A Survey of EFL Teachers' Attitudes towards Critical Thinking Instruction

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Abstract—The ability to think critically is an important and necessary skill that language learners need to develop for their academic and social success. Therefore, providing an active learning environment that is conductive to creativity and in which different activities ask learners to think critically is considered as one of the foreign language teachers' tasks. This study aims at exploring EFL teachers' attitude toward critical thinking (CT) instruction. The participants were 30 EFL teachers who taught English at different language institutes in Tonekabon, Iran. They were surveyed on their beliefs about the concept of CT and its place in their career. Result indicated that most of them have a clear idea toward the concept of CT and believed that it is an important part of their job as a teacher to increase learners' critical thought. On the other hand, most of them conveyed a strong desire for more training in how to teach these skills. Therefore, to increase teachers' ability in teaching CT, special training courses must be included in teacher training courses.

Index Terms—critical thinking, instruction, attitude, English as a foreign language (EFL)

I. INTRODUCTION

Critical thinking (CT) is an important issue which is of utmost significance in modern education and nowadays many teachers are interested in developing and encouraging critical thought in their classes. In fact, providing a learning environment that facilitates the promotion of CT skills can be regarded as a crucial aim of educational program worldwide. CT is an intellectually organized process of active conceptualization, application, analysis, synthesis, and/or evaluation of information (Scriven & Paul, 2004). It is the students' ability in applying their previous knowledge, evaluating their own thinking and changing their behavior as a result of thinking critically (Norris, 1985).

Significant changes can be seen in the field of education during the last few decades. Earlier the teachers were at the center of program and they tried to simply impart their knowledge to their students and the emphasis was on what to think. Today's education, in contrast, put the learners at the center and the focus is on how to think and in particular how to be a critical thinker. In addition, whereas earlier the learning was considered as rote training, nowadays learning is conceptualized as constantly evolving process of discovering, questioning, and reformulating hypotheses (Pennycook, 1994). These changes are necessary because in our challenging and ever-changing world developing the special abilities such as decision making and problem solving are essential for learners' success in their academic and social life.

On the other hand, children are not born with the ability to think critically. It is a learned ability that must be taught by trained and knowledgeable instructors (Patel, 2013). Therefore , as Schafersman (1991) stated, teachers are required to be informed about the value of CT skills and the strategies of teaching them and try to identify different classroom areas as the proper place to emphasize and teach these skills."In order to better prepare our students for the challenges they will face, teachers need to explicitly teach critical thinking strategies, equipping young people with twenty-first century skills" (Hove,2011, p.7).

Language development and thinking are closely integrated and according to Brown (2004), the purpose of an ideal language program should go beyond the linguistic factor and try to enhance CT skills among language learners. Language teachers can have a crucial role in developing CT skills among learners. They are responsible for introducing different aspects of CT to their students and help them to acquire these skills while learning the language (Limpman, 2003; cited in Shirkhani & Fahim, 2011).

As Davidson (1988) believes, L2 teachers may have more responsibility than L1 teacher in promoting learners' CT skills. Therefore, teaching these skills should be an integral part of each ESL or EFL curriculum and learners should get the opportunity to express themselves and evaluate the arguments of their peers.

Although anyone agrees about the importance of teaching CT skills in language classroom, many teachers neglect to incorporate them across the lessons. According to Chaffee (1992), CT is rarely taught explicitly and systematically within the educational framework. In most educational systems, students gain lower order learning which is associative, and rote memorization resulting in