

دمج مهارات التفكير الناقد في تدريس الأدب من خلال استكشاف مهارة الثقافة في سياق تدريس اللغة الإنجليزية كلغة أجنبية

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المستخلص:

تعد ممارسة التفكير الناقد في تدريس اللغات الأجنبية أحد أهم الوسائل لتعزيز الجودة العامة للقدرات. وبالتالي ، فإن التفكير الناقد له أهمية كبيرة في سياق تدريس اللغة الإنجليزية كلغة أجنبية. يؤكد مكاي (٢٠٠٣) أن للثقافة تأثير لغوي وتربوي على تعليم اللغة. إذ لها آثار لغوية على المستويات الدلالية والتداولية والخطابية. كما لها تأثير على اختيار الأشياء اللغوية كمادة ثقافية من وجهة نظر تربوية.

تقدم الدراسة الحالية محاولة لاستكشاف مفهوم الثقافة كمهارة لغوية من منظور التفكير النقدي وكيف يساهم في تعزيز سياق تدريس وتعلم اللغة الإنجليزية كلغة أجنبية من خلال تدريس الكتب المنهجية للمواد الأدبية. حيث تنظر الدراسة للثقافة على انها المهارة اللغوية الخامسة التي لها أهمية تعليمية في تطوير جميع المهارات الأربع الأخرى لتعليم وتعلم اللغات الأجنبية والتي تمكن المعلمون والمتعلمون من الوصول الى فهم أسرع و أفضل للغة الأجنبية.

يمكن تطبيق واستخدام هذا المفهوم على نطاق واسع في تدريس اللغة الإنجليزية كلغة أجنبية من خلال تدريس المواد الأدبية للدراسة الأولية للمستوى الجامعي . بناء على ذلك، تم اعتماد نموذج نموذج بول إلدر (Paul-Elder) كنموذج لتصميم خطة لفصل دراسي نموذجي لتدريس النصوص والمواد الأدبية في تدريس اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي مع التركيز على تدريس مادة الرواية. تم تقديم التفكير الناقد كأداة حيوية للوصول إلى المعرفة بشكل

أسرع وأسهل للطلاب الجامعيين في مجال تعلم اللغة الإنجليزية كلغة أجنبية لأنه يسهل فهم النصوص وفهم القراءة للنصوص الأدبية من عدة جوانب لغوية وغير لغوية. أذ يعد رفع مستوى الوعي الثقافي للمتعلم عنصراً مهماً لتنمية الكفاءة اللغوية وتقديم فهم أفضل للنصوص. توصلت الدراسة الى ان نموذج بول إدر يعد وسيلة ناجعة للتغلب على عيوب وضعف تدريس المواد الأدبية على المستوى الجامعي.

Integrating Critical Thinking into the Teaching of Literature through Exploring Culture in an EFL Context

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Abstract

The practice of critical thinking in language teaching enhances to promote the general quality of abilities. Thus, critical thinking is of great importance within the EFL context. McKay (2003) contends that culture has a linguistic and pedagogical impact on language education. It has linguistic implications at the semantic, pragmatic, and discourse levels. It has an impact on the choice of language objects as cultural material from a pedagogical standpoint.

This article is an attempt to explore the concept of culture as a language skill from a Critical Thinking perspective and how it contributes to enhancing EFL context through the teaching of literary textbooks. Culture is said to be the fifth language skill that potentially exists within all the other four skills of language teaching/learning that teachers, as well as

learners, need to learn in order to arrive at a more achievable understanding of foreign language.

This aspect could be widely used in teaching English as a Foreign Language through literature classes. Hence, Paul-Elder Model is adopted as the model for setting up a model class for teaching literary texts in EFL classes at the university level with a focus on teaching novels. Critical thinking is presented as a vital tool for accessing knowledge faster and easier for EFL undergraduates as it facilitates textual understating and reading comprehension of the literary texts from different linguistics and non-linguistic aspects. Raising the cultural awareness of the students is an important element for cultivating students' linguistic competence and providing better understating of texts. Paul-Elder model offers a gateway to overcome drawbacks and weaknesses of teaching literary subjects at the university level.

Keywords: Critical Thinking, Paul-Elder Model, Culture Skills, EFL Context. Teaching Literature

1. Introduction:

Many foreign language teachers see literary works as providing rich linguistic input, a trigger for the development of intercultural competence, effective stimulus for students to express themselves in different languages, and a potential source of learner motivation (Beacon and Cendoya, 2010: 19).

