A small-scale investigation of critical thinking dispositions:

The case of second year foreign languages stream students at Rachid Ridha Al-Achouri High School, Biskra

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Abstract

Critical thinking dispositions play a major role in the teaching and the learning processes of the thinking skills. In fact, critical thinking is viewed as "both a systemic inquiry and a mental attitude, a complex set of abilities and a process of dealing with ideas" (Cromwell, 1992, p. 39). EFL students ability to analyze or evaluate information, rules, or facts depends largely on their emotional readiness to be critical. If they choose not to exercise their thinking abilities, or they have not acquired the good thinking habits, those students may not be able to use the thinking skills. This would impede the development of critical thinking abilities in the EFL classrooms. The present paper is a small-scale investigation of critical thinking dispositions among second year high school students majoring in foreign languages at Rachid Rida Al-Achouri in the willaya of Biskra. The questionnaire utilizes California Critical Thinking Dispositions Inventory (CCTDI) model advocated by Facione (1990). The CCTDI includes analycity, open-mindedness, inquisitiveness, self-confidence, truth-seeking, and systematicity thinking dispositions. The final findings show that all participants of the present study have more favorable dispositions towards analyticity, open-mindedness, inquisitiveness, truth-seeking, self-confidence, and disinclination toward systematicity.

Keywords : critical thinking, dispositions, CCTDI, EFL, second year

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INTRODUCTION

One of the major pedagogical challenges facing EFL classroom teachers is the learning differences among students. Classrooms are overcrowded with students with different cognitive abilities and motivational levels. Trying to teach students to think critically rather than simply memorizing what educators or theorists think can be a challenging and frustrating task with some students. They simply respond to teachers' efforts as a waste of time, while others may appreciate their teachers' attempts to improve and nurture critical thinking in them. To teach students to be good critical thinkers and develop critical thinking skills require a clear understanding of critical thinking dispositions. Figuring out these dispositions certainly will help teachers to prepare effective lesson plans and useful assessment.

I. LITERATURE REVIEW

I.1. Definition of critical thinking dispositions

Critical thinking disposition, or propensity, is an affective state and internal derive of a person to think critically, such as seeking clarification and being inquisitive. According to Paulsen (2015, p. 55), dispositions include critical thinking attitudes and a sense of psychological readiness of the human being to be critical. Very similar to Davies' explanation, Passmore (1967), Ennis (1996), and Facione (1990) argue that dispositions are purely "critical spirit", which means having a tendency (or willingness) to do something given certain conditions. They can either enhance or hinder good critical thinking performance. This does not, however, mean that having positive thinking dispositions will result in promoting skilled learners (Thomas & Lok, 2015). That's why, teachers need to work on both developing the critical thinking skills and critical thinking dispositions.

The California Critical Thinking Dispositions Inventory (CCTDI) focuses on the affective dimension in assessing students' critical thinking dispositions as an attempt to check if students possess characteristics of good critical thinkers. According to Peter Facione, Noreen Facione, and Giancarlo (1994), the term thinking disposition refers to a constellation of attitudes, intellectual virtues, and habits of mind. Additionally, the final result of this disposition inventory shows that critical thinking requires more than the ability to master and use the skills. Students need to have a motivation to value and use the skills of critical thinking appropriately.

I.2. California Critical Thinking Dispositions Inventory (CCTDI)

The California Critical Thinking Dispositions Inventory (CCTDI) is the first measuring instrument of CT dispositions. It has been developed by Peter and Noreen Facione in 1990 as a result of the Delphi Report. According to this model, teaching dispositions is more important than developing critical thinking skills. Thus, ideal critical thinkers are supposed to display the following mental attributes: *open-mindedness, analyticity, truth-seeking, systematicity, inquisitiveness, and self-confidence.* These critical thinking dispositions are demonstrated in the table below which are taken from Facione, Facione and Giancarlo (1994, pp. 4-5).

