

*Search information*

Received 08-05-2021

Accepted 10-06-2021

Printed ISSN: 2352-989X

Online ISSN: 2602-6856

*Using Short Stories to Enhance EFL Students'  
Critical Thinking*

**Boumediene Houda\***

**University of Laghouat(Algeria)**

**[h.boumediene@lagh-univ.dz](mailto:h.boumediene@lagh-univ.dz)**

**ABSTRAT**

Critical Thinking is one of the key goals of education .Thus, it should receive more devotion and all of its thinking is one of its possible effects on language learning should be explored. Moreover, educators have long been interested in the significance of critical thinking skills as an outcome of students learning. Reading is the most important skill which humans should acquire, as it is the means of enjoyment and pleasure, and the mother of all skills.

The current study focuses on the effectiveness of reading the literary genre of short stories in fostering critical thinking skills of 50 Second Year EFL Students at the Department of English – University of Sidi Bel Abbès-Algeria. The data were collected through Pre-Post Tests based on a questionnaire and a lesson about critical thinking skills as a remedy. Students were asked to answer questions to reveal their reading comprehension strategies. The findings of the study showed that reading short stories has a significant role in enhancing critical thinking skills. Also, the study came up with such a fact that short stories can promote critical thinking skills in the EFL Students' behavior. Therefore, short stories' reading has to be implemented within the Algerian Educational Curriculum.

**Keywords:** Critical thinking, EFL Students, reading comprehension strategies  
reading literary works, short stories

## **INTRODUCTION**

The development of critical thinking skills has been inextricably linked to being successful in the laborious 21st century world. Critical thinking develops responsibility and competencies for good democratic citizenship, and leads to better learning and transfer of knowledge. In educational research many attempts have been made to develop and test critical thinking teaching strategies. It is still unclear how critical thinking skills can be best taught (Boumediene et al, 2021). Many studies attempted to cultivate critical thinking skills and try to improve the thinking skills' weaknesses of learners in general and the graduate learners in particular.

## **2. Literature Review**

Critical thinking has been defined in many different ways; very broad definitions include 'thinking which has a purpose' or 'reflective judgment'. Moreover, to think critically is to examine ideas, evaluate them against what you already know and make decisions about their merit. Facione (1990) explained that the main constituents of critical thinking are a set of 6 skills that are: interpretation \_ clarifying meaning, analysis \_ examining arguments, inference, drawing conclusions, explanation, presenting arguments. Critical thinking skills are an essential element in every action; in our study, in reading, in writing our assignments and even in dealing with others. In addition, Ennis (2015) defined critical thinking as « reflective and reasonable thinking that is focused on deciding what to believe or do ». Critical thinking includes the component skills of analyzing, arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems. Similarly, critical thinking was defined as « the mental processes, strategic, and representations people use to solve problems, make decisions, and learn new concepts » (Halpern, 2012).

Critical Thinking is one of the key goals of education so, it should receive more devotion and all of its thinking is one of its possible effects on language learning should be explored. Moreover, educators have long been interested in the significance of critical thinking skills as an outcome of students learning. Furthermore, reading is the most important skill which humans should acquire, as it is the means of enjoyment and pleasure, and the mother of all skills. Thus, it is an important language skill and a highly complicated act that everyone must learn. Critical thinking skills can be acquired at any stage of the mental development of individuals. Moreover; short stories can help students to develop critical thinking skills and a special instruction is required in order to make active reading an appropriate area for the practice and promotion of

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

critical thinking skills of advanced college students, also, criteria needed to create the appropriate methodology must be chosen according to students' needs and context. Finally, most researchers working in the area of critical thinking agree on the important role of background knowledge. In particular, most researchers see background knowledge as essential if students are to demonstrate their critical thinking skills. One can conclude that in the process of language learning and teaching, foreign language learners lack some essential elements in their methods and techniques. These vital elements in teaching and learning language are critical thinking skills. In fact, providing students with more opportunities to achieve critical thinking skills is an academic responsibility that educators must consider. More precisely, critical thinking skills can urge students to develop cognitively.

Furthermore, critical thinking is seen as a process of achieving the higher level of thinking and reasoning abilities of the EFL learners by using some strategies in order to get the needed results. From this perspective, critical theory seems to be an appropriate resource in order to guide, correct and improve the students' intellectual growth. In wide brief, critical thinking is considered as an academic skill of being able to look at ideas and problems to assess them. It also involves the ability to see links between concepts and enhance one's own thoughts or active participation in different disciplines (Boumediene, 2018). Moreover, reading and understanding short stories can be a suitable critical thinking practice. In short stories, students should have critical eyes and try to convey their thoughts towards them critically as well; they should ask questions, and assume judgments. Though short stories vary depending on different contexts, they are considered as a productive and positive activity. Ramdiah & Corebima (2014) discussed the concept of standardized instruction in how to think and introduced a four-part model for the explicit instruction of critical thinking as follows: dispositions for critical thinking, instruction in the skills, structure training, and metacognitive monitoring. Daud and Husin (2004) declared that there are still quite a number of educational institutions that still emphasize on 'what' to think rather than 'how' to think. Schmit (2009) saw that «critical readers reflect on the passage by making observations, such as offering relevant examples or arguments. Critical readers should be able to infer what meaning the passage, as a whole, being able to look beyond the surface language ».

In order to read between lines, the conventional tools and techniques are not beneficial anymore and much more advanced equipment is required. Boumediene et al, (2017) suggested that students require reading and critical thinking to be actively involved in the learning process and they individually

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

understand and apply the information they are exposed to during the class room interaction. Thus, learners should learn how to produce and receive information through language critical based on what mentioned and lots of other reasons. Debuts (2013) added that «critical thinking is an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences ». A more recent model for teaching critical thinking in an ESL context and worth noting is a model proposed by Ruiz-Junco (2011) which included five-step process that is as follows: a pre-reading introduction about the background and/or cultural knowledge of the selected text, a comprehension activity by the explication of the main idea of each paragraph, explore the logic of the text, evaluating the logic of the text, and writing/composition .

