

Critical Thinking in EFL Textbooks: Investigating Algerian EFL secondary school Teachers' Perceptions

Mohammed Hadj Said¹

¹Ecole Normale Supérieure de Ouargla (Algeria)

Correspondent author email : hadjsaid.mohamed@ens-ouargla.dz

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Abstract:

The present study aims to investigate Algerian EFL teachers' perceptions about the incorporation of Critical Thinking (CT) in the secondary school EFL textbook ""At the Crossroads"". The textbook evaluation was based on an analytical exploratory design following a mixed method. A questionnaire was administrated to examine whether the tasks and activities in the textbook promote students' critical thinking skills or not. The instrument was handed to 30 Algerian EFL secondary school teachers in order to grasp their perceptions. The findings showed that the textbook did not contain many tasks promoting critical thinking. Besides this, tasks which potentially encourage students' critical thinking were not various. Since critical thinking has been included as one of the educational objectives in the syllabus, it was suggested that textbook writers should create more tasks promoting critical thinking skills. Moreover, Algerian EFL teachers need to be taught how to modify tasks in order to promote students' critical thinking skills.

Keywords: ""At the Crossroads"", critical thinking, EFL textbook, Algerian Ministry of National Education, TEFL.

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Introduction

Teaching critical thinking has been a debatable issue during the recent year. Since its importance relies on how it can be taught, many researchers pointed out that learning to think is the central purpose of education. Critical thinking has long been part of Western education for so long. However, there are many studies proved that critical thinking could be successful even in the non-western countries for instance, Iran (Fahim & Nasrollahi-Mouziraji, 2013), Vietnam (Ha, 2004), Jordan (Jawarneh, Iyadat, Al-Shudaifat, & Khasawneh, 2008), Turkey (Korkmaz & Karakus, 2009), Nigeria (Saalu, Abraham, & Aina, 2010), South Korea (Shin, Lee, & Ha, 2006), Oman (Tuzlukova, Al Busaidi, & Burns, 2017), and Taiwan (Y. C. Yang, 2008). The studies showed that non-Western students' critical thinking skills can be improved and the

teaching of critical thinking in those countries is possible. Despite showing that critical thinking could be successful in non-Western countries, researchers did not mention how critical thinking has been adopted in non-Western education, especially the adoption of critical thinking in school textbooks. Studies on the matter are still insufficient. To date, there have only been some studies like (Birjandi & Alizadeh, 2013; Ilyas, 2015) investigating how critical thinking is represented in the textbooks.

Developing the critical thinking skills (CTS) of learners has become one of the goals of education in general and language teaching in particular. As a matter of fact, there is a consensus among educators worldwide that enabling twenty first century learners to develop CTS is a top priority (Williams, Anderson, & Day, 2007). A number of English language teachers claim that current ELT textbooks do not contribute significantly to the development of learners' higher order thinking skills such as analysis, synthesis and evaluation. One of the factors which can play a significant role in fostering the CTS of learners is enriching instruction materials with these skills (Bessick, 2008). So, in this study, we have chosen one of the Algerian secondary school textbook which is "'At the Crossroads's'" in order to work on, and to evaluate the existence of the CTS via teachers' perceptions.

Questions of The Study

This study aims at addressing the following main question and sub-questions:

- To what extent the elements of critical thinking are incorporated in "'At the Crossroads'" first year secondary school Algerian EFL textbook?
- 1) Do the textbook activities and questions foster students' critical thinking skills?
- 2) Does the textbook help teachers cater for the aspects of critical thinking (analyzing, reasoning, questioning, evaluating, and solving problems) in their lessons?

Purpose of The Study

This study aims at investigating the incorporation of CT in the secondary school EFL textbook "'At the Crossroads's'". The study intends also to investigate how the content of textbook involves the critical thinking skills (Analysis, Synthesis, and Evaluation). In particular, it aims to elaborate on the perceptions of secondary education teachers towards the role of the textbook in developing students' critical thinking skills.

Importance of The Study

The importance of this study lies in:

- Assisting the designers in preparing the content of the textbook and what should be included in the content in terms of developing critical thinking skills

- Contribute to presenting a clear picture of the role of curricula in developing thinking, especially critical thinking.
- Discover the defaults of the textbooks to improve the curriculum.
- The research is among the few researches that focused on analyzing curricula in order to investigate the existence of critical thinking skills in the Algerian EFL textbooks.