CT Dispositions	Definitions
Open-mindedness	The open-mindedness disposition describes the ability to accept divergent thoughts or perspectives of others. It also entails thinkers to eliminate close-mindedness exploring biases in their own thinking.
Analyticity	The analyticity critical thinking disposition means the use of reasoning elements and information to solve problems, potential to identify conceptual and abstract difficulties, and readiness to intervene when needed.
Truth-seeking	Truth-seeking emphasizes the ability to obtain the best knowledge available, to ask critical questions without timidity or hesitations, persist in pursuing any study or research work regardless whether or not the task under investigation is interesting or not.
Systematicity	Systematicity disposition describes the ability of being organized, orderly, focused, and diligent in inquiry In other terms, good critical thinkers have the potential to systematically ask questions and systematically answer them, and they have the tendency to offer well-organized and sequenced ideas and thoughts to compose good paragraphs.
Inquisitiveness	Inquisitiveness is a mindset or disposition associated with critical thinking and is defined as " one's intellectual curiosity and one's desire for learning even when the application of the knowledge is not readily apparent" (Facione, Facione & Giancarlo, 1994, p. 4). To grow intellectually, one should have the tendency to know and learn new knowledge or explanation of something even if it appears not useful at the present time.
Self-confidence	CT self-confidence allows one to trust the soundness of one's judgments and to lead others in the resolution of problems. Self-confidence is considered critical because it allows individuals to trust their reasoning capacities and abilities. Furthermore, self-confident individuals are more eager to help others understand and solve language learning problems, and this leads to success.

Table 1. CT dispositions (Drawn upon Facione, Facione, and Giancarlo, 1994, pp. 4-6)

II. METHODOLOGY

II.1. Research questions

The present research attempts to offer answers to the research questions below:

1. What are the critical thinking dispositions of the second year Foreign Languages stream students at Rachid Ridha El-Achouri High School?"

2. To what extent do the group of the second year Foreign Languages stream students at Rachid Ridha El-Achouri High School differ in their attitudes and dispositions towards critical thinking?

II.2. Participants

The study sample is composed of eleven (or n=11) high school students majoring in Foreign Languages in their second year at Rachid Ridha El-Achouri High School, Biskra. Eight other students (n=8) from the same group have systematically and deliberately missed class for different reasons.

II.3. Questionnaire

II.3.1. Rationale of the critical thinking dispositions questionnaire

The aim of this study is to reveal the critical thinking dispositions of the second-year FL students. As Facione (1990) hypothesized, there is a strong correlation between critical thinking and critical thinking dispositions. First, thinking dispositions enable the students to use the critical thinking skills of the study properly. Second, the proper use of the critical thinking skills undoubtedly reinforces the dispositions in the students. Third, the obtained type of information through the questionnaire allows this researcher to identify the low level of the critical dispositions of the participants.

Accordingly, the California Critical Thinking Dispositions Inventory (CCTDI) scale has been selected and used as a data gathering tool. This model includes six elements, namely: *Truth Seeking*, *Open-Mindedness*, *Analyticity*, *Self-Confidence*, *Inquisitiveness, and Systematicity*. However, it is important to mention here that CCTDI scale used in this investigation is a Turkish version adapted by Kökdemir (2003). The present researcher has translated it into English. The researcher has sent an e-mail to PETER Facione to request the original CCTDI scale. Facione sent an email specifying that the authors were bound by a legal "contractual agreement with the publisher". Owing to copyright considerations, peter Facione could not, in other terms, contribute to or offer help get access to CCTDI or to improve a better approach to see it implemented in a non-native environment.

The present CCTDI scale has been purposefully selected after a long consideration because it suits the research study aims, drive, and focus. Additionally, reliability and validity of the CCTDI scale has been affirmed in many research studies (Bers, McGowan, & Rubin, 1996; Colucciello, 1997; P.A. Facione, Sănchez, Facione, & Gainen, 1995). These studies make the chosen questionnaire appear to be in line with the research questions and the experiment objectives.

II.3.2. Data description

The questionnaire consists of one section that of California Critical Thinking Dispositions Inventory (CCTDI) scale. This section of the questionnaire intends to find out whether the students are disposed to thinking critically. In this respect, it has to be mentioned that the original scale developed by Facione and his colleagues (1998) is made up of 75 statements and 7 dispositions namely: Analyticity, Self-Confidence, Inquisitiveness, Truth-Seeking, Open-Mindedness, Systematicity, and

Maturity of judgments. For this study, 42 statements and 6 critical dispositions including Analyticity = 8 items, Self-Confidence = 5 items, Inquisitiveness = 9 items, Truth-Seeking = 5, Open-Mindedness = 9 and Systematicity = 6 from Kökdemir (2003) are selected, translated from Turkish language into English, and administered at Rachid Rida Al-Achouri High School in the willaya of Biskra. To assess the students' opinion of the provided CCTDI, a 5-point Likert scale consisting of strongly agree, agree, neither agree nor disagree, strongly disagree, and disagree is used.

II.3.3. Data analysis and interpretation

In order to address the two research questions stated, both descriptive and interpretive analyses for CCTDI will be conducted. The data from the CCTDI survey will be analyzed.