Critical thinking is introduced in the educational settings so as to promote thinking in students. Many scholars basically stressed the necessity to make learners critical thinkers (Facione, 2011; Paul et al., 2006; Ennis, 2015; Yang et al., 2009). Paul and Elder (2006) explained that developing critical thinkers is important and should be the central goal of all academic institutions as well, through the use of effective steps. Moore (2011) considered that developing critical thinkers is necessary to have good learning, and further in order to act as dynamic and active citizens in our society. Ennis (2015) suggested that “By helping students become better thinkers, we would enable them to become better writers and vice-versa.”(p31) Zahrani (2017) stated that improving students' critical thinking skills can be a universal aim of all academic endeavors. Alwine (2014) clarified that «the learners are in a sense, exercising and applying what experts in critical thinking termed as: explanation, analysis, synthesis, argumentation, interpretation, evaluation inference and application ».

### **3. Statement of the Problem**

The EFL students required to use their thinking skills excessively especially critical thinking skills to master reading strategies. However, they do not know what is critical thinking? Why is it needed? And how it can be developed? The critical thinking skills of the EFL students are not used at all .Therefore, they are not able to deal with comprehension strategies like analyzing literary text deeply. Students are not also encouraged to process the information from texts by themselves through an intellectual engagement, analysis and interpretation of the text. And mainly, critical thinking is not taught properly and teachers do not participate in enhancing the thinking level of the students.

#### **4. Research Aim**

The aim of this study is to find a way to develop the critical thinking processes of the EFL students. It is going to focus on the effects of reading short stories on the development of the critical thinking skills and to make the participants able to deal with complex issues in their studies and their lives later, through mastering critical strategies. The study concentrates on the enhancement of critical thinking by using reading comprehension skills applied on literary texts such as short stories.

#### **5. Research Questions**

The EFL students faces many problems in applying their thinking skills in their learning skills. Hence, we tried in this work to investigate about three questions:

- Why do the graduate students need critical thinking skills ?
- Does reading comprehension have an effect on the development of critical thinking?
- Do short stories play any role in enhancing critical thinking skills?

#### **6. Hypotheses of the Study**

Critical thinking invokes interpretation, analysis, evaluation, inference skills, and presenting arguments which are necessary for learners . This research suggests a solution or a tool to develop these thinking skills. The proposed tool is reading short stories to enhance graduate students critical thinking. Thus, we hypothesize that reading literary short stories will develop the critical thinking skills in the EFL students' reading practices.

#### **7. Research Methodology and Tools**

This research is a quasi-experimental study in which a questionnaire is used to identify the comprehension level of the students, and the impact of reading comprehension on the critical thinking skills. The questionnaire is used as a pre /post-test about two short stories (Snow White and The Seven Dwarfs) and ( The Black Cat) that the sample already read . Also, a lesson about critical thinking is planned and taught directly after the pre- test to the participants to make them more familiar with the critical thinking process. Then, so as to check the effect this lesson could make on reading skills we used the Post-test . The data were collected from the answers to the test about the two short stories' themes of 50 Second Year License students at the English Department-University of Sidi Bel Abbes-Algeria.

#### **7-Analysis and Interpretation of Data**

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

The study aims to enhance the critical thinking skill through reading short stories. The results reached from this study were subject to an analysis to provide an answer to the research questions in form of **charts** as follow:

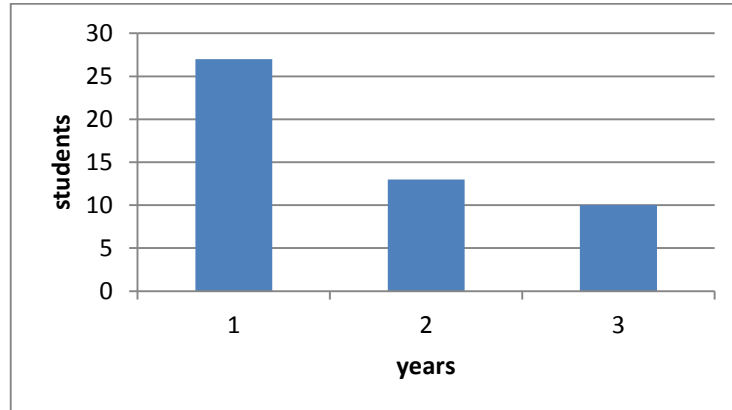
**7.1 Analysis and Interpretations of the Questionnaire**

The first section is about the number of students and their gender. There are 50 participants, 19 male and 31 female from the University of Sidi Bel Abbas.

**Section :two**

**Q 1 :** *How long have you been studying English?*

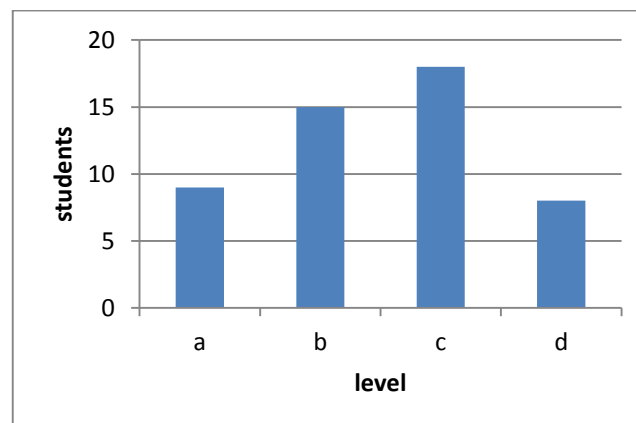
**Fig. 1.:Duration of English Studies**



The answers of the students are differentiated from 2 years to 4 years. 34 students were studying English for two years, 10 students were studying English for 3 years, and 6 students were studying English for 4 years. What can be observed is that the majority of them are compatible with time since our case study is the second year in the university. The rest may present the weak group in English language

