highlights the reliability of assumptions on the combination of existing evidence and then attempting to deduce the underlying information and implicit contexts. Accordingly, Dewey believes in the

importance of deductions through transforming existing details into knowledgeable and testable assumptions, which inquiry and research are seeking. (Dewey, 1910).

- **Imagination:** Creativity, which is a pivotal means to 'making suppositions', cannot be realized without imagination. According to Dewey (1910), It is the careful consideration of 'what if' scenarios, thus, it boosts individuals' ideas and expands their perceptions beyond existing knowledge. Additionally, in order to make suppositions, the full consideration of every existing aspect and imagination of different possible interpretations are required.

1.3. Integrating Clarifying and Making Suppositions into Classroom Instructions

In education, teachers' roles extend beyond conveying information, they are required to help students enhance and develop important skills, especially critical thinking skills. Developing good critical thinking skills enables students become active and self-reliant learners with the capacity to deal with complex information and make significant decisions, achieving the long-term learning objective in education (Tsui, 1999). Moreover, employing effective strategies is essential for teachers to enhance students' CTS. In this section, we examine the techniques used by teachers to enhance their students' abilities to 'clarify' and 'make suppositions'. It is important to note that while the existence of many effective techniques to reach this objective, this section focuses only on a selection of six strategies which are among the most powerful teaching techniques. Moreover, the constructivism techniques are integrated within this section as a fundamental approach to critical thinking, exploring their effectiveness to enhance the abilities under research.

1.3.1. Questioning Techniques

Questioning techniques is a prominent strategy used by teachers at all levels of teaching. This is due to its effectiveness in encouraging students to think, analyze, and develop answers

in an attempt to target their critical thinking skills. Lockhart (1996) states that questioning techniques allow teachers to check students' comprehension and improve their active participation in the classroom. Accordingly, this strategy fosters students to think about their ideas, and clarify and analyze them (Pithers and Soden, 2000). Furthermore, while maintaining the same idea, Ur (1996) claims that when questions cause long silence, or getting students bored, or noticing that only the best student(s) are answering the questions, or students provide short and incorrect answers, it reflects the ineffectiveness of the questions. In such cases, teachers are required to adjust and improve their questioning techniques.

. Socratic questioning: Socratic questioning is one type of questioning techniques which emerges as frequently used and effective method of teaching. It not only assesses students' understanding but also helps them produce and communicate their questions in turn, which improves their development of CTS (Yang et al., 2005).

Paul & Elder (2019) suggest open-ended questions in their book '*The Thinker's Guide to Socratic Questioning*': *"Could you elaborate further? Could you give me an example? Could you illustrate what you mean?"* (p.11); these questions assess students' understanding and enhance their ability to 'clarify' by asking them to provide explanations, examples, and illustrations.

They have also suggested some questions for encouraging students to 'make suppositions' such as:

- *"Is there a more logical inference we might make in this situation?"*
- *"How are you interpreting her behavior? Is there another possible interpretation?"*
- *"What do you think of ?"*
- *"How shall we interpret these data?"*(p.25)

This set of questions helps teachers to enhance their students' supposition-making skills by encouraging them to consider other possible inferences and interpretations and also, developing hypotheses derived from existing data.

1.3.2. Classroom discussion

Another prominent effective strategy is classroom discussion, an essential technique for promoting students' critical thinking; it involves reflective and critical conversations where different opinions and perspectives are carefully considered, evaluated, and discussed together. It aims to enhance students' evaluation of claims and analysis of diverse perspectives while considering their peers' and teacher's ideas. This method also can be adopted to clarify the content of the lesson when students face difficulties in understanding and getting through the course (Taylor, 2000-2002). An example to implement this is asking intellectual student(s) to help and clarify a specific component of the course to those who struggle to understand.

To attain this objective, conducting a successful classroom discussion is strongly required, therefore, Hansen and Salemi (2012) suggested eight rules to ensure its effectiveness: 1-ensuring students' active involvement; 2- refreshing students' previous information; 3-Arranging classroom seats; 4-encouraging students' participation; 5-organize a list of students' names to ensure engaging them all during the discussion through calling their names; 6-asking questions to individuals; 7-engaging all of the students in the discussion; and finally, 8-providing feedback on students' contributions.

1.3.3. Collaborative Learning (CL)

Collaborative learning is a teaching method where students of different cognitive levels work together in small groups and help each other to achieve the lesson objective (Gokhale, 1995). Webb (1990) supports that when students engage in group work, it facilitates them to identify problems, clarify their thoughts, and discuss required actions (cited in, Fung & Howe,

2012). Additionally, Van Leeuwen & Janssen (2019) explain the abilities that are developed when engaging students in this process stating that*"during CL, students are encouraged to ask questions, give elaborate explanations, exchange arguments, formulate new ideas and problem solutions, and so on."*(p.71)

1.3.4. Problem-Based Learning (PBL)

PBL is a learning approach where learners deal with authentic situations, where they identify problems, and attempt to solve them through discussions and group work. With minimum assistance from the teacher, students are encouraged to independently find issues, understand them, analyze evidence, and develop new knowledge while keeping the learning objective in consideration (Kilroy, 2004). This instructional strategy emphasizes real-world problems, where students are engaged in authentic situations and problem-solving activities, such as preparing presentations and organizing conversations which make them face realistic challenges. In this context, the teacher plays the role of a facilitator, guiding and supporting the process of learning.

1.3.5. Inquiry-Based Learning (IBL)

The concept of IBL is defined by Wale & Bishaw (2020) as follows:

> It is a discovery method of learning that involves students in making observations; posing questions; examining sources; gathering, analyzing, interpreting, and synthesizing data; proposing answers, explanations and predictions; communicating findings through discussion and reflection; applying findings to the real situation, and following up new questions that may arise in the process. (p.2)

This definition of IBL explains its comprehensive nature, encompassing diverse cognitive processes such as inquiry, analysis and synthesis. By engaging students in active exploration and inquisitive tasks, IBL fosters critical thinking.

Previous studies indicated that inquiry-based learning technique improves students' understanding of concepts and ensures their active engagement. To foster the positive outcomes of IBL, it is required to implement effective strategies, such as scaffolding

activities, positive and formative feedback, and effective questioning strategies, as suggested by the Galileo Educational Network (2008) (cited in, Friesen & Scott, 2013).

1.3.6. Active Learning Strategies

Meyers and Jones (1993) suggest that active learning allows students to "*talk, listen, read, write*" (p.11), and also to reflect and engage in the course content (cited in, Kennedy, 2007). Working independently or collaboratively, active learning strategies qualify students to indicate problems and practice cognitive skills of critical thinking, including "*analysis, synthesis, inference, evaluation, metacognition, and self-regulation*" (Leonard, 2007, p. 39).

1.3.7. Constructivism Techniques

Gray (1997), in his study on constructivism, reports that these techniques reduce the role of the teacher stating that knowledge is not something transmitted by teachers; it is constructed by students themselves through their cognitive process, where learners create new knowledge based on existing evidence. He also claims that effective constructivism techniques in the classroom involve student-centered and continuous instructions, where the teacher guides the process and create opportunities for students to practice their ability to make suppositions, ask questions, analyze evidence, imagine possible scenarios, and create new knowledge. Constructivist teaching is more flexible than the traditional teaching methods which are more structured, making students active learners and occupying them with more responsibility with minimum assistance from the teacher (Lai, 2011). Neo (2005) reported positive results in his study "Web-*enhanced learning: Engaging students in constructivist learning*" when engaging students in constructivist learning instructions, where students were able to identify and understand issues, engage in group work, find solutions to identified problems, and ensure learning outcomes.

1.4. Analytical Framework

1.4.1. Ennis' Taxonomy of Critical Thinking

Ennis has suggested a philosophical taxonomy of critical thinking where he divides the process of CT into two components: abilities and dispositions. Ennis mentioned five abilities of good critical thinkers: basic clarification, the basis for a decision, inference, advanced clarification, suppositions and integration (cited in, Ennis, 2011). However, our research relies only on one ability which is clarification under two phases within this taxonomy, three skills of 'basic clarification' and one skill of 'advanced clarification' skills are going to be considered.

First, good critical thinkers begin with a question, where they "*identify and formulate a question*", "*Identify or formulate criteria for judging possible answers*", while keeping the "*question and situation in mind*". Afterward, they "*analyze arguments*" (p.3), where they identify the conclusions of these arguments, seek explicit and implicit reasons, assess the structure and validity of arguments, and summarize key points. Lastly, they ask and answer clarification and challenge questions by seeking explanations and reasons using "*why*? ", "*What is your main point? "*, and "*What do you mean by*?"(p.3), also requesting examples and non-examples through these questions "*What would be an example?, What would not be an example*", evaluating the significance of ideas using: "*What difference does it make*", and describe a situation asking for "*What are the facts* ?, *How does that apply to this case ?*"(p.3).

The first skill from the fourth phase (advanced clarification) is also adopted, which is defining terms and judging definitions through using synonyms for example, analyzing the structure of arguments, and considering possible explanations.

1.4.2. The RED Model

The RED Model of Critical Thinking is a framework developed by Pearson TalentLens (2013, cited in, Wulandari, 2021); it consists of ‘recognizing assumptions’, ‘evaluating arguments’, and ‘drawing conclusions’.

Figure1: RED Model of Critical Thinking Skills (Pearson, 2013, cited in, Wulandari, 2021)

Two components of this model (Wulandari, 2021), are going to be presented. The last component will be omitted since drawing conclusions is among the final stages in the process of critical thinking; it is not a component of the ability to make suppositions, which represents more to the elementary stages of this process.