Population of The Study

The sample is comprised of secondary school teachers of English from different regions of El-Oued, Algeria. In each school, most of teachers have a large experience in teaching with ““At the Crossroads””. The sample was chosen purposefully since the population of the study is not that large to go for random sampling.

Delimitations of The Study

The findings of the study are restricted to the following points :

- Secondary school EFL teachers affiliated to El Oued directorate of education.
- First year secondary school EFL textbook “At the Crossroads”s.
- Academic year 2023.

Definition of Key Terms

- **Critical thinking:** is a process that includes asking appropriate questions, gathering, and creatively sorting through relevant information, relating new information to existing knowledge, reexamining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions
- **EFL textbook:** EFL textbooks are book which provide learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from English speaking countries and of different cultural backgrounds.
- **““At the Crossroads””:**is the secondary school EFL textbook which is designed for first year learners in the Algerian curriculum.

1. Literature Review

1.1. Definition of Critical Thinking

Many researchers have tried to define the concept of critical thinking and to give prominence to its importance since the beginning of the 20th century (Dewey, 1997[1910]; Glaser, 1941). Its meaning has been defined in many ways throughout the time because of the complexity and the fluidity of the concepts that go hand with hand with it. As a result, studying the concept turns to be a complicated process. On this basis, many definitions have been given over time (Ennis,

1962, 1987; Facione, 1990a; Kurfiss, 1988; Lipman, 1991; Paul&Binker, 1990; Scriven&Paul, 1996; Siegel, 1988). The most prominent one is the definition formulated in "*Delphi Report*" (1990) by the committee of forty-six experts of the American Psychological Association (APA) including the experts of critical thinking Ennis, Facione and Paul. They stated the following:

"...we understand to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based... The ideal critical thinker is habitually inquisitive well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit..."(Facione, 1990a:p.3).

The current study also adopted UNESCO's definition of critical thinking, which states that it is a process that includes asking appropriate questions, gathering, and creatively sorting through relevant information, relating new information to existing knowledge, reexamining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions. The focus on the continual work required to perfect critical thinking abilities is a significant reason for using the UNESCO definition. In doing so, it is important to apply theoretical constructs to understand a problem, to consider evidence, and to evaluate methods or techniques for building a judgment. Critical thinking, as an educational trend, has been much discussed and proposed nowadays. It's observed that there is still a long way to go in order to realize our educational ideal and critical thinking, and critical pedagogy should be widely promoted and applied so as to foster well-educated people in its true sense. Precisely, CT (critical thinking) takes a big attention in EFL class where teachers using CT in their classrooms encourage students to engage in an active process that involves several phases, resulting in new and meaningful knowledge. Indeed, students can apply CT strategies to content in any field of expertise. However, because language is used to communicate and transmit information, essential thinking applications are numerous while learning a new language. In this way, EFL students can utilize to remark on the content presented in class, comment, question, analyze, evaluate, create, modify, reframe, or relate information. Thus, teaching a foreign language may surely benefit from concepts by incorporating tasks that challenge students to push themselves and activities that require deep reasoning and creativity.

Critical Thinking Frameworks

Paul and Elder Model (2001)

In their study, Paul and Elder (2001) clarified that CT is a process in which an intellectual applies some thinking standards on any given topic, issue, content, etc regarding his elements of

thought. Relatively, they built their model on three pillars, namely: 1-*Elements of Thought (reasoning)*, 2-*Universal Intellectual*, and 3-*Intellectual Traits*.

The following figure illustrates the main aspects of Paul and Elder's model:

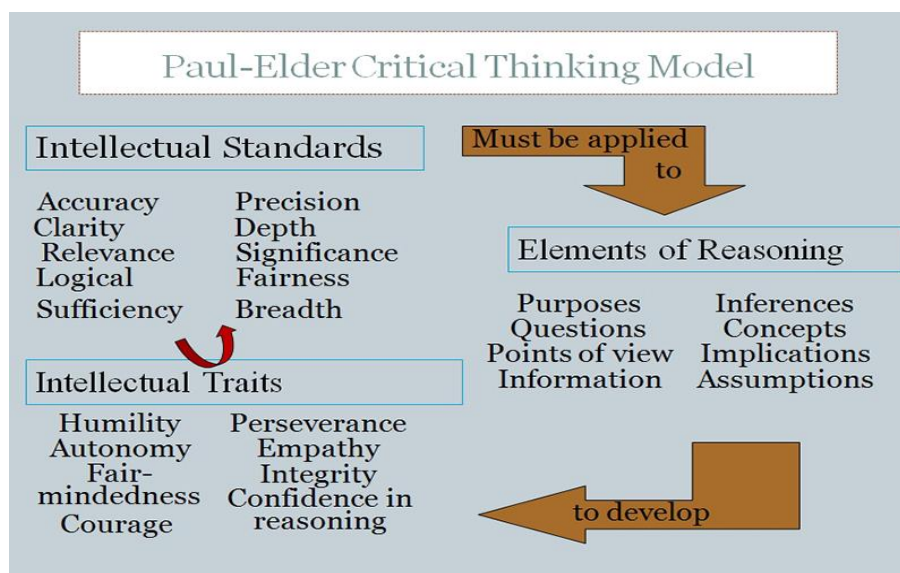


Figure 01: Paul and Elder CT Model

1.2.1 Bloom Taxonomy and CT

Dr. Benjamin Bloom, an educational psychologist, developed what is known as *Bloom Taxonomy*, a hierarchy of the thought process. Bloom defined six hierarchical and interrelated layers in his hierarchical pyramid. This levels progress from the simple recall of fact through to increasingly complex and abstract mental levels. The six different levels are: *Knowledge*, *Comprehension*, *Application*, *Analysis*, *Synthesis*, and *Evaluation*. The application of Bloom's model in the educational context has been widely investigated by researchers and educators for its huge importance. The investigations resulted in a list of action verbs that reflect each of the six different levels.

Knowledge	Arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state
Comprehension	Classify, describe, discuss, explain, express, identify, indicate, locate, report, restate, review, select, translate
Application	Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule sketch, solve, use, write
Analysis	Analyze, appraise, calculate, categorize, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, question, test

Synthesis	Assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write
Evaluation	Appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate

Table 01: Action Verbs of each of Bloom's Taxonomy Levels

1.3 Review of related studies

As mentioned before, few studies elaborated on the incorporation of CT in EFL textbooks. First, *Gateway to English 2* (GTE2) is a Moroccan textbook for English as a foreign language that has been examined using Bloom's taxonomy. In addition, a study of a sample of Moroccan high school teachers was done to explore their perspectives and attitudes toward critical thinking and its inclusion in the aforementioned textbook. The main findings of this study is that GTE2 does not foster the CT skills of learners adequately, especially higher order thinking skills such as analysis, synthesis, and evaluation. Much emphasis is put on lower order thinking skills like knowledge and comprehension skills instead.

Jordanian EFL textbooks was also a subject of study. The goal of Olimat (2015) study was to assess 1121 questions from Action Pack series English textbooks for 7th, 8th, 9th, and 10th graders and calculate the percentages of questions on six cognitive levels. The study's findings revealed a predominance of low-order inquiries. On another vein, Sulaiman and Abdelrahman (2014) examined 655 questions from 10th-grade English textbooks used during the academic year 2012-2013 to see how the questions were distributed throughout Bloom's revised taxonomy's six cognitive levels. The majority of the questions (55.11 %) were within the first two levels of remembering and comprehension, and the two textbooks assessed were dominated by lower-order questions. According to Freahat and Smadi (2014), the reading parts of two high school EFL textbooks (*Action Pack 11*, *Action Pack 12*) and one introductory university EFL textbook (*New Headway Plus Pre-Intermediate*) placed a strong focus on issues requiring lower-level cognitive processes. Reading materials in university textbooks did not demonstrate a better degree of thinking, but reading materials in high school textbooks demonstrated a greater concentrate on higher-order questions.

Researchers in China have recognized the importance of EFL textbooks in increasing students' CT. Xu et al. (2015), for example, presented an analysis of a well-received EFL textbook Science and Technology published in 2008 Germany and elaborated on how it successfully integrates the cultivation of CT abilities into the learning of content knowledge and the training of English language skills, in the hope of providing illumination for the compilation of textbooks for English majors in China. Nonetheless, there are few empirical researches accessible. In Israel,

Igbaria (2013) examined the WH-questions in the 9th-grade textbook Horizons utilized in the Arab and Jewish sectors. He found that 244 questions focused on lower-level thinking skills, whereas just 137 focused on higher-level thinking skills. Nearly 30% of the questions were about understanding, which is a form of lower-order inquiry. Assaly and Smadi (2015) assessed the cognitive levels of the questions following the reading texts of the Master Class textbook and discovered that approximately 40% of the questions highlighted higher-level thinking skills, which corresponded to the requirements of the revised 2007 Israeli national curriculum.