**Q2 :** *How do you consider your level in English ?*

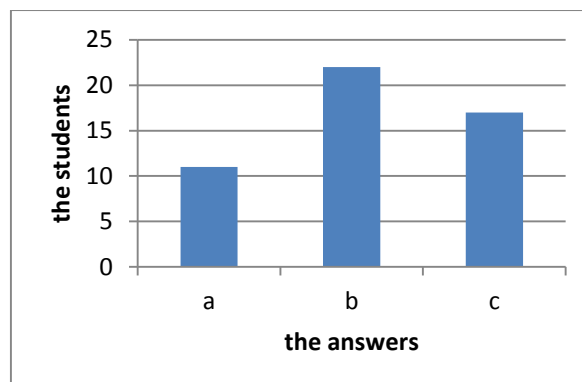
**Fig. 2.:The students 'Level in English**



The question is asked to check the students' level in English language. Here there are 9 students who choose : a - very good, 15 students choose : b-good, 18 students choose :c-average, and 8 students choose : d-poor. From this study we can see that the majority have lower level which may give sense to the fact of being weak in giving write answers using English language.

**Q3 :***Do you like reading?*

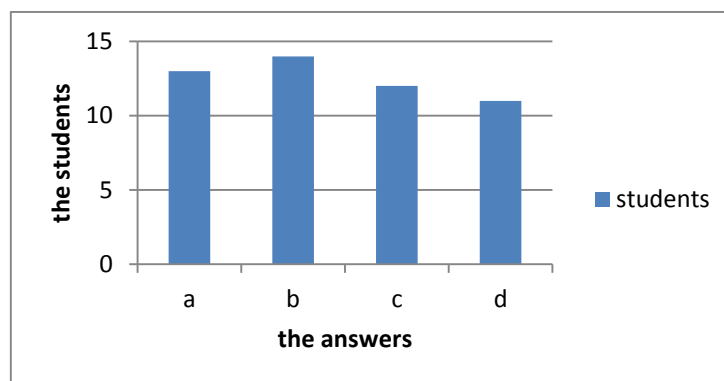
**Fig. 3.: Reading Preferences**



This Question was asked to confirm the ability of using reading skill in our experiment. 11 students choose a-A lot, 22 students choose b-A little, and 17 students choose b- Not at all. Those who read a little were the majority which could give us the opportunity to use reading skill. The study also show that reading skill is not developed very well, which it can be the reason that make the students non-critical thinkers.

**Q 4:***How often does your teacher encourage/ask you to read?*

**Fig.4.: The Teacher's Encouragement for Reading**



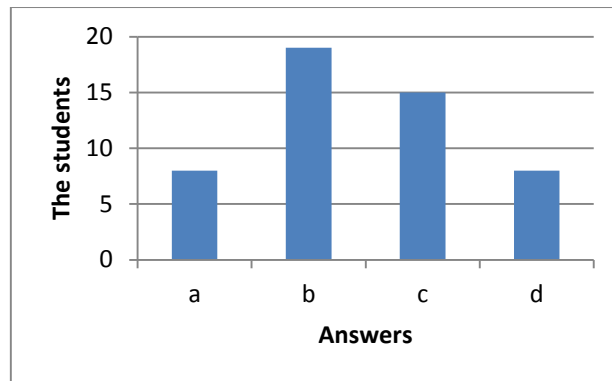
The goal from asking such question is to investigate the role of the class in enhancing reading skill in the students. There are 13 students who answers *a. Frequently*, 14 students who answers *b. Sometimes*, 12 students who answers *c. Rarely*, and 11 students who answers *d. Never*. This figure illustrates the efforts of the teachers in encouraging their students to read, most of the students see that their teachers were encouraging them to read.

**Q5 :***How often do you read in English without being asked?*

**Fig.5. How Much Reading without Being Asked**



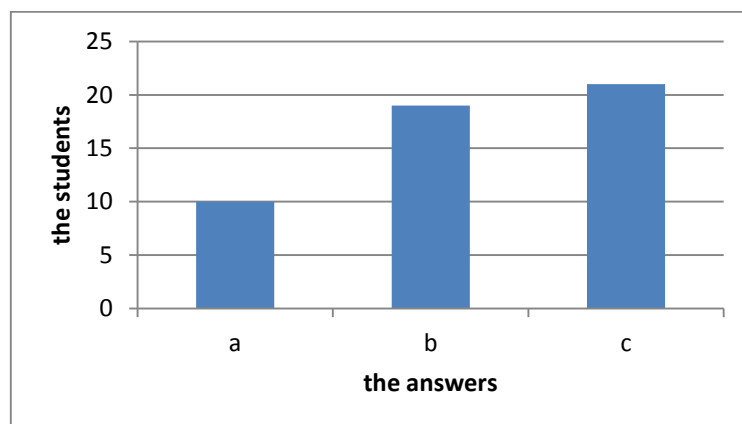
*Using Short Stories to Enhance EFL Students' Critical Thinking*  
*Boumediene Houda*



The most preferred answer for this question is **b-sometimes**, it was selected by 19 students, 15 students selected **c-Rarely**, 8 students selected **a-frequently** and other 8 students selected the answer **d-Never**. The aim from asking such question is see if reading is a voluntary action or mandatory. We can say that the number of those who read from their own in this group is not few.

