PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOHAMED EL BACHIR EL IBRAHIMI

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

The Place of Critical Thinking in Exams

Case of Third Year Level at Mohamed el Bachir el Ibrahimi University BordjBou-Arerridj

Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Master's Degree.

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Academic year 2023/2022

Dedication

To all my unwavering supporters and loved ones.

-Aya BENMAKHLOUF-

Dedication

“To my family, whose love, understanding, and patience have been my constant source of strength throughout this journey.

To myself, for my unwavering determination, resilience, and passion for research.”

-Khouloud YAHIAOUI

Acknowledgement

We would like to express our thanks to our supervisor Dr. Senoussi Mohamed and all the examiners for reviewing this work. Special thanks to all the teachers who participated in this case study, and all those who contributed in the realization of this humble work.

Abstract

In today's rapidly changing world, critical thinking becomes an essential skill in EFL classrooms and globally. The current study aims at investigating the place of critical thinking in EFL exam questions. Using a checklist to analyse samples of third year exams from the department of English at Mouhamed El Bachir El Ibrahimi University of Bordj Bou Arerridj. In addition to a descriptive analysis to interview the teachers who design exams. The exam questions analysis findings indicate that questions predominantly aim to evaluate lower level cognitive abilities. On the contrary, most teachers emphasize the importance of applying high order thinking skills questions and targeting students critical thinking through exam questions.

List of Acronyms and Symbols

EFL: English as a Foreign Language.

CT: Critical thinking.

CTS: Critical Thinking Skills.

Q: Question

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Statement of the Problem

In recent years, education has emphasized the importance of critical thinking competence in both scholar and social life. In higher education, students are expected to analyze ideas from lectures content, give their own judgment about scholars' claims rather than accept them uncritically. Unfortunately, it is noticed that students at the department of English at Mohamed El Bachir El Ibrahimi university lack critical thinking skills, the problem comes as a result of the type of exam questions used at the level of the department, that is highly based on memorization and rote learning rather than fostering students cognitive abilities. Therefore, to explore this problem, we propose not only to evaluate EFL learners on the level of memorization of lecture content. The exam questions should target a student's critical thinking skills. Moreover, English as a Foreign Language (EFL) instructors should not solely evaluate students, but also educate them on the utilization of critical thinking abilities when responding to exam questions. This can be achieved by imparting substantive knowledge that prompts higher-order thinking skills such as analysis, problem-solving, creativity, decision-making, and evaluation, rather than promoting rote memorization of facts.

Aim of the Study

This study aims at investigating the place of critical thinking based on the analysis of EFL exam questions administered to third year students at the department of English at Mouhamed El Bachir El Ibrahimi University of BordjBouArerridj .

GENERAL INTRODUCTION

Significance of the Study

The current research is important for several reasons; critical thinking plays an important role in foreign language teaching and must be continually assessed to ensure students' progress, it seeks to show that students have the opportunity to be more motivated while applying their critical thinking skills in exams.

Research Question

- How do teachers aim to develop students critical thinking through their teaching and exam questions?

Hypotheses

- Higher level exams encourage not only deeper processing of the information but target higher order thinking skills.
- Asking low order questions increases students' engagement in finding information contrary to high order ones.
- The development of critical thinking is related to the given content focusing on critical thinking skills and its implementation in exam questions.

Methodology

To conduct this research, we are going to analyze the EFL exam questions of all modules for 3rd-year classes in the first semester of the academic year 2022-2023 to identify the level of thinking skills required to answer them. This analysis will help us determine whether the exam questions are promoting lower-order thinking skills or higher-order thinking skills. We will assign each question to one of the six levels of thinking skills in Blooms Taxonomy. To narrow down our scope, we have selected specific issues that are relevant to our work. Initially, we will concentrate on examining the format and substance of

exam questions. Next, we will analyze whether the questions in each section consider the cognitive abilities and skill levels of all students. Lastly, we will examine the task options and ensure a logical progression of questions, starting with simpler questions and gradually advancing to more complex ones. Furthermore, as a second method, we plan to interview teachers of third-year classes to determine whether they are knowledgeable about the techniques used for fostering critical thinking in the EFL classroom and how it is incorporated into exam questions.

Structure of Dissertation

This work is composed of two chapters, The first chapter is theoretical in nature and consists of two distinct sections. The first section primarily deals with definitions and theories, as well as different types and issues related to assessment. The second section is devoted to critical thinking: its definition, types, and benefits. The second chapter, on the other hand, involves the analysis of exam questions and interviews with teachers

CHAPTERI

CHAPTER I

Section One

Literature Review

Critical Thinking in EFL Education

Critical thinking is an indispensable skill in language learning, particularly in the context of English as a foreign language (EFL) education. Integrating critical thinking into EFL exam questions can enhance students' ability to think critically and communicate effectively in English. In this literature review, we will investigate the incorporation of critical thinking in EFL exam questions.

According to Rosmarin (1987), tutors must consider the kinds of questions they should ask in an attempt to feed student' curiosity and assist them in developing their critical thinking. His view is commonly shared with Danielson (1996) who suggests that incorporating critical thinking questions serve as a valuable tool that engages students in advanced cognitive processes and stimulates their curiosity. while Perkins (1992) holds the view that the ability to make judgments and the degree of students' thinking is determined by the questions that teachers employ.

Lesley (2004) states that: "skilled questions can generate high level thinking and discussion, and also provide an excellent model for children so that they can adapt self-questioning strategies. Allowing time for reflection and providing opportunities for discussion also contribute to the thinking process" (Lesley, 2004).

Lesley's view is of significant importance, because students throughout their learning journey learn to think, to analyze, and to reflect on things, this could happen only if they are provided with well-crafted questions that stimulate their thinking.

A study conducted by Benmouhob and Boukhedini (2019) in the same subject demonstrated the positive attitudes of teachers towards assessing students higher thinking skills, and confirmed the importance of incorporating it in the field of EFL.

Overall, the literature suggests that there is a growing recognition of the importance of Incorporating critical thinking questions into EFL exams. Which can help students develop higher-order thinking skills and improve their ability to communicate effectively in English.

Overview of Researchers Defining Critical Thinking

In order to grasp the importance of critical thinking skills in education, it is suitable to define the concept of critical thinking. Numerous scholars have offered various definitions for this term. Starting with Richard Paul(1987) who defined it as' the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a rubric to belief and action' (Paul, 1987: 1). Paul and Elder (2006) expand on this point of view by defining critical thinking as 'the art of analyzing and evaluating thinking with a view to improve it' (Paul and Elder 2006: 4). These definitions suggest that critical thinking involves the capacity to utilize cognitive abilities such as analysis, application, and evaluation in the process of thinking.

In the same context, Moore and Parker (2007) claimed that critical thinking is 'the ability to use acquired knowledge in flexible and meaningful ways, through understanding the problem or issue, evaluating evidence, considering multiple perspectives, and taking a position' (Jacob 2012: 805).

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Six stages of critical thinking

1-Unreflective thinker

These are people who don't think about their thoughts and their impact on their lives. So while they form opinions and make decisions based on prejudices and misconceptions, their thinking doesn't improve.

Inflexible thinkers lack the critical skill of analyzing thought processes. It also does not consistently apply standards such as accuracy, relevance, precision, and logic.

2-Challenged thinker

This next-level thinker recognizes the importance of contemplating one's existence and knows that a lack of thought can lead to major problems.As psychologists explain, To solve the problem, you must first admit that there is a problem.

3-Beginning thinker

New thinkers are more rational and more confident in their thinking. You can also start examining the concepts and prejudices that underlie your thinking. Moreover, such thinkers develop higher internal standards of clarity, precision, and logic, and recognize that their egos play an important role in their decisions.

Another big aspect that sets this stronger thinker apart is their mental approach, even though they still have work to do and may not have clear solutions to the problems they see. It is a certain ability to accept criticism of People at this intellectual level begin to understand that "quality thinking requires conscious thinking about thoughts" and that there can be many flaws in their mental processes. However, not all errors can be identified. Challenging thinkers may feel that sound thinking involves navigating assumptions, conclusions, and perspectives, but only at the first level. We can also see some examples of their own self-

deception. It makes it harder to understand the problems inherent in bad thoughts," the researchers explained. Beyond intellectual humility, thinkers at this level can actively seek to control their thoughts in all areas of their lives. They recognize that they may have blind spots and other problems in their thinking and take steps to address them, but in limited ways.

4-Practicing thinker

This more experienced kind of thinker not only appreciates their own deficiencies but has skills to deal with them. A thinker of this level will practice better thinking habits and will analyze their mental processes with regularity.

While they might be able to express their mind's strengths and weaknesses, as a negative, practicing thinkers might still not have a systematic way of gaining insight into their thoughts and can fall prey to egocentric and self-deceptive reasoning.

How do you get to this stage? An important trait to gain, say the psychologists, is “intellectual perseverance.” This quality can provide “the impetus for developing a realistic plan for systematic practice (with a view to taking greater command of one's thinking).”

Thinkers of this higher level will have powerful habits that allow them to analyze their thoughts with insight into various areas of life.

Although they have a good understanding of the ego's role in the flow of ideas, such thinkers may not yet grasp all the influences that affect their psyche.