II.3.3.1. Analyticity

Analyticity	Strongly disagree	Disagree	Neither disagree nor agree	Strongly agree	agree
1. It bothers me when my classmates rely on weak ideas to defend strong thoughts.	01 (09.09%)	02 (18.18%)	05 (45.45%)	01 (09.09%)	01 (09.09%)
2. I must understand the question very well before I answer it.				11 (100%)	
3. I collect the necessary information to answer difficult tasks.				07 (63.63%)	04 (36.36%)
4. It is important for me to understand what writers think about various issues when reading something in the classroom.				09 (81.81%)	02 (18.18%)
5. I must have arguments for all what I believe.				10 (90.90%)	01 (09.09%)
6. I must have reasons if I am against an				09	02

issue posed by the writer or when writing.				**(81.81%)**	**(18.18%)**
7. I am logical student.				**09 (81.81%)**	**02 (18.18%)**
8. It is important for me to get a clear idea of the problem posed by the writer when reading in the classroom.				**07 (63.63%)**	**03 (27.27%)**

Table 2. The disposition to be analytical (the data drawn upon Kökdemir in Facione, Facione, and Giancarlo, 1994)

As it is demonstrated in the Table 2 above, the disposition to be analytical reveals the following results:

1. Although the ability to reason inductively and analyze others' thoughts is crucial in critical thinking courses, most of the surveyed students (45.45%) neither agree, nor disagree that they are responsive to superficial thinking and gaps in their classmates' thoughts; one student (09.09%) expresses his/her strong disagreement to weigh and analyze biases in others' thoughts, and 18.18% of the respondents disagree with that statement. Besides, only 09.09% of the surveyed students strongly agrees, and one other student (09.09%) agrees that they both do not accept the use of weak thoughts or arguments to defend strong ideas in reading and writing on the part of their classmates.
2. As expected, 100% of the surveyed participants (n= 11) strongly agree that before answering questions in examinations or activities, they read them carefully. The aim is to ensure that they apprehend what the question is asking clearly. Subsequently, they can offer accurate, precise, significant, and relevant responses.
3. The urge to find out solutions to problems and to look at things from other perspectives is a trait of an ideal thinker. 63.63% of the surveyed high school students of Foreign Languages stream (n=07) strongly agree that whenever the teacher gives them difficult tasks in grammar, reading, or writing, they read books or Pdf articles to do their classroom tasks correctly, and 36.36% of the participants (n=04) agree with this statement.
4. Critical reading requires students to analyze the writers' thoughts using the intellectual standards (clarity, precision, depth, significance, logic, relevance, accuracy, and breadth). In this respect, the surveyed students 81.81% (n=09) express a strong agreement to the fact that when reading any text in the classroom, they regularly examine and assess assumption, information, and points of view of the writer, and 18.18% of the participants (n=02) agree with this statement.

5. The great majority of the subjects (90.90%) strongly agree with the statement that they offer arguments to defend and reinforce their thoughts, and small percentage 09.09 % (n=01) of the participants agrees with this statement.
6. The ability to observe closely and detect gaps in others' knowledge is a good habit to be a true critical thinker. The majority of the participants 81.81% (n=09) indicate that they offer arguments and reasons when they do not agree with the writers' thoughts or believe, and 18.18% (n=02) of the participants agree with this statement.
7. The ability to control one's own thinking to become logical is another trait of an ideal critical thinker. The majority of the second year high school students majoring in Foreign Languages (81.81%) affirm that they approach classroom activities in a logical manner by generating more organized, precise, and thorough thoughts, and 18.18% (n=02) of the participants agree with this statement, and lastly
8. As far as clarity of thoughts is concerned, 63.63% of the respondents (n=07) strongly agree with the production of more clear ideas as an attempt to solve problems. Very small percentage 27.27% (n=03) of the participants agree with this statement.

Nearly all of the participants indicated that they are disposed to analytical thinking to better learn their subject matters.