**Q6** :*Your level in reading comprehension (according to your marks) is:*

**Fig. 6: Students' Evaluation of their Reading**

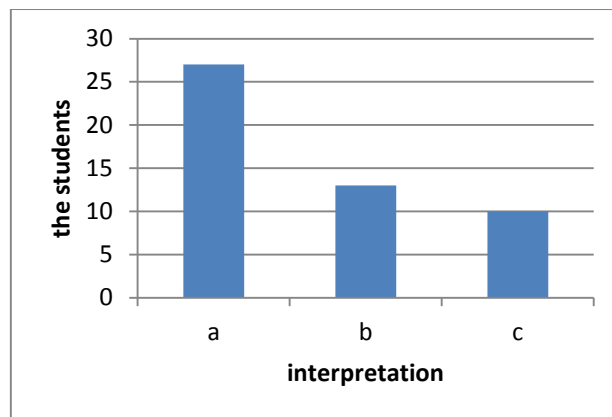


It was very clear that most of the participants has weak level in reading comprehension, because 21 students selected the answer **c-weak** which means that they have a serious problem, 19 students selected **b-Moderate** but 10 students answers **a-Good**. The study show that the level of reading comprehension is low, the reason could be the reluctance of the majority of them to read.

**Q7** :*Decoding (interpreting) the exams' questions is generally:*

**Fig.7.:Decoding the Exams' Questions**

*Using Short Stories to Enhance EFL Students' Critical Thinking*  
*Boumediene Houda*

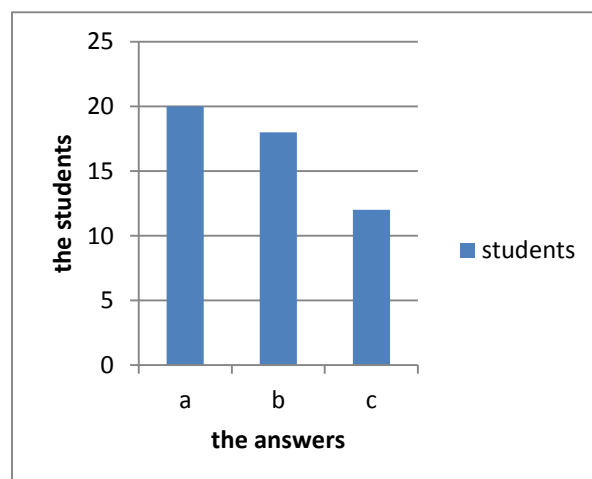


This question is aimed to investigate whether these students has one of the most important reading comprehension skills which is interpretation, 27 students selected the answer **a-difficult** this result indicates that reading comprehension skills are not well developed in this group, also the mental abilities are not well used. 13 students selected the answer **b-Not difficult** and 10 students selected the answer **c-Very easy**.

**Q8 :***How do you find the following types of exercises?*

- *Multiple choice*    • *True/false*                      • *Matching*                      • *Sentence order*

**Fig. 8. The Capacity of Students to Answer Different Types of Questions**



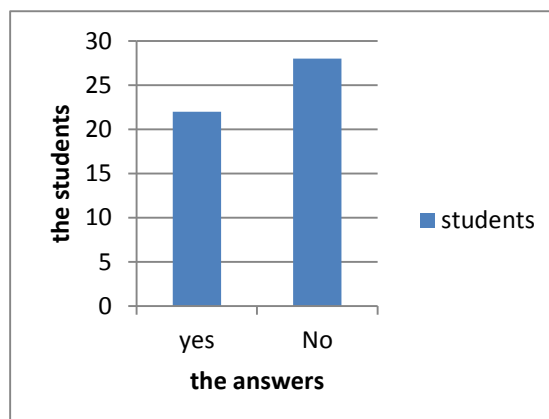
*Using Short Stories to Enhance EFL Students' Critical Thinking*  
*Boumediene Houda*

What can be observed from this study is that the students are not very compatible to deal with simple questions and the reason could be the difficulty of understanding some words in English also the lack of practicing reading activities.

**Section three:**

**Q 01:** Does the title of a book, a text, or an article give you an idea about its contents before you start reading?

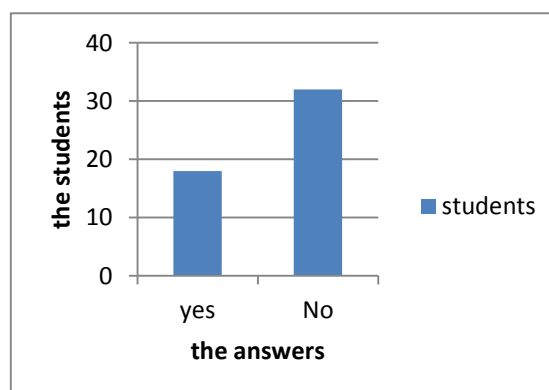
**Fig. 9: Interpretation through the Title**



The answers of the students are slanted to the second option ( **No**) they are 28 one, and the rest of them selected the first answer (**yes**). Most of the students have a problem with interpreting ideas through the title; interpretation is mental activity that requires the students to activate their thinking skills. But what is found in this study is that these students are not using their thinking skills effectively.

**Q2 :** As you read, do you usually predict (or guess) what the writer is likely to say in the next word, sentence, paragraph,...?

**Fig. 10. Students' Predictions about What They Read**

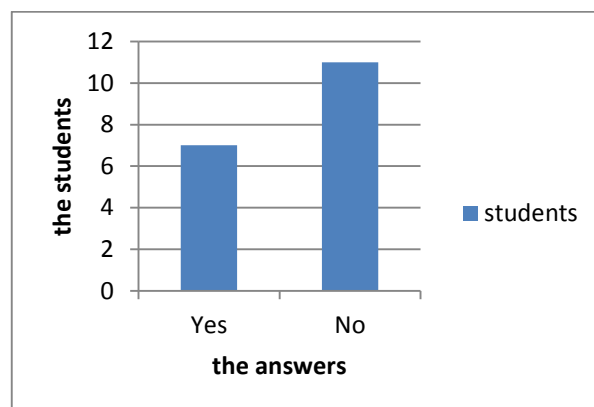


*Using Short Stories to Enhance EFL Students' Critical Thinking*  
*Boumediene Houda*

18 students selected the first choice **yes** ,and the second choice **No** was selected by 32 students. The majority of the students see that they can't make predictions about what they are reading. The theory of being non-critical thinkers is clear in this study because prediction is one of the skills of reading comprehension and when we say comprehension we are referring to the use of thinking skills.