5-Advanced thinker

Advanced thinkers are accustomed to self-criticism and do it systematically to improve. Key qualities required at this level include Intellectual Insight to develop new habits of thought; Intellectual Honesty to recognize areas of contradiction and contradiction in one's life; It includes intellectual empathy to accommodate putting others in place of,

understanding, etc. And they have the "intellectual courage" to stand up for ideas and beliefs that they don't necessarily believe in or hold negative feelings about.

6-Master thinker

This is a super-thinker and has complete control over how information is processed, and decisions are made. Such people are constantly seeking to improve their thinking skills, and through experience "regularly raise their thinking to the level of conscious realization."

An adept thinker gains greater insight into deep spiritual planes, a strong commitment to fairness, and the ability to control their own ego-centrism.

Such high-level thinkers also demonstrate great practical knowledge and insight, constantly revisiting their assumptions for weaknesses, logic, and prejudices.

Critical thinking skills

In Facione's taxonomy (1990, p.12), Critical thinking is composed of six main skills, each containing sub-skills, as indicated below:

1**.Interpretation**

• Categorization

• Decoding significance

• Clarifying meaning

2. Analysis

• Examining ideas

• Identifying arguments

• Analyzing arguments

3. Evaluation

• Assessing claims

• Assessing arguments

4. Inference

• Querying evidence

. • Conjecturing alternatives

• Drawing conclusions

5. Explanation

• Stating results

• Justifying procedures

• Presenting arguments

6. Self-regulation

• Self-examination

• Self-correction

It is clear that the taxonomy of critical thinking skills is diverse. Focus on the ability to evaluate, summarize, and refine, as evaluation is one of the most important goals of the critical thinking process. It is also clear that critical thinking is not just a theoretical step or method, but a mental skill-based process that requires education, training and practice. Some educational experts have attempted to compile a list of critical thinking skills and conclude that basic skills associated with higher mental processes include:

1- Identification

2- Comparison

3- Conclusion

4- Prediction

5- Evaluation

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Critical Thinking in Higher Education

Critical thinking has been widely recognized as an important aspect of education in the past century, particularly in higher education. Tsui (1999) emphasized its significance in the educational system, highlighting its positive impact on students, expression of ideas, analysis of text structures, and comprehension abilities. As a result, universities are now actively integrating critical thinking skills into their curricula and adopting new assessment methods to enhance educational outcomes.

Currently, independent, and logical thinking is highly valued in college settings as a key factor for success. Proficiency in critical thinking enables students to provide well-structured and coherent responses while presenting their thoughts in an organized and persuasive manner.

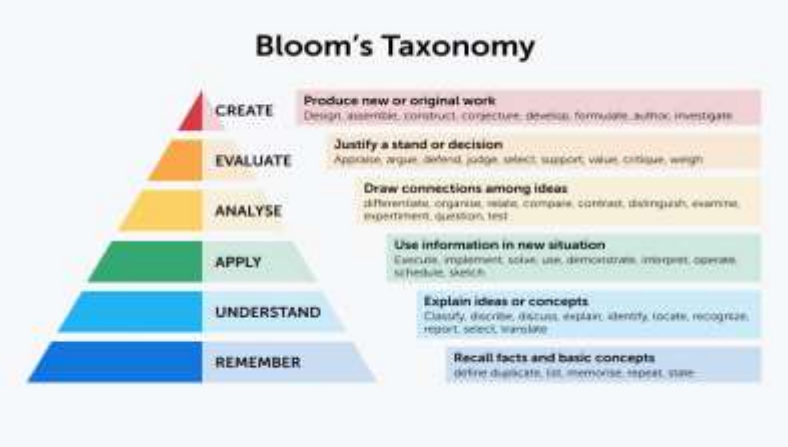
However, some educators adopt a more traditional approach, viewing students as passive recipients of knowledge who simply need to memorize lectures. This approach tends to overlook the importance of developing students critical thinking skills, thereby impeding their learning progress.

Blooms Taxonomy

Bloom's Taxonomy was introduced in 1956 by Dr. Benjamin Bloom and a committee of educators under his direction. The aim of the taxonomy was to encourage higher-order thinking in education, such as analysis and creativity, rather than rote memorization. The committee identified three main areas of educational activity under Bloom's supervision (Bloom. 1956): cognition (mental skills and knowledge), affective (emotional development and attitudes), and psychomotor (manual or physical skills).

At the time of its creation, there was little knowledge about college-level education and fitness, so the committee left out the psychomotor domain and focused on creating an

elaborate collection of cognitive and affective domains. The taxonomy divides the three domains into subsections, starting with the simplest cognitive processes and gradually progressing to the most complex ones.



The Cognitive Domain:

The cognitive domain encompasses the development of knowledge and rational skills (Bloom, 1956). This includes memorizing precise facts, practical patterns, and concepts that support the growth of intellectual abilities and skills. Bloom identified six main categories of cognitive processes: knowledge, understanding, analysis, application, synthesis, and evaluation. This taxonomy begins with the first critical steps and gradually develops into more complex ones. Each level depends on the previous one, meaning that all previous processes are prerequisites for considering the achievements and goals of each subsequent process. This taxonomy provides teachers with a powerful blueprint to help them develop higher-level thinking and plan presentation tasks and questions.

Knowledge

The first important level for students in terms of critical thinking is being able to obtain information from what they see, hear, or read. To do this, students must first identify

the topic being discussed. Teachers can assess the level of knowledge by asking students questions to see if they have specific information from the lecture. Examples of knowledge questions include definitions and data naming, as well as knowledge about the main ideas being taught.

Comprehension

Comprehension is perhaps the most challenging intellectual skill in the learning process, as it requires students to move from simply memorizing facts to understanding information. At this stage, they will be able to express information in their own words.

Application

This refers to the application of knowledge to a different situation. At this level, students must apply and relate the knowledge they have learned to a new situation. They may be askedto solve a problem with the information they have gained in class or create a sustainable solution.

Analysis

At the level of analysis, students must break down knowledge and show the relationships between its parts. They must go beyond knowledge and application and actually see patterns that they can use to analyze a problem. This involves dividing ideas into their component parts, investigating and discriminating between the relationships of the parts.

Synthesis

At this level, students are able to combine parts of knowledge from multiple subjects to produce innovative ideas that can be used to solve problems. They must use particular facts to produce new theories.

Evaluation

This level involves making judgments about the worth of supplied information for given purposes. Evaluation is believed to be the highest level of cognitive thinking by many tutors because of its complexity. At this level, students are expected to assess information and draw conclusions.

The affective Domain

This domain was first described in 1964 with David Krathwohl as the first author. The Affective domain focuses on fostering the development of aspects such as feelings, motivations, attitudes, perceptions and values about the materials students are learning. It goes beyond activities such as listening to others, contributing to discussions, and demonstrating autonomy by working independently (Bloom., 1964). According to Krathwohl, like cognitive goals, emotional goals can also be divided into ordered hierarchies, from simpler to more complex emotions.

Receiving

This refers to the learner's feeling to the existence of stimuli – awareness, readiness to receive, or selected attention

Valuing

This refers to the learner's beliefs of self-value, approval, or commitment. An acceptance, preference, or commitment to a value.

Organization

This refers to the learner's awareness of the importance of involving their beliefs in their learning, once their beliefs become internalized; the leaner organizes them according to priority.

Characterization

It refers to the highest level of learner internalization it is related to behaviors .It reflects a generalized set of values and characterizations or philosophies of life. At this level, learners are able to practice and act according to their values and beliefs.

The Psycho-motor Domain

This area describes exercises and skills that may be required for exercise. Complete a course or subject. Traditionally, the goals of this field have concerned the physical encoding of information, movement, and activity using muscles to articulate concepts. This area also refers to natural autonomic reactions or reflexes.

Other Taxonomies

Over the years, various other taxonomies have been proposed, many of which are based on or derived from Bloom's Taxonomy. Here are a few examples:

Anderson and Krathwohl's Taxonomy

This revised taxonomy, which was published in 2001, reorganizes Bloom's original six levels into four domains: the cognitive, affective, psychomotor, and interpersonal domains. The cognitive domain is divided into six levels: remembering, understanding, applying, analyzing, evaluating, and creating.

Fink's Taxonomy of Significant Learning

This taxonomy, developed by Dee Fink, emphasizes the importance of designing courses and learning experiences that lead to deep, meaningful learning. Fink's taxonomy

consists of six categories of learning objectives: foundational knowledge, application, integration, human dimension, caring, and learning how to learn.

Marzano and Kendall's Taxonomy of Educational Objectives

This taxonomy, developed by Robert Marzano and John Kendall, identifies three domains of learning: cognitive, affective, and psycho-motor. The cognitive domain is divided into six levels: retrieval, comprehension, analysis, knowledge utilization, meta-cognition, and self-system.

SOLO Taxonomy

The Structure of Observed Learning Outcomes (SOLO) taxonomy, developed by John Biggs and Kevin Collis, focuses on the quality of student learning rather than just the level of complexity. The SOLO taxonomy consists of five levels: prestructural, uni-structural, multi-structural, relational, and extended abstract.

These taxonomies, alone with others that have been developed, provide a useful framework for designing effective learning experiences and assessing student learning outcomes.

