EFL Learners' Higher Order Thinking and Technology Based Instruction in Literature Case Study of Biskra Univesity 2nd year Students

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Abstract

The presence of higher order thinking aspects in EFL learners' productions constitutes one of the major achievements of the teaching process. It denotes learners' ability to think, analyze and draw conclusions about the taught information. Different approaches were implemented to promote EFL learners' critical thinking but they were limited into questioning strategies that raise speculation. The present paper is an investigation of the advantages of implementing technology devices to promote Algerian University EFL learners' higher order thinking. Noticing that their written productions in literature carried almost no critical thinking aspects, this case study attempts to check the usability of E learning in developing EFL learners' ability to think critically through a qualitative method of research. The study is based on data obtained from a questionnaire administered to second year students on their attitude towards replacing the traditional classroom by a technology classroom. An E-learning test was initiated through Emails to deliver and correct home works where analysis and speculation questions were designed. The results showed that 83% of the sample were in favour of change and admitted that they spend more than 2 hours a day using their digital devices for entertainment as well as for research. Learners' answers to the test questions carried analysis, reliance on evidence and argumentation. E learning can motivate EFL learners to combine research with learning in foreign languages classrooms.

Keywords : E learning, Higher order thinking, Teaching literature, Technology based instruction

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