**Q3 :**If "yes", do your predictions (guesses) always get confirmed (they are always true)?

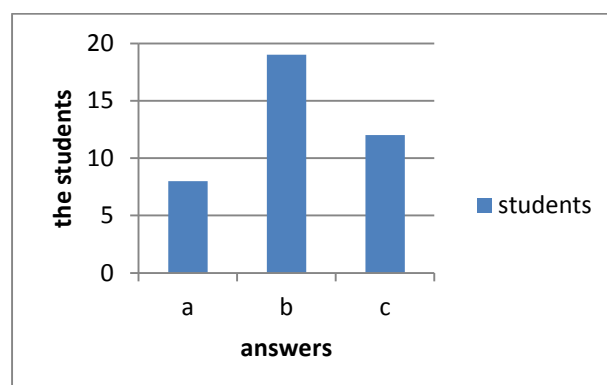
**Fig. 11: Students' Predictions Confirmation**



Those who said that they can predict, only 7 students find their predictions are correct which means that the rest of them have a problem in interpreting ideas and events correctly when they read a word or a paragraph or a text.

**Q4 :**If "no", what do you do then?

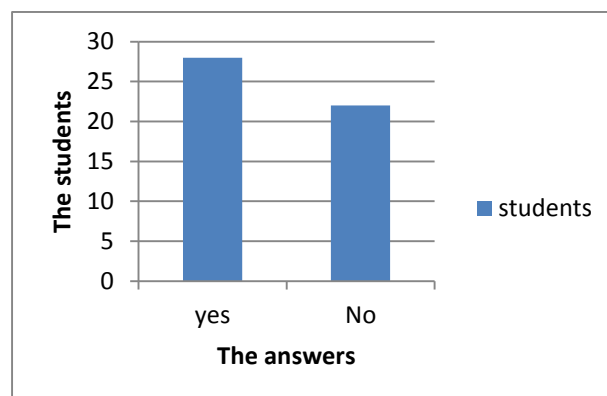
**Fig. 12: Reaction of Learners if their guessing is Not Correct**



The majority of the students selected the answer b-Change your prediction (or guess, 7students selected the answer a-Stop reading, and 10 students selected the answer c-Reread what you have already read. What can be observe dis that most of the students are trying to correct their mistakes by looking for other options. In other words they are trying to activate their thinking skills to achieve their goals.

**Q5 :**Do you think prediction (guessing) is an important thinking skill?

**Fig. 13. The Importance of Prediction as Thinking Skill**

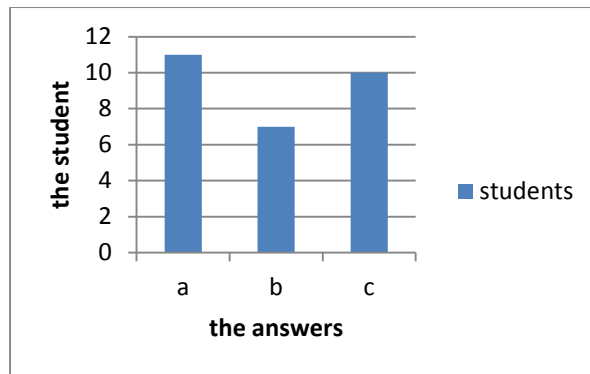


28 students see that prediction is an important thinking skill because most of their problems in solving comprehension questions is caused by their lack in acquiring such skill. 22 students have another point of view, they think that this skill is not important.

**Q6 :**If yes, what do you think the importance of prediction (or guessing) for reading comprehension is? (You can tick more than one box. In this case, please rank your choices from 1 to the most important until 3 or 4 to the least important).

**Fig. 14: The Reason of Prediction Importance in The Learners' Point View**

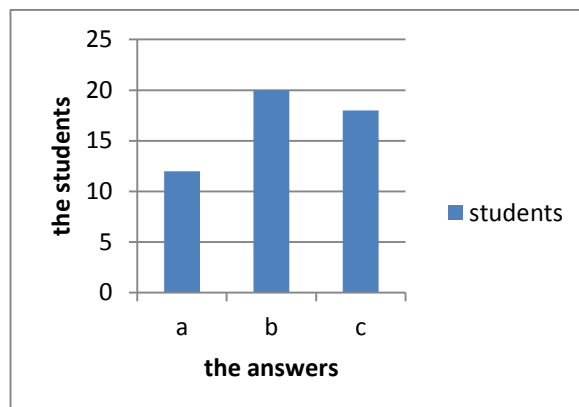
***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***



11 students selected the first answer a- It warms you to the topic (makes the topic familiar to you before you start reading, 7 students selected the answer b- It helps you become confident (not frightened) about reading a new text, and 10 students selected the answer c-It saves your time. The students have different reasons to say that prediction is important.