Assessing Critical Thinking

Assessment remains a major issue in developing curricula to improve learners' critical thinking skills. Until the concept of critical thinking and how it is assessed is comprehensively defined, it will be difficult to develop an appropriate curriculum for teaching. Despite the lack of an understandable theory of critical thinking, much effort has been expended to develop several assessment tools for critical thinking. three main methods are used. These include standardized critical thinking tests, teacher-developed tests, and teaching students to assess their own critical thinking.

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.1. Standardized Critical Thinking Test

This type of method is based on multiple choice and essay tests. Multiple-choice tests are used by teachers to measure students' thinking abilities. These tests address several aspects of critical thinking. clarifications, analyses, suggestions, acceptance of assumptions, assessment of reliability, identification of flaws in reasoning, etc. To mark and grade students, these tests use a tool called "machine grading". It automatically counts the correct answers to the questions and gives the final score.This type is considered by many researchers to be less effective in assessing critical thinking skills because it does not allow students to write their own arguments based on their knowledge and assessment. It also does not assess whether the student can develop clear and well-supported written or oral arguments or solve open-ended questions.

The limitations of this test type 'multiple choice answer' were taken into account in the essay test. So instead of checking for correct answers, teachers assign students essays to spot some perceptual errors and create their own answers. This type of test gives students the opportunity to develop their own arguments and capture the open-ended, problem-solving nature of critical thinking. However, this type of testing is time consuming.

2. Teacher-developed Tests

The second method of assessing critical thinking is a teacher-developed test. Researchers such as Norris and Ennis (1989) provide examples and criteria for teachers interested in developing assessment techniques to test critical thinking, assess progress in critical thinking, and determine grades. doing. These tests include: Make a prediction; be aware of other options. and author's intent hypothesis

3. Teaching Students to Assess their Own Thinking

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Perhaps the most appropriate way to measure critical thinking skills is to teach them to assess their thinking skills through self-assessment. Help students take responsibility for their actions, actions and thoughts throughout the learning process. Klenowski (1995) recognized the importance of self-assessment in developing students' thinking skills. He argued that students who depended less on teacher feedback were those who developed critical thinking skills and were more likely to get better results from others. overcoming weaknesses for the purpose of improving one's own learning outcomes" (Klenowski 1995, p. 151). However, students must be supervised by a teacher. Therefore, teachers need to know how to choose appropriate strategies to encourage students to achieve their learning goals. .

The Role of Teacher in Assessing Critical Thinking

It is important for teachers to understand that their role in developing students' critical thinking skills in language learning is very different from their role in developing other skills such as reading, writing, speaking and listening. Teachers should act as moderators, not sole sources of information. This reduces the amount of discussion for teachers. According to Harel (1992), the teacher's role is explained as follows :

"During this time, teachers interact, teach, refocus, question, clarify, support, extend, praise and empathize. Actions are used: the facilitator provides feedback, guides the group to address questions, helps the group solve problems, scales up activities, fosters thought conflicts, observes students, uses resources We encourage you to provide (S.169)

From Harel's quote, the teacher's role in assessing critical thinking can be summarized as follows:

1–Facilitator

In critical thinking discussions, trainers seek to create a positive environment to facilitate the learning process and motivate learners to interact effectively.

2–Encourager

Encourage student thinking by asking questions that explore details and evidence, using authentic tasks that contain illogical information that encourages critical thinking during learning activities.

3–Monitor

He/she will continuously monitor and accompany the discussion process.

4–Guide

The teacher provides some clarifications to guide the student's thinking towards the procedure being explored. Shows learners how to be critical and helps them when they encounter difficulties with a task.

5–Assessor

Instructors provide feedback and evaluation on products and collaborative processes. Allow enough time for students to reflect on their thoughts when answering questions .

Standards to Assess Critical Thinking

Teachers who decide to include a critical thinking section in official exams have to deal with a lot of questions. Many times, people will be asking, "How should I rate?" or "What considerations should I take into account when giving a rating?" For this reason, it's crucial to define some of the standards by which critical thinking is assessed. These standards are based on an evaluation of the standard of a person's thinking while researching a subject. A research by Elder and Paul (2001) outlines a variety of standards to take into account when assessing critical thinking.

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When teachers want to evaluate critical thinking in exams, they may have concerns about how to assess it fairly. Therefore, it is crucial to establish specific criteria that can be used to evaluate the quality of an individual's critical thinking abilities. These criteria are based on an analysis of how well the individual thinks and reasons when addressing a particular topic, and a study conducted by Elder and Paul in 2001 identifies several such criteria.

1–Clarity

A high degree of clarity and complete understanding of others, such as clarifying and giving examples, should be distinguished critical thinking skills.

2–Accuracy

Using reliable and valid evidence to support a particular claim. The idioms used by students should be characterized by a high degree of validity and reliability.

3–Precision

This means giving the subject of thought appropriate treatment and effort, and expressing it with a high degree of accuracy, distinctiveness, and detail.

4–Relevance

Elements of the problem or situation should consider the clarity of the correlation between the elements or between the data and the problem.

5–Depth

Treatment of a problem or phenomenon must involve a high level of depth in thought, interpretation, and anticipation to bring the phenomenon out of the superficial level of treatment.

6–Logic

Critical thinking must organize and connect ideas in ways that lead to logical, clear, and concrete meaning.

7–Significance

By recognizing the importance of the problem or situation in relation to other problems or attitudes the person faces.

Conclusion

In summary, Critical thinking has a significant and beneficial impact on students and the overall learning process. Consequently, it should extend beyond merely enhancing students' knowledge and comprehension. It is essential to establish objectives that encompass diverse methods for evaluating and fostering students' critical thinking abilities. By assessing and cultivating these skills, we can bring about positive transformations in how students perceive information and expand their understanding.

CHAPTER I

Section Two

Assessment

In an EFL education program, assessment is a systematic method of gathering data on numerous variables in order to make decisions regarding student skills and abilities.

Bachman, L and Palmer (2004) defined assessment as “a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded” (p. 6-7). In other words, Bachman describes assessment briefly as a process of gathering data, which is not collected randomly but based on a specific consideration and techniques, and produced from various sources. Some of these sources are formal and include written examinations, test and classroom presentations, and results in student’s grades. Others are informal and include observations, interviews and checklists, homework and classroom activities.

The Difference Between Assessment and Evaluation

In the field of language teaching and learning, the terms assessment, testing and evaluation are frequently used to refer to the same action, which is gathering data, however, most EFL researchers agreed that these terms are truly bounded but differ from each other. These claims can be confirmed throughout a brief definition that is given to each term on itself.

Assessments are used to determine a student's strengths and weaknesses to help make decisions to improve learning, select the right program for each learner, and classify them according to their abilities. This test is used to test a person's knowledge of something, but guess what the person knows or has learned. A test measures the level of skill or knowledge achieved. Evaluation, on the other hand, is the process of making decisions based on criteria and evidence.

CHAPTER I

Initial Assessment

To ensure that students have a good understanding of lecture topics and to correct any misunderstandings they may have before teaching, teachers use initial assessment. The main goal of initial assessment is to categorize students according to their levels and design courses that meet their needs.

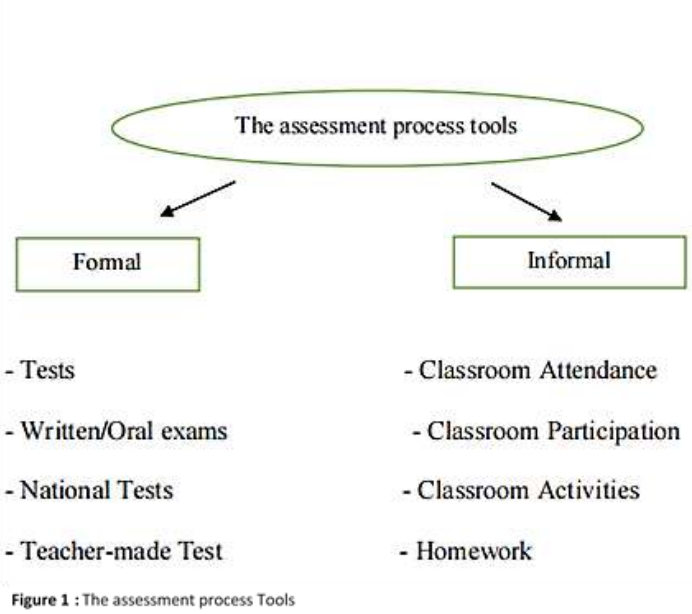

Figure 1 : The assessment process Tools

Sources of Initial Assessment

Pre-tests are used to assess students' knowledge of a topic or to gain an understanding of their abilities. Self-assessment allows students to identify their own skills and competencies. Discussion board responses provide students with questions about lecture content to prompt further reading. Interviews are used to diagnose students' knowledge and needs by conducting a brief, private, 10-minute interview with each student.

Formative Assessment

Formative assessment provides feedback and data during the educational process as learning takes place. It consists of ongoing assessments prepared by teachers to determine whether students have acquired the knowledge and skills necessary to study in a particular

unit. This type of assessment helps teachers change the methods and knowledge transfer they use for future tutoring.

Sources of Formative Assessment

Scannel and Tracy (1975) identified the sources of formative assessment, which include formal or informal observation of students during lecture activities in class to provide feedback about their progress, homework exercises used as a review for formal exams, planned or spontaneous question and answer sessions, and student feedback collected by periodically answering specific questions about the instruction and their self-evaluation of performance and progress.