1.4 Description of “*At the Crossroads*” Textbook

The textbook under study is designed for learners aged 15 to 16, who have already four years tuition in English at the middle school level. It consists of five units, to be covered in some twenty hours. The overall aim of “*At the Crossroads*” is to consolidate and extend the competencies acquired in the Middle School. These broad competencies are worded in the syllabus as follows: - interacting orally in English - interpreting oral and written texts - producing oral and written texts. It has to be observed that the notion of competency in the SE1 syllabus is viewed as an on-going process extending from MS1 (Middle School: Year One) all through to SE1 (Secondary Education: Year One). There are two reasons why the course book is called “*At the Crossroads*”. First, it is intended for learners who have come “*At the Crossroads*” in their educational career. Indeed, at the end of SE1 they will choose to specialize in different streams. Second, the course places the learners “*At the Crossroads*” of disciplines (school subjects) and cultures in that it seeks to establish cross-curricular and cross-cultural linkages.

2. Research Design and Methodology

Since this study aims at grasping EFL teachers' perceptions about the incorporation of CT in Algerian EFL textbook, the researcher opted for an analytical descriptive research design. As for the method, it followed a mixed method by collecting quantitative and qualitative data.

2.1 Data Collection

As mentioned previously, the aim was to investigate teachers' perceptions on the incorporation of CT. Regarding the aim, the instrument used for data collection was a semi-structured questionnaire. The instrument is composed of 25 items divided into three sections in which a different type of data is gathered. The first section is dedicated to collect background information about the participant. The second section probes teachers' knowledge about CT as a concept and the different situations in which they come across the term. Whereas the third section investigates teachers' perceptions about the inclusion of CT in “*At the Crossroads*”. It is worth mentioning that the instrument is adopted from a doctoral thesis (Baghoussi, 2020) that tackles on the same issue. The instrument was adapted according to the specific aims of this study.

The validity of the instrument was checked by presenting it to experts in order to include their remarks by checking the objectives of the study, the research questions, the instrument, etc.

Based on the experts' remarks some changes have been added to the first draft in order to make the instrument as valid as possible.

2.2 Population and Sampling

The population of the study is composed of Algerian secondary school EFL teachers affiliated to El-Oued directorate of education. The sample was chosen purposefully because of place and time constraints, and because the population is not that large to opt for random sampling.

3. Results and Discussion

3.1 Section One: results related to the first section show that most of the participants were females. Generally speaking, their teaching experience varied from one to 29 years where most of them were experienced teachers who have taught more than 15 years. Specifically, more than 50% of them have taught first year more than 8 years which confirms the validity of the results. Based on the previous findings, we questioned the teachers about the extent of their use of the textbook where the majority of them declared that they often or always use textbook in presenting their lesson. 69.23 % of respondents declared that ““At the Crossroads”” is well organized and easy to use where its materials are clear and help to clarify its content.

3.2 Section Two: Item 01 checked teachers' familiarity with the term CT, and the following table illustrates the results

Item 01	Yes	No	Total
Nb	19	07	26
Per %	73	27	100

Table 02: Teachers' Familiarity with CT

Table o2 shows that 27% of teachers have never encountered the term CT. Whereas,73% of them claimed that they have. This percentage represents the majority of them which indicates thatmost of our secondary school teachers have a background and an idea about CT. These results mean that the teachers are aware of the latest developments, and they are following up and keen to know what may help the students improve their level.

Item 03 probed teachers' agreement on the definition provided about CT. the following **Table 03** clarifies better the findings

Item 03	Strongly Agree	Agree	No Idea	Disagree	Strongly disagree	Tot
NB	6	16	3	1	0	26
Per%	23.08	61.54	11.54	3.84	0	100

Table 03: Teachers' Agreement on the term CT

The results reveal that most of the teachers agreed on the definition of CT supposed where their proportion reaches to 61.54%. This percentage indicates that majority of teachers know very well what CT is. The results of this question are in line with and confirm the results of question number one where most of the teachers stated that they encountered the term CT somewhere. From the foregoing, it was inferred that the term CT is not only a passing term, but most of secondary school teachers have a deep and exact meaning of CT.

Items 04, 05, 06, 07 were set to check teachers' familiarity with term that closely related to CT; the terms are respectively: Problem-based learning, Cooperative Learning, Experiential Learning, and Learner-Centered Teaching. **Table 04** shows the details.