II.3.3.2. Open-mindedness

Open-mindedness	Strongly disagree	disagree	Neither disagree nor agree	Strongly agree	Agree
1. I usually agree with points of view that support my opinion.	05 (45.45%)	04 (36.36%)		01 (09.09%)	01 (09.09%)
2. I like examinations requiring not only memorization but also thinking.	01 (09.09%)	01 (09.09%)		07 (63.63%)	02 (18.18%)
3. I usually seek facts or arguments that support my opinion not those which go against.	03 (27.27%)	04 (36.36%)		04 (36.36%)	
4. I do not care about others points of view towards something.	03 (27.27%)	05 (45.45%)		03 (27.27%)	

Table 3. The disposition to be open-minded (the data drawn upon Kökdemir in Facione, et al., 1994)

As it is demonstrated in the Table 3 above, the second critical thinking disposition of the CCTDI model Open-mindedness displays the following results:

1. **D**eveloping an open-minded thinking to diverse perspectives is essential to critical thinking. The majority of the participants 05 (45.45%) strongly disagree that they accept the perspectives that support their own point of view only; instead, they are open to perspectives which even oppose their views towards something or someone. 04 of the surveyed students (36.36%) disagree also with this claim. On the opposite side, we find only one participant (09.09%) strongly agrees, and one other participant (09.09%) agrees that they accept evidence or points of view which contradict their own point of view as being true.
2. **I**t is not enough merely to memorize information for examinations. To be successful, knowing the skills needed for critical thinking and thinking critically become essential. Nevertheless, 01 participant (09.09%) strongly disagrees, and one other participant (09.09%) disagrees to examinations requiring critical thinking; they want high school tests and examinations' questions to look for a simple recall of the memorized data to take good marks. The great majority of the surveyed students (63.63%) strongly agree and just two students (18.18%) agree that besides direct questions, they are open-minded to critical thinking questions.
3. **A**lthough an deal critical thinker seeks out arguments that support and those which fail to support one's belief, perspectives, knowledge, etc, the surveyed high school students 04 (36.36%) strongly agree that they usually seek facts or arguments that support their opinion only and not those which go against. However, 03 participants (27.27%) strongly disagree, and 04 participants (36.36%) disagree that they usually seek to consider multiple as well as distinct arguments and points of view rather than evidence that support what they already believe.
4. **O**pen-mindedness refers the ability to see the merits of ideas or points of view of others and tolerate difference from one's own. The majority of the surveyed high school students majoring in Foreign Languages 03 (27.27%) strongly disagree and 05 (45.45%) disagree with the fact that they are not willing to see the merits of their classmates' ideas and perspectives. However, other students 03 (27.27%) strongly agree that they do not see to the need to listen to their classmates thoughts and perspectives.

Almost the majority of the surveyed second year high school students of Foreign Languages stream (n=11) are disposed to open-minded thinking. To prove, the sum of the scale points is 33 points for open-minded thinking, and only 8 points against open-mindedness. Open-minded students are willing to know opposing arguments and points of view of others, and they have the desire to carefully listen to and understand more than one side's thoughts and perspectives.

II.3.3.3. Inquisitiveness

Inquisitiveness	Strongly disagree	Disagree	Neither disagree nor agree	Strongly agree	Agree
1. It will be great to study new skills in English course.				11 (100%)	
2. My teachers appreciate my intellectual curiosity because I have a desire to develop ideas about the content and explore new concepts.				08 (72.72%)	03 (27.27%)
3. I like to learn difficult grammar rules, read complicated texts, and write about challenging topics in English.				08 (72.72%)	03 (27.27%)
4. One of my strengths is being uncurious to learn or know.	06 (54.54%)	02 (18.18%)		02 (18.18%)	01 (09.09%)
5. I enjoy solving complex tasks in English.	01 (09.09%)	01 (09.09hn,j%)		09 (81.81%)	

Table 4. The disposition to be inquisitive (the data drawn upon Kökdemir in Facione, et al., 1994)

As it is demonstrated in the Table 4 above, the third critical thinking disposition of the CCTDI model Inquisitiveness shows the following results:

1. As the table indicates, all of the surveyed high school second year students 11 (100%) strongly agree that they are intellectually curious to learn new skills in English course.
2. Also, as the table shows, 08 participants (72.72%) strongly agree, and 03 participants (27.27%) agree that they have the ability to identify and

notice what is unknown and unclear in texts and to investigate challenging questions.

3. **0**8 students (72.72%) strongly agree, and 03 students (27.27%) agree that they are inquisitive. These include the ability to: (1) solve difficult tasks in grammar, (2) read closely to determine what the text says explicitly and make logical inferences, and (3) write about unfamiliar, abstract, and academically challenging topics in English.
4. **A**s the table shows, 06 respondents (54.54%) strongly disagree, and 02 respondents (18.18%) disagree that they are not disposed to study, practice, and eventually develop the thinking skills related to language learning. However, 02 respondents (18.18%) strongly agree, and 01 respondent (09.09%) agrees with the statement that they do not like to be intellectually curious.
5. **O**nly one high school second year student majoring in Foreign Languages (09.09%) strongly disagrees, and one other student (09.09%) disagrees that they both have the ability to focus and persist in solving challenging language learning tasks in grammar and reading. Nevertheless, most of the surveyed students 09 (81.81%) strongly agree that they enjoy trying to solve very difficult tasks.