Summative Assessment

Summative assessment summarizes what students have learned during the course and is administered regularly at the end of the semester. It can also be defined as the data collection and evaluation process that takes place at the end of each unit. This is to determine how well the student has learned the content and skills taught. It also measures the effectiveness of the educational process. This can be determined by grades and student attendance.

Types of Summative Assessment

According to Scannel and Tracy (1975), this type of assessment can have many sources such as formal tests to distinguish skills progress in a particular content that students take, tests given to students at the end of a course to assess their knowledge of a specific subject, research papers written by students over an academic term, and individual or collaborative initiatives that are cautiously planned and done by students.

Purposes of Assessment

Assessment has many purposes and depends on what teachers and students want to achieve. The most important purpose of assessment is instructional, as it can be used to

gather information about student understanding and ability to determine the next step in teaching and learning. Assessments are also used to identify individual student strengths and weaknesses when they are later identified. Assessments can be used as a tool for students to communicate what they learned to their teachers and parents. They can also be used to recognize the strengths and weaknesses of students and show their achievements and hard work.

Conclusion

Assessment in EFL classes plays a vital part in the education process as it describes whether the goals of teaching are being met. Assessment provides reliable data on student learning, effectiveness of the curriculum, the teaching methods, and education needs of learners. Assessment can also increase learners' academic achievement, as it helps students recognize and appreciate their own strengths and build confidence and motivation to learn. It can also help teachers to be more effective instructors by letting them know how students learn

Exam Questions

Exam questions are the questions asked in an exam, which have a specific pattern to assess a student's knowledge, skills, and understanding of the subject matter, as well as their ability to apply that knowledge to solve problems or answer questions within a specific time limit. Exam questions may cover a range of topics or concepts, depending on the scope and content of the course or subject being tested. Effective questions include informational or problem-solving questions , and significantly more complex thinking questions that stimulate a student's mental activities claimed D. Leeds (2000).

CHAPTER I

Types of Exam Questions

There are several types of exam questions that are commonly used in various educational settings, including:

Multiple-choice questions

These are questions that provide several possible answers, with one correct answer and several incorrect answers.

True or False questions

These are questions that require a student to determine if a statement is true or false.

Short-answer questions

These are questions that require a brief response, typically one or two sentences.

Essay questions

These are questions that require a more detailed and in-depth written response, typically several paragraphs in length.

Problem-solving questions

These are questions that require a student to use their knowledge and skills to solve a specific problem or complete a task.

Matching questions

These are questions that require a student to match a list of items or concepts with another list of items or concepts;

Fill-in-the-blank questions: These are questions that require a student to fill in a missing word or phrase in a sentence or passage.

CHAPTER I

Short-essay questions

These are questions that require a slightly longer written response than short-answer questions, but are still less extensive than traditional essay questions.

The type of exam questions used can depend on the educational level, subject matter, and learning goals of the course or exam.

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CHAPTER II

CHAPTER II

Research Methodology

Introduction

In the previous chapter, we have tackled the literature review related to critical thinking skills in EFL classes and its assessment, taking into account its positive effect on the learners and the learning process as a whole. In this practical part a mixed method approach to research is adopted. Data is gathered both quantitatively using teachers' responses to the questionnaire, and qualitatively (content based analysis) through an analysis of exam questions samples. The aim of this chapter is to analyze, interpret, and discuss teachers' answers, views, and perspectives concerning the place of critical thinking in exam questions and its value according to their previous experiences. Also, to analyze and interpret exams of the previous semester according to Blooms Taxonomy and see if they target higher order thinking skills.

Data Analysis

Analysis Of The Exam Questions

Sample

The corpus is third year exams given in the first semester of all modules are selected to be the sample of this study. Due to the availability of the materials to be analyzed unlike exams of the other years.

Description of the Analysis

This section focuses on the analysis of examination questions from all the modules that were successfully completed by third-year graduates during the first semester of the academic year 2022-2023. In order not to make this broad we picked out selections of issues we want to address, and which are of relevance to this work. First, we shall focus on the

form and the content of exam questions. Second, we shall look into the question given in each part and see whether it takes into consideration all students' cognitive abilities and their developed skills, the choice of verbs used in the exam questions allows us to identify the level of cognition progressing from lower to higher. Finally, we will focus on the choice of tasks. Logical order of questions from simple questions and upgrade to complex one. To get results that are more accurate we developed a checklist that consists of questions that help us detect the degree of implementation of critical thinking skills in exam questions.

Aim Of the Analysis

The analysis of exam questions aims to investigate whether they have been targeting students' critical thinking skills or not.

Description of the Checklist for Exams Analysis

In order to analyze exam questions we developed a checklist that contains two sections, the first section deals with the form of exams questions (Q1-Q3), the second section deals with the content of the questions (Q4-Q5). The aim of this checklist is to aid us in the decision making of whether exams do target students critical thinking skills or not.

CHAPTER II

The Check List

Content **4. Cognitive levels in questions from lower to higher** **a- knowledge:** define, name, recite, describe, list, state , and underline. **b-Comprehension:** explain, interpret ,identify, express, and classify **c-Application:** apply ,illustrate ,demonstrate, solve, choose, and practice. **d-Analysis**:analyse, criticize, compare, categorize, examine, and compare. **e-Synthesis**:arrange, compose, conduct, construct, propose, and assemble. **f-Evaluation**:select, argue, defend ,attack, evaluate, discuss, judge, and value. **5. Integrated skills** -Writing Skills: questions encourage the use of a developed style in writing - The questions involves learners in a mode of thinking.	

CHAPTER II

Check List of The First Exam Of Study Literary Texts

Section one : Form	
what Type of assessment is used?	
a- Initial assessment	
b- Formative assessment	
c- Summative assessment	+
.Do Questions Follow a Progression Order?	
Questions have a balanced progression	-
. What Type of Questions are used in the Exams?	
-Multiple choice	
-True/false	
-Matching	+
-Short answer	
-Essays	
-paragraphs	+
Section two :Content	

CHAPTER II

. Cognitive levels in questions from lower to higher	
a- knowledge: define, name, recite, describe, list, state , and underline.	+
b-Comprehension: explain, interpret ,identify , express, and classify	+
c-Application :apply ,illustrate ,demonstrate, solve, choose, and practice.	+
d-Analysis: analyze, criticize, compare, categorize, examine, and compare.	
e-Synthesis: arrange, compose, conduct, construct, propose, and assemble.	
f-Evaluation:select, argue, defend ,attack, evaluate, judge, and value.	
. Integrated skills	
-Writing Skills: questions encourage the use of a developed style in writing	+
- The questions involves learners in a mode of thinking.	

CHAPTER II

The first question is «chose one term and define/explain it» is typically a short answer question, as the student is expected to provide a brief and concise definition of a single term. is a knowledge-level question according to Bloom's Taxonomy. It requires the student to recall information from memory and provide a basic definition of a term it requires no higher order thinking skills.

The second question is divided into five separate questions ordered from A to E and the student has to chose three of them and answer them in a short paragraph.

All the questions require students to define and illustrate and this type of questions targets lower order thinking skills according to Blooms Taxonomy, they are based on remembering and comprehension; it generally requires students to provide straightforward descriptions or examples, rather than engage in more complex cognitive processes such as analysis or evaluation. However, this type of questions can sometimes be designed in a way that encourages deeper understanding and analysis, even if the initial task is relatively straightforward.

The exam as a whole did not involve any higher level of thinking. It highly restricted students from showing their writing, thinking skills. However, the exam did respect the progression of question from simple to complex but it was limited only to the first, second and third cognitive level, which is not very effective especially in higher education.

CHAPTER II

The Check List the First Semester Exam in Linguistics:

Section one : Form	
what Type of assessment is used?	
a- Initial assessment	
b- Formative assessment	
c- Summative assessment	+
.Do Questions Follow a Progression Order?	
Questions have a balanced progression	+
. What Type of Questions are used in the Exams?	
-Multiple choice	
-True/false	
-Matching	
-Short answer	+
-Essays	
-paragraphs	+
Section two :Content	
. Cognitive levels in questions from lower to higher	
a- knowledge: define, name, recite, describe, list, state ,	+

and underline. **b-Comprehension**: explain, interpret ,identify, express, and classify **c-Application :** apply ,illustrate ,demonstrate, solve, choose, and practice. **d-Analysis:** analyze, criticize, compare, categorize, examine, and compare. **e-Synthesis**:arrange, compose, conduct, construct, propose, and assemble. **f-Evaluation**:select, argue, defend ,attack, evaluate, judge, and value. **. Integrated skills** **-Writing Skills**: questions encourage the use of a developed style in writing - The questions involves learners in a mode of thinking.	+

Analysis ofThe Questions

The exam is divided into two tasks, The first task is:((Explain each part (part of speech, the phrase and the clause), then illustrate with two examples)); This question falls under the "Understanding" level of Bloom's Taxonomy, because it requires the student to comprehend and explain the three linguistic components of a sentence provided with examples, However, because it largely entails recalling and understanding fundamental linguistics ideas, the question does not necessitate higher level thinking abilities.

