

**Teaching linguistics through critical thinking:
Student perceptions**

By

Prof. Dr. Alya Mohammed Hussein Ahmed Al-Rubai'i
Department of Translation, College of Languages,
University of Duhok, Kurdistan Region, Iraq

Abstract

Teaching linguistics to university undergraduates who are the product of a pre-college traditional teaching system is a real challenge. It is often taught through memorization without necessarily understanding its context or relevance, a method known as rote learning. This study aims to show how critical thinking is used in the teaching of linguistics to translation students to make them understand linguistics concepts and their relevance to translation and engage in the process of learning. More importantly, it aims to evaluate the student perceptions of using critical thinking in the teaching of linguistics. The question that this study poses is what are the student perceptions of using critical thinking in the teaching of linguistics? Sixty-seven four-year students were chosen from the Department of Translation, College of Languages, University of Duhok, to participate voluntarily in evaluating a three-semester courses in linguistics for the academic years (2020-2021 and 2022-2023). The study followed the quantitative method and used as a research tool a close-ended questionnaire that contained 20 questions on all the strategies followed to teach linguistics throughout the three courses from the critical thinking perspective. The results showed that the students' perception of the use of critical thinking in teaching is highly positive, ranging from very good (33%-45% ratings of nine questions) to excellent (31%-50% ratings of eight questions). Only three questions were rated as equally average and excellent; equally very good and excellent; and average. The study has significant implications for the process of learning in that it emphasizes the inclusion of critical thinking in teaching because of its positive impact on the learning process. It also emphasizes the importance of student perceptions in identifying the areas that need development in the teaching process.

Keywords: rote learning, critical thinking, linguistics, student perceptions of critical thinking, course evaluation

1. Introduction

Memorizing information or facts through repetition without necessarily understanding their context or relevance is not a productive technique that promotes a thorough comprehension of a subject or cultivates critical thinking abilities. This method is known as rote learning (Li, 2004, p.52). While memorizing facts and simple lists by rote can be an efficient approach to learn certain sorts of knowledge, it can also have several drawbacks according to Mayer (2002); Li, (2004); Synder & Synder, (2008); and Belouahem (2020). The fact that rote learning can be tedious and uninteresting for students is one drawback. The learning process may seem dull and unfulfilling to students if they are merely being asked to memorize facts without comprehending the context or purpose behind them. This may result in a lack of interest and enthusiasm for learning, which will ultimately have a detrimental impact on students' performance. Another drawback is that rote learning does not foster critical thinking or problem-solving abilities. Students may not be challenged to think critically about the material they are learning or apply their knowledge to real-world circumstances if they exclusively rely on memorization and repetition. They may be less able to comprehend difficult ideas or come up with solutions to issues that call for higher-order thinking. Additionally, the ability to remember information over time may be reduced by repetition. Students are more likely to retain material over the long term

when they learn via understanding and application. On the other hand, knowledge acquired through rote learning is frequently quickly forgotten after the student stops actively studying it.

1.1 Statement of the Problem

Linguistics, which is the scientific study of language, is one of the theoretical subjects in the curricula of almost all the departments of translation in Iraq. Its inclusion in the curriculum secures a multifaceted linguistic knowledge for the would-be-translators to translate efficiently. In one of its multifarious perspectives, translation is a process that involves many important linguistic aspects, such as word-formation processes, semantics, pragmatics, and discourse analysis. It is therefore indispensable for the future translator and its importance is undeniable. To the best of the researcher's knowledge and experience as once a translation student and as a teacher, the subject is taught as information to be read, memorized, and later recalled in the examinations. This traditional method of teaching is problematic both for the teachers and the students, making it challenging to understand and boring. Moreover, students do not know why they study linguistics though their teachers tell them that it is a vital area of knowledge for the translators and, most importantly, they often do not know how to benefit from it in their translation tasks and future career. The present researcher employed a new method in the teaching of linguistics which is critical thinking to avoid the drawbacks of rote learning and achieve better results. This method of teaching is used for the first time in the Department of Translation, College of Languages, University of Duhok. The problem is that though this method is employed for more than two years now, it has never been evaluated.

1.2 Aims of the Study

This study aims to evaluate the student perceptions of using critical thinking in the teaching of linguistics. This evaluation has pedagogical implications for the method of teaching used in linguistics, in particular, and in other subjects, in general. It also aims at showing how critical thinking is used in teaching linguistics to translation students to make them understand linguistic concepts and their relevance to translation and engage in the process of learning.

1.3 Research Question

The study poses the following question:

What are the student perceptions of critical thinking in the teaching of linguistics?

2. Theoretical Background and Review of Previous Studies

2.1 Theoretical Background

2.1.1 The Concept of Critical Thinking

The origins of critical thinking can be traced all the way back to ancient Greece, where such philosophers as Socrates, Plato, and Aristotle stressed its significance. John Dewey (1910, pp. 74 & 82), an American philosopher, psychologist, and one of the founders of progressive education, coined the phrase "critical thinking" to refer to an educational objective which he called "reflective thought," "reflective thinking," "reflection," or simply "thought" or "thinking" (Stanford Encyclopedia of Philosophy, 2022). He defined it as "active, persistent, and careful consideration of any belief or

supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends” (Dewey, 1910, p. 6).

Since Dewey’s time, the idea of critical thinking has achieved widespread acceptance and been implemented into the curricula of numerous schools and institutions all around the world. The value of critical thinking has increased in recent years, as it is recognized as a crucial talent in the complicated and fast changing world of today. In today’s interconnected and information-rich culture, the capacity for critical thought and deliberative decision-making is more important than ever.

Without using critical thinking strategies, teachers may have their students memorize and repeat information without ever challenging them to examine the subject in depth and may not even encourage them to ask questions or look for further information. Students might not acquire the abilities needed to think critically and apply their information to real-world circumstances as a result.

The long history of critical thinking has led to the emergence of many definitions in such disciplines as philosophy, psychology, and education. Exploring into research on critical thinking, Wang (2017, p. 1268) notes that there is a relationship between these three approaches to the conceptualization of critical thinking. *Philosophical researchers* frequently conceive critical thinking in an abstract way and place an emphasis on its characteristics and processes as they relate to ideal critical thinkers in ideal situations (Sternberg, 1986). *The psychological conceptualization* of critical thinking highlights the value of skills and how to apply them to practical problem-solving. It highlights the restrictions caused by real-world limitations. Finally, *the educational conceptualization* of critical thinking stresses the development of critical thinking skills in the class and, hence, the development of students into critical thinkers. The bottom line is “to a certain degree, the educational conception of critical thinking is an instructional substantiation of the abstract philosophical conception, and the psychological conception is its practical substantiation” (Wang, 2017, p. 1268).

Since the concern of this paper is the use of critical thinking in the educational setting, the working definition that will be adopted is the one mentioned in *the Glossary of Education Reform* (2013)

Critical thinking is a term used by educators to describe forms of learning, thought, and analysis that go beyond the memorization and recall of information and facts. In common usage, critical thinking is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes. In its most basic expression, critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion.

Of course, in the educational setting, the development of critical thinking among students in educational institutions must consider the constraints imposed according to personal characteristics and environmental background, the ultimate goal is to develop critical thinkers who can apply critical thinking skills to solve real-world problems (Wang, 2017, p. 1269).

2.2 Review of Previous Studies

The article “Critical thinking in the teaching of linguistics’ by Liu Jianwen published in the International Conference on Social Science and Technology Education (2015), discussed the importance of incorporating critical thinking skills in the teaching of linguistics.