According to Pearson (2013), recognizing assumptions are required when developing CTS. This refers to the ability to identify assumptions, question and test their validity considering different perspectives, and gathering relevant information. Questioning assumptions enables students understand the underlying beliefs and reasons, while examining assumptions from different perspectives fosters open-mindedness and encourages students’ to consider alternative viewpoints and situations. Additionally, gathering information provides students with necessary evidence to make informed decision-making and reasoned judgment. Afterwards, it is crucial to evaluate arguments, where analyzing evidence and opinions objectively and testing their credibility is highly required (cited in, Wulandari, 2021). This

skill enables students to distinguish reliable from unreliable information, and maintaining objectivity when evaluating arguments helps students to avoid bias, encouraging them to assess evidence based on quality and credibility rather than personal beliefs.

The RED Model's framework for critical thinking skills, along with its indicators, is anticipated to facilitate the development and assessment of critical thinking abilities. This model is widely regarded as valuable for developing critical thinking skills. (Wulandari et al., 2021).

Conclusion

This literature review has explored the concept of critical thinking, and then specified the analysis into the ability to 'clarify' and 'make suppositions'. The first section has provided an overview of the concept of critical thinking and its exploration through the three approaches: the philosophical, the psychological, and the educational approach. The second section has supplied the strategies used to clarify and make suppositions. The third section has analyzed some effective techniques used by teachers to enhance these critical thinking abilities. Lastly, the two analytical frameworks adopted for the present study, Ennis' Taxonomy of Critical Thinking and the RED Model, have been presented which significantly contribute to the analysis of our findings.

Research Design

Introduction

The present research explores how EFL teachers enhance students' abilities to 'clarify' and 'make suppositions' in the classroom. This chapter involves the procedures of the collection of data and the research methods used to proceed the investigation and to respond the essential research questions represented in the 'General Introduction'. It describes the research methods, participants and context of the study, data collection instruments which are the questionnaire and the observation, and the procedures of data analysis: qualitative content analysis (QCA) and quantitative statistical procedure.

2.1 Procedures of data collection

2.1.1 Research Method

This investigation selects a mixed-methods research, which contains both qualitative and quantitative method to collect and analyze data to deal with the present research questions and hypotheses. Mixed-methods research involves the sequential or simultaneous use of both qualitative and quantitative data collection and/or data analysis techniques (Curall, 2007, p.119). The quantitative method allows gathering data in the form of numbers which are collected from the close-ended questions of the questionnaires and are presented in a statistic way in the form of pie charts and tables and the observation checklist. The qualitative method permits us to gather data which are collected from open-ended questions about the instructors' views and practices in the classroom and are analyzed through the qualitative content analysis (QCA).

2.1.2. Participants and context of the study

This Research takes place in four different private schools in Tizi-Ouzou (Algeria): Bridgeway school, MLS (Modern Languages School), Assilic school and Ecomode school.

The study involves twenty three (23)English as a Foreign Language (EFL) teachers who specialize in instructing advanced level students of these private school classes. These classes typically consist of learners ranging from B1 to C1 levels which represent learners who achieved considerable proficiency level in English.

2.1.3. Data Collection Instruments

To proceed our study, we have choosen two instruments to gather the needed data. The first tool is a questionnaire designed and distributed to 38 EFL teachers, we have also conducted five (05) classroom observations in order to observe instructor's practices to enhance their students' critical thinking skills.

a. Teachers' questionnaire

A questionnaire is made up of a series of questions ordered to collect information from respondents. It is used to gather quantitative or qualitative data on theme's views, attitudes or features (Mcleod, 2023). The purpose for using questionnaires is that, they are rapid and particular way to get many points of view from participants in details (Tall, 1988). A questionnaire is a tool to collect data, it comprises of open-ended questions that provide qualitative data and close-ended questions that present quantitative data. In this research a questionnaire is designed for thirty eight (38) EFL teachers of the private schools. It is divided into three (03) sections. The first section is entitled 'understanding teachers' perspectives on critical thinking' which comprises of four (04) items consisting of two (02) close-ended questions and two (02) open-ended questions. The second section is entitled 'teachers' views on enhancing students' abilities to clarify and make suppositions' which covers five (05) close ended questions and two (02) open ended questions. The third and last section is entitled 'Teachers' practices to enhance students' abilities to clarify and make suppositions' which comprises of six (06) close-ended questions and four (04) open-ended questions.

B) Classroom observation

The second instrument we have used in our investigation is classroom observation. The latter involves the immediate check of language use, learning procedures, and instructional techniques (Brown, 2001). Systematic and cooperative classroom observations provide worthy insights into the activity of the classroom (Millis, 1992). This tool is used to directly observe how teachers deal with their students to enhance their abilities to 'clarify' and 'make suppositions' during classroom instruction.

The observations took place in only three private schools mentioned earlier: two (02) observations in the MLS school, two (02) in Ecomode school and one (01) observation in Assilic school, from July 17 to July 30, 2023 . We have observed five different teachers: two teachers of B1 level, two of B2, and one teacher of C1 level. For this purpose, we have designed a checklist containing thirteen (13) items focusing on the strategies that the instructors use to teach and enhance the students' critical thinking skills.

2.2 Procedures of Data Analysis

2.2.1 Qualitative Content Analysis

The information of the qualitative method are obtained from the open-ended questions of the questionnaires and the observations, these ones are analyzed using the Qualitative Content Analysis (QCA). QCA is designed to interpret different texts according to the context where they are produced. This tool is used then to analyze qualitative data such as interviews, discourses, etc.In our study, we employed qualitative content analysis (QCA) as a systematic approach to thoroughly analyze the textual responses provided by the participants from open-ended questions. By using this method, we could identify and extract key concepts and valuable insights within the qualitative data. This method served as a valuable tool for

transforming textual information into meaningful findings. Qualitative content analysis has been defined as: *"a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns"* (Hsieh & Shannon, 2005, p.1278, cited in, Zhang &Wildemuth, n.d.).

In our study, we have employed QCA as a systematic approach to analyze the textual answers obtained from the open-ended questions in the questionnaires. This method allowed us to delve into the extract key concepts and valuable insights into the participants' responses. It has also allowed us to classify the textual data, identifying frequent and repeated patterns within the responses. This process enabled us to uncover. Qualitative content analysis was helpfull in transforming textual information into meaningful findings to understand the teachers' views and practices.

2.2.2 Quantitative Statistical Procedure

Descriptive statistics are typically used to summarize the responses of a group of participants to numerically coded data, this can involve describing the findings using frequencies or percentages of different responses, or presenting them visually through graphs and charts (Brown, 2001). In this study, we used questionnaires with closed-ended questions, providing us with numerical data. To interpret these results, we transformed the numbers into percentages; the calculation of these percentages was accomplished using the Rule of Three, using this formula: X equals Y times 100 divided by Z ($X = Y \times 100/Z$). In this equation, X is the percentage we calculate, Y is the answers of a particular question, and Z is the total number. Results are illustrated through diagrams and pie charts.

Conclusion

This chapter has described the features of this study's research design adopted to investigate how teachers enhance their students' abilities to clarify and make suppositions during the teaching and learning process. It has discussed the adoption of a mixed-method approach and provided details on the context, participants, and data collection tools, namely questionnaires and observations. In addition, this chapter has identified the data analysis tools which are the rule of three for the analysis of the quantitative data, and the Qualitative Content Analysis for qualitative data interpretation. The results of the questionnaires and observations will be presented in the next chapter.

Presentation of the Findings

Introduction

This chapter presents the results of our study. It includes the data collected from the two instruments described in the previous chapter: questionnaires distributed to EFL advanced levels' teachers, and classroom observations conducted in some private schools. This chapter reveals EFL teachers' views and explores their practices to enhance their students' abilities to 'clarify' and 'make suppositions'. The results are calculated using the rule of three to obtain percentages, which are presented using histograms. This chapter has two sections: the first section presents questionnaire findings, and the second section presents results from classroom observations.

3.1. Presentation of the findings

3.1.1.Results of Teachers' Questionnaire

The questionnaires were given to some EFL teachers in three private schools, and the results are presented as follows:

Section one: Understanding teachers' perspective on critical thinking

Q1:Have you received any training for teaching critical thinking skills?

A: yes B: No

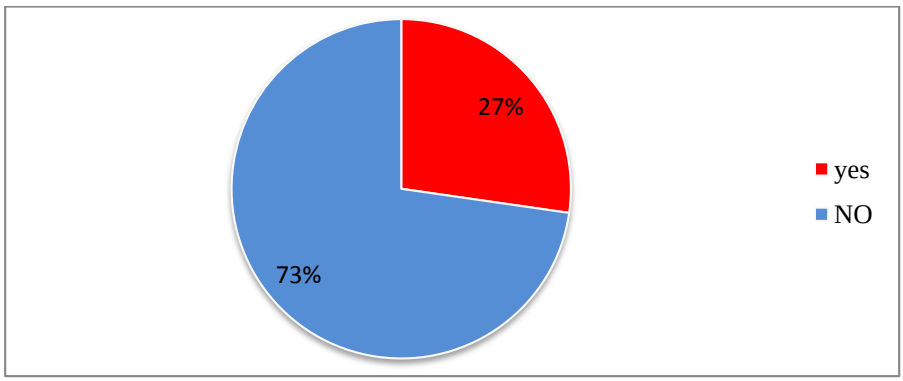


Diagram (1): Teachers' Training for Teaching Critical Thinking.

The first question in the questionnaire was to explore the experience of teachers in the field of critical thinking, therefore, they were asked about their training to teach critical thinking.

The diagramshows that only 27%of respondents havereceived training in this domain, while the 73% have not received such training.