CHAPTER II

The second task is based on explaining a provided quote referring back to the main categories of speech act, it is clear that this question requires the learner to break down and examine the concept of speech acts, which involves identifying them and explaining how the quote relates to them, this analysis requires some higher order thinking skills: However, the entire content has already been covered in class, with the teacher providing a thorough explanation of the same quote and offering a detailed response to the question. This implies that students are only required to commit it to memory without engaging in deeper understanding or critical thinking.

Overall, both questions are related to language and linguistics, they require different levels of cognitive processing but they fail at assessing students critical thinking.

CHAPTER II

The Check List of the First Semesters Exam In Civilization

Section one : Form	
what Type of assessment is used?	
a- Initial assessment	
b- Formative assessment	
c- Summative assessment	+
.Do Questions Follow a Progression Order?	
Questions have a balanced progression	+
. What Type of Questions are used in the Exams?	
-Multiple choice	
-True/false	
-Matching	
-Short answer	
-Essays	
-paragraphs	
Section two :Content	
. Cognitive levels in questions from lower to higher	
a- knowledge: define, name, recite, describe, list, state ,	
and underline.	+
b-Comprehension: explain, interpret ,identify, express,	+
and classify	
c-Application :apply ,illustrate ,demonstrate, solve,	

choose, and practice. **d-Analysis**:analyse, criticize, compare, categorize, examine, and compare. **e-Synthesis**:arrange, compose, conduct, construct, propose, and assemble. **f-Evaluation**:select, argue, defend ,attack, evaluate, judge, and value. **. Integrated skills** -Writing Skills: questions encourage the use of a developed style in writing - The questions involves learners in a mode of thinking.	 + + +

Analysis Of The Questions

The examination consists mainly of two parts, the first part is a direct question asking to define five expressions briefly, classified from A to E,

The student here is expected to recall previously learned information and knowledge and provide a brief explanation of each word, Thus, it does not require much higher order thinking as it is mostly a recall of information and understanding.

The second part, consists of 3 questions, students are asked to chose one of them and answer it in a well written essay of no more than twenty lines.

The first question requires understanding and recalling historical events that have been learned, and this type of questions typically require little analysis or interpretation, as they simply ask the learner to remember facts or details.

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The second question is about explaining some governments plans in a specific period of time according to a given speech, it requires the learner to break down and interpret information from a presidential speech , analyse it and synthesize it to give a comprehensive explanation rather than just remembering information, this question requires higher order thinking skills and falls under the "Analyzing" level of Bloom's Taxonomy. It challenges the learner to think critically and interpret information in order to create a well-reasoned explanation.

The third question goes as follow:

«The new deal was life saving initiative for the Americans», explain how far you agree or disagree with this statement with illustrations.

the learner would need to analyze the New Deal initiative and determine whether it was effective in providing life-saving support to Americans.

This question falls under the "Evaluating" level of Bloom's Taxonomy because it requires the learner to make a judgment about the New Deal initiative and provide evidence to support their opinion. Evaluating involves assessing the value or effectiveness of something based on specific criteria, and making a judgment based on that evaluation. Thus, it targets critical thinking skills. It challenges the learner to think critically, analyze complex information, and form a well-reasoned argument.

CHAPTER II

The Check List of The First Semesters Exam In Didactics

Section one : Form	
what Type of assessment is used?	
a- Initial assessment	
b- Formative assessment	
c- Summative assessment	+
Do Questions Follow a Progression Order?	
Questions have a balanced progression.	
What Type of Questions are used in the Exams?	+
-Multiple choice	
-True/false	+
-Matching	
-Short answer	
-Essays	
-paragraphs	
Section two :Content	
. Cognitive levels in questions from lower to higher	
a- knowledge: define, name, recite, describe, list, state , and underline.	
b-Comprehension: explain, interpret ,identify, express, and classify	+
c-Application :apply ,illustrate ,demonstrate, solve, choose, and practice.	+

d-Analysis:analyze, criticize, compare, categorize, examine, and compare.	+
e-Synthesis: arrange, compose, conduct, construct, propose, and assemble.	+
f-Evaluation:select, argue, defend ,attack, evaluate, judge, and value.	-
Integrated skills	
-Writing Skills: questions encourage the use of a developed style in writing	-
- The questions involves learners in a mode of thinking.	-

This exam consists of twenty multiple-choice questions,

The first question requires the student to choose which definition is right answer for didactics and it is a knowledge level question according to bloom taxonomy, It does not require higher order thinking skills and it is based on memorization.

The second question requires the student to choose which answer is the right one and it is a comprehension level according to bloom taxonomy because it does not require any higher order thinking skills.

The third and the fourth question required the students to choose which answer is the right one and they are considered comprehension level according to Blooms taxonomy because it does not require any higher order thinking skills.

In question number five students are required to choose which one of the answers is related with Noam Chomsky's Theory which is based on memorization this type of questions considered a knowledge level according to Bloom taxonomy.

Question number six is a small definition for a specific person this question is based on prior knowledge in the classroom which students have to remember so it does not require any higher order thinking skills and according to Blooms taxonomy it is considered a knowledge level.

The seventh question requires the students to choose a specific answer which is an application Level according to Bloom's taxonomy however it does not require higher order thinking skills.

The eighth question requires students to know which category using a flash card in the classroom belongs to and it is an analysis level according to Bloom's taxonomy.

In question number nine students are required to complete a definition which is a knowledge level according to Bloom's taxonomy Which does not require higher order thinking skills.

In question number ten students are required to explain activation of prior knowledge which is a comprehension level according to Bloom's taxonomy and it does not require higher order thinking skills

In question number eleven students are required to explain what scaffolding which is also a comprehension level according to Blooms taxonomy and it does not require higher order thinking skills

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Question number twelve requires students to explain the zone of proximal development according to Bloom's taxonomy it is a comprehension level and it does not require higher order thinking skills

In the thirteenth question students are required to demonstrate the role of Learners which is an application Level according to Bloom's taxonomy and it does not require higher order thinking skills

In the fourteenthquestion students are required to choose which language is used in a direct method class which is an application level according to bloom taxonomy and it targets lowerorder thinking skills

The fifteenth question requires students to explain why teachers should correct all errors made by Learners and it is a comprehension level according to Bloom's taxonomy which targets lower order thinking skills

The sixteenth question requires students to identify the primary function of language which targets lower order thinking skills and it is considered a comprehension level according to Blooms taxonomy.

In question number seventeen students are required to interpret the idea of practical learning which is a comprehension level according to Bloom's taxonomy and it does not require higher order thinking skills

The eighteenth question requires students to choose which is a CLT classroom activity which isan application Level according to Blooms taxonomy and it does not require higher order thinking skills

The nineteenth question requires students to name the application of ideas, Knowledge, and Skills to achieve the desired results and it is considered a knowledge level according to blooms taxonomy it does not require higher order thinking skills

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The twentieth question requires the students to describe the teacher's role in CLT which is considered a knowledge level according to Bloom;s taxonomy and it targets lower order thinking skills

The exam as whole did not require higher-level thinking and hindered students from showcasing their writing and thinking abilities. Although the questions progressed from easy to difficult, it only covered the first, second, and third levels of cognition, which is not sufficient for higher education.

Teachers Interview

The Questions

- Have you incorporated critical thinking skills into the exams you design for EFL students? If yes, can you provide examples of how you have done so? If no, why not?
- Are you familiar with using taxonomies such as Blooms Taxonomy in designing exam questions that target higher-order thinking skills? If so, how do you apply this knowledge in designing your EFL exams? If not, would you be interested in learning more about it?
- Do you think it is important to assess higher-order thinking skills in EFL exams, particularly for third-year university students? Can you explain why or why not?

- Can you provide examples of specific exam questions that you have designed to assess higher-order thinking skills in EFL students? How do you ensure that these questions are aligned with your teaching objectives and appropriate for the level of the students?
- Are there any challenges you face in assessing higher-order thinking skills in EFL exams? If so, what are they and how do you address them?

CHAPTER II

Analysis ofThe Answers

Teachers were asked about the strategies of developing critical thinking in EFL classroom and also about the place of critical thinking in exam questions.

The first question was about incorporating critical thinking in the exams they designed with providing examples, most of the teachers confirmed that they integrate critical thinking in their exam questions through the use of questions that fall under the analysis stage, where students need higher order thinking skills to answer them, however one of the teachers claimed that he never built exam questions on critical thinking and these last are always direct .

The next question was about using taxonomies such as Blooms Taxonomy in designing exam questions that target higher order thinking skills, the majority of the teachers agreed on using Blooms Taxonomy in their exam questions by varying activities between knowledge questions, application questions, analysis and synthesis questions, yet one of them declared that he is familiar with Blooms Taxonomy though he never apply it in his exams, because he believes that it is not that effective and students need to organize their thinking either in receiving knowledge or applying it in answering exam questions.

The following question consists of the importance of assessing higher order thinking skills in EFL exams particularly for third year university students, the first teacher claimed that teachers have to assess higher order thinking skills because the challenges of the twenty first century necessitate that students have to be equipped with these skills and work on developing them rather than relying on rote memorization.

The second teacher stated that the assessment of higher order thinking skills consists not only on EFL students but on all domains, Hence, assessing higher order thinking skills makes students use their brains to analyze and create more information instead of simply recalling facts or memorizing them; this results in the production of more competent and

effective individuals in various roles not just students but also teachers and members of society. Higher thinking skills allow people to link information in significant ways, facilitating the ability to solve problems and overcome challenges in both professional and personal contexts.