Because languages grow within cultural boundaries that determine meaning, studying a foreign language usually brings learners into contact with another society. Furthermore, the same language can develop in different ways depending on the cultural setting. Such is the situation with English or Spanish, where the same language differs so much from one

location to the next that speakers of that language as a mother tongue may find it difficult to understand culturally particular idioms. As a result, including a cultural dimension in the teaching of a foreign language is now required.

According to Lazar (1999), the use of literature leads to many types of enrichment. For starters, literary works provide a wide range of genres and expose learners to the specific language employed in each one, despite the fact that they are not always written with the intention of teaching a foreign language. Learners have access to poems, fables, folk and fairy tales, short stories and/or plays, among many other textual forms, all of which contribute to the development of a familiarity with figurative language, allowing learners to begin to understand how metaphors, images, allegories, and personification, among other things, work in the text.

Language skills training is a regular element of education in Iraqi colleges, however there is an obvious lack in operating student skills, with CT skills not being set at all. This is related to a lack of analytical, synthesis, and judgement capabilities, as well as reasoning and differentiating abilities. Following that, a model lesson plan based on the Paul-Elder Model will be developed for teaching literary textbooks through culture as a means of cultivating students' critical thinking skills.

2. Critical Thinking:

The concept of critical thinking is based on an idea that dates back to ancient Greece. The word critical is derived from two Greek roots: kriticos (meaning discerning judgement) and kriterion (meaning criterion) (meaning standards). The formation of discerning judgement based on norms is implied by the word's etymology. The applicable entry for critical in Webster's New World Dictionary reads: marked by thorough examination and judgement, and is followed by: In its most literal definition, critical thinking is making an

attempt at impartial evaluation in order to determine both strengths and flaws (Paul and Elder, 2006: xx). Hence, they set the following definition to CT as:

Critical thinking is the art of thinking about thinking while thinking in order to make thinking better. It involves three interwoven phases: It analyzes thinking; it evaluates thinking; it improves thinking (Paul and Elder, 2006: xiii).

Definitions, concepts, and accompanying tasks for critical thinking abound in the educational literature over the previous four decades. Critical thinking involves asking questions, identifying and questioning previously held assumptions, recognising ambiguity, examining, interpreting, evaluating, reasoning, and reflecting, making informed judgements and decisions, and clarifying, expressing, and justifying viewpoints. As a complete, simple operating definition, Michael Scriven and Richard Paul (2003):

Critical thinking is 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 guide to belief and action.

Critical thinking could be defined as examining assumptions (Epstein, 2003). Our culture is responsible for many of our misconceptions. A person from a low-context society, for example, may believe that it is always best to talk directly. This assumption should be severely examined by someone from a low-context culture, especially when dealing with persons from high-context cultures. Many of our attitudes and beliefs are deeply ingrained in our culture and are difficult for us to see (Frank, 2013).

Critical thinking is thinking that is free of bias and prejudice (Haskins, 2006). When using

critical thinking, you can tell the difference between fact and opinion (Debela & Fang, 2008). It is normal for someone from one culture to believe that people from another culture are unpleasant due to differing assumptions and communication patterns.

Alternatives are imagined and explored by critical thinkers (Brookfield, 1987). As we can see, understanding other people's perspectives is essential to completely comprehending any scenario. It is vital to comprehend someone's perspective in order to comprehend their goals. Certain "universal intellectual values" underpin critical thinking (Scriven & Paul, n.d.)

1. **Clarity:** We must think clearly.
2. **Accuracy:** We must not base our thinking on incorrect information.
3. **Consistency:** If we apply a rule to one context, we must apply that rule to all similar contexts.
4. **Depth:** Considering only surface information is not enough.
5. **Breadth:** We must consider a wide range of information.
6. **Fairness:** We need to be fair.

Critical thinking is a method of thinking (Debela & Fang, 2008). We can see from the preceding statements that critical thinking takes time and effort. It is a process that takes time to complete. CT is a skill that can be learned and taught (Debela & Fang, 2008). It is a skill that develops with practise, in part because it is a process. It is possible to characterize and break down critical thinking into steps, and this is how critical thinking may be taught.

Both the foundations and the concepts that flow from those foundations must be built. Every phase of such production necessitates judgment and wisdom. The system cannot be implanted, transferred, or injected in its premade form. It can't be put on a mental disc and

thrown into the mind without a mental battle. All actions of construction need critical judgement, and all acts of construction are subject to critical evaluation. We produce and evaluate; we evaluate what we create and we evaluate as we create. To study a discipline, we must first develop its system in our thoughts and then critically evaluate it (Pual & Elder, 2012: 36).