Q 2: How would you define critical thinking?

Answers to this open-ended question represent a diversity of definitions and perspectives. However, the majority agreed that critical thinking involves "*analysis, judgment, objectivity, and problem-solving*". They also suggested "*asking questions and considering various points of view, interpretation, reading, and writing*", as well as "*the generation of suppositions and new ideas*".

Q 3: Do you think that critical thinking is important for students' learning development?

A: Yes B: No

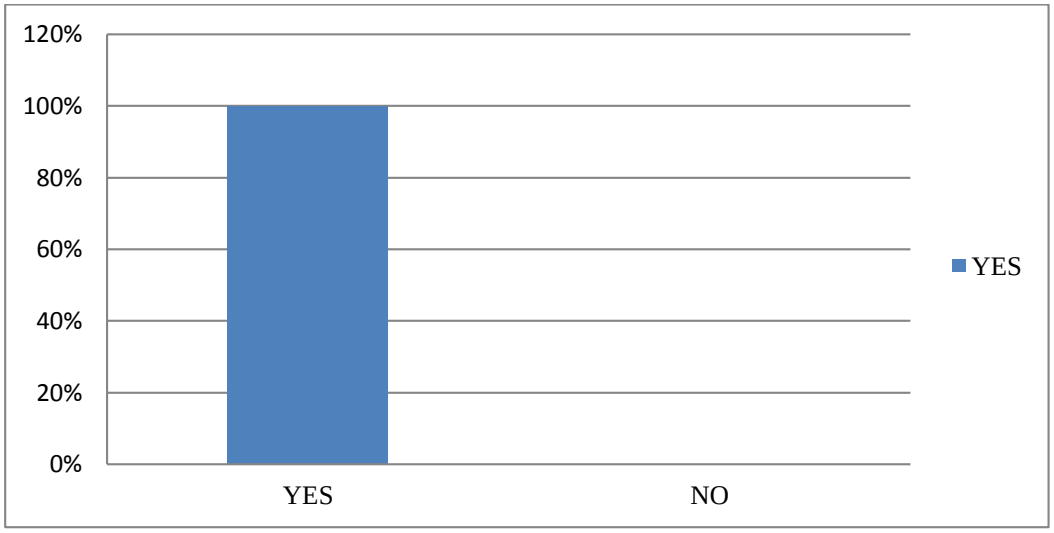


Diagram (2): Teachers' Perspectives on the Importance of Critical Thinking.

Diagram two shows that all the EFL teachers who answered agreed that critical thinking is important for students' learning development.

Q 4: What are the characteristics of a good critical thinker?

The participants for this open-ended question about the characteristics of a critical thinker provided different elements. Some of them suggested "*analyzing and asking*

questions,,,creativity and problem-solving". A smaller group provided other skills:"*curiosity, listening, and independent thinking*".

Section Two: Teachers' Views on Enhancing Students' Abilities to 'Clarify' and 'Make Suppositions'

Q 1: How important are clarifying and making supposition skills for enhancing students' critical thinking?

A: very important B: important

C: not very important D: not at all

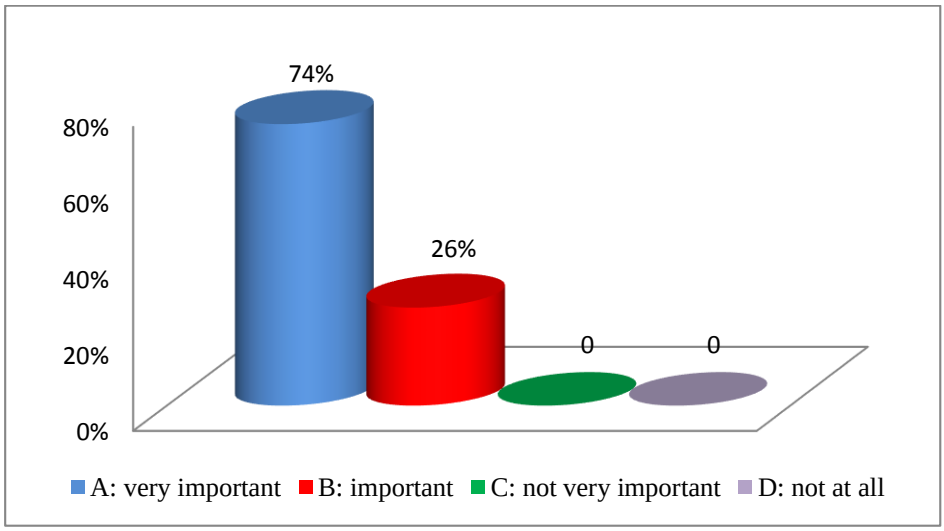


Diagram (3): Teachers' Views on the Importance of 'Clarifying' and 'Making Suppositions'

Diagram (3) shows that 74% of teachers emphasized the strong importance of 'clarifying' and 'making suppositions' skills to enhance their students' critical thinking, while 26% recognized the significance of these abilities, with no participant neglecting their importance.

Q 2: Do you notice any improvements in students' critical thinking skills when integrating clarifying and making suppositions?

A: yes B: no

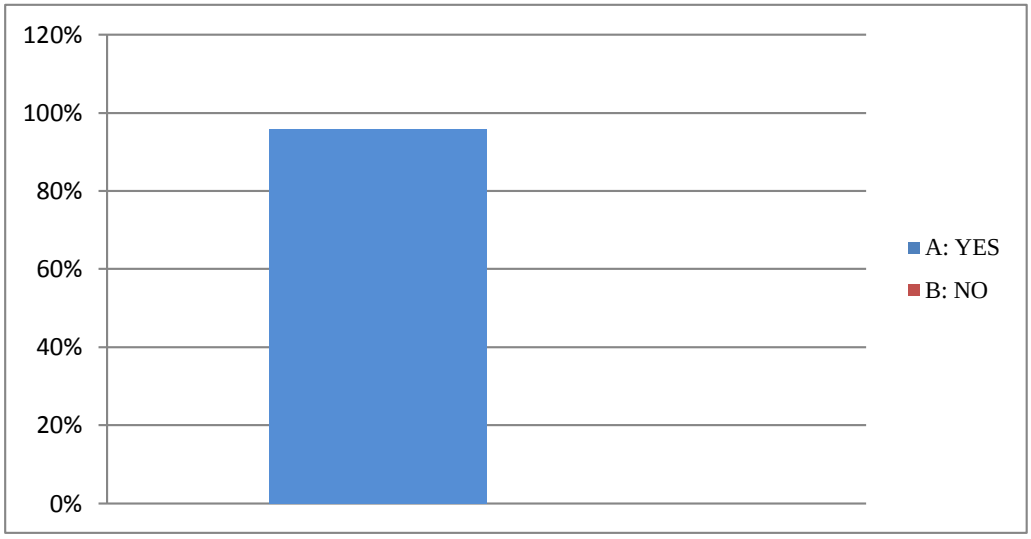


Diagram (4): The role of Clarifying and Making Suppositions in Classroom Instructions.

Remark: one(1) teacher did not answer the question.

The diagram above highlights the strong agreement among teachers, with all of them noticing improvements in their students' critical thinking skills when integrating 'clarifying' and 'making suppositions' into their instructions.

Q 3:Do you believe that enhancing student' abilities to clarify and make suppositions contribute to their academic success?

A: Yes B: No

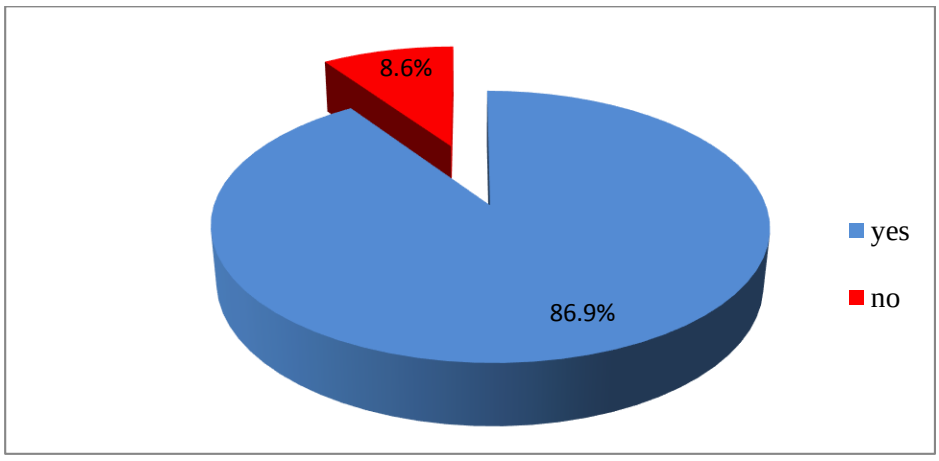


Diagram (5): The Role of Clarifying and Making Suppositions for Students' Academic Success

Remark: one (1) teacher did not answer the question.

The responses to this question indicate a strong agreement as well, with 86.9% of participants expressing their belief that these abilities contribute to students' academic success. Only two teachers do not believe in this contribution.

Q 4: what are the benefits and outcomes of enhancing critical thinking in students' learning?

Remark: one(1) teacher did not answer the question.

For this open-ended question, the teachers provided answers where they suggested a multitude of critical thinking skills benefits for students. According to the majority, "*it reveals their abilities, fosters self-confidence and self-reliance, and improves decision-making and problem-solving skills*". Others stated that"*it fosters better communication, a love for learning, a knack for discovering deeper meanings, and sparks creativity*". These outcomes highlight the multifaceted advantages of nurturing critical thinking in education.

Q 5: Do you believe that explicit instructions in clarifying and supposing can enhance critical thinking?