As it is observed, the percentages reveal that the great majority of the surveyed students are disposed to inquisitiveness. Few other students, as the Table indicates, are not capable to learn vague concepts, solve challenging tasks, identify inferences from texts, write about abstract topics, and figure out and try to understand gaps in knowledge. They seek explicit, simple, direct lessons, activities, and tests. The advantage of inquisitive students is the ability to regularly seek to observe and grasp beneath the surface of what is being said or written.

II.3.3.4. Self-confidence

Self-confidence	Strongly disagree	Disagree	Neither disagree nor agree	Strongly agree	Agree
1. I usually provide correct answers to difficult activities or questions; therefore, my classmates relay on me to help them understand the activity to solve it accurately.			**02** **(18.18%)**	**06** **(54.54%)**	**03** **(27.27%)**
2. I am appreciated being able to understand others'			**01**	**09**	**01**

thoughts in the classroom.			**(09.09%)**	**(81.81%)**	**(09.09%)**
3. My classmates get de-motivated and distracted easily to carry on answering complex activities.	**02** **(18.18%)**	**02** **(18.18%)**		**03** **(27.27%)**	**04** **(36.36%)**

Table 5. The disposition to be self-confident (the data drawn upon Kökdemir in Facione, et al., 1994)

As the Table 5 demonstrates, the fourth critical thinking disposition of the CCTDI model Self-Confident reveals the following results:

1. The first statement that students are asked to rate is, " I usually provide correct answers to difficult activities or questions; therefore, my classmates rely on me to help them understand the activity to solve it accurately". As it is seen in the Table, 54.54% of the students strongly agree, and 27.27% agree that they have the ability to guide their classmates to make reasoned answers. Only 18.18% (n= 02) of the surveyed students neither agree, nor disagree with the statement.
2. The second statement that students are asked to rate is, " I am appreciated being able to understand others' thoughts in the classroom". This statement is targeting the students self-confidence and awareness about their own capabilities, and the results which are displayed in the Table are quite positive. 81.81% of the students (n=09) strongly agree and 09.09% (n=01) agrees with the stated statement. Only 09.09% (n=01) neither agrees, nor disagrees with it.
3. The third statement that students are asked to rate is, "My classmates become de-motivated to carry on answering difficult activities". As it is indicated in the table, 18.18% (n= 02) of the students strongly disagree, and similarly 18.18% (n= 02) of the surveyed students disagree that their classmates are enthusiastic about answering challenging questions or tasks. However, the majority of the students (27.27%) strongly agree, and 36.36% of the students agree that their classmates are not confident enough to answer activities correctly if the classroom activity proves to be difficult.

As the Table indicates, the overwhelming majority of the second year high school students majoring in Foreign Languages (n=11) report that they are confident in their own thinking capacities. They can understand and answer challenging exercises or provocative questions. They also believe that their classmates trust their abilities because they give correct answers to exercises or questions their classmates usually find difficult.

II.3.3.5. Truth-seeking

Truth-seeking	Strongly disagree	Disagree	Neither disagree nor agree	Strongly agree	Agree
1. Reading is not interesting and not worth to learn.	09 (81.81%)	02 (18.18%)			
2. I usually defend my opinion.		01 (09.09%)	01 (09.09%)	07 (63.63%)	02 (18.18%)
3. Compulsory courses at high school are not worth to study.	01 (09.09%)			08 (72.72%)	02 (18.18%)
4. I believe only in what I believe without being interested in what others might say or think.	05 (45.45%)	01 (09.09%)		01 (09.09%)	04 (36.36%)
5. It is important to keep on working on hard tasks and questions without giving up until I get clear and accurate answers.	01 (09.09%)			06 (54.54%)	04 (36.36%)

Table 6. The disposition toward truth-seeking (the data drawn upon Kökdemir in Facione, et al., 1994)

As the Table 6 shows, the fifth critical thinking disposition of the CCTDI model that of Truth-seeking displays the following results:

1. The great majority of the surveyed second year high school students (81.81%) strongly disagree with the statement, "Reading is not worth studying", and 18.18% (n= 02) disagree. Increased disposition to critical reading motivates students to get involved in reading comprehension tasks requiring the use of critical thinking skills.