Jianwen (2015, p. 178) argued that without the incorporation of these skills into the teaching of linguistics theories, it will be challenging for students to fully comprehend the subject. He suggested that students should be encouraged to critically evaluate linguistic theories and see beyond their surface-level understanding to grasp their essence. Additionally, students should be taught to analyze and think critically about questions related to linguistics. Emphasis should be placed on critical thinking, rather than just imparting linguistic theories, as it helps students understand the underlying content and purpose of a theory. Jianwen (2015) presented an analysis of a problem in linguistics which is the conflict between the Cooperative Principle and its maxims, and the violations of these maxims that frequently puzzle the beginners in the field.

To the best of the researcher’s knowledge, this is the only study that has propagated the integration of critical thinking skills into the teaching of linguistics. The focus of the study is on the value of critical thinking skills in linguistics education and how this can lead to a more comprehensive and meaningful understanding of the subject. It could be seen as part of a broader discourse on the value of critical thinking in education. However, the study does not address the question of student perceptions of using critical thinking in linguistics teaching; an issue which is very important because the students are the target of the learning process. Hearing from the students about their challenges, what they do not know, how they approach the material, and their conceptions and misconceptions is unquestionably the best way to improve teaching (Hattie, 2021, p. vi).

3. The Linguistics Courses

3.1 Courses’ Objectives

The courses aim at empowering the students to develop their critical thinking skills to apply linguistic knowledge to their future carrier as translators or interpreters to achieve better outcomes, be able to solve translation and interpreting problems, and make sound decisions.

3.2 Learning Outcomes

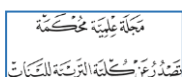
The students are expected by the end of each course to develop their critical thinking skills in using their linguistic knowledge to produce better outcomes in translation and interpreting and make sound decisions to solve problems in these two areas.

3.3. Courses’ Content

The taught courses included:

Fifth course: Linguistics1

1. Steps of the scientific method
2. Word-formation processes
3. Semantics:
 - Types of meaning



- Componential analysis
- Semantic roles
- Lexical relations
- Collocation

Sixth course: Linguistics2

4. Pragmatics:
 - Invisible meaning
 - Context
 - Reference
 - Pragmatic markers
 - Politeness
 - Speech acts
5. Discourse analysis
 - Discourse
 - Cohesion
 - Coherence
 - The cooperative principle
6. Gender inclusive language

Seventh course: Semantics & Pragmatics

7. Sentence meaning vs speaker meaning
8. Sense and reference
9. Interpersonal and non-literal meaning
10. Referring expressions

3.4 Courses' Materials

The main sources for the courses are George Yule's (2020) book *The study of language*; Thomas' (1995) book *Meaning in interaction*; *Gender- inclusive language* (2023) published by The Writing Center, University of North Carolina at Chapel Hill; Catherine Anderson's (2017) *Essentials of linguistics*; and Hurford et al.'s (2007) *Semantics: A coursebook*. The researcher also used many other sources from the internet.

3.4 Courses' Implementation

The teacher has adopted these strategies in the teaching process:

1. The teacher chooses the material that is beneficial for the students' future career as translators and/or interpreters. In this step, relevance is established. Students are aware of their teacher's choices.
2. The teacher explains the material chosen with the minimum theorization possible and with the maximum exemplification possible. Examples are treated as lessons' data.
3. The teacher explains a few examples, then asks the students to undertake the learning process. They are required to analyze, evaluate, interpret, or synthesize more data with the aim of forming an argument, solving a problem, or reaching a conclusion. This is done either individually or collectively.

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4. The teacher gives the students tasks and discussion topics as homework. This homework is later discussed in the classroom.
5. The students are tested to make sure that they understood the process of handling the data. New data are given in the test.
6. After the test, which represents an ongoing formative assessment of the learning process, the teacher corrects the data and gives feedback, asks the students to do peer assessment and give feedback, or engages the whole classroom in assessment and feedback. Data correction is performed via various means. The important thing is that some data are controversial because of the nature of the topic, such as implicature, inferences, and assumptions. In these cases, it is crucial for the teacher to encourage the students to engage in a constructive argument and reach a conclusion based on evidence from the context of situation, background knowledge, or logic. In this way, the students will be tolerant to other peoples' opinions and disagreement, and they will learn how to reason and become convincing when engaged in an argument.

3.5 Courses' Evaluation

3.5.1 Methodology

3.5.1.1 Research Design

The research design adopted is the quantitative method where numerical data is collected and analyzed.

3.5.1.2 Participants

The participants were sixty-seven four-year students from the Department of Translation, College of Languages, University of Duhok. They participated voluntarily and without mentioning their names to evaluate a three-semester courses in Linguistics1, Linguistics2, and Semantics and Pragmatics, for the academic years (2020-2021 and 2022-2023).

3.5.1.3 Research Tool

A close-ended questionnaire that contained 20 questions to evaluate three linguistics courses is the research tool (See Appendix A). The questionnaire is entitled: The Course evaluation form: Student perceptions of critical thinking in instruction. It was administered with the permission of the Foundation of Critical Thinking on 28 November 2021. The first question was problematic for the students to rate because of the occurrence of two contrasting viewpoints:

Question 1: To what extent does the instructor teach so that you must THINK to understand the content, or are you able to get a good grade by simply memorizing without really understanding the content?

The researcher modified it as follows for the students to understand:

To what extent does the instructor teach so that you must THINK to understand the content?

A minor modification was also introduced to question 11 which reads:

Question 11: To what extent does your instructor teach so as to help you learn how to think within the point of view of the subject (think historically, think scientifically, think mathematically)?

The researcher modified it as follows to apply to the courses in question:

To what extent does your instructor teach so as to help you learn how to think within the point of view of the subject (think according to the context of situation)?

3.5.1.4 Data Collection and Procedures

The data collection was carried out in December 2022. Before answering the questions, the teacher fully explained the items of the questionnaire and the aim behind administering it. Then the students were asked to work on their own when answering the questionnaire so that each student gives his/her opinion with being affected by the opinion of the other students. They were also instructed to ask the teacher should they have any query.

3.5.2 Analysis of Results, Discussion, and Findings

Table 1 shows a higher number of students choosing 'very good' and 'excellent,' as compared to 'average,' 'below average,' and 'poor,' a lower number choosing 'average,' and the lowest choosing 'below average,' 'poor' or none of the last category. In two instances only, viz., question (6) and question (11), the number of students was equal for 'average' and 'excellent,' and 'very good' and 'excellent,' respectively.

Table 1: Results of Courses' Evaluation

Question number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
poor 1	5	-	1	1	1	1	-	1	2	2	2	-	-	5	2	1	5	-	4	-
below average 2	4	3	4	3	5	2	4	6	7	3	6	8	2	6	5	8	6	4	6	5
average 3	18	20	12	6	16	25	11	12	17	17	13	22	10	13	11	14	12	17	18	12
very good 4	22	30	28	18	23	13	18	26	20	25	23	18	27	18	18	20	23	20	26	29
Excellent 5	18	14	22	39	22	25	33	22	21	20	23	19	28	25	31	24	21	26	12	21
number of participants	67	67	67	67	67	66	66	67	67	67	67	67	67	67	67	67	67	67	66	67
actual number of participants	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67

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Accordingly, Table 2 shows that the highest percentages appear within the evaluation items of 'very good' and 'excellent,' as compared to 'average,' 'below average,' and 'poor.' For the 'very good,' 9 questions ranged between 33% to 45% (questions 1, 2, 3, 5, 8, 10, 17, 19 and 20). For the 'excellent,' 8 questions ranged between 31% to 58% (questions 4, 7, 9, 13, 14, 15, 16, and 18). Question (11) rating was equally 'very good' and 'excellent' scoring 34%. Question (6) rating was equally 'average' and 'excellent' scoring 38%. For the 'average,' question 12 was higher scoring 33%.