3. Culture as a Skill in EFL Context:

In the view of Brown (2007: 380) culture consists of “the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time”. Culture can be broadly described as the man -made aspect of the society (Herskovits, 1955) comprising of objects such as tools, houses and other infrastructure and subjective elements consisting of a “group’s characteristic way of perceiving its social environment” (Triandis, et al 1972: 3).

One of the most influential theorists of interculturality, Michael Byram (2008), describes it as the ability to effectively connect with people from other cultures that we recognise as distinct from our own. In this setting, effective intercultural engagement entails negotiating among people in a spirit of mutual respect for the benefit of all (Beacon and Cendoya, 2010: 24).

The subjective part of culture encompasses a diverse range of communal convictions, social mores, and societal value systems (Thomas, 1994). Through the ages, they are cultivated, passed down, and given significance. Culture is a product of long-standing conduct as well as a shaper of future behaviour. Humans create culture and are influenced by it (Segall, Dasen, Berry, & Poortinga, 1999).

Culture, according to Bodley (1994: 22), is "what people think, make, and do." The 3P model of culture has developed a more detailed definition of this broad definition (Frank, 2014). Perspectives, practises, and products are the three P's. Let's take a look at each of these. "What members of a culture think, feel, and value" are described by perspectives (Frank, 2014: 3).

Practices are shaped by perspectives. Traditions and typical behaviours in a culture are examples of practises. When people think of another culture, they frequently think of food as the first cultural product that comes to mind. The special foods associated with a culture are frequently the first thing that someone unfamiliar with the culture learns about it. Clothing, music, and literature are examples of cultural products (World Learning, 2018).

In today's globalised world, most people have regular encounters with members of other cultures. These encounters take place in a variety of social, political, and commercial settings. It is therefore critical for people to be able to interact successfully with people from cultures other than their own in all aspects of their lives. This is referred to as intercultural competence. People from different cultures require intercultural competence; as English as a foreign language (EFL) teachers, we prepare our students for future intercultural encounters. To comprehend differences, the first step is to comprehend "Different from what?" A very clear understanding of oneself as a cultural being is a necessary step in developing intercultural competence. That is, we must understand our own culture and how it affects us on a daily basis (World Learning, 2018)

4. Paul-Elder Critical Thinking Framework

The American scholars Richard Paul and Linda Elder anticipated the Paul-Edler Model, which is the most illustrative scale of hypothetical skills. The model includes eight

reasoning features, ten intellectual standards, and eight intelligence characteristics. The eight thinking elements are purpose, problem, viewpoint, information, reasoning, concept, revelation, and hypothesis; and the tenth is hypothesis. Clarity, precision, accuracy, significance, relevance, completeness, logicalness, fairness, breadth, and depth are intelligence criteria; the eight intelligence characteristics are humility, independence, integrity, bravery, firmness, confidence, empathy, and justice (Paul and Elder, 2010).

Critical thinking is the mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking control of the structures inherent in thinking and imposing intellectual standards on them (Paul and Elder, 2001). The Paul-Elder framework has three components:

1. The elements of thought (reasoning)
2. The intellectual standards that should be applied to the elements of reasoning
3. The intellectual traits associated with a cultivated critical thinker that result from the consistent and disciplined application of the intellectual standards to the elements of thought