2. As far as the statement, " I strongly defend my own opinions" is concerned, 63.63% of the surveyed respondents strongly agree, and 18.18% agree. Only 09.09% neither agrees, nor disagrees with 09.09% (n=01) disagreeing with the statement. In critical thinking, the ability to generate arguments to defend one's thoughts or perspectives proves to be fundamental. Engaging students in critical writing tasks, critical reading tasks, or critical thinking tasks in grammar entails the production of strong arguments after knowing clearly the problem and finding relevant, significant, and accurate evidence.
3. In their responses to the statement, "Some compulsory courses at high school are not worth studying", 72.72% of the respondents strongly agree, and 18.18% (n= 02) agree. Only 09.09% (n=01) of the surveyed respondents strongly disagrees with the statement. Indeed, besides languages, high school students often find themselves having to study compulsory courses like Mathematics, History, and Philosophy which do not interest them. They find difficulties to pursue on learning them.
4. A total of 45.45% (n=05) of the surveyed respondents strongly disagree, and 09.09% disagrees that they are not interested in what others might say or think. However, 36.36% (n=04) of the respondents agree and 09.09% (n=01) strongly agrees with the statement. Nearly the majority of the surveyed students appear open-minded. They seek knowledge even from others' lenses. "They avoid being blinded by their own viewpoints", according to Elder (2019, p. 221). Conversely, other students appear close-minded. They believe and tend to convince that their thoughts are the correct ones. Similarly, they seem unwilling to abandon their thoughts when other ideas appear more reasonable. In fact, critical thinkers have the ability and the tendency to monitor, grasp, and critique biases from their own perspectives.
5. 54.54% of the second year high school students (n= 06) strongly agree, and 36.36% (n=04) of the respondents agree with the statement, "It is important to keep on working on challenging tasks and questions without giving up until I get accurate answers". However, relatively small percentage 09.09% (n=01) of the surveyed students strongly disagrees with it.

As it has been reported, the great majority of surveyed high school students of.

Foreign Languages (n=11) mention that they seek knowledge from different perspectives and from different sources when working on challenging exercises in order to find the best information and ideas. Critical thinking ideally avoids egocentric thinking, i.e., self-centered selfishness. Paul and Elder (2019) corroborate, " The egocentric mind experiences its ideas as reasonable and rational" (p. 33). Indeed, it has been found that the minority of the surveyed respondents appear reluctant to search for information from other perspectives or sources. They consider their views as being infallibly correct. This is maybe one of the obstacles which hinder students to become good critical thinkers.

II.3.3.6. Systematicity

Systematicity	Strongly disagree	Disagree	Neither disagree nor agree	Strongly agree	Agree

1. I am proud that I have the ability and potential to think with clarity.				**10**	**01 (09.09%)**
2. I cannot write a comprehensible paragraph.	**09 (81.81%)**	**01 (09.09%)**			**01 (09.09%)**
3. It is easy for me to organize my thoughts.	**03 (27.27%)**		**01 (09.09%)**	**04 (36.36%)**	03
4. My teachers usually say that I give incorrect answers because I rush to answer.	**03 (27.27%)**	**01 (09.09%)**		**05 (45.45%)**	**02 (18.18%)**
5. I immediately panic and get nervous when teachers give us difficult tasks or questions to do.	**01 (09.09%)**	**01 (09.09%)**		**09 (81.81%)**	

Table 7. The disposition toward systematicity (the data drawn upon Kökdemir in Facione, et al., 1994)

The last critical thinking disposition with which we are concerned is systematicity. As it is demonstrated in the table 7 above, the analysis yields the following results:

1. All of the surveyed second year high school students of Foreign Languages strongly agree (90.90%/n= 10), and one respondent (09.09%/ n=01) agrees with the statement, "I am proud that I have the ability and potential to think with clarity". Skilled thinkers recognize the importance of meeting intellectual standard that of clarity which is essential in facilitating comprehension and communication of thoughts.
2. While 09.09% (n= 01) of the whole participants agrees with the statement, " I cannot write a comprehensible paragraph", 81.81% (n=09) of the surveyed respondents strongly disagree, and 09.09% (n= 01) disagrees with it. In this respect, one has to mention that the ability to develop an organized, interconnected, thorough, and a comprehensible paragraph is important to function as a systematic critical thinker.
3. As the table indicates, 36.36% (n= 04) of the participants strongly agree, and 27.27% (n=3) agree that they have systematic thinking. Differently stated, those students have the ability to logically organize their thoughts. However, 27.27% (n=03) strongly disagree with the statement, "It is easy for me to

organize my thoughts". Only one respondent (09.09%) neither agrees, nor disagrees with it.