Table 2: The Percentages of Courses' Evaluation Results

Question number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Poor 1	7%	0%	1%	1%	1%	2%	0%	1%	3%	3%	3%	0%	0%	7%	3%	1%	7%	0%	6%	0%
below average 2	6%	4%	6%	4%	7%	3%	6%	9%	10%	4%	9%	12%	3%	9%	7%	12%	9%	6%	9%	7%
average 3	27%	30%	18%	9%	24%	38%	17%	18%	25%	25%	19%	33%	15%	19%	16%	21%	18%	25%	27%	18%
very good 4	33%	45%	42%	27%	34%	20%	27%	39%	30%	37%	34%	27%	40%	27%	27%	30%	34%	30%	39%	43%
excellent 5	27%	21%	33%	58%	33%	38%	50%	33%	31%	30%	34%	28%	42%	37%	46%	36%	31%	39%	18%	31%
number of participants	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%

The following charts support the analysis of results already shown in tables 1 and 2 and give a clearer picture of the results of each question.

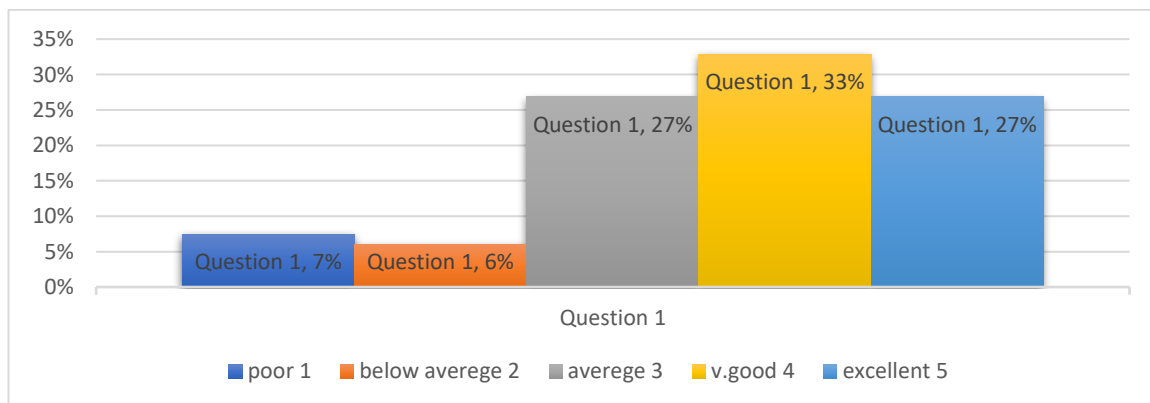


Chart 1: Question (1) To what extent does the instructor teach so that you must THINK to understand the content?

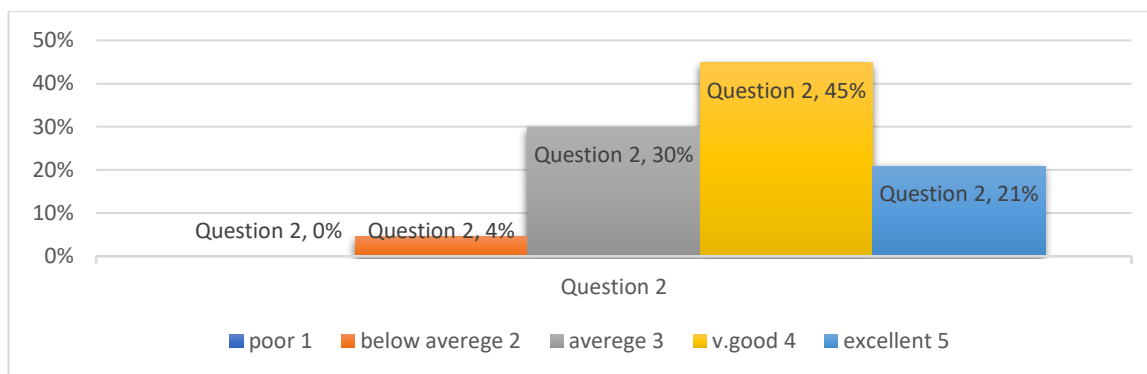


Chart 2: Question (2) To what extent did your instructor explain what critical thinking is (in a way that you could understand)?

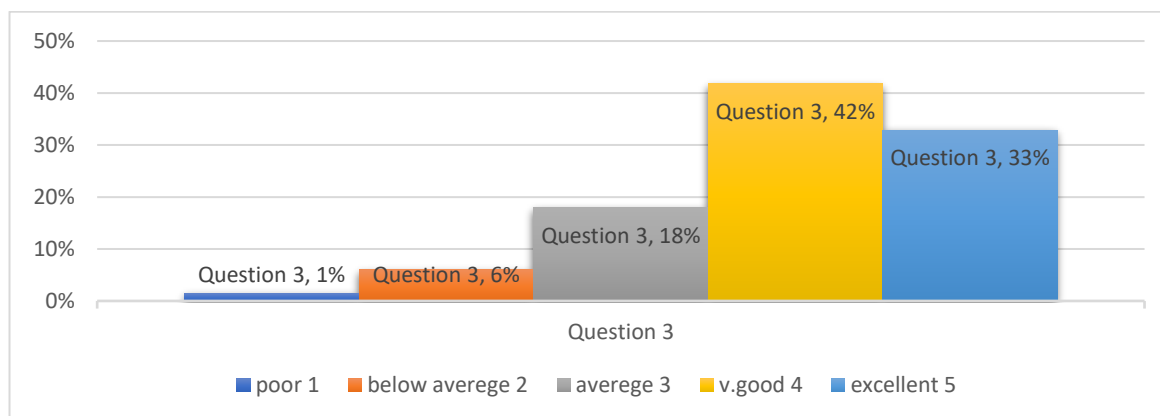


Chart 3: Question (3) To what extent does your instructor teach so as to encourage critical thinking in the learning process?

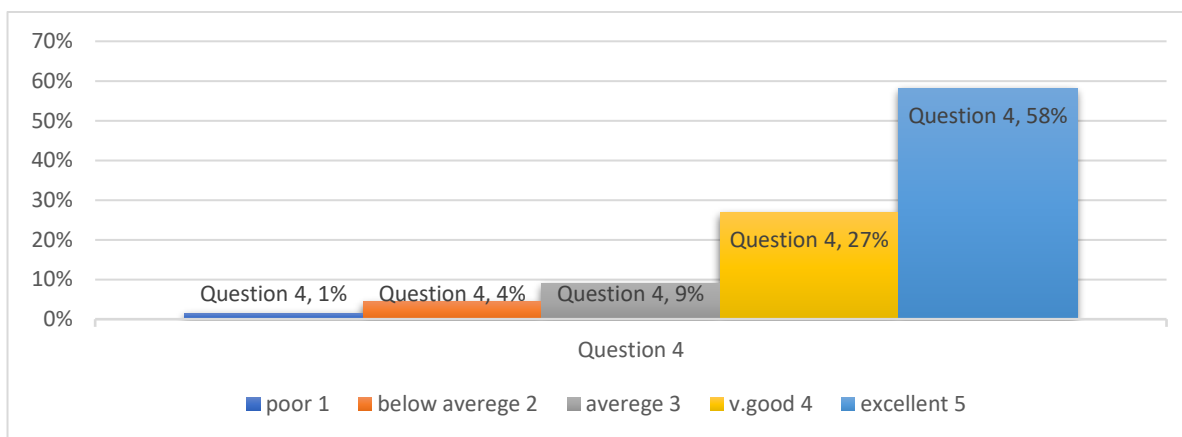


Chart 4: Question (4) To what extent does your instructor teach so as to make clear the reason why you are doing what you are doing (the purpose of the assignment, activity, chapter, test, etc...)?