**Q7 :**Do you know how to solve comprehension questions (according to your marks)?

**Fig. 15: The Ability of The Learners in Solving Comprehension Questions**

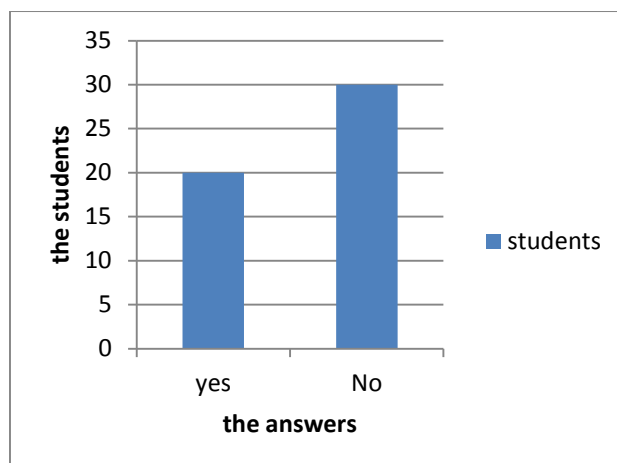


The aim of this question is to check the ability of the students in solving comprehension questions in the exams and tests. A few numbers of students selected the first answer and indicated their ability in solving this kind of questions, 20 students selected the second answer b-Sometimes, and 18 students selected the last answer. For those who selected the second answer they may need for some practice to develop their thinking skills.

**Q8 :** Does your teacher show you how to solve comprehension questions ?

**Fig.16. The Participation of the Teacher for Making the Learners Dealing with Comprehension Questions**

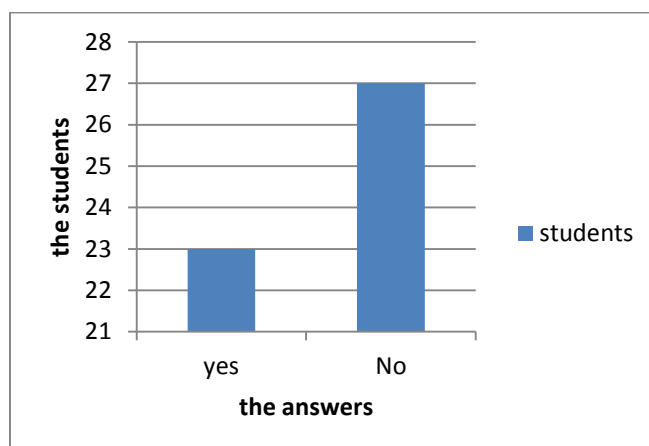
***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***



The aim of this question is to investigate the teacher's participation in developing the student's comprehension level, 20 students approved the participation of their teachers in showing them how to solve comprehension questions, 30 students neglected the participation of their teachers in helping them. Another reason for being weak in the comprehension level is the absence of the role of the teacher as a guide.

**Q9 :** Does your teacher show you how to choose specific answer among deferent choices?

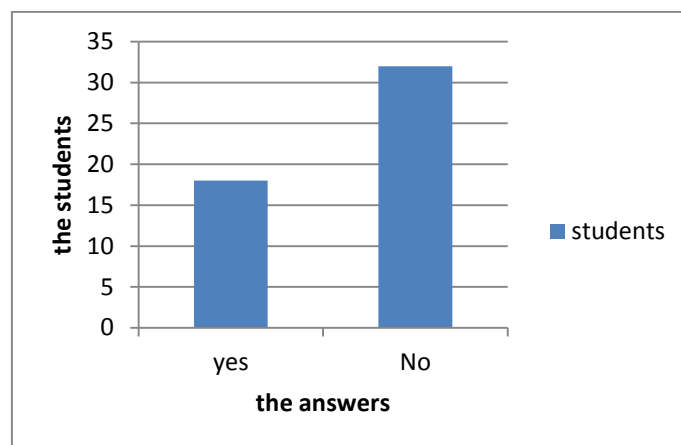
**Fig. 17 . The Help of The Teacher to Make The Learners Choosing Specific Answers**



As usual, the role of the teacher as a guide is not very present. 23 students said that their teachers help them in choosing specific answer among different answers, 27 students said that their teachers do not help them in doing such activity. The students need to be guided and motivated by their teachers to improve their level in solving comprehension questions.in the same time they will enhance their thinking skills.

**Q10 :** Do you think that students put into practice their thinking abilities during text comprehension ?

**Fig. 18: The Learners' Use of Thinking Abilities**



The aim of this question is to see if the students have an idea about the meaning of thinking abilities or thinking skills. 18 students said (yes), 27 students said (No) which means that the majority of the students are not accustomed very well with this concept. So they should learn more about thinking skills.

## 7.2 The Results of the pre-test

The test is about the short story « Snow White and The Seven Dwarfs », the form of the test is questions related to the story. The questions are divided into two parts, the first part is about the comprehension of the text and the second part is about discussion questions. The participants are asked to answer these questions to examine their level in using their thinking skills.

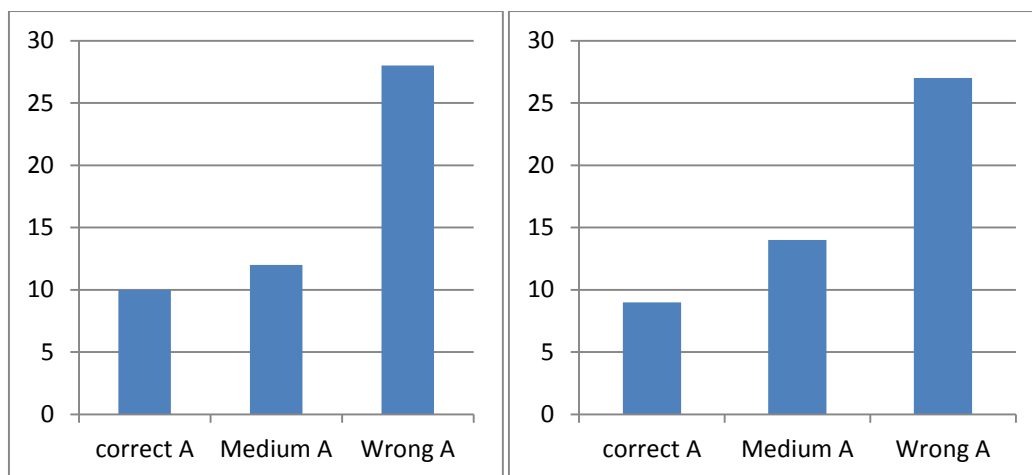
The answers of the first part of the test :      The answers of the second part of the test :

**Fig. 19: The Answers of  
Comprehension Questions**

**Fig. 20: The Answers Of  
Discussion Questions**



***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***



When the students took their first test, their answers were evaluated by their teacher. The answers of the majority of them concerning the first part « questions of comprehension » were wrong answers. 28 students most of their answers were not correct, 12 students gave answers in between, some answers were correct, others were almost correct, and the others were wrong. Concerning the rest of the students (10 s) they gave correct answers without making any mistakes.