A: Yes B: No

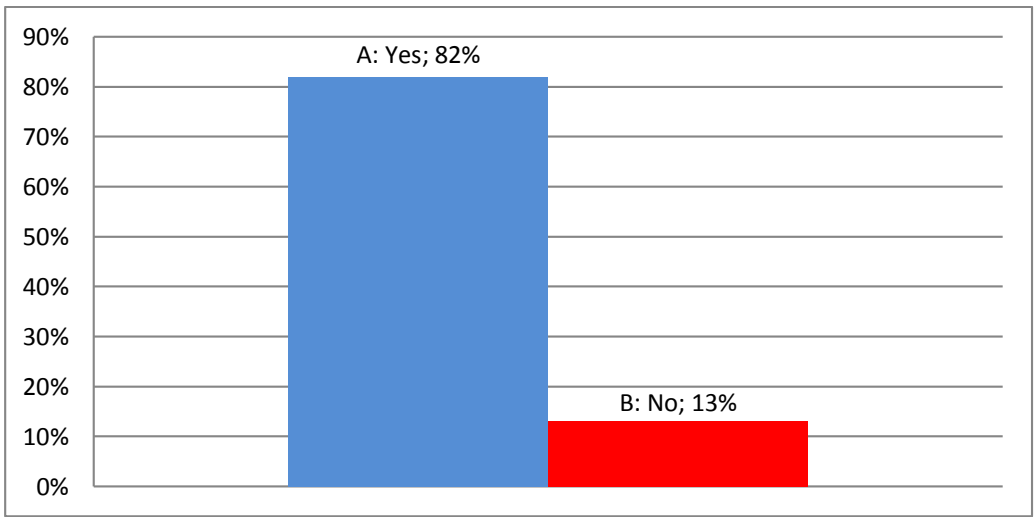


Diagram (6): The Role of Explicit Instruction to Clarify and Make Suppositions

Remark: one (1) teacher did not answer the question.

Responses from the teachers to this question suggest that 82% of the teachers believe that explicit instructions in 'clarifying' and 'supposing' can enhance critical thinking. However, a 13% (three teachers) expressed a different viewpoint by stating that they do not believe that explicit instructions can enhance these abilities.

Q 6: Do you face any challenges when teaching critical thinking skills?

Remark: one(1) teacher did not answer the question.

The responses from the teachers indicated that 17 out of 23 teavhers have encountered challenges when integrating critical thinking skills into their teaching. They complained about some obstacles such as "*passive students, lack of students' competence and self-confidencetime limitations, large groups, and when the students are shy"*. Other teachers believe that *"it depends on the age and level of learners"*. Furthermore, it is important to note that only six (6)teachers expressed no difficulty when integrating critical thinking into instruction.

Section Three: EFL Teachers' Practices to Enhance Students' Abilities to 'Clarify' and 'Make Suppositions'

Q 1: What strategies do you use to enhance your students' abilities to 'clarify'?

Remark: one(1) teacher did not answer the question.

For this open-ended question, the teachers reported diverse strategies to enhance their students' abilities to clarify their thoughts and interpret others' ideas. Some of them suggested:"*open-ended questioning, classroom discussions and group work, engaging students in authentic situations, fostering communication, and active learning*". Additionally, they adopt strategies such as "*brainstorming and argumentation, comparing and contrasting, analyzing, and evaluating, open-minded and non-judgmental learning environment*".

Q 2: Do you use questioning techniques to enhance students' ability to 'clarify' ideas?

A: Yes B: No

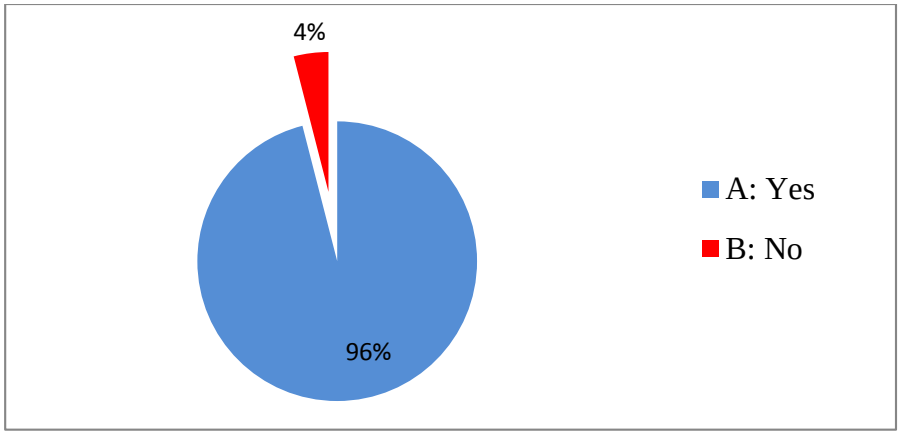


Diagram (7): Teachers' Use of Questioning Techniques

Diagram seven indicates that 96% of teachers use questioning techniques to help students clarify ideas, and one teacher does not employ this technique.

Q 3: How do you encourage your students to ask questions and ask for clarifications?

Remark: Two(2) teachers did not answer the question.

For this open-ended question, teachers provided many strategies to encourage students to ask questions and seek clarification, the majority of teachers advocate for "*creating friendly and encouraging atmosphere and fostering classroom discussion*". Some other teachers suggested "*asking students questions and encouraging them to ask questions, confidence-building, time for thinking, offering examples, providing tasks, monitoring progress, and giving positive feedback and reinforcement".*

Q 4: Do you encourage your students to make suppositions in the classroom?

A: Yes B: No

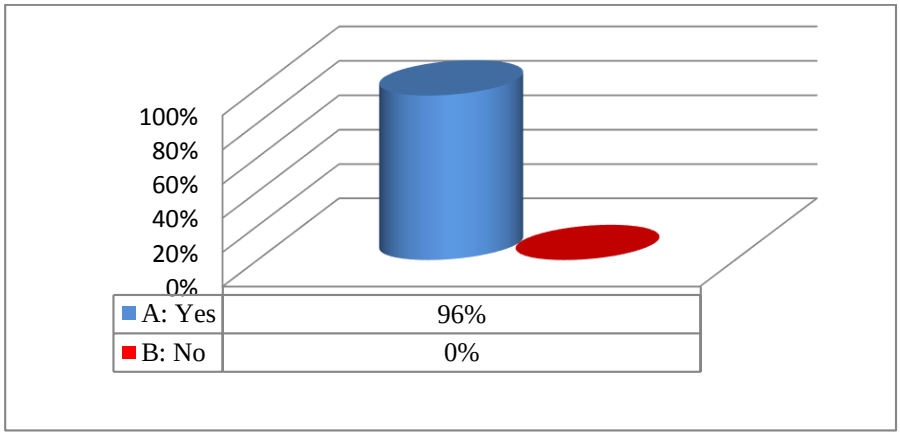


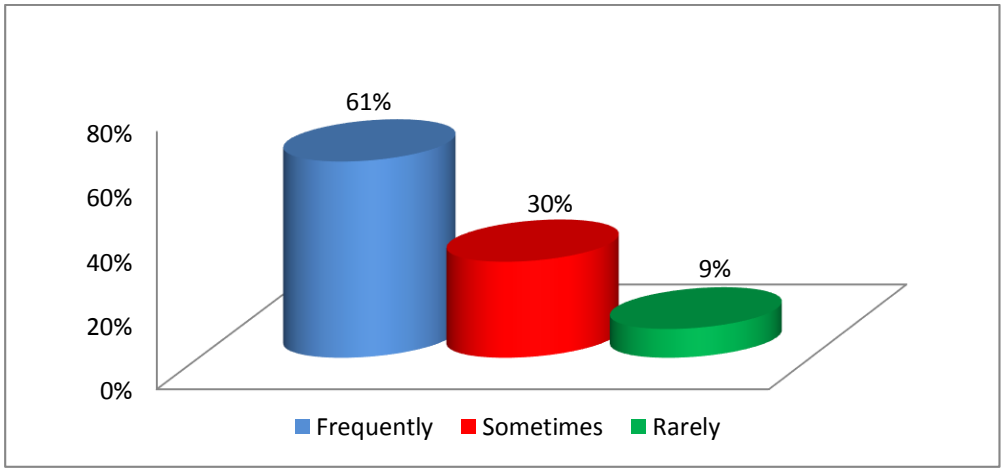
Diagram (8): Students' Encouragement to Make Suppositions

Remark: One(1) teacher did not answer the question.

Diagram eight (8) shows that all the participating teachers encourage their students to make suppositions in the classroom.

Q 5: How often do you engage your students in group work and collaborative learning?

A: Frequently B: Sometimes C: Rarely



Diagram(9): Frequency of Group Work and Collaborative Learning.

The diagram shows that 61% of the respondents frequently engage their students in group work. 30% of them involves them in group work sometimes, and only one teacher rarely incorporates this approach.

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Q 6: Do you use real-life examples when you explain the lesson content?