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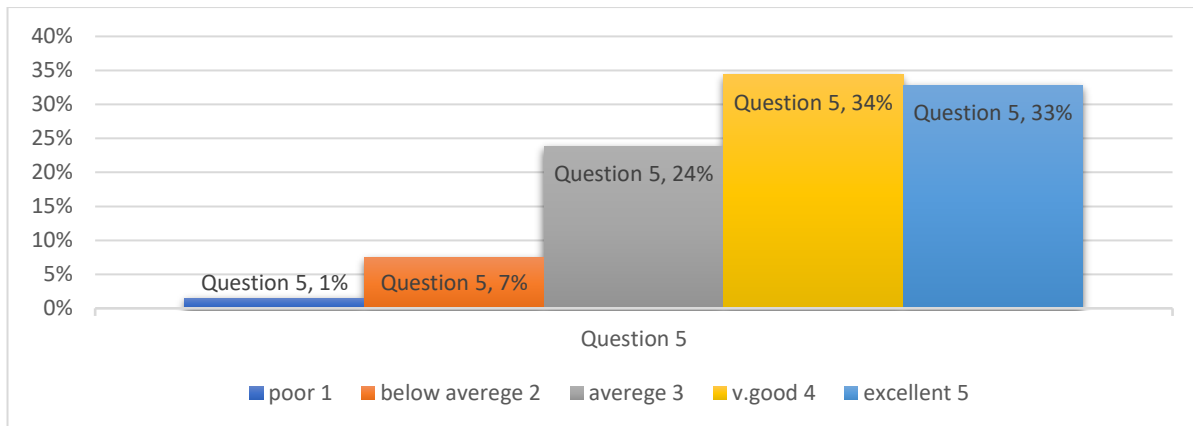


Chart 5: Question (5) To what extent does your instructor teach so as to make clear the precise question, problem, or issue on the floor at any given time in instruction?

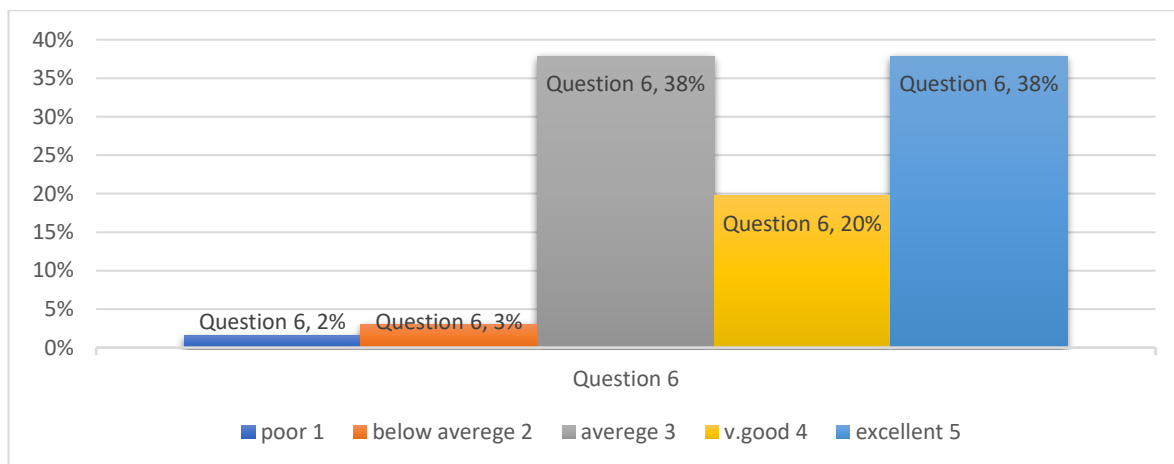


Chart 6: Question (6) To what extent does your instructor teach so as to help you learn how to find information relevant to answering questions in the subject?

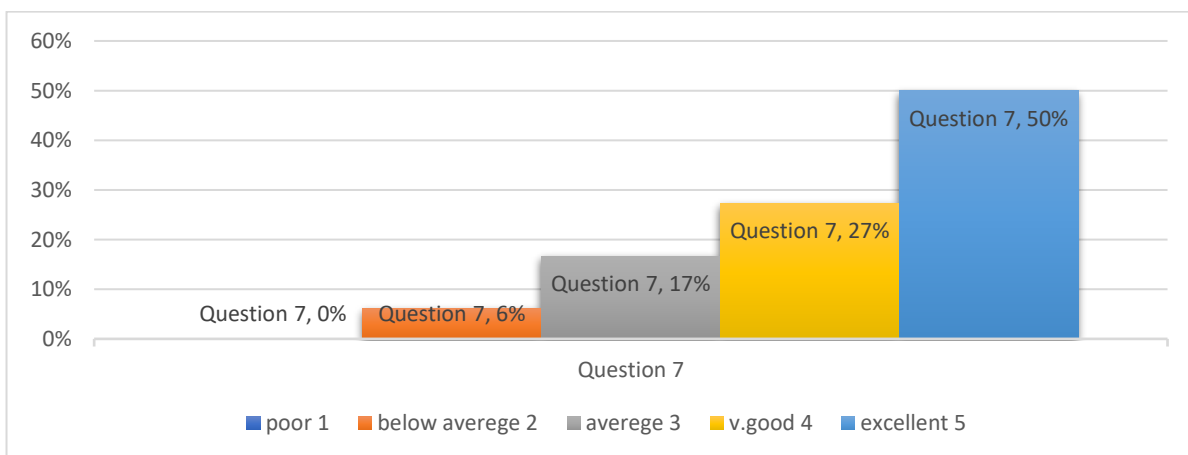


Chart 7: Question (7) To what extent does your instructor teach so as to help you learn how to understand the key organizing concepts in the subject?

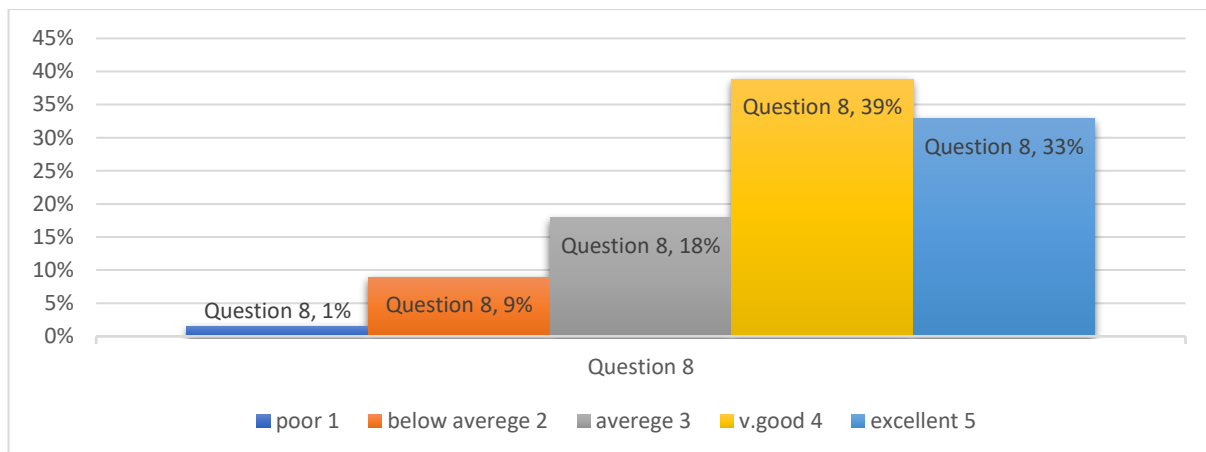


Chart 8: Question (8) To what extent does your instructor teach so as to help you learn how to identify the most basic assumptions in the subject?