The third teacher affirmed that targeting higher order thinking skills while assessing students is very crucial because it helps them deal with any learning situation through developing their analysis skills.

The forth teacher said that assessing students higher order thinking skills in exams is an effective way to find out whether or not the learning objectives of the SLT course are achieved. The exam outcomes can indicate the level of comprehension that students have acquired regarding the process of studying literary works, and their ability to apply their knowledge, analytical and synthesizing skills to create their own understanding of the literary work, supporting it with convincing arguments and appropriate quotes.

According to the last teacher assessing higher order thinking skills is important not only for third year students but for all levels because it helps them to organize their thinking and to be more creative.

The upcoming question was about providing specific exam questions that have been designed to assess higher order thinking skills in EFL students and make sure that they are aligned with the teaching objectives and appropriate for the level of students.

The first teacher said that he varied activities that are based on explaining, illustrating, discussing and analyzing ; these questions enable the learners to think critically about what they have learned and try to give a reflection upon a topic being discussed. Moreover students at the level of third year are expected to be able to write an essay; the teacher confirmed that he incorporates both teaching content and writing , he also combines both linguistic objectives and communicative, cultural and artistic content.

The second teacher gave the following example :

One example of the twenty questions I used in the exam was to provide a scenario that demonstrates a concept and ask the student to choose the correct concept

Q: Learners have a reactive role in

□ Grammar Translation Method

□ Direct Method

□ Audio lingual Method

□ Communicative Language Teaching

The third teacher used the examples below :

- Identify the main differences between Realism and Romanticism in literature.
- Discuss the theme of social class conflict in Realist novel(s) you have studied/read.
- Explain the effect of guilt on Pip's moral development in Great Expectations.
- Do you think Eveline made the right decision? Why or why not?
- Some of Dickens' novels paint a vivid picture of the mistreatment of children in the 19th century Britain. Discuss .

To make sure that the exam is in alignment with the course objective, I go back to the learning objectives of my lessons and assignments to design questions that test all aspects that were covered. Then, I send my exam suggestions to a colleague who is teaching same level to discuss them along with his suggestions to make any possible necessary changes, and arrive at a final revised version that aligns with our shared goals. As for the appropriateness of the exam questions to the level of students, as I said in your first question, the exam consists of two parts: the first one is an easy question that asks them to define or explain literary terms, while the second part offers a set of optional topics with different questions, some of which are more difficult than others because they require higher level of critical thinking.

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The forth teacher provided us with the following example :

Henry 6 was too kind to rule. This is an example of a statement in an exam of civilization that requires analysis of the adverb too, which is negative here. With regards to the level of the question and whether it aligns with the objectives of the lesson, of course, these have to be taken into consideration because everything has been explained numerous times, and just a little amount of critical thinking would suffice to answer correctly.

The last teacher said :

I have asked my students during a literature exam to analyze the character of a crazy man who think that he is not crazy alongside comparing between Romanticism in two different countries and two different communities with two different cultures. In order for the students to do such a thing they have to think very highly and they have to analyze and make their own opinions about each character each theme and each story that they have learned, all of which while writing an essay and creating a new piece of writing based on their opinion using their own language. In the civilization exam I asked students to try and analyze the character of a king that lived 1,000 years ago and try to draw some conclusions and some lessons that they have learned from his way of ruling a country, I only ask for their opinions because that's what's matters for me as a teacher. I make sure that my students use their brains and that they work very hard in order to to create their own pieces of writing, for me writing something which you have memorized is not helpful in any kind of way in the process of learning so my objectives are always to try and create students who think for themselves and do not rewrite things that they have read occasionally.Concerning the level of students I always try to challenge my students into being the best they could and so my exam questions could be considered very hard but at the same time they are doing a very good job in preparing the students for a very Noble yet very a hard job, it can also prepare them for their lives as effective human beings.

Concluding with the last question which is about the challenges that teachers face in assessing higher order thinking skills in EFL exams and the way they address them.

All the teachers agreed on encountering challenges and difficulties in assessing higher order thinking skills, these challenges differ from one to another ;

The first teacher believed that absences and lack of motivation are the major factors that influence negatively the achievement of these objectives because learners will miss a lot of what the teacher covers in the classroom.

The second teacher confirmed that assessing students critical thinking without training them to use it in the classroom is not feasible because students are not familiar with it and they will not be able to use it.

The third teacher claimed that there are two major challenges to encounter in assessing students high order thinking skills, the first one is related to time constrains, it is not possible to design such exam with a given time allocated for the exam. The second issue is related to feedback, the teacher has only four days to correct exam papers, it is not possible to provide students with detailed corrective feedback with comments and suggestions on how to improve their skills, so it end up with highlighting errors.

The fourth and the fifth teacher confirmed that there are no challenges in assessing students critical thinking,

The last teacher said that students does not have analytical minds which can negatively influence their performance in answering questions that target higher order thinking skills, he believed that teachers should train students through series of exercises to familiarizes them with those skills to better use their critical thinking.

CHAPTER II

Discussion and Interpretation of the Findings

This chapter was devoted to the collected data description and analysis, two research instruments were used, exam questions of third grade analysis and teachers interviews, the analysis of the exam questions has provided us with significant information about the assessment of students' critical thinking skills in exams, It has demonstrated how basic in both form and content the questions are. The type of questions is either "paragraph type" or "short answer only". The content is sometimes repeated and targets the lower cognitive levels of students "knowledge, comprehension, and application". It does not measure the diverse knowledge and skills acquired by students. However, it appears that the exams benefit teachers more than students, because they are easy to evaluate. To state it otherwise, the questions have specific answers in "short answers question" and paragraphs can only have a certain number of lines.

CHAPTER II

Summary

Here is a summary of the results of the interview with different teachers about the strategies of developing critical thinking in EFL classroom and also about the place of critical thinking in exam questions:

- Most teachers integrate critical thinking in their exam questions through the use of questions that fall under the analysis stage, where students need higher order thinking skills to answer them.
- The majority of the teachers agree on using taxonomies such as Blooms Taxonomy in designing exam questions that target higher order thinking skills.
- The teachers believe that assessing higher order thinking skills is important because it helps students to deal with any learning situation through developing their analysis skills.
- The teachers use a variety of activities to assess higher order thinking skills, such as explaining, illustrating, discussing and analyzing.
- The teachers make sure that the exam questions are aligned with the teaching objectives and appropriate for the level of students.
- The teachers face a number of challenges in assessing higher order thinking skills, such as absences, lack of motivation, and time constrain

CHAPTER II

Conclusion

Based on the analysis conducted in this study, it was found that EFL exam questions insufficiently evaluated students' critical thinking skills and demonstrated a lack of focus in the promotion of higher-order thinking abilities. This finding highlighted a paradox between it and the insights gained from teacher interviews claiming the incorporation of critical thinking in exam questions and assuming its effectiveness .

Limitation ofthe Study

This study has some inevitable limitations that are listed below:

Due to time constraints, this study has covered only a small sample of teachers views, thus to get more reliable results, the study

should have involved both students and teachers views.

Due to the unavailability of data, the study has been conducted only on the first semesters exams, thus to get more reliable results, the study should analyze the exams of more than one semester in different modules.

Pedagogical Implications

- Teachers should design questions that encourage students to use their critical thinking skills.

exams should target high order thinking skills.

- Teachers should consider students' attitudes, interests, and abilities when

developing exams questions.

- Teachers should encourage students to use their thinking and express themselves critically and creatively when answering exams questions.

General Conclusion

General Conclusion

The current study has investigated theplace of critical thinking in EFL exam questions, It has focused on analyzing the way exams deal with students' critical thinking skills. The sample we selected for this study is that of third year students at the English department of Mouhammed El Bachir El Ibrahimi university of BourdjBouAreridj. The research was divided into two chapters, one for the literature review and another for the methodology and data analysis. The first chapter was made up of two sections, the first section has focused on critical thinking and how to assess it in EFL classes and exams, and the second section was devoted to assessment and its types, sources, and purposes. The practical chapter of this study included the analysis of teachers interviews and exam questions.