4. 45.45% of the surveyed respondents (n=05) strongly agree, and 18.18% (n=02) agree that they are unable to give correct answers to various tasks in reading, writing, or grammar because they rush to answer without understanding them. In contrast, 27.27% of the participants (n=03) strongly disagree, and only one (09.09%) disagrees with the statement, "My teachers usually say that I give incorrect answers because I rush to answer". Generally, those high school learners of Foreign Languages, who rush to give the answer, need to learn to grasp assignments instructions and questions before addressing them.
5. **L**earners have to monitor their own feelings from anxiety and stress because negative emotions would absolutely hinder systematic generation of ideas and thoughts. Nevertheless, 81.81% of the surveyed students (n=09) strongly agree that they immediately panic and get nervous when teachers give them difficult assignments or questions. However, only one respondent (09.09%) strongly disagrees, and one other student (09.09%) disagrees that they both get anxious to answer their teachers' questions in the classroom.

Most of the surveyed second year Foreign Languages stream students at Rachid Ridha Al Achouri High School strongly agree and agree that they have less ability to think systematically. This includes the ability to produce systematic thinking aiming at organizing thoughts when writing and trying to grasp authors' thoughts. As the Table 7 indicates, the students rush to provide answers to the classroom activities, and they panic when the activities are somehow difficult or challenging. This behavior may impede systematic critical thinking. Therefore, the students need to monitor their negative emotions, such as fear, panic, stress, and anxiety to think in a systematic manner to eventually develop their critical thinking abilities.

III. DISCUSSION OF THE FINDINGS

The current questionnaire aims at identifying second year high school students majoring in Foreign Languages at Rachid Ridha Al-Achouri in the willaya of Biskra critical thinking dispositions. The researcher has utilized and administered the California Critical Thinking Dispositions Inventory (CCTDI) scale developed by Facione (1990). The scale comprises six components and thirty (n=30) statements. The first component, Analyticity, has to do with the ability to reason through evidence and arguments in order to solve ambiguous or difficult tasks that aim at measuring students' critical thinking abilities. The second component is that of Open-Mindedness; it means to be open-minded toward others' thoughts, ideas, and perspectives. Learners need to recognize diverse perspectives, assess and correct biases or inconsistencies in their own thinking. The third component, Inquisitiveness, refers to the desire to be well-informed about a given subject matter and seek relevant information. The next component, Truth-Seeking, describes the ability to search for the best knowledge, ideas, thoughts, evidence, arguments, and or perspectives. The fifth, Self-Confidence, has to do with the students' confidence in their own cognitive and intellectual abilities to analyze, evaluate, reason, make

accurate and significant judgments, etc. The sixth component, systematicity, requires the students to think in a well-organized, orderly, logical, sequential, and systematic manners.

After administering the CCTDI scale to the second year high school students majoring in Foreign Languages, significant differences have been found between students' higher and lower rates worthy to mention. Concisely, all participants of the present study have more favorable dispositions toward analyticity, open-mindedness, inquisitiveness, truth-seeking, self-confidence, and disinclination toward systematicity. The surveyed second year students of Foreign Languages appear to have difficulties to think systematically. The majority reported that panic distracts them to answer assignments that require systematic processing of ideas. FL learners in their majority also mention that they rush to answer without understanding the requirements, i.e., instructions, of the tasks. Other students reported that it is hard and not easy at all for them to organize their thoughts. Besides, some students may even prove to be narrowly-minded. They usually seek facts or arguments that support their opinion only, and they seem to take a little interest in listening to their classmates' thoughts and perspectives. On the other hand, other students may even nurse negative attitudes to learn vague concepts, to solve challenging tasks, to identify inferences from texts, to write about abstract topics, and to figure out and to try to understand gaps in knowledge. They instead seek explicit, simple, direct lessons, activities, and tests. The obtained findings on this scale express a point of view that those students with low rates simply may prove to be less disposed to think critically.