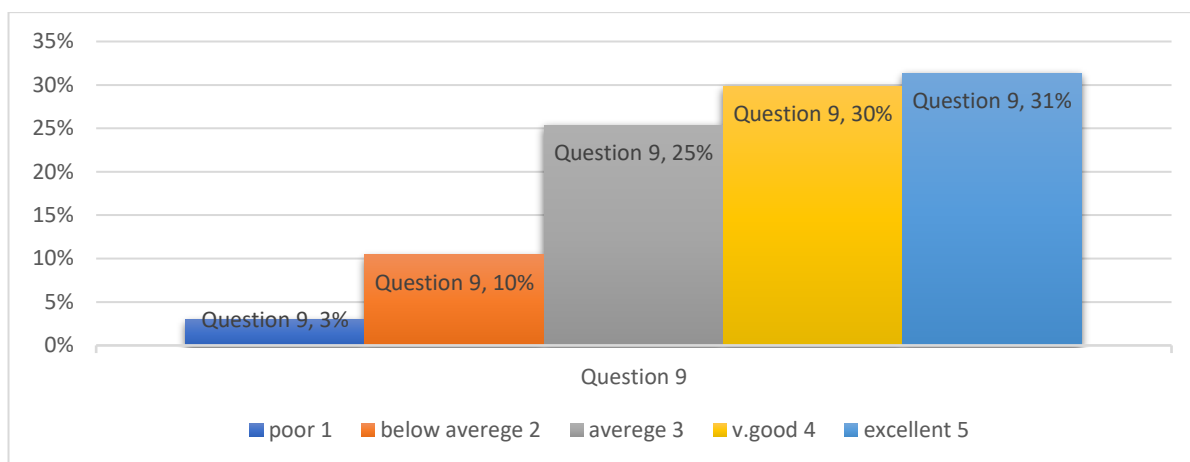


Chart 9: Question (9) To what extent does your instructor teach so as to help you learn how to make inferences justified by data or information?

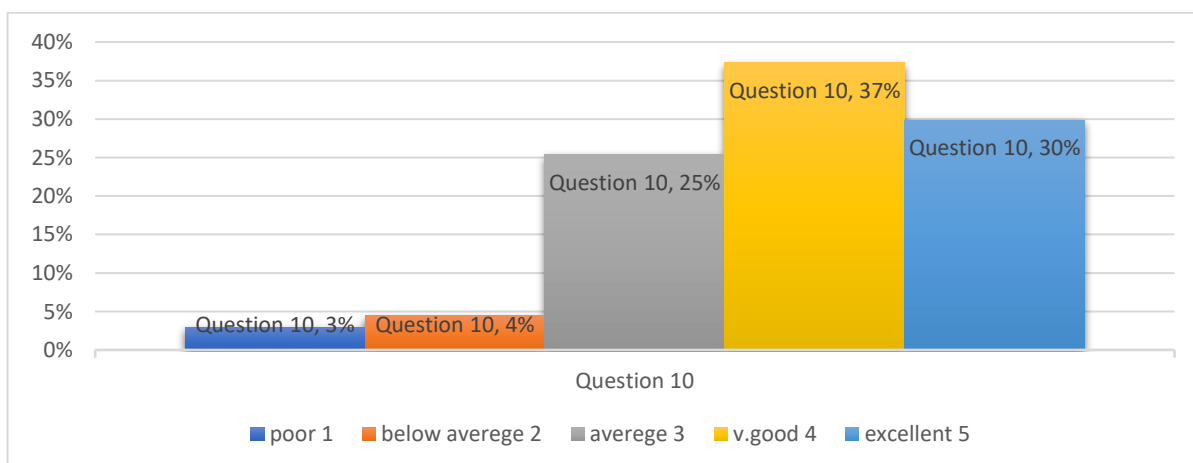


Chart 10: Question (10) To what extent does your instructor teach so as to help you learn how to distinguish assumptions, inferences, and implications?

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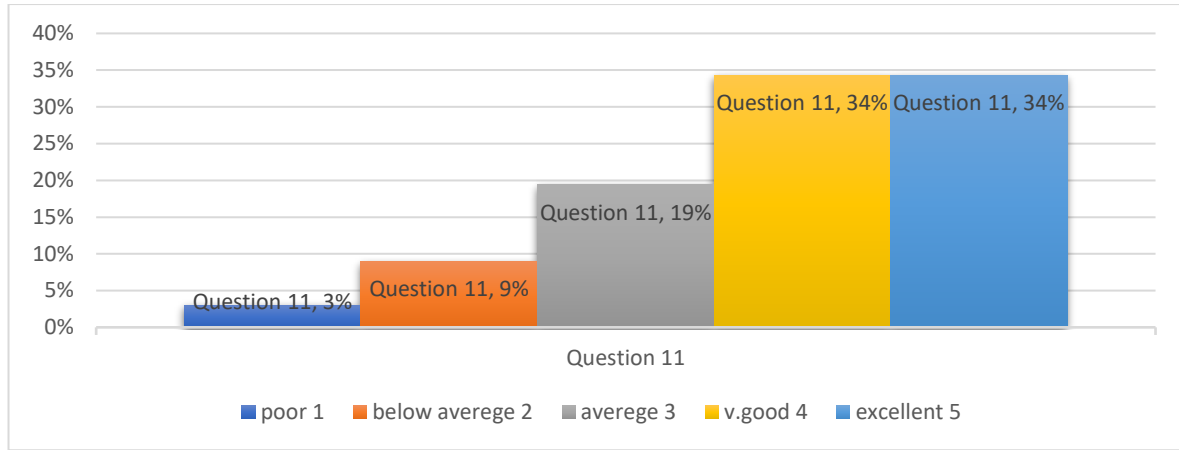


Chart 11: Question (11) To what extent does your instructor teach so as to help you learn how to think within the point of view of the subject (think according to the context of situation)?

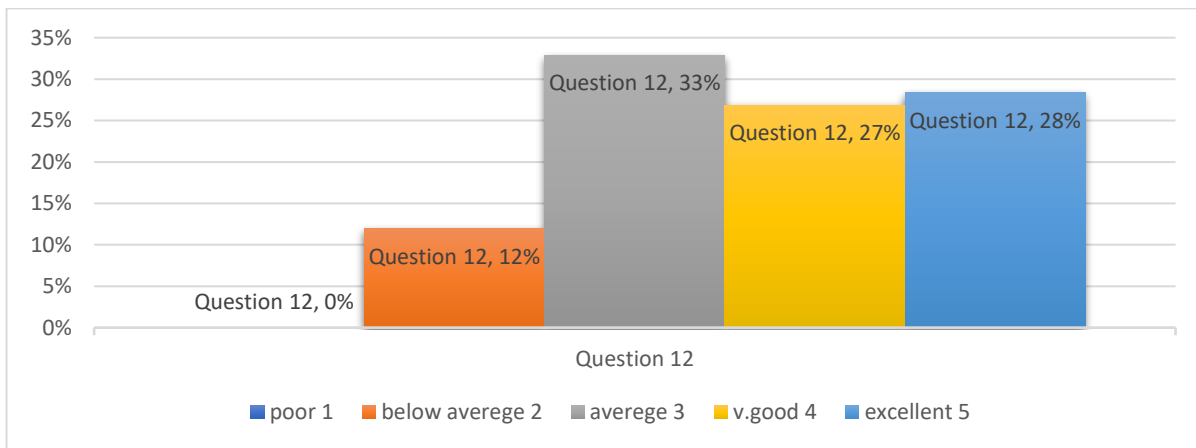


Chart 12: Question (12) To what extent does your instructor teach so as to help you learn how to ask questions that experts in the subject routinely ask?