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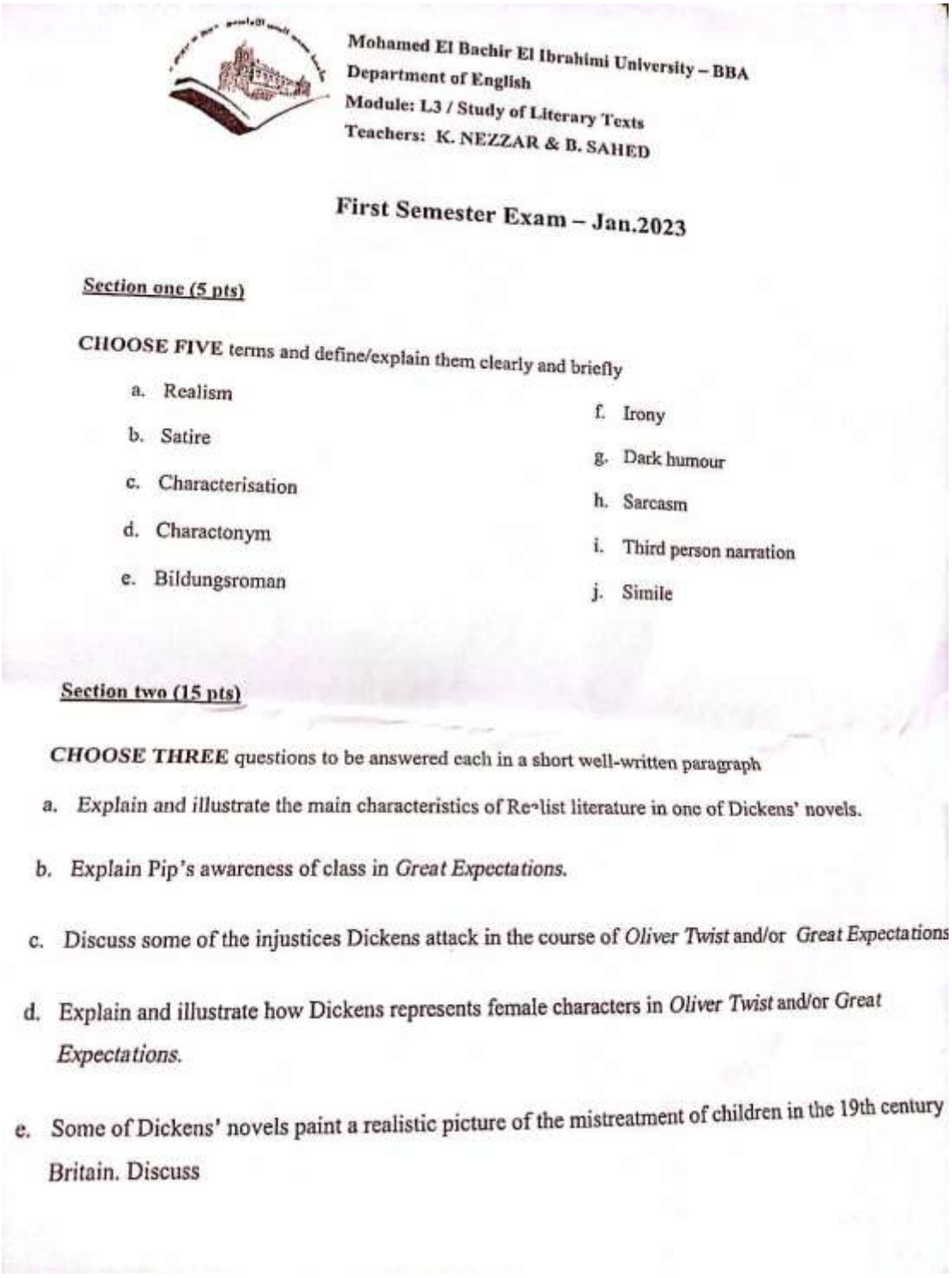
APPENDICES

APPENDICES

The First Exam of Study of Literary Texts 2023



Mohamed El Bachir El Ibrahimi University – BBA
Department of English
Module: L3 / Study of Literary Texts
Teachers: K. NEZZAR & B. SAHED

First Semester Exam – Jan.2023

Section one (5 pts)

CHOOSE FIVE terms and define/explain them clearly and briefly

a. Realism
b. Satire
c. Characterisation
d. Charactonym
e. Bildungsroman
f. Irony
g. Dark humour
h. Sarcasm
i. Third person narration
j. Simile

Section two (15 pts)

CHOOSE THREE questions to be answered each in a short well-written paragraph

a. Explain and illustrate the main characteristics of Realist literature in one of Dickens' novels.

b. Explain Pip's awareness of class in *Great Expectations.*

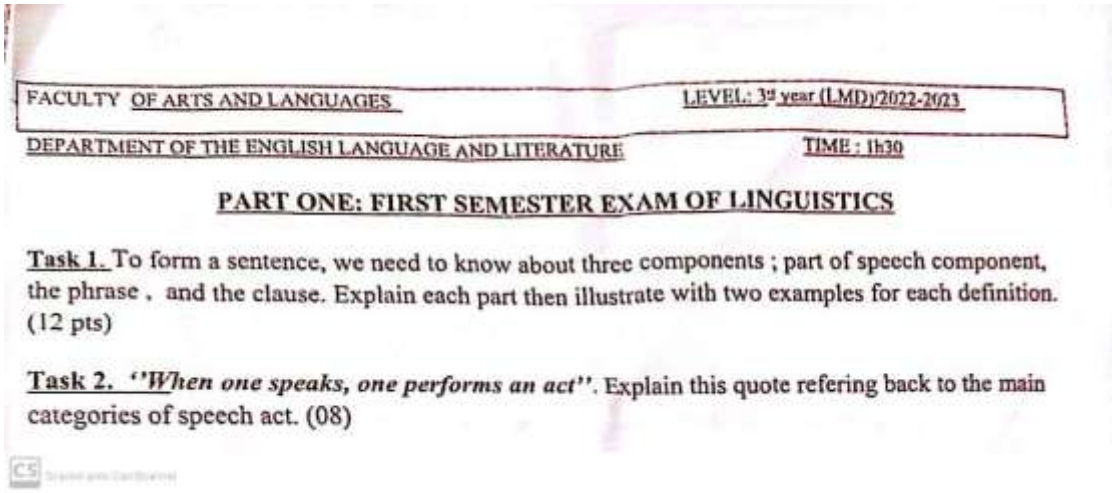
c. Discuss some of the injustices Dickens attack in the course of *Oliver Twist* and/or *Great Expectations*

d. Explain and illustrate how Dickens represents female characters in *Oliver Twist* and/or *Great Expectations.*

e. Some of Dickens' novels paint a realistic picture of the mistreatment of children in the 19th century Britain. Discuss

APPENDICES

The First Semester Exam in Linguistics



FACULTY OF ARTS AND LANGUAGES — LEVEL: 3rd year (LMD)/2022-2023

DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE — TIME : 1h30

PART ONE: FIRST SEMESTER EXAM OF LINGUISTICS

Task 1. To form a sentence, we need to know about three components ; part of speech component, the phrase , and the clause. Explain each part then illustrate with two examples for each definition. (12 pts)

Task 2. ***''When one speaks, one performs an act''***. Explain this quote refering back to the main categories of speech act. (08)

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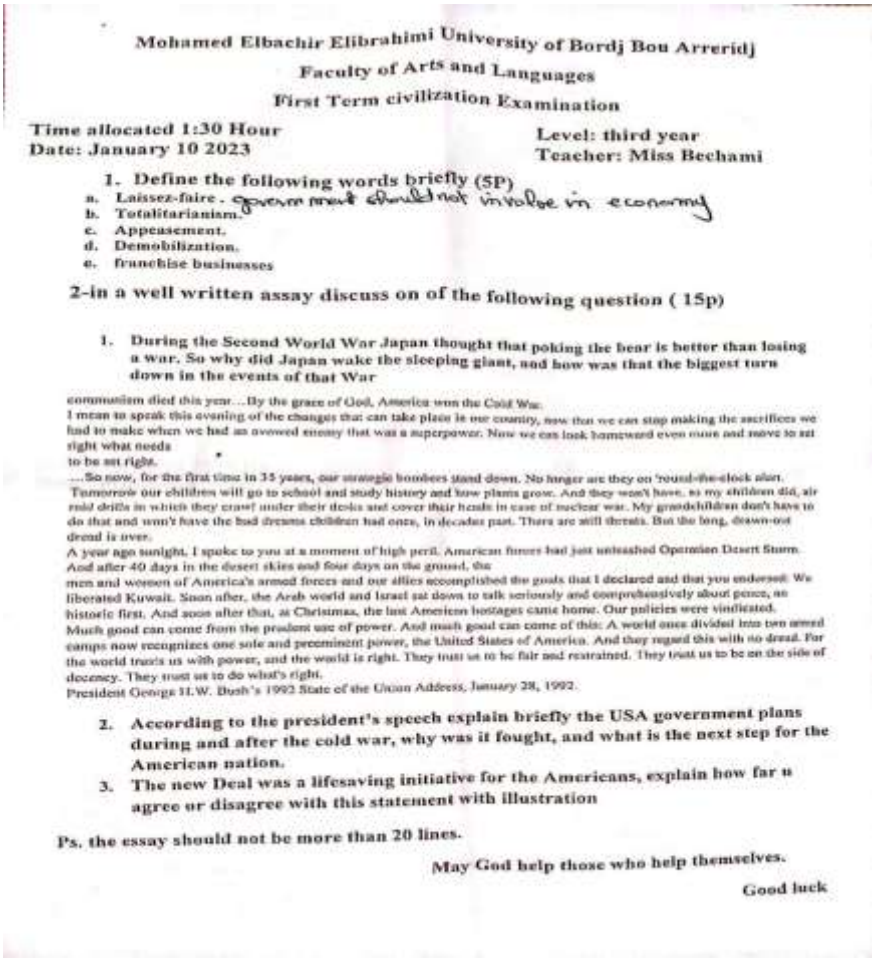
The First Semester Exam in Civilisation



Mohamed Elbachir Elibrahimi University of Bordj Bou Arreridj

Faculty of Arts and Languages

First Term civilization Examination

Time allocated 1:30 Hour
Date: January 10 2023

Level: third year
Teacher: Miss Bechami

1. Define the following words briefly (5P)
   a. Laissez-faire . government should not involve in economy
   b. Totalitarianism.
   c. Appeasement.
   d. Demobilization.
   e. franchise businesses

2-in a well written assay discuss on of the following question (15p)

1. During the Second World War Japan thought that poking the bear is better than losing a war. So why did Japan wake the sleeping giant, and how was that the biggest turn down in the events of that War

communism died this year…By the grace of God, America won the Cold War.
I mean to speak this evening of the changes that can take place in our country, now that we can stop making the sacrifices we had to make when we had an avowed enemy that was a superpower. Now we can look homeward even more and move to set right what needs
to be set right.
…So now, for the first time in 35 years, our strategic bombers stand down. No longer are they on 'round-the-clock alert. Tomorrow our children will go to school and study history and how plans grow. And they won't have, as my children did, air raid drills in which they crawl under their desks and cover their heads in case of nuclear war. My grandchildren don't have to do that and won't have the bad dreams children had once, in decades past. There are still threats. But the long, drawn-out dread is over.
A year ago tonight, I spoke to you at a moment of high peril. American forces had just unleashed Operation Desert Storm. And after 40 days in the desert skies and four days on the ground, the
men and women of America's armed forces and our allies accomplished the goals that I declared and that you endorsed. We liberated Kuwait. Soon after, the Arab world and Israel sat down to talk seriously and comprehensively about peace, an historic first. And soon after that, at Christmas, the last American hostages came home. Our policies were vindicated.
Much good can come from the prudent use of power. And much good can come of this: A world once divided into two armed camps now recognizes one sole and preeminent power, the United States of America. And they regard this with no dread. For the world trusts us with power, and the world is right. They trust us to be fair and restrained. They trust us to be on the side of decency. They trust us to do what's right.
President George H.W. Bush's 1992 State of the Union Address, January 28, 1992.

2. According to the president's speech explain briefly the USA government plans during and after the cold war, why was it fought, and what is the next step for the American nation.
3. The new Deal was a lifesaving initiative for the Americans, explain how far u agree or disagree with this statement with illustration

Ps. the essay should not be more than 20 lines.

May God help those who help themselves.

Good luck

APPENDICES

The First Semester's Exam In Didactics

Mohamad El Bachir El Ibrahimi University-BBA

Level: Third Year – All groups
Teacher: Ms. Belbagra Hadil

Name: ……
Module: Didactics

Group: ……
Time: 1h 30 min

First Semester Examination

INSTRUCTIONS :

- **Mark one box only to indicate the answer you consider correct for each question**
- **There is only one correct answer for each question**

Q1: Didactics answers the question

- ☐ How to educate?
- ☐ How to teach?
- ☐ How to guide?
- ☐ How to help?

Q2: Pedagogy is a Greek word which means

- ☐ To understand the child
- ☐ To educate the child
- ☐ To lead the child
- ☐ To guide the child

Q3: The learner is dependent upon the instructor in

- ☐ Andragogy
- ☐ Pedagogy
- ☐ Heutagogy

Q4: The use of technology to enhance the learning process is called ……in education

- ☐ IT
- ☐ ICT
- ☐ Information Technology
- ☐ Communication Technology

Q5: Noam Chomsky's theory is primarily related with

- ☐ Language development
- ☐ Social development
- ☐ Emotional development
- ☐ None of the above

Q6: He is the proponent of Cognitive theory

- ☐ Skinner
- ☐ Piaget
- ☐ Chomsky
- ☐ Lev Vygotsky

Q7: The curriculum of education institutes should be based on …

- ☐ Theory
- ☐ Practice
- ☐ Theory and Practice
- ☐ Theory, Practice and Research

Q8: Using a Flash Card in the classroom is ….

- ☐ An approach
- ☐ A method
- ☐ A technique
- ☐ A procedure

APPENDICES

Q9: Language is a system of phonetics, grammar and

- ☐ Vocabulary
- ☐ Structures
- ☐ Units
- ☐ Methods

Q10: Activation of prior knowledge is a way to

- ☐ Assess how well learners understood the previous lesson
- ☐ Address gaps in learners' knowledge
- ☐ Bridge earlier learned content with the current one
- ☐ All the above

Q11: Scaffolding is

- ☐ A way to support students' learning
- ☐ Sa permanent support
- ☐ Doing the task for learners
- ☐ Providing model to be memorized

Q12: The Zone of Proximal development is

- ☐ The most can a child learn in a given day
- ☐ What the child already knows
- ☐ The gap between what they can do on their own and what they cannot do without assistance
- ☐ The intelligence level the child is projected to be at a given point

Q13: Learners have a reactive role in

- ☐ Grammar Translation Method
- ☐ Direct Method
- ☐ Audio-lingual Method
- ☐ Communicative Language Teaching

Q14: What language is used in a Direct Method class?

- ☐ Mostly target language
- ☐ Native language
- ☐ Target and native language
- ☐ Only target language

Q15: According to ALM teachers should correct all errors made by learners in any task because

- ☐ Learning is solely based on correction
- ☐ They are the authority in class
- ☐ Learners shouldn't develop bad habits
- ☐ All the above

Q16: The primary function of language is

- ☐ To allow students to learn grammar
- ☐ To allow interaction and writing
- ☐ To engage learners in literature and art
- ☐ To allow interaction and communication

Q17: The idea of practical learning means education should apply to

- ☐ Practice
- ☐ Real world
- ☐ Society
- ☐ Abstract knowledge

Q18: which is an appropriate CLT classroom activity

- ☐ Opinion sharing activities
- ☐ Chain drill
- ☐ Using realia
- ☐ None of the above

Q19: The application of ideas, knowledge and skills to achieve the desired result is called

- ☐ Problem solving
- ☐ Critical thinking
- ☐ Decision making
- ☐ Reasoned argument

Q20: What is the teacher's main role in CLT

- ☐ A negotiator (between himself, the learning process and the object of learning)
- ☐ A facilitator and negotiator who leads the class
- ☐ A facilitator and monitor, rather than leading the class
- ☐ A negotiator and monitor of the class

Resumé

RESUME

Résume

La pensée critique est devenue un résultat significatif dans l'étude de l'anglais en tant que langue étrangère dans le monde entier. L'étude actuelle vise à examiner la place de la pensée critique dans les examens d'anglais en tant que langue étrangère, en se concentrant sur le cas des étudiants de troisième année à l'université Mohamed El Bachir El Ibrahimi. Il est remarqué que les examens d'anglais en tant que langue étrangère à l'université Mohamed El Bachir El Ibrahimi ne sont pas conçus pour cibler les compétences de réflexion de haut niveau des étudiants. Cette étude a été menée à l'aide d'une méthode descriptive, en analysant les questions des examens d'anglais en tant que langue étrangère de tous les modules des classes de troisième année au premier semestre de l'année universitaire 2022-2023 afin d'identifier le niveau de compétences de réflexion requis pour y répondre. De plus, une méthode qualitative a été utilisée pour analyser les entretiens des enseignants. Selon les résultats de l'étude, il a été confirmé que la pensée critique est une compétence pertinente qui devrait être testée et évaluée comme d'autre s compétences essentielles. L'évaluation des compétences de pensée critique des apprenants peut contribuer à des changements positifs dans leurs méthodes de réflexion et à l'élargissement de leurs connaissances. En général, la pensée critique représente une stratégie efficace qui devrait être mise en œuvre à chaque semestre universitaire pour avoir des apprenants actifs et enthousiastes. L'évaluation de cette compétence aide également les étudiants à développer l'efficacité personnelle et une attitude positive envers l'apprentissage dans son ensemble.

RESUME

الملخص

أصبح التفكير النقدي نتيجة هامة في دراسة اللغة الإنجليزية كلغة أجنبية في جميع أنحاء العالم. يهدف الدراسة الحالية إلى التحقيق في مكانة التفكير النقدي في امتحانات اللغة الإنجليزية كلغة أجنبية، وحالة طلاب السنة الثالثة في جامعة محمد البشير الإبراهيمي. لوحظ أن امتحانات اللغة الإنجليزية كلغة أجنبية في جامعة محمد البشير الإبراهيمي ليست مصممة لاستهداف مهارات التفكير العليا للطلاب. تم إجراء هذه الدراسة باستخدام منهج وصفي، من خلال تحليل أسئلة امتحانات اللغة الإنجليزية كلغة أجنبية لجميع المقررات لفصول السنة الثالثة في الفصل الدراسي الأول من العام الأكاديمي 2022-2023 لتحديد مستوى المهارات التفكيرية المطلوبة للإجابة عليها. بالإضافة إلى استخدام منهج نوعي لتحليل مقابلات المعلمين. بناءً على نتائج الدراسة، تم تأكيد أن التفكير النقدي هو مهارة ذات صلة يجب اختبارها وتقييمها كمهارات أساسية أخرى. يمكن أن تساعد تقييم مهارات التفكير النقدي لدى المتعلمين في إحداث تغييرات إيجابية في طرق تفكيرهم وتوسيع معرفتهم. بشكل عام، يمثل التفكير النقدي استراتيجية فعالة يجب تنفيذها في كل فصل دراسي للحصول على متعلمين نشطين ومتحمسين. وعلاوة على ذلك، يساعد تقييم هذه المهارة الطلاب في تطوير الثقة بالنفس والمواقف الإيجابية تجاه عملية التعلم ككل.