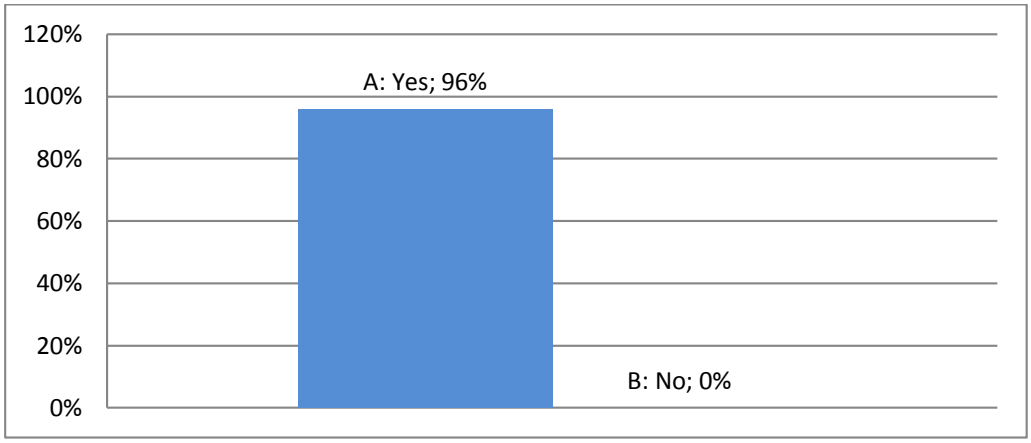

Diagram (10): Incorporation of Real-Life Examples for Supposition-Making

Remark: One(1) teacher did not answer the question.

All the teachers who answered affirmed that they incorporate real-life examples or situations to encourage students to make suppositions in the classroom.

Q 7: Do you encourage your students to 'clarify' information and 'make suppositions'?

A: Often B: Sometimes C: No

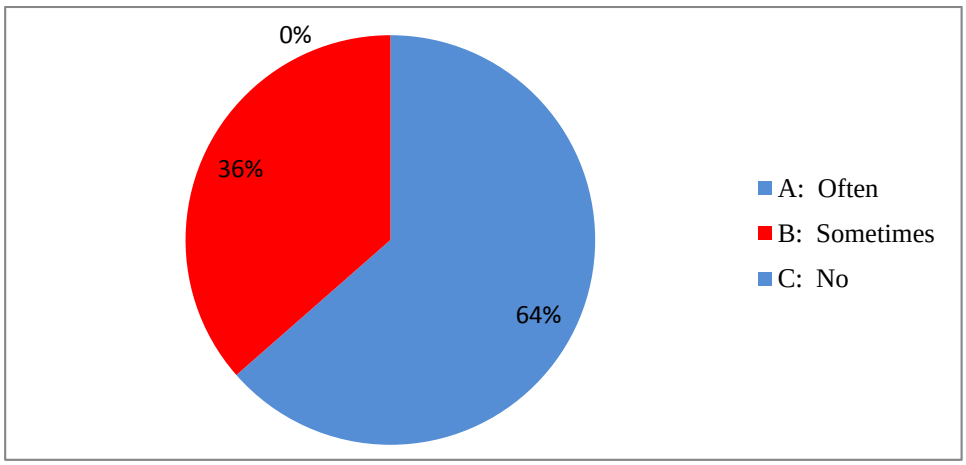

Diagram (11): Opportunities for Student Practice on 'Clarifying' and 'Making Suppositions'

Remark: One(1) teacher did not answer the question.

The answers to this question indicated that all teachers provide opportunities for students to clarify and make suppositions. However, the frequency of this practice varies with a

considerable number of teachers (64%) often providing these opportunities and only eight teachers (36%) of them sometimes do, with no negative answer.

Q 8: What are the techniques you use to provide your feedback when students 'clarify' and 'make suppositions'?

Remark: Four(4) teachers did not answer the question.

Teachers were asked about the strategies they use to provide feedback when students 'clarify' and 'make suppositions' in an open-ended question. They answered reporting diverse techniques such as "*creating a safe environment, accepting students' mistakes, encouragement, and providing individual feedbacks*". Notably, a significant number of the teachers suggested two types of feedback: "peer feedback" and "positive feedback".

Q 9: To what extent do you encourage active student participation?

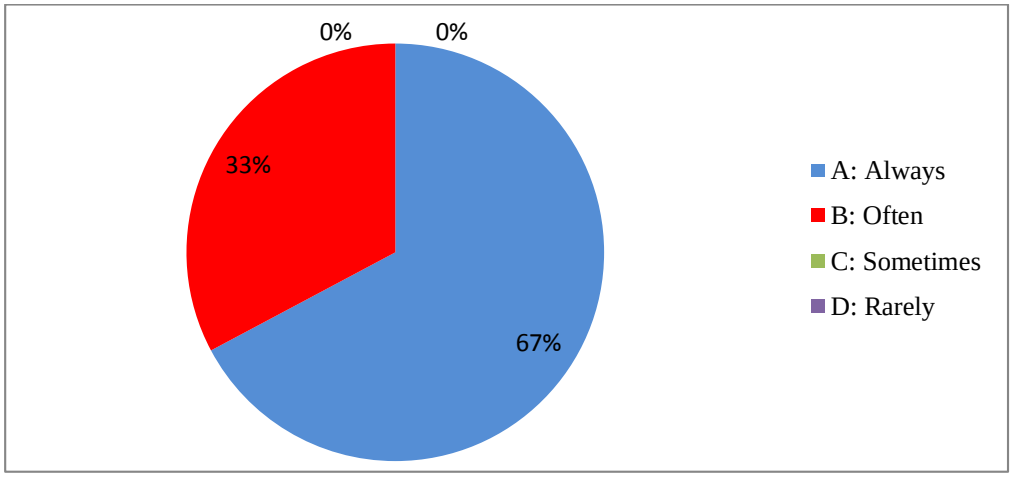

Diagram (12): Active Students' Participation Encouragement

For this question regarding encouragement of active participation, the diagram shows that 67% of the teachers reported that they always encourage students' participation, while the remaining 33% stated that they often encourage active participation.

Q 10: How do you encourage students to take risks and share their ideas? And how do you help them build confidence to take these risks?

Remark: Two (2) teachers did not answer the question.

This open-ended question's responses reflect a variety of strategies employed by teachers to encourage students to take risks and share their ideas. These strategies include "*classroom discussions, peer-based learning, individual attention, real-world applications, goal-setting, collaborative learning, and creating a positive and safe learning environment*". However, two teachers' methods disagreed regarding the language they advocate in the classroom; while one teacher suggested "*using students' mother tongue and then help them translate",* another teacher restricts his classroom to *"an English-only classroom*". This suggests diverse perspectives on the most effective methods for encouraging studentsto build confidence and take risks in the classroom.

3.1.2. Classroom observation Results

The second instrument we have used to collect more reliable data and check the reliability of some questionnaire responses is the classroom observation. We have observed five teachers in three private schools in Tizi-ouzou, each observation durated for three hours. This took place from July 17 to July 30, 2023. We have designed a checklist with fourteen items, where to note how often teachers used each item in class, ranging from "Always" to "Never". After this, we have counted the number of teachers used each item for each frequency.

Teachers' practices	*Frequency*				
	Always	*Often*	*Some Times*	*Rarely*	*Never*
The teacher uses clear language in the classroom.	5	0	0	0	0
The teacher encourages the students to ask questions and seek clarification.	0	0	1	4	0
The teacher provides examplesto clarify concepts.	1	2	2	0	0

The teacher asks open-ended questions to improve the students'clarification.	1	3	1	0	0
The teacher engages his students in the classroom discussions.	4	1	0	0	0
The teacher engagesthe students in group-work to clarify and discuss their ideas.	0	0	3	0	2
Students actively participate in the discussions.	3	0	1	1	0
The teacher provides feedback when the students clarify and make suppositions.	3	0	1	1	0
The teacher uses scaffolding strategies to help students who struggle to engage in the lesson content.	2	1	0	2	0
The teacher uses instructional strategies.	2	0	2	1	0
The teacher provides activities to develop the students' abilities to 'clarify' and 'make suppositions'.	0	3	2	0	0
There teacher engages his students in critical thinking discussions	0	3	2	0	0
The Teacher encourages his students to take risks and share their ideas	1	0	3	1	0

Table (1): Results of Classroom Observations about Teachers' Practices to Enhance Students Abilities to Clarify and Make Suppositions.

The numbers appearing in the table indicate how often the selected items are used by teachers. The table shows that clear language use in the classroom is consistently implemented by the five teachers, while their encouragement for students to ask questions and seek clarification varies, with one teacher sometimes and four teachers rarely implementing it. One teacher always provides examples to clarify concepts, two teachers often, and two other teachers sometimes doing so. Additionally, asking open-ended questions to improve students' clarification is always used by one teacher, three teachers often, and one teacher sometimes doing so. Afterwards, four teachers always engage their students in classroom discussions, and one teacher often engaging in this practice, while group work is sometimes utilized by three teachers and rarely by two teachers. Students actively participate in three teachers' classes always, one teacher sometimes, and one teacher rarely. We have also observed that three teachers always provide feedback when students clarify and make suppositions, one teacher sometimes and one teacher rarely providing feedback. Moreover, scaffolding strategies are always employed by two teachers, often by one teacher, and rarely by two teachers, whereas instructional strategies are always used by two teachers, sometimes by two teachers, and one teacher rarely uses such strategy. In addition, we have noticed that three teachers often provide activities to develop students' abilities to 'clarify' and 'make suppositions' and two teachers sometimes. Concerning critical thinking discussions, three teachers often engage their students in such discussions and two teachers sometimes. Finally, students are always encouraged to take risks and share their ideas by one teacher, three teachers sometimes, and one teacher rarely encouraging such behaviour.

Conclusion

This chapter has presented the results of the questionnaireanswered by teachers and the classroom observation we have conducted withfive (5) teachers in some private schools in Tizi-Ouzou. The first section has presented the data gathered from the questionnaire which are represented in form of diagrams, and the second section has described theresults obtained from the classroom observation which are presented in a form of a table. The data gathered from both instruments have explored the teachers' views and practices to enhance their

students' ability to clarify and make suppositions. These results are going to be discussed in the next chapter.