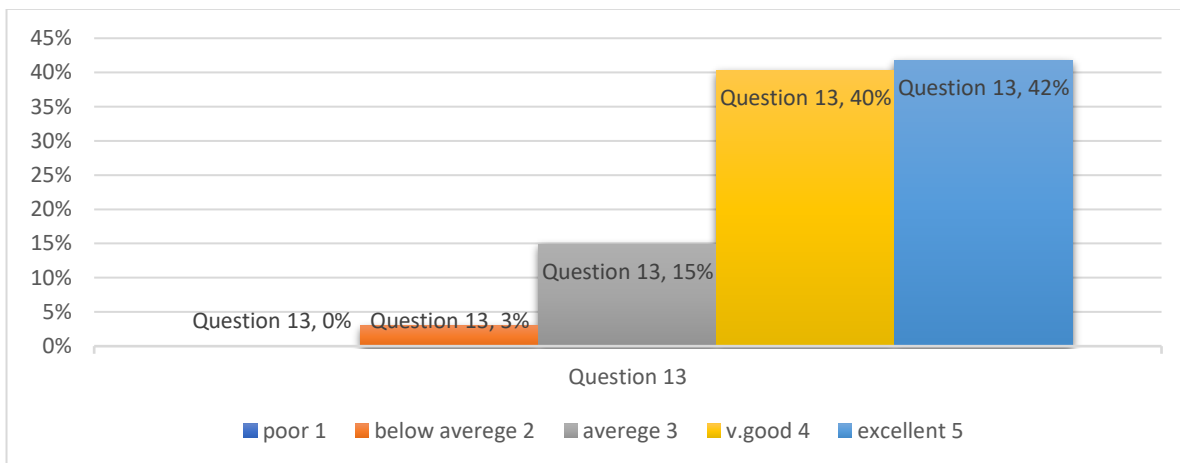


Chart 13: Question (13) To what extent does your instructor teach so as to enable you to think more clearly?

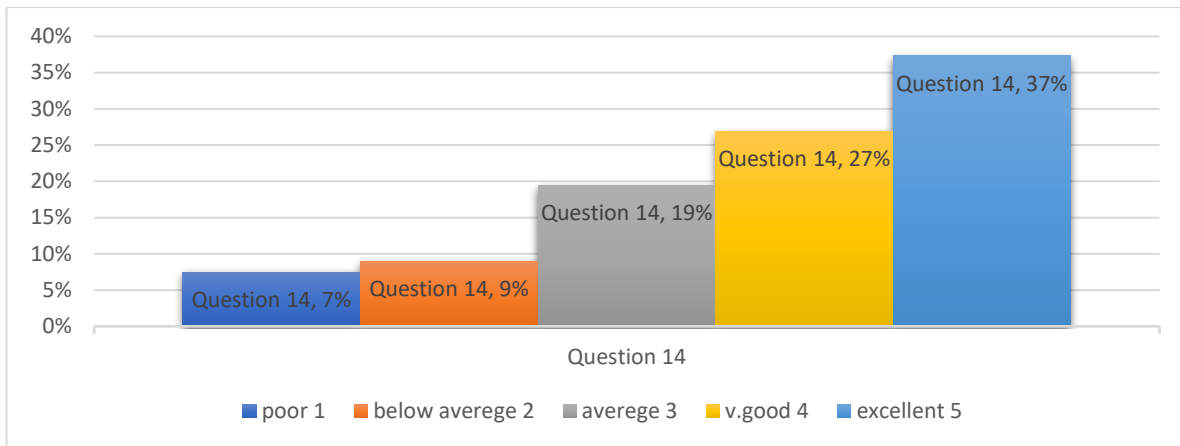


Chart 14: Question (14) To what extent does your instructor teach so as to enable you to think more accurately?

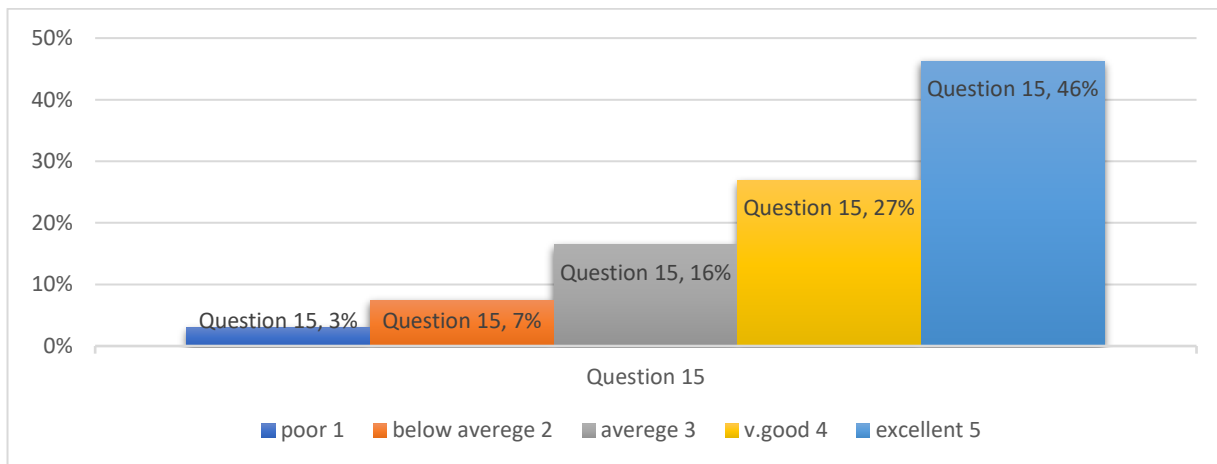


Chart 15: Question (15) To what extent does your instructor teach so as to enable you to think more deeply?

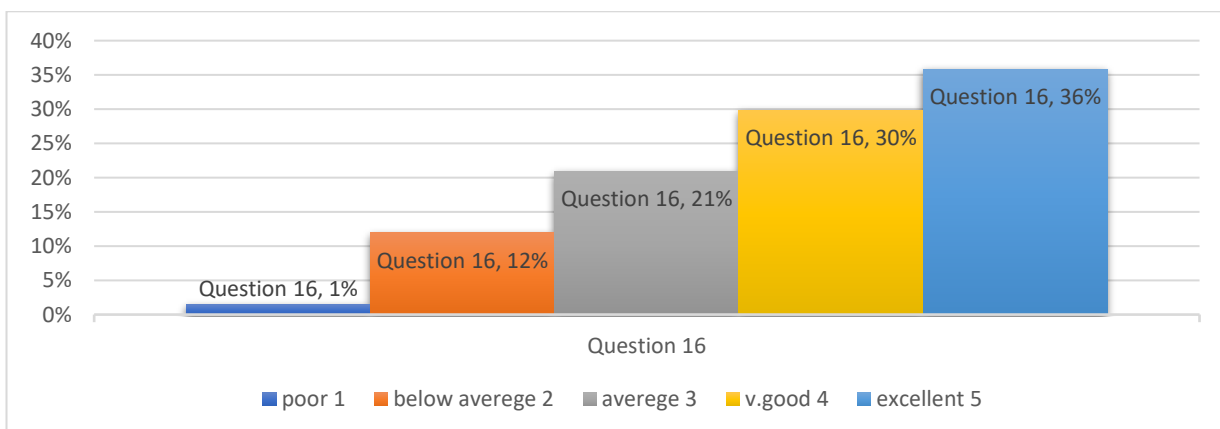


Chart 16: Question (16) To what extent does your instructor teach so as to enable you to think more logically?