CONCLUSION

The foregoing paper has made an attempt to present, analyze, and interpret the final results obtained from the California Critical Thinking Dispositions Inventory-based questionnaire. A sample of 11 high school second year students majoring in Foreign Languages at Rachir Ridha Al-Achouri in the willaya of Biskra respond to CCTDI. The questionnaire consists of six components (Analyticity, Open-Mindedness, Inquisitiveness, Self-Confidence, Truth-Seeking, and Ststematicity) and 30 statements that students rate on Likert scale which consists of strongly disagree, agree, neither agree, nor disagree, strongly agree, and agree options. The final Result obtained from the statistical analysis show that all of the surveyed students have analytical thinking. In other words, the participants have the ability to critically analyze and examine information in activities requiring them to compare or contrast, classify, solve problems, make critiques, etc. Moreover, the participants rate high on open-minded disposition. This includes the ability and the tendency to consider new ideas, to accept opposing perspectives, and to tolerate biases in their own thinking. Also, the surveyed students give themselves a high rate on inquisitiveness. They indicate that they have the ability to solve difficult classroom tasks write about unfamiliar, abstract, and academically challenging topics in English. It has been found also that the students have favorable disposition toward self-confidence. They feel more confident about their abilities to reason, solve difficult activities, to analyze authors' thoughts. Likewise, the participants have favorable disposition toward truth-

seeking (i.e., the capacity to look for evidence from diverse and different sources and perspectives). However, the CCTDI questionnaire reveals that Foreign Languages stream students are not disposed to think systematically. They cannot order their ideas to solve particular language learning problems or write comprehensible paragraphs. The majority of the participants provide high rates to the CCTDI scale. This might be due to the fact that they are unaware about their critical thinking deficiencies. Therefore, the claim may be put that sustained and explicit training and practice in the skills of critical thinking can help the students recognize their current deficiencies and address them.

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THE APPENDICES

Assessing students' critical thinking disposition-based survey

(California Critical Thinking Dispositions Inventory, CCTDI)

Dear student,

The present survey attempts to assess the extent to which you are disposed and willing to think critically, study critical thinking skills, and do tasks requiring reasoning in English module. You are kindly requested to read the statements and tick the statement which describes you.
Your answers to this survey will be kept strictly confidential and anonymous.

PART ONE:

Assessing EFL students' critical thinking dispositions using California Critical Thinking Dispositions Inventory (CCTDI) scale

Direction: Please, answer each item by indicating the degree to which you agree that the statements below correctly describe you. Tick (√) just one option.

California Critical Thinking Dispositions Inventory's statements	Strongly disagree	disagree	Neither disagree nor agree	Strongly agree	agree
Analyticity					
1. It bothers me when my classmates rely on weak ideas to defend strong thoughts.					
2. I must understand the question very well before I answer it.					
3. I collect the necessary information to answer difficult tasks.					
4. It is important for me to understand what writers think about various issues when reading something in the classroom.					
5. I must have arguments for all what I believe.					
6. I must have reasons if I am against an issue posed by the writer or when writing.					

7. I am logical student.					
8. It is important for me to get a clear idea of the problem posed by the writer when reading in the classroom.					
Open-mindedness					
1. 1. I usually agree with points of view that support my opinion.					
2. I like examinations requiring not only memorization but also thinking.					
3. I usually seek facts or arguments that support my opinion not those which go against.					
4. I do not care about others points of view towards something.					
Inquisitiveness					
1. It will be great to study new skills in English course.					
2. My teachers appreciate my intellectual curiosity because I have a desire to develop ideas about the content and explore new concepts.					
3. I like to learn difficult grammar rules, read complicated texts, and write about challenging topics in English.					
4. One of my strengths is being uncurious to learn or know.					
5. I enjoy solving complex tasks in English.					
Self-confidence					
1. I usually provide correct answers to difficult activities or questions; therefore, my classmates relay on me to help them understand the activity to solve it accurately.					
2. I am appreciated being able to understand others' thoughts in the classroom.					
3. My classmates get de-motivated and distracted easily					

to carry on answering complex activities.					
Truth-seeking					
1. Reading is not interesting and not worth to learn.					
2. I usually defend my opinion.					
3. Compulsory courses at high school are not worth to study.					
4. I believe only in what I believe without being interested in what others might say or think.					
5. It is important to keep on working on hard tasks and questions without giving up until I get clear and accurate answers.					
Systematicity					
1. I am proud that I have the ability and potential to think with clarity.					
2. I cannot write a comprehensible paragraph.					
3. It is easy for me to organize my thoughts.					
4. My teachers usually say that I give incorrect answers because I am too hasty.					
5. I immediately panic and get nervous when teachers give us difficult tasks or questions to do.					

Thank you for your time, efforts, and thoughts

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TO QUOTE THE AUTTHOR :

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