Discussion of the Findings

Introduction

This chapter aims to discuss the results presented in the previous chapter gathered from the two data collection tools. It analyzes the findings to answer the questions initiated in the 'General Introduction' and to confirm or disconfirm the hypotheses suggested. The first section discusses the questionnaire's results, and the second section interprets the results of the classroom observations. Both instruments' results are going to be analyzed mainly according to Ennis's Taxonomy of Critical Thinking (2011) relying on the two phases: "*basic and advanced clarifications*", and the two first components of the Watson-Glaser RED Model (Pearson, 2013, cited in, Wulandari et al., 2021), which are: 'Recognize assumptions' and 'Evaluate arguments'.

4.1. Discussion of the Results of the Teacher's Questionnaires

4.1.1. EFL Teachers' Perspectives about Critical Thinking in Education Analysis

Before exploring their views and practices to enhance the ability to 'clarify' and 'make suppositions', it is crucial to understand EFL teachers' experiences and perspectives on critical thinking in education. The first question has discovered teachers' training in the field of critical thinking. The results showed that only six out of twenty-three respondents (27%) have received training in teaching critical thinking. This represents the lack of teaching critical thinking in our Algerian educational system. Formal educational systems generally focus on imparting subject-specific knowledge, where essential critical skills are mainly disregarded (Tsui, 1999). Consequently, this explains the lack of critical thinking training in education, as reported by Aliakbari & Sadeghdaghighi's study (2013) on the barriers to teaching critical thinking where the lack of teachers' training in this field is one of them, which makes it challenging to implement CTS in classroom contexts.

The answers to the second and the last questions, where we asked the teachers to provide definitions of CT and the characteristics of good critical thinkers, presented a variety

of elements. These two questions are discussed together because their answers are interrelated, and both provide insights into teachers' understanding of the concept and its characteristics. Teachers have included skills such as: "*objectivity, analysis, judgment, interpretation, questioning, problem-solving, and interpretation",* they have also added,*"nurturing curiosity and creativity, generating suppositions and new ideas, considering various points of view*". Some responses align with Lai's framework(2011), which suggests that critical thinking involves skills such as analyzing arguments, drawing conclusions, decision-making, and problem-solving. It also includes dispositions such as open-mindedness, and consideration ofvarious perspectives. Additionally, critical thinking is defined as the objective analysis and evaluation in order to develop judgments(D'Alessio, Avolio, & Charles, 2019). This indicates the variety of dimensions and aspects of critical thinking, which is asserted by Stenberg (1986) when he stated that there are diverse dimensions and interpretations of critical thinking.

The third question unravels the teachers' beliefs regarding the importance of critical thinking in education. The data has provided positive answers with all the teachers expressing their acknowledgement for the importance of critical thinking in education. This agreement highlights the significance and the role of critical thinking as a fundamental skill for students' learning. Accordingly, in contemporary education, critical thinking is regarded as an essential educational objective for different levels of learning (Daly, 2001). This is due to the rapid development of technology today, which requires good critical analytical skills to go through the large amount of information they receive daily, especially at the level of educational institutions.

4.1.2. Teachers' views on enhancing students' abilities to clarify and make suppositions

This section explores EFL teachers' views and perspectives on enhancing students' ability to 'clarify' and 'make suppositions'. First of all, it is important to discover the teachers'

perspectives on the importance of ‘clarifying’ and ‘making suppositions’ as critical thinking skills, because “*clarity is a gateway standard*” in the field of critical thinking (Paul & Elder, 2007, p.10); *critical thinking itself cannot be practiced without the influence of assumptions*” (Gabbitas, 2009). Accordingly, the responses from participants affirmed the importance of these two skills, where the majority of the teachers (74%) answered that ‘clarifying’ and ‘making suppositions’ are very important, while 26% recognize them as important, with no participant answered negatively. This recalls Paul and Elder’s (2007) emphasis on clarity as a key component in critical thinking, and the role of suppositions in every theory and every practice. Additionally, Ennis (2011) introduces clarity as an elementary ability in the process of critical thinking, while Pearson, as demonstrated by Wulandari et al. (2021),emphasize the importance of making suppositions in critical thinking. In consequence, the results of this question prove that the teachers admitted the significance of these two abilities, this is because of the emphasis that educational systems put on the importance of teaching critical thinking skills to enable students to think about their thinking and others as well (Vieira et al., 2011).

The teachers for the second question about whether they notice any improvements in students’ critical thinking when they integrate ‘clarifying’ and ‘making suppositions’ into their instructions revealed that all the teachers who answered the question believed in the importance of these skills to improve students’ CTS. Accordingly, a study by Abbasi (2018) indicated the contribution of critical thinking to students’ academic success and language proficiency in English courses. However, a small percentage (8%) expressed a denial of the importance of such skills. This might be explained by making reference to the results of Steward & Al-Abdulla’s(1989)study, where they examined the relationship between critical thinking and academic success, and noted that not all of the CTS contributed to students’ academic success.

The teachers also were asked about the outcomes of enhancing students' critical thinking in an open-ended question in order to gain their perspectives expressed freely. They highlighted that critical thinking "*reveals their abilities, fosters self-confidence and self-reliance, and improves decision-making and problem-solving skills*", some of these perspectives are suggested by Gandimathi&Zarei (2018), where they claim that critical thinking improves problem-solving and communication. According to the teachers, it also "*fosters better communication, a love for learning, a desire for discovering deeper meanings and sparks creativity*". Ennis (2013) emphasizes the value of critical thinking to foster students' cognitive skills by making them able to solve problems and make significant decisions.

The question concerning the role of explicit instructions to students' 'clarifying' and 'making suppositions' in enhancing critical thinking indicated that the majority (82%) of teachers answered positively signifying that these instructions indeed foster students' CTS, while 13% of them answered negatively with 'no'. This aligns with a study conducted by Bangert-Drowns &Bankert (1990), where the results indicated that integrating this approach into classroom instructions fosters students' CTS. The combination of these results highlights the significance of explicit instructions in the teaching and learning process to enhance CTS. In support, Lai (2011) highlights the power of explicit instructions to implement critical thinking in enhancing students' learning.

In order to gain insights into the barriers to teaching critical thinking skills, we have asked the teachers about the challenges they face when integrating the ability to 'clarify' and 'make suppositions' into their teaching process. The majority of participants(82%)confirmed encountering obstacles, however, by making reference to the students and pedagogical contexts such as "*passive learners, time limitations, large classes, and student shyness*", they also suggested that it depends on the learners' level. These obstacles reduce the chances of

effectively implementing critical thinking in the classroom. In the same context, an investigation conducted by Salehi (2019) reveals similar challenges such as lack of time, communication, and difficulty in assessing critical thinking. Moreover, Snyder and Snyder (2008) identified the lack of training, resource constraints, and insufficient time as the main obstacles that make it hard for teachers to enhance their students' CTS (cited in, Benmouhoub, 2022). Despite the limited literature referring to these challenges, this might be explained by the influence of examination-based teaching which requires teaching specific courses in a limited period of time, and using traditional methods of teaching (Salehi, 2019). Other studies have indicated challenges such as the lack of teacher training, communication, safe and positive learning environment, the neglect of student-centered and active learning approaches, student resistance, and the absence of students' self-efficacy (Potelli, 1994; Qing, 2013, Pollard, 2017; Aliakbaria and Sadighdaghighib, 2013; Brookfield, 1997; Koosha and Yakhabi, 2013; cited in, Salehi, 2019).

4.1.3. Teachers' Strategies to Enhance Students' Abilities to Clarify and Make Suppositions

In the last section, we explore the strategies used by teachers to enhance students' ability to 'clarify' and 'make suppositions'. The teachers are asked about the strategies they use to encourage students to 'clarify' and 'make suppositions' in an open-ended question to make them provide their techniques openly. They answered that they encourage "*open-ended questions, classroom discussions and group work, engaging students in authentic situations comparing and contrasting, argumentation, analyzing and evaluating, and fostering an open-minded, non-judgmental learning environment*". .Additionally, they mentioned techniques like "*classroom discussions and group work, engaging students in real-world scenarios, brainstorming and argumentation"*. Some of the mentioned strategies align with strategies to teach CT suggested by Alsaleh, which consists of "*Problem-based learning, collaborative*

learning, discussion methods, writing exercises, reading, questioning techniques, and peer review" (p.23). and technology to enhance CT. Notably, while the majority of teachers expressed that they are not trained to teach critical thinking, they are indeed adopting successful strategies in the classroom to enhance CTS; which may reflect the effectiveness of these techniques in many processes of learning besides critical thinking.

The teachers were asked about whether they incorporate questioning techniques, one of the most powerful strategies to teach critical thinking, to enhance students' abilities to 'clarify' and 'make suppositions'. All the respondents, except for one, teacher highlighted that they use this strategy in the classroom. These results reflect the effectiveness of this strategy, as Lockhart (1996) suggests, that teachers are able to verify and ensure students' understanding and involvement in the classroom through the use of questioning techniques. Supporting this, Ennis (2011) identified questioning as an elementary and crucial stage to reach good critical thinking abilities. His taxonomy provides a set of questions that help teachers incorporate this technique in the classroom such as: *"Why? What is your main point? What do you mean by? What would be an example?".*

In an open-ended question, the teachers were also asked about the way they encourage students to ask questions and seek clarification, because when students engage in classroom discussions, they are required to ask for clarification (Vieira et al., 2011). The participants reported fostering "*friendly and encouraging atmosphere, and classroom discussion, confidence building, time for thinking, providing tasks, monitoring progress, and giving positive feedback*"... Corroborating this, providing time for thinking, collaborative learning, and ensuring a stimulating environment enhances critical thinking skills (Potts, 2019). Moreover, they suggested "*asking questions and encourage students to ask questions andoffering examples";* for doing this Ennis (2011) suggests some questions: *"Why?, What is your main point?, What do you mean by...?"*for asking for clarification and *"What would be*

*an example?"*for seeking and providingexamples, which signifies the effectiveness of the questions he provided. This also indicates the importance of productive strategies and the essential role of the teacher in enhancing students' CTS. In this line, the key to improving CTS lies in the teacher's interaction with his students and the way he facilitates the process (Mandernach et al., 2009).