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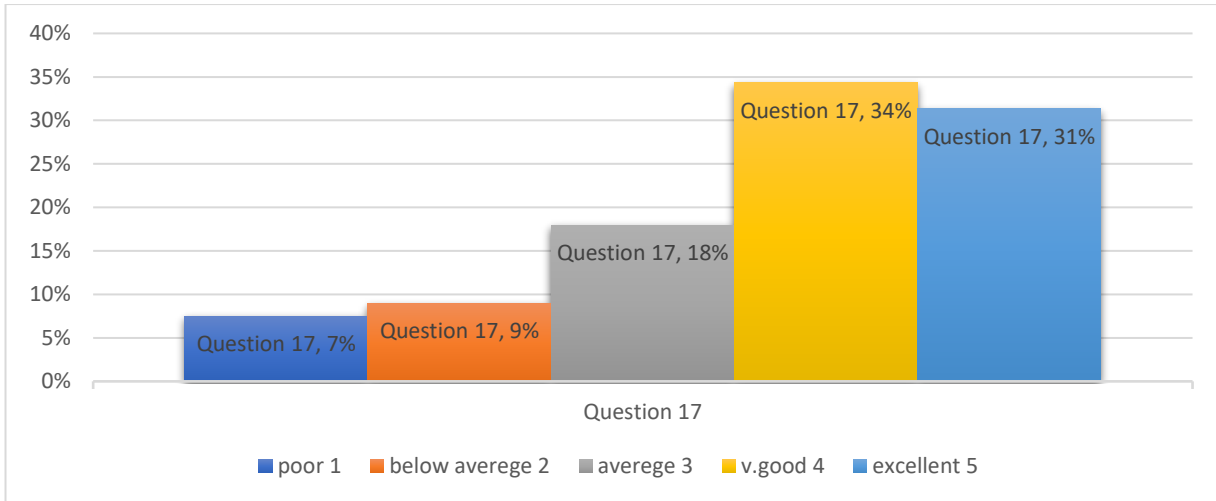


Chart 17: Question (17) To what extent does your instructor teach so as to enable you to think more fairly?

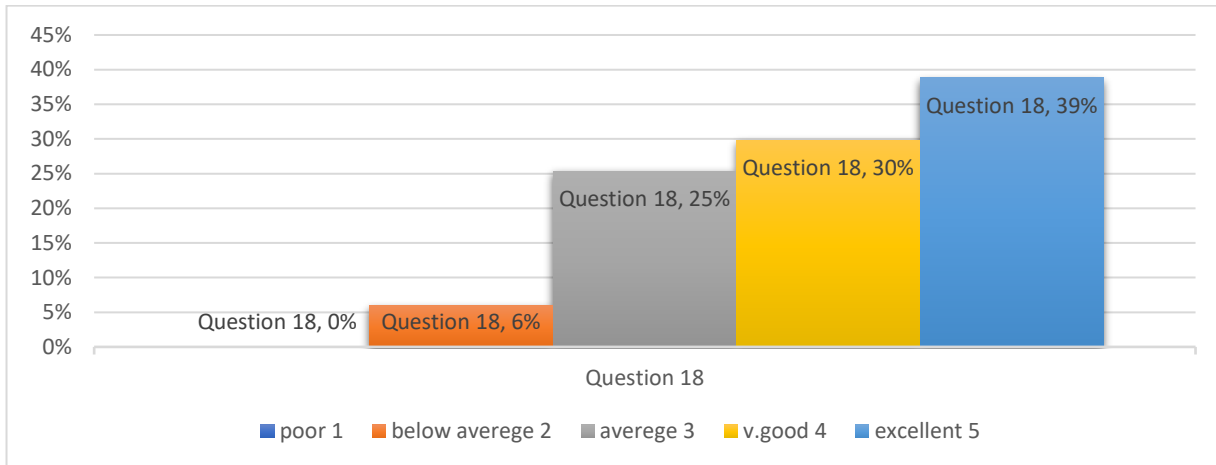


Chart 18: Question (18) To what extent does your instructor teach so as to help you learn how to distinguish what you know from what you don't know?

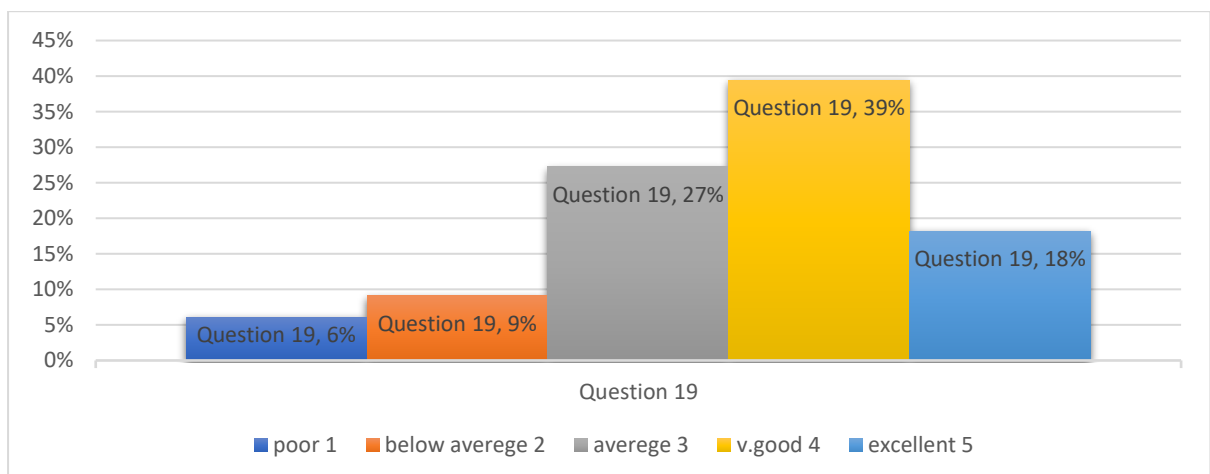


Chart 19: Question (19) To what extent does your instructor teach so as to help you learn how to think within the point of view of those with whom you disagrees?

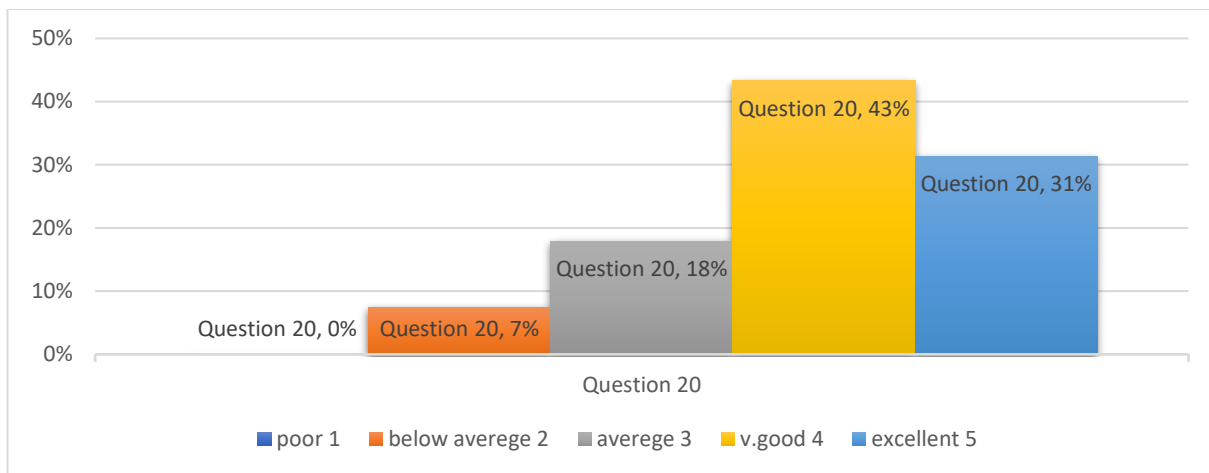


Chart 20: Question (20) To what extent does your instructor teach so as to encourage you to think for yourself using intellectual discipline?