It was almost the same with the second part « Discussion Questions ». 27 students had wrong answers, 14 students had Medium answers, and 9 students answered correctly without mistakes.

The result of this test shows that the students have a serious problem with comprehension since it is an important step in applying critical thinking or if we can say the first step in this thinking skill. The second part of this test was a kind of overlapping the events of the story in the students' experiences in life, in other words applying events in real life. It is obvious that what was comprehended could be applied. So the main problem of this group is their comprehension level.

### **7.3 The Lesson of Critical Thinking:**

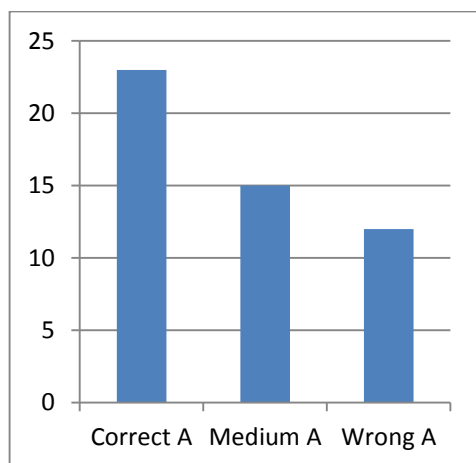
The aim of this lesson is to give the students an idea about what they can do by using their thinking skills and introducing the concept of critical thinking. The lesson started with identifying the concept of critical thinking then the steps that should be followed to apply it. The needed time to explain the lesson is 15 minutes. The students were given a printed papers includes what the lesson contains.

### **7.4 The Results of the Post-test :**

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

The form of the second test was the same with the first one. The story that was chosen is « The Black Cat » it was written by Edgar Allan Poe. The aim of this test is to see whether the lesson have made any changes on their manner when they answer comprehension questions. The difference in the students' comprehension level could be seen when the results of the two tests are compared.

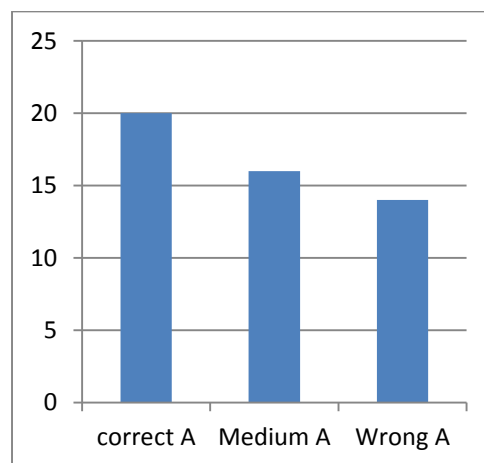
The answers of the first part :



**Fig. 21: The Answers of Comprehension Questions**

The answers of the second

part :



**Fig.22: The Answers of Discussion Questions**

After correcting the second test the difference was very clear in both parts. In the first part the students who answered correctly were 23 students, the students who gave medium answers were 15 students, and the students who answered in wrong way were 12 students.

In the second part 20 students answered correctly, 16 students gave medium answers, and 14 students gave wrong answers.

What can be observed from these results is that most of the students were capable to answer correctly or close to correct. The results of both parts are so close to each other because the elements that the test focusing on are Comprehension and Application and as we seen in the lesson the first element is followed by the second one. So whenever the student could understand concepts he can apply it in his life.

## **8. CONCLUSION**

In the current work we analyzed critical thinking development in EFL students. The process, relies on the organization of the whole framework of

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

developing the readiness for the academic activity. The conducted study does not aim at describing the problem of students' critical thinking development; it rather considers one of the helpful solutions of the problem. The perspectives of the study include searching for new strategies and practices to improve the process of students' critical thinking. This research demonstrates that most of the EFL students lack a substantive concept of critical thinking though they mistakenly thought otherwise. Thus, Critical thinking is foundational to the effective teaching of any subject, and it must be at the heart of any professional development program. In this study, the findings revealed that the two critical thinking skills were consistent among most students. It's important to equip students with useful guidelines or strategies such as those associated with Bloom's (1956) Taxonomy of Learning in order to encourage the use and development of critical thinking skills.

The findings of the previous empirical studies and this study demonstrate that reading short stories can effectively enhance critical thinking. Therefore, they are required to be included in the national curriculum. Critical thinking skills are definitely necessary for the educational settings; and most importantly, among the methods of fostering critical thinking skills are reading literary short stories. Thus, it's evident to support students to apply and develop their critical thinking skills because they offer several benefits that can enrich students' learning at schools and later in real life situations. Finally, last and not the least, more researches and investigations are recommended to be done about this subject using other research procedures, where there will surely be a way, to get more information and solutions to the proposed problem.

## **8. Bibliography List :**

### **1. Books :**

Bloom, B. S., Krathwohl, D. R., & Masia, B. B. (1956). Bloom taxonomy of educational objectives. In Allyn and Bacon. Pearson Education.

Durkin, D. 1993. Teaching Them How to Read (6th Ed) ; Boston : Allyn & Bacon.

Dewey, J. 1910. How We Think. Boston: D.C. Heath & Co.

Ennis, R. H. (1987). A Taxonomy of Critical Thinking Disposition and Abilities. Teaching Thinking Skills: Theory and Practice.