	Yes		No		Tot	
NB/ Per	NB	Per %	NB	Per%	NB	Per%
Item 04	24	92.31	2	7.69	26	100
Item 05	20	76.92	6	23.08	26	100
Item 06	19	73.08	7	26.92	26	100
Item 07	23	88.46	3	11.54	26	100

Table 04: Teachers' Familiarity to wards the Term problem-based learning, cooperative learning, experiential learning and learner-centered teaching

Table 04 reveals that the majority of the informants (more than 70%) were familiar with the terms problem-based learning, cooperative learning, experiential learning and learner-centered teaching. The first term (**Item 04**) PBL took the higher percentage where 92.31% of teacher affirm that they faced this term somewhere. This term can be defined as teaching method in

which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Learner-centered teaching LCT (**Item07**) occupies the second degree with a percentage of 88.46%. LCT is an approach to teaching that focuses on the learners and their development rather than on the transmission of content; it addresses the balance of power in teaching and learning, moves toward learners actively constructing their own knowledge, and puts the responsibility of learning on the learners. The tow first term took the higher proportions, it maybe because they are alike where both of them focus on the learners. Thirdly, the cooperative learningis an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher. 76.92% of teacher replied they encountered this term and they know about it. Finally, experiential learning, it focuses on the idea that the best ways to learn things is by actually having experiences. Then those experiences stick out in your mind and help you retain information and remember facts. The term experiential learning is less known to teachers compared to the others where 73.08% of them knew what the term experiential learning means. These methodology surge learners to use higher-order thinking skills that require them to analyze, create, defend ore valuate their learning. In addition to course content, they can promote the development of critical thinking skills, problem-solving abilities, and communication skills. Applying this kind of approaches requires the competence of students in language, and that contradicts with the result of the item eight in section three where the most of the teachers declared that students are suffering from the lack of language competency.

3.3 Section Three:

Item 03 investigates whether grammar rules are directly introduced or implicitly deduced. **Table05** illustrates the following findings

Item 03	directly introduced	Deduced through activities	Total
Nb	08	18	26
Per%	39.77%	69.23%	100 %

Table 05: Grammar Rules in the textbook

Table05 shows that 39.77 % of the informants claimed that ““At the Crossroads”s” grammar rules are directly introduced. In addition to that most of respondents who said“no” they claimed that they don’t usually use the textbook. However, 69.23% declared that the grammar rules are deduced through activities and that go along with the competency-based approach and the learner-centered approach which is mentioned in item seven sections two and which were known by the majority of the respondents.

Item 04: as it is mentioned in **Table06**, this item was set to check teachers' perceptions on the textbook raising critical thinkers

Item04	Yes	No	Total
Nb	13	13	26
Per%	50	50	100

Table06: Teachers' Perceptions on the textbook arising Critical Thinkers

The respondents' answers were equal; while 50% said "yes" the textbook helps arise critical thinkers, the other 50 % said "No" it does not. Actually, it is really hard to decide whether the textbook can help the students to be critical thinkers because even if the textbook involves everything to arise critical thinking, some factors still intervene, for example: the student competency, learning style, etc. Some details will be provided in **Item08**.

Item05 checks teachers' perceptions towards the involvement of *Active Learning and Problem-Based Strategies* in the textbook activities.

Item05		Very often		Sometimes		Rarely		never		Total	
Nb	Per%	Nb	Per%	Nb	Per%	Nb	Per%	Nb	Per%	Nb	Per%
Interpreting Pictures		08	30.77	14	53.85	04	15.38	00	00	26	100
Checking Answers		09	34.62	15	57.69	02	7.69	00	00	26	100
Role-Playing		07	26.92	09	34.62	07	26.92	03	11.48	26	100
Puzzle Games		04	15.38	06	23.08	11	42.31	05	19.23	26	100

Table07: Involvement of Active Learning and Problem-Based Strategies in the textbook Activities

According to **Table07** 57.69% of the informants stated that the textbook sometimes provides learners with the checking answers strategy. As for puzzle games, it is quite absent in the textbook, though it helps learners to activate their cognitive abilities where 42.31% of the informants rarely encountered it in the textbook. It is noticeable that teachers see that checking answers and Interpreting Pictures are quite present in the textbook. The role play and puzzle game are neglected because they consume a lot of time. In addition, these kinds of games require

a high level of English which is unfortunately unavailable in our EFL classes.