Answering the question about whether they encourage 'making suppositions' in the classroom, all the respondents affirmed that they encourage students to practice this ability; this highlights the importance of this ability as a fundamental skill of critical thinking. As Ennis (2011) asserts, a good critical thinker identifies possible assumptions. Additionally, Pearson (2013, cited in, Wulandari et al. 2021) in the component of*"Recognize assumptions"* within the 'RED model', which similarly indicates its significance. This highlights the teachers' recognition of the importance of this skill.

In addition, participants are asked about their use of collaborative activities and group work to promote the ability to 'make suppositions'. The majority of the teachers (61%) reported adopting these techniques in their classroom, which signifies good practice of this skill. In the same vein, Collaborative activities and group work are among the crucial techniques to foster critical thinking(Dillon, 1984; George, 1984; Hallam, 1979, as cited in Kennedy et al., 1990). The answers also revealed that 30% of them use these methods sometimes, and a small percentage (9%) reported rarely using these techniques. Aligning with Gillies and Boyle's study (2010),which revealed that teachers facemany challenges when they incorporate cooperative learning, this might indicate some obstacles using these strategies, such as the relative evaluation system, where student's performance is evaluated individually, which reduces the interaction among students (Tatar &Oktay, 2008).

The answers when the teachers were asked whether they incorporate real-life examples for making suppositions, all the participants answered with 'yes'. Through engaging

students in real-life situations, enabling them to generate reliable and valid suppositions. In parallel, Har(2005-2013) highlights that authentic learning encourages students to consider many different solutions andimprove their creativity and imagination. By referring to real-world scenarios, students can able to face and solve authentic issues, which can serve students for future issues Herrington et al. (2013).

Afterward, the teachers were asked about their methods of providing feedback when students ‘clarify’ and ‘make suppositions’. This is due to the influence of feedback on students’ performance and productivity levels. They have provided various ways to provide feedback similar to all the previous open-ended questions’ answers, demonstrating different perspectives on the most effective method. Peer feedback was frequently provided by the respondents, where students express their own feedback on other students’ work. In the same line, Ekahitanond (2013) indicated the importance of peer feedback in fostering critical thinking and improvement in student responses. Teachers also highlighted other strategies including“creating an environment that accepts mistakes as part of the learning process, one-on-one discussions, and actively correcting errors. According to these results, the majority of the teachers advocate for positive feedback; this type of feedback helps students understand required actions,and encourages self-assessment and reflection(Juwah et al., 2004)

A multiple choice question about encouraging active student participation was addressed to the teachers, where the majority (67%) always encourages this approach, and 33% of them often adopt it, with no answer for ‘sometimes’ and ‘rarely’. This signals the effectiveness of active participation in the classroom for students learning.As highlighted in the literature review chapter, active learning approachesenhance students’ CTS and cognitive development (Leonard, 2007).

Finally, we have asked teachers about their students’ encouragement to build confidence and take risks in the classroom to share their ideas and the techniques they use for this

purpose. Teachers play a crucial role in being a source of encouragement to build their students' confidence when ensuring a safe learning environment. The responses from the teachers revealed various strategies involving "*classroom discussions, peer-based learning, and collaborative learning*". They also suggested "*real-world applications, goal-setting*", and also highly emphasizing the creation of a "*positive and safe environment*". Based on the last answer, the positive learning environment is crucial for students' application of critical thinking skills in the classroom stimulating a desire to keep engaged in the process of CT (Ernst & Monroe, 2007), and feel safe to share their ideas in the classroom. In addition, positive learning environment enhances students' interaction and communication and facilitates effective learning (Ming-tak&Wai-shing, 2008). Creating a positive learning environment involves fostering constructive interactions among students and between students and teachers; this can lead to more successful classroom environments for both teachers and students (Banks, 2014).

4.2. Discussion of the Classroom Observation Results

In this section, we provide a comprehensive analysis of the results obtained from the second data collection instrument of our investigation: classroom observation, which serves to provide more reliable findings, and also to test the validity of the questionnaire's answers. We have started the investigating emphasizing the language used by teachers in the classroom, where clear and concise language is required to facilitate the process of learning and instruction, especially when it comes to teach critical thinking. Based on the obtained data, we have confirmed that all the teachers use clear and concise language.

Afterwards, we delve into classroom instruction, where we observed whether the teachers encourage their students to ask questions and seek clarifications. This is because when encouraging students' questioning, it enables them to become independent learners and critical thinkers (Golding, 2011). However, the observation reported that only one teacher

sometimes encourages this practice, while the remaining four teachers rarely use this technique. The same question was asked in the questionnaire which showed a multitude of strategies to encourage asking questions and seeking clarification, contradicting the observation results. One possible explanation for the lack of using this method is the challenges reported by the teachers in the questionnaire such as classroom size or time limitations. This might be asserted by making reference to the results of two studies: first, the study of Reynolds (2016) reported that the most dominant obstacle to teach critical thinking is the time factor, and another study by Al-Kindi and Al-Mekhlafi indicated that the classroom size as a barrier for teaching CT.

In addition, we have observed whether the teachers emphasize this technique in the classroom. The observation indicates that only one teacher who always uses the questioning techniques, three teachers often, and one teacher sometimes do so, and mainly the open-ended ones. Ennis and many researchers have emphasized the role of questioning techniques in teaching CTS (Shanmugavelu et al., 2020; Johnson, 1997; Godfrey, 2001). The open-ended questions used by the teachers goes hand in hand, again, with the questions suggested by Ennis (2011) in the phase of 'basic clarification', which require clarifying:*"What do you mean by...?"*, further explanations: *"Would you say more about that?"*, judging evidence: *"How does that apply to this case?",* seeking reasons:*"What difference does it make?"*, and requesting information: *"What are the facts?"* (p.2). Similarly, the questions in the RED model fits well to this technique where Pearson (2013, cited in, Wulandari et al., 2021) suggested some questions like: "What is the key issue/problem that you are trying to solve?" to identify problems and issues, "What information and facts do you have about this issue?" for further explanation, "What are your ideas and assumptions that support your strategy or plan for seeking evidence ?", etc. This set of questions advocate for practicing the ability to 'clarify' and 'make suppositions'.

We have also observed the teachers' use of examples and models to help students develop their abilities to 'clarify' and 'make suppositions'. The results shows that one teacher provides these examples 'always', two others 'often', and two 'sometimes'. For example, one teacher asked his students to predict what will happen next in a story read in the classroom based on the present information and made them play some scenarios in the story. Another teacher asked an intellectual student to clarify some concepts of the course. This signifies the role of examples and modeling for successful learning. Comparably, Ennis (2011) states that providing examples are crucial to reach clarity. Thus, when the teacher provides examples, they encourage students to 'clarify' information and seek examples in turn. Integrating examples into classroom instruction hold a significant contribution to students' effective learning (Hitchcock, 2017).

The observation whether the teachers encourage the students to engage in classroom discussions, and whether the students actively participate in these discussions revealed positive answers in accordance with the questionnaire's positive results regarding a similar question, which reinforces the validity of the answers. The majority of teachers mainly encourage discussions with students actively participate in the classroom most of the time. However, concerning students' participation, we reported occasional and rare participation with two teachers. This divergence may often result from the previously reported challenges by teachers, mainly students' shyness and passive learners. This calls for adapting their strategies to create more stimulating learning environment in order to engage students in the discussions.

Research, as highlighted in the 'Review of the literature' (Fung & Howe, 2012; Webb, 1990; Gokhale, 1995), advocates for the role of group work in fostering critical thinking such as active engagement and collaborative learning. Nevertheless, the observation reported no frequent use of this technique by the teachers, which denies the answers of the questionnaire

consisting of frequent engagement of students in group work. The challenging application of this method may refer to some obstacles such as the lack of effective communication and and collaboration among students(Koh& Hill, 2009). This lack of communication and collaboration is mainly characterized by many factors such as non-motivational environment, less challenging activities which causes getting students bored, lack of incorporating authentic situations, and finally the negative effect of passive learners on active learners transmitting them an indirect message that they are not happy with their participation (Bahmanbijari et al., 2019).

Another constructivist technique presence in the observed teachers' courses is investigated: the scaffolding strategies. The results revealed that two teachers always employ scaffolding strategies, while another teacher often uses them, and two rarely adopt this approach. The teachers adopted this approach mainly through using clear language and instructions ,asking questions, providing constructive feedback. They also use modeling where they provide an answer for the first question, for example, as a model for students to follow throughout the activity. The dominance of the number of teachers adopting these strategies indicates the importance of scaffolding in assisting learners who struggle with the course content ,highlighting that these techniques are crucial for students' CTS development (Gunawardena& Wilson, 2021).

Our investigation on constructivism techniques continues with observing whether the teachers employ instructional strategies in their courses or not. We have reported two teachers always adopts the instructional techniques, two sometimes, and one teacher rarely uses them. They mainly explain the concepts and instructions of the lesson using clear language; we have also reported one teacher using audio and visuals aids to enhance understanding and engagement. These results characterized by the majority of the teachers supported this strategy indicates their role in developing students' CTS, especially the ability to 'clarify and

'make suppositions'. Approving this, a study conducted by Bangert-Drowns &Bankert (1990)revealed that explicit instructional strategies foster students' CTS which boost their learning improvement.