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

Pellegrino, J. W., & Hilton, M. L. (2012). Education for life and work. Rep. B8767.

**2. Theses:**

Alwine, S. (2014) A case study examining the explicit method of critical thinking instruction in a community college English Classroom. (Ph.D., George Mason University).

**3. Journal article :**

Al Zahrani, B. S., & Elyas, T. (2017). The Implementation of Critical Thinking in a Saudi EFL Context: Challenges and Opportunities. Indonesian Journal of English Language Teaching and Applied Linguistics, 1(2).

Anne,R. & West, J. (1, March 2014).The Use of Cognitive Reading Strategies to Enhance EFL Students' Reading Comprehension . International Journal of Education. Vol. 2

Arend, B. (2009). Encouraging Critical Thinking in Online Threaded Discussions. The Journal of Educators Online, 6(1), 1-23.

Balta, E. E. (2017). Teachers' Perceptions for Implementation of Integrated Critical Thinking and Writing Skills. Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, 37(2), 737-758.

Berge, Z. L., & Muilenburg, L. (2000). Designing discussion questions for online, adult learning. Educational Technology, 40(5), 53-56.

Boumediene, H., Berrahal, F. K., & Harji, M. B. (2017). The Effectiveness of Portfolio Assessment on EFL Students' Writing Performance: The Case of Third Year Secondary Students in Algeria. Academic Journal of Interdisciplinary Studies, 5(3 S1), 119.

Boumediene, H., Bavaharji, M., & Berrahal, F. K. (2018).The Effect of Using Twitter on Improving EFL Students' Writing: A Case Study. Humanities and Social Science Invention, 05 (II), .26-32

Boumediene, H., Hamadi, N. A., & Fatiha, B. K. (2021). Classroom Debate to Enhance Critical Thinking Skills. الباحث للعلوم الرياضية والاجتماعية, 4(7).

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

Crawford, A., Saul, W., & Mathews, S. (2005). Teaching and learning strategies for the thinking classroom. IDEA.

Chi-An Tung S. (2009). Developing Critical Thinking through Literature Reading .Feng Chia Journal of Humanities and Social Sciences

Debuts.G.P. (2013). Fostering Critical Thinking Competence in EFL Classroom. Studies in Literature and Language. Vol. 7, No. 1, 2013, pp. 6-9.

Daud, N. and Husin,H. (2004). Developing critical thinking skills in computer-aided extended reading classes. DOI: 10.1111/j.0007-1013.2004.00405.x

Facione, P. (2011). Critical Thinking: What It is and Why It Counts. Insight Assessment, 1-28.

Halpern, D. F., Millis, K., Graesser, A. C., Butler, H., Forsyth, C., & Cai, Z. (2012). Operation ARA: A computerized learning game that teaches critical thinking and scientific reasoning. Thinking Skills and Creativity, 7(2), 93-100.

Ramdiah, S., & Corebima, D. (2014). Learning Strategy Equalizing Students' Achievement, Metacognitive, and Critical Thinking Skills. American Journal of Educational Research, 2(8), 577-58

Kohzadi, H., & Azizmohammadi, F. (2014). Is there a relationship between critical thinking and critical reading of literary texts: A case study at Arak University (Iran). International Letters of Social and Humanistic Sciences, 33, 63-76

Moore, T. J. (2011). Critical thinking and disciplinary thinking: A continuing debate. Higher Education Research & Development, 30(3), 261-274.

Paul, R. W. (1985). Bloom's Taxonomy and Critical Thinking Instruction. Educational leadership, 42(8), 36-39.

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

Ruiz-Junco, N. (2011). Santayana: entering into the drama of his social thought. In *Blue Ribbon Papers: Interactionism: The Emerging Landscape*. Emerald Group Publishing Limited.

Schmit, J. (2002). Practicing critical thinking through inquiry into literature. *Inquiry and the literary text: Constructing discussions in the English classroom*, 32, 104-112.

Taglieber, L. (2000). critical reading and critical thinking *The State of the Art*. Ilha do Desterro *A Journal of English Language, Literatures in English and Cultural Studies*, (38), 015-037.

Yang, S. & Chung, T. (2009). Experimental study of teaching critical thinking in civic education in Taiwanese junior high school. *British Journal of Educational Psychology*, 79(1), 29-55.

**4. Seminar article:**

Al Udaini. A. A. 2011. The Effect of Computerized Program on Developing 9th Graders' Reading Comprehension Skills and Their Attitudes Towards Reading in Palestine. Palestine : The Islamic University-Gaza.

Buranapatana, M. (2006). Enhancing Critical Thinking of Undergraduate Thai Students Through Dialogic Inquiry. Australia: The University of Canberra.

Caldwell, J.S. and Leslie, L. 2013. *Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?*, 3rd Edition. Cardinal Stritch University

Chair, C.S.; 2002. *Reading For Understanding :Toward An R&D Program In Reading Comprehension* . Santa Monica :RAND

**5. Internet websites:**

Geertsen, R. 2013. *Barriers to Critical Thinking Across Domains*. SSWA

Faculty Publications . Retrieved From/on :

[http://digitalcommons.usu.edu/sswa\\_faspubs/445](http://digitalcommons.usu.edu/sswa_faspubs/445). May/2021

***Using Short Stories to Enhance EFL Students' Critical Thinking***  
***Boumediene Houda***

Cosgrove, R. 2009. Critical thinking in the Oxford tutorial. (Master's thesis, University of Oxford, Oxford, England). Retrieved from /on:

<http://wenku.baidu.com/view/950ba868011ca300a6c3903f>. May/2021

Ennis, Robert. (2015). The nature of critical thinking: Outlines of general critical thinking dispositions and abilities.

URL : <http://www.criticalthinking.net/longdefinition.html> pada, 22

Retrieved on :07/05/2021