Table08 illustrates responses to **Item09** where teachers' perceptions about the involvement of Bloom's Taxonomy in the textbook questions were checked.

Item 09						
Level	Higher cognitive			Lower cognitive		
Type	Creating	Evaluating	Analyzing	Applying	Under standing	Remembering
Nb	07	18	5	5	17	6
Per %	30.44	69.23	19.23	19.23	73.91	23.08

Table09: Bloom Taxonomy Involvement in the textbook questions

The results in **Table09** show that a significant percentage (73.91%) goes to the teachers who admitted that the questions used in the textbook mainly focus on "Understanding". As for the questions belonging to the "Applying" and "Analyzing" level have the same percentage 19.23% which is the lowest rate. A considerable percentage was given to the higher cognitive skills "Evaluating" (69.23%) and "Creating" (30.44%) the findings of this item seem contradictive, since the students need to master lower cognitive skills before moving to higher ones.

Item10 was set to check teachers' perceptions about the inclusion of CT strategies in the textbook. **Table10** show more details about the findings.

Item10		
The aspects	Nb	Per%
Analyzing and determining the relationships of parts to a whole	17	65.38%
Clarifying viewpoints by asking important questions which lead to improved solution	15	57.09%
Solving problems using conventional and innovative approaches	13	50%
Questioning and evaluating so as to form judgments and make decisions	9	34.62%
Making associations between information and opinions	9	34.62%
Understanding data and making conclusion essential in the best analysis	8	30.77%

Engaging in self-reflection of experiences and processes	8	30.77%
Reasoning using various processes suitable to circumstances	7	26.92%
Interpreting alternative viewpoints and identifying their strengths	6	23.08%

Table10: The Inclusion of CT Strategies in the Textbook

The results in the **Table10** show that most of the informants claimed that the textbook accentuates "Analyzing" and "Clarifying" processes and "Solving Problems". However, it is noticeable that all the other processes got similar results and teachers assumed that those features are sometimes stressed in the textbook. Through this item, we notice that the textbook applies some of critical thinking skills.

Conclusion

This chapter described the research design and the main research tools, and supplies an analysis of the results collected, in addition to interpreting the main findings. However, the results of this chapter proves that the critical thinking is implemented to some extent according to the teacher perspective in "At the Crossroads". It is worth mentioning that fostering the critical thinking in EFL students is a must considering its importance in both academic life and life in general.

General Conclusion

Critical thinking skills are important for students to help them be more literate and to solve their daily problems. The activities in the classroom can situate the critical thinking skills such as reading, speaking, listening, and writing. It has been discussed above that the implementation of critical thinking through infusion approaches can be taught in the subjects, included through using textbook. The present study was an attempt to examine the involvement of critical thinking in Algerian EFL textbook "At the Crossroads" from the teachers' perspectives.

In the first chapter we tried to clarify the different definitions of critical thinking, its history, its criteria through Paul and Elder framework, and then its relationship with Bloom Taxonomy skills. In addition, we tried to show some previous studies about the existence of critical thinking in different EFL textbook of some countries. Finally, we dealt with the description of the textbook that we are dealing with.

On the other hand, chapter two is concerned with the methodology we lean on which was exploratory design where we use questionnaire as instrument to collect the data. Then we described the sample of the study. Finally, we dealt with the results and its discussions.

The finding that we got through the survey were contradictory. To explain, the majority of results show that CT is somehow applied in "At the Crossroads"s" textbook while other results neglected the implementation of CT in the textbook.

Even though the teacher's book points that the Competency-Based Approach, learner-centered approach and bloom taxonomy skills are realized in "At the Crossroads"s", the findings of the questions do not encompass all the cognitive skills existing in those approaches where they indicate that the textbook focuses on analyzing, synthesizing, clarifying, evaluating and solving problem skills, while it neglects the higher cognitive skill which is "creating". Also it can be noticed that even if they exist, they are not applied as they should be.

Finally, the educational authority in this country needs to seriously promote critical thinking by including it in textbook and determining the objectives of involving it. Further studies exploring critical thinking and course materials need to be conducted to examine the elements of critical thinking in non-language textbook. When new elements are found, they could contribute to language learning. This will enrich the strategies teachers can employ when modifying activities from the textbooks. Textbook writers can refer to such a study as an idea to consciously incorporate critical thinking skills into teaching materials.

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