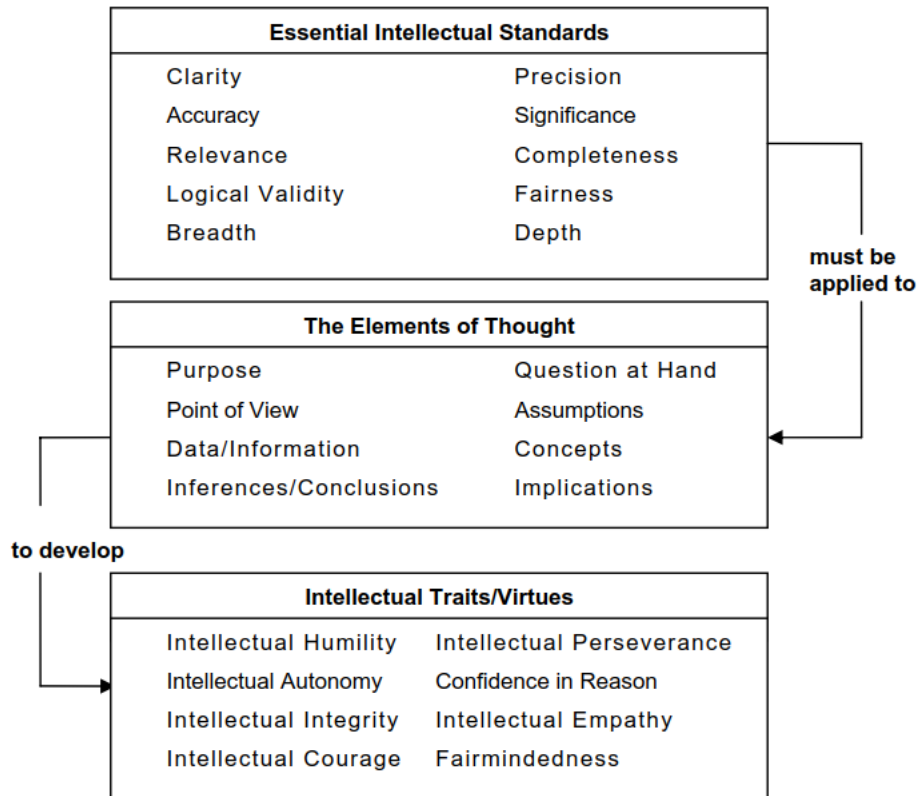


Figure (1): Paul-Elder Critical Thinking Model

According to Paul and Elder (1997), there are two critical dimensions of thinking that students must master before learning how to upgrade their thinking. They must be able to identify the "parts" of their thinking and assess how well they use these parts of thinking.

5. Teaching literature in EFL Context a Model Lesson Plan:

As to Paul and Elder (1997), there are two crucial extents of thinking that students must master for learning how to promote their thinking. They need to be intelligent to recognize the "chunks" of their thinking, and they need to be talented to assess their use of these chunks of thinking. Based on Paul and Elder's (2010) model of critical thinking, the

following scenario is being advised for a model lesson plan for teaching literary texts for EFL students at the university level learning English as a major.

Starting with elements of thoughts for setting up a course for teaching literature through exploration of the culture of the target language as a key facet and skill for the development of EFL's students linguistic and cultural competencies. Roles to assigned on both teacher and students for each part or activity within the lesson and the presentation of thought would be set out in line with Paul and Elder's model as follows:

1. Purpose:

Teachers and learners should be fully aware of the basic aim beyond the text or the material being given. That is a literary textbook either a novel or a collection of short stories or poems from a foreign language. The literary text is being taught and read for certain pedagogical aims. Both should consider the set of expressions, sentences, vocabulary items, themes, and the cultural and social context in an attempt to improve their linguistic and cultural competencies of the English language.

2. Problem: the course should aim at solving problems related to the EFL students' weaknesses in using the vocabulary, idiomatic expressions within an appropriate context similar to the native speakers.

3. Assumptions: what conducts of certain characters or events are assumed to take place. What expressions to be used in each event in a wedding party, love affairs, funeral procession, trial, police interrogation, press interview etc.

4. Point of view: The material should be presented from the point of view of the author with raising the awareness of the EFL students. What them the author or character in the texts attempts to convey to the readers and alike. Is there an alternative point views or not to what is being presented by the author?

5. **Data, information, and evidence:** the teacher should use the text as its raw material and incorporate concise information from the culture and provide reliable evidence on the subjects being taught in order to enhance learners' knowledge and confidence in what they are learning. What are the normal conducts, themes, images? What is moral and what is not in the story?

6. **Concepts and ideas:**

What ideas are applicable to what is being presented? What ideologies are their? What social class? What ethnicity? What doctrine? Etc. Therefore, teacher and students work to relate on building up ideas and concepts driven from the text. They have to relate the themes or ideas inside the text with the outer socio-cultural context.

7. **Interpretation and inference:** Based on all the above measures, the students will be able to make relative and relevant interpretations of the text by inferring the meanings from the text making use of these thinking strategies. Is there another way to interpret the information being given in the story or not?

Then, a set of universal intellectual standards should be incorporated including:

1. **Clarity:** teacher has to elaborate on each specific point being presented with further illustrative examples to facilitate learning and comprehension facilitate of the text.
2. **Accuracy:** How could learners check on and try to find out what is true based on their understanding of the text.
3. **Precision:** teacher is more specific in presenting the events, images or themes in the text.
4. **Relevance:** teacher tries to associate the instructional material (the literary text) with certain drawbacks and weaknesses in the students' linguistic and cultural communicative potentials.
5. **Depth:** A statement can be clear, accurate, precise, and relevant, but superficial. Look at how simple or complex the themes or ideas are being presented in the story.

Is there any psychoanalytic need or socio-cultural perspective incorporated within the text and what is the degree of complexity?