The results concerning the incorporation of activities that target students' abilities to 'clarify' and 'make suppositions' and the existence of critical thinking evidence in the classroom revealed similar results, with three teachers often engaging in these practices and two teachers sometimes for both items, highlighting the importance of activities for stimulating students' cognitive process and promote critical thinking. This was mainly through asking Socratic questions such as "*what do you think of…*", "*what if…*", "*can you justify your answer…*", etc, and engaging students in debates and encouraging argumentation. In addition, we have noticed one teacher asking his students to analyze an article through clarify concepts and answering a set of questions related to the article. Accordingly, these learning activities are a powerful tool to foster active learning approaches, and promote critical thinking (Vieira et al., 2011; Lai, 2011). Critical thinking requires higher order thinking skills, where these activities demonstrate their role in activating the mental process to engage in different tasks. They also promote learners' language proficiency (Gaskaree et al., 2010).

Observing students taking risks in the classroom to share their ideas, we reported that students occasionally take this risk and with three teachers and rarely do so with one teacher, with only few students with three teachers starting a discussion, giving personal opinions and arguments. This reflects insufficient self-confidence and a lack of opportunities for students to engage in risk-taking. These results align with the findings of a recent study by Creely et al. (2021) which indicated that although the teachers indeed believe in the importance of risk-taking for students' learning, they often encounter challenges n implementing this approach in the classroom due to different factors such as integrating digital technology in education and

difficult classroom management..These findings may explain the lack of risk-taking in our participants' classes. However, in only one teacher's class, students feel confident to take the risk and share their ideas and we noted that they always start discussions, which indicates their self-confidence.

Finally, critical thinking cannot be effectively implemented in the classroom without encouraging active listening during class discussions. Therefore we opted to observe whether this behavior is encouraged in the classroom. The observation revealed that, except for one teacher who rarely encourages it, almost all of them promote active listening and respect during their classes through fostering an environment where students listen attentively to their peers' contributions, avoid speaking when the teacher explains, and consistently employ polite language when interacting in the classroom. Therefore, these findings indicate that the teachers recognize the importance of this attitude to foster students' CTS. In the same context, Adzintsova (2021) highlights the importance of active listening in leading the conversation and encouraging reflection in the classroom.

Conclusion

The current chapter has discussed the outcomes gained through the two research tools that are the questionnaire and the observation used in the study. It has dealt with some significant concepts in relation to the teaching of critical thinking skills referring on the literature discussed in the 'Review of the Literature' chapter. After discussing the results, we have confirmed the two hypotheses stated in the General Introduction. The first hypothesis emphasizes the significance teachers attribute to students' abilities to clarify and make suppositions, recognizing their role in enhancing critical thinking. The second hypothesis states that, teachers employ a diverse range of methods such as open-ended questioning, classroom discussions, engaging students inauthentic situations, and fostering communication.

General Conclusion

General Conclusion

The current research has explored the implementation of critical thinking skills in an educational context, and more specifically in some private schools in Tizi-Ouzou.. Theliterature review provides a profound analysis for understanding the definitions through different approaches of critical thinking, the skills of critical thinking, and the strategies to enhance these abilities.The two objectives of this research are: to uncover teachers' views on the importance of enhancing their students' abilities to clarify and make suppositions, and to examine the strategies they use in the classroom to implement and enhance these abilities. In order to address these objectives, two hypotheses are generated: suggesting that teachers recognize the importance of these critical thinking skills in education, and that they use various and effective strategies to enhance them. This research relies on a combination of Ennis' Taxonomy of Critical Thinking and Watson-Glaser's RED Model of Critical Thinking.

In order to answer the research questions, a mixed-methods research approach was employed, combining quantitative and qualitative methods for reliable data collection. The data was collected using two instruments: twenty three (23) questionnaires out of thirty eight (38) answered from advanced levels' teachers of English, and five (5) classroom observations conducted in different private schools with advanced levels' teachers.

The results obtained from both questionnaires and classroom observations are analyzed according to the two phases of clarification in Ennis' Taxonomy and two first components of the RED Model: Recognize assumptions and Evaluate arguments. The study revealed a strong agreement among teachers regarding the importance of critical thinking skillsin education, especially the ability to clarify and make suppositions. The study has also shown a diversity of strategies employed by educators to enhance the development of critical thinking skills. These strategies include questioning, classroom discussions, engaging students in authentic situations andgroup work, teacher and peer feedback. These results confirm the two

hypotheses suggested in the General Introduction. However, teachers face various challenges to integrate critical thinking into classroom instructions, such as passive learners, time constraints, and large classes. This also might be explained by the negative answers provided by the majority of teachers concerning the training to teach critical thinking.

Classroom observations provided valuable insights into the implementation of these teaching strategies. While teachers expressed their use of multiple strategies in the questionnaire, the observations revealed a lack in employing powerful techniques such as group-work and collaborative learning. Therefore, the questionnaires and the observations results contradicted at some levels, which indicate that teachers face some challenges in employingthese strategies effectively in the classroom.

Similar to any research, this study also has a number of limitations. The main restriction of this study is the limited sample size; this is due to the lack of English advanced levels teachers during our investigation, indicating a challenge while collecting data. In addition, we encountered refusals from some schools and teachers to allow classroom observations or participate in the questionnaire. Moreover, some teachers who participated in this investigationfaced difficulties in answering some questions especially the open-ended questions, for the difficulty and specificity of the field.Despite our consistent requests to obtain questionnaire responses, the long duration of the process of data collection has also been a limiting factor.

In conclusion, despite its limitations, we hope that this study would be a significant contribution to research in the field of critical thinking and education and an inspiration for further research. As a result, we recommend studies investigating other critical thinking skills such as problem-solving and decision-making. We also encourage critical thinking research in public educational contexts such as Universities for larger sample size and the availability of advanced-level teachers and learners.

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Appendices

Appendix I

Teachers' Questionnaire

Dear teachers

This questionnaire is part of a research that deals with Enhancing students' abilities to clarify and make suppositions in some of the private schools in Tizi-Ouzou. Thus you are kindly requested to answer the following questions. Your contribution will be of great help. Please put a cross (×) for the appropriate choice and make statements whenever it is necessary.

Thank you in advance.

Section One: Understanding teachers' perspective on critical thinking

Q 1: Have you received any training to teach critical thinking?

Yes ☐ No ☐

Q 2: How would you define critical thinking?

……

……

……

Q 3: Do you believe that critical thinking is important for students' learning development?

Yes ☐ No ☐

Q 4: What are the characteristics of a good critical thinker?

……

……

……

Section Two: Teachers' views on enhancing students' abilities to clarify and make suppositions

Q 1: How important are clarifying and making supposition skills for enhancing students' critical thinking?

Very important ☐ important ☐ not very important ☐ not at all ☐

Q 2: Do you notice any improvements in students' critical thinking skills when integrating clarifying and making suppositions?

Yes ☐ No ☐

Q 3: Do you believe that enhancing student' abilities to clarify and make suppositions contribute to their academic success?

Yes ☐ No ☐

Q 4: what are the benefits of enhancing critical thinking in students' learning?

……

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…….

Q 5: Do you believe that explicit instructions in clarifying and supposing can enhance critical thinking?

Yes ☐ No ☐

Q 6: Do you face any challenges when teaching critical thinking?

……

……..

Section Three: EFL Teachers' Practices to Enhance Students' Abilities to Clarify and Make Suppositions

Q 1: What strategies do you use to enhance your students' abilities to clarify?

……

……

……

Q 2: Do you use questioning techniques to enhance students' abilities to clarify ideas?

Yes ☐ No ☐

Q 3: How do you encourage your students to ask questions and seek clarification?

……

……

……

Q 4: Do you encourage your students to make suppositions in the classroom?

Yes ☐ No ☐

Q 5: How often do you engage students in group-working and collaborative ?

Frequently ☐ Sometimes ☐ Rarely ☐

Q 6: Do you use real life examples when you explain the lesson content?

Yes ☐ No ☐

Q 7: Do you encourage your students to 'clarify' and 'make suppositions'?

Often ☐ sometimes ☐ Never ☐

Q 8: What are the techniques do you use to provide feedback when students clarify and make suppositions?

……

……

……

Q 9: To what extent do you encourage active student participation?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐

Q 10: How do you encourage your students to take risks and share their ideas?

……

……

……

……

……

Thank you.

Appendix II

Classroom Observation

Teachers' practices	*Frequency*				
	Always	*Often*	*Some Times*	*Rarely*	*Never*
The teacher uses clear language in the classroom.	5	0	0	0	0
The teacher encourages the students to ask questions and seek clarification.	0	0	1	4	0
The teacher provides examples to clarify concepts.	1	2	2	0	0
The teacher asks open-ended questions to improve the students' clarification.	1	3	1	0	0
The teacher engages his students in the classroom discussions.	4	1	0	0	0
The teacher engages the students in group-work to clarify and discuss their ideas.	0	0	3	0	2
Students actively participate in the discussions.	3	0	1	1	0
The teacher provides feedback when the students clarify and make suppositions.	3	0	1	1	0
The teacher uses scaffolding strategies to help students who struggle to engage in the lesson content.	2	1	0	2	0

The teacher uses instructional strategies.	2	0	2	1	0
The teacher provides activities to develop the students' abilities to 'clarify' and 'make suppositions'.	0	3	2	0	0
There teacher engages his students in critical thinking discussions	0	3	2	0	0
The Teacher encourages his students to take risks and share their ideas	1	0	3	1	0