The analysis of results clearly show that the feedback was highly positive, ranging between 'very good' (for the most part) and 'excellent.' The results indicate that the course succeeded, and the students' satisfaction was mostly 'very good.' This is a promising result for a teaching method implemented for the first time. The researcher, however, must consider the student perceptions for each question in depth to identify areas that need improvement and enhance teaching skills and effectiveness.

Conclusions and Implications

As an attempt to change the traditional teaching method of linguistics, the researcher applied critical thinking to the teaching of this topic. But without taking the student perceptions of this new method of teaching, the teaching process remains incomplete. Therefore, the researcher administered a close-ended questionnaire on student perceptions of critical thinking in instruction. The results were highly positive and illuminating as they highlighted the varying rates of success in the different areas of teaching this topic.

The pedagogical implications of this study are that critical thinking skills need to be incorporated in the teaching. They also emphasize the importance of student perceptions in identifying the areas that need development in the teaching process because they boost teaching skills and effectiveness.

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Appendix A

COURSE EVALUATION FORM: Student Perceptions of Critical Thinking in Instruction

Instructions: Do not put your name on this sheet. Circle appropriate number for each item.

	Low Score	High Score
1) To what extent does the instructor teach so that you must THINK to understand the content, or are you able to get a good grade by simply memorizing without really understanding the content?	1	2 3 4 5
2) To what extent did your instructor explain what critical thinking is (in a way that you could understand)?	1	2 3 4 5
3) To what extent does your instructor teach so as to encourage critical thinking in the learning process?	1	2 3 4 5
4) To what extent does your instructor teach so as to make clear the reason why you are doing what you are doing (the purpose of the assignment, activity, chapter, test, etc...)?	1	2 3 4 5
5) To what extent does your instructor teach so as to make clear the precise question, problem, or issue on the floor at any given time in instruction?	1	2 3 4 5
6) To what extent does your instructor teach so as to help you learn how to find information relevant to answering questions in the subject?	1	2 3 4 5

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| 7) To what extent does your instructor teach so as to help you learn how to understand the key organizing concepts in the subject? | 1 | 2 | 3 | 4 | 5 |
| 8) To what extent does your instructor teach so as to help you learn how to identify the most basic assumptions in the subject? | 1 | 2 | 3 | 4 | 5 |
| 9) To what extent does your instructor teach so as to help you learn how to make inferences justified by data or information? | 1 | 2 | 3 | 4 | 5 |
| 10) To what extent does your instructor teach so as to help you learn how to distinguish assumptions, inferences, and implications? | 1 | 2 | 3 | 4 | 5 |
| 11) To what extent does your instructor teach so as to help you learn how to think within the point of view of the subject (think historically, think scientifically, think mathematically)? | 1 | 2 | 3 | 4 | 5 |
| 12) To what extent does your instructor teach so as to help you learn how to ask questions that experts in the subject routinely ask? | 1 | 2 | 3 | 4 | 5 |
| 13) To what extent does your instructor teach so as to enable you to think more clearly? | 1 | 2 | 3 | 4 | 5 |
| 14) To what extent does your instructor teach so as to enable you to think more accurately? | 1 | 2 | 3 | 4 | 5 |
| 15) To what extent does your instructor teach so as to enable you to think more deeply? | 1 | 2 | 3 | 4 | 5 |
| 16) To what extent does your instructor teach so as to enable you to think more logically? | 1 | 2 | 3 | 4 | 5 |
| 17) To what extent does your instructor teach so as to enable you to think more fairly? | 1 | 2 | 3 | 4 | 5 |

- 18) To what extent does your instructor teach so as to help you learn how to distinguish what you know from what you don't know? 1 2 3 4 5
- 19) To what extent does your instructor teach so as to help you learn how to think within the point of view of those with whom you disagrees? 1 2 3 4 5
- 20) To what extent does your instructor teach so as to encourage you to think for yourself using intellectual discipline? 1 2 3 4 5

تدريس اللسانيات من خلال التفكير النقدي: تصورات الطلاب

أ.د. علياء محمد حسين احمد الربيعي

قسم الترجمة، كلية اللغات، جامعة دهوك، إقليم كردستان، العراق

mhalya1963@uod.ac

المستخلص

يمثل تدريس علم اللغة لطلاب الجامعات الذين هم نتاج نظام التدريس التقليدي لمرحلة ما قبل الكلية تحديًا حقيقيًا. غالبًا ما يتم تدريسه من خلال الحفظ دون فهم سياقه أو ملاءمته بالضرورة، وهي طريقة تُعرف باسم التعلم عن ظهر قلب. تهدف هذه الدراسة إلى إظهار كيفية استخدام التفكير النقدي في تدريس اللسانيات لطلاب الترجمة لجعلهم يفهمون مفاهيم علم اللغة وصلتها بالترجمة والانخراط في عملية التعلم. والأهم من ذلك، تهدف إلى تقييم تصورات الطلاب لاستخدام التفكير النقدي في تدريس علم اللغة. والسؤال الذي تطرحه هذه الدراسة هو ما هي تصورات الطلاب لاستخدام التفكير النقدي في تدريس علم اللغة؟ تم اختيار سبعة وستين طالبًا مدة كل منهم أربعة أعوام من قسم الترجمة بكلية اللغات بجامعة دهوك للمشاركة طوعًا في تقويم مساقات من ثلاثة فصول دراسية في علم اللغة للأعوام الدراسية (2020-2021 و2022-2023). اتبعت الدراسة المنهج الكمي واستخدمت كأداة بحث استبيانًا مغلقًا يحتوي على 20 سؤالًا حول جميع الاستراتيجيات المتبعة لتدريس علم اللغة خلال الدورات الثلاث من منظور التفكير النقدي. أظهرت النتائج أن تصور الطلاب لاستخدام التفكير النقدي في التدريس إيجابي للغاية، ويتراوح من جيد جدًا (33% - 45% تقييمات تسعة أسئلة) إلى ممتاز (31% - 50% تقييمات ثمانية أسئلة). تم تصنيف ثلاثة أسئلة فقط على أنها متساوية في المتوسط والممتاز؛ متساوية في الجيد جدًا والممتاز؛ ومتوسطة. للدراسة آثار مهمة على عملية التعلم إذ إنها تؤكد على إدراج التفكير النقدي في التدريس لما له من أثر إيجابي على عملية التعلم. كما تؤكد على أهمية تصورات الطلاب في تحديد المجالات التي تحتاج إلى تطوير في العملية التعليمية.

الكلمات المفتاحية: التعلم عن ظهر قلب، التفكير النقدي، علم اللغة، تصورات الطلاب للتفكير النقدي، تقويم المقرر