6. **Breadth:** A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth. Have we discussed all themes, ideas, character's presented.
7. **Logic:** When we think, we bring a diversity of thoughts together into some direction. When students arrived at illogical conclusions they are not on the right track. A logical analysis of text would lead them to arrive at the senses intended by certain character or the whole story.
8. **Fairness:** thinking should be fair in terms of what happens in the story whether we accept or not certain attitudes, characters, or events. At the end we need to think fairly about the story.

Methodological Design:

As per the categories set out by Paul-Elder model, a lesson plan incorporating cultural and critical thinking skills with reference to Iraqi academic context at the university level. A reflective lesson plan is designed accordingly as a model lesson:

1. Overview description of your students (how many, age, language level, and purposes for studying English)

Students Number: 45 EFL undergraduates (major in English

Age: 21-22

Grade:

Purpose of Learning: Students are EFLs studying English as a major to be English teachers

2. What aspect(s) of critical thinking does this lesson work on?

This is a novel lecture which will include readings and discussions of weeding and dancing events in Dickens's novel Great Expectations where I will use the cultural bumps and

identity wheel as a critical thinking means to push EFLs to describe the cultures if the characters and certain incidents.

My lesson plan includes a lecture of 45 minutes with focus on reading some extracts that shed lights on social practices in the Victorian age as reflected in Charles Dickens's Great Expectations novel such as dancing and wedding parties in that era. How Pip the major character was behaving in these parties before he became a gentleman and after. How Pip is educated to be a gentleman and how he deals with two different classes that he becomes part of. Then, reflect on some local practices in the Arab culture as well as current practices in the English society.

3. What aspect(s) of intercultural awareness and culture does this lesson work on?

Students will learn how dances and wedding practices differ from one society to another and how they are different from one age to another even in the same culture.

4. In this lesson, I anticipate students will be challenged by:

Students are expected to face some difficulties in understanding the language and practices of wedding ceremonies and dancing parties in the Victorian age.

5. To address these challenges, I plan to (note the specific activities that will address these challenges):

I will try to give detailed description of these practices after we read each extract that describe these practices with time being given to answer questions on the cultural contexts of these practices.

6. This is the way I will assess my students (note specific stages and specific activities that you will use for assessment):

Students will be evaluated by asking them to give a detailed description of a wedding ceremony in their culture with some reflections on wedding and dancing ceremonies in the Victorian age and the English society and advise to provide cultural bombs in wedding ceremonies.

Table (1): Detailed Model Lesson / Activity Plan Steps

Time	Lesson content / Activity stages	Students will... (what they will do and how they will interact with each other and the content)	Language focus (what kind of language will the students be using / practicing)	Role of the teacher... (my role, and what I will be paying attention to)	Questions that I will ask the students to deepen their learning
10	Cultural aspects	Students will explore the concept and give some real examples with focus on wedding and dancing events.	They should use vocabulary items related to wedding and dancing events.	I will try to give my own examples and then define the concept of cultural bumps/ cultural wheels	1- What cultural mean? 2- Draw your own wheels of the novel characters. 3- Tell us about your cross-cultural misunderstanding? 4- Tell is a cultural bump in wedding/ dancing event?
25	Reading extracts from the text	Reading the texts and give a general description of the context.	Focus on items related to dancing and wedding events and actions.	I will try to give general explanations and ask them to re-explain and paraphrase.	What is happening in this event? Why characters behaving in this way?

5	Discussion	Each group give its perspectives and ideas about the event with justifications	Focus on items related to the wedding and dancing events.	I will try to create an atmosphere of competition.	Why each group believe in a certain idea?
5	Reflect on cross-sociocultural aspects and identity wheel	Collect student's different perspectives by asking them to write all ideas being discussed and give their feedback next lecture.	Use the phrases related to the concepts discussed in this lecture.	Try to push them collect as much as possible different perspectives and avoid similar ones.	What are the different cultural elements being disused? What are the different ideas you understood?

6. Conclusions:

The current study has presented an overview analysis of using the Paul-Elder Model of Critical Thinking in teaching literature within EFL context incorporating culture as an important skill to be employed alongside. Hence, a model lesson plan has advised this purpose. Critical thinking is assumed to be a vital tool for accessing knowledge faster and easier for EFL undergraduates as it facilitate textual understating and reading

comprehension of the literary texts from different linguistics and non-linguistic aspects. Raising the cultural awareness of the students is an important element for cultivating students' linguistic competence and providing better understating of texts. Paul-Elder model offers a gateway to overcome drawbacks and weaknesses of teaching literary subjects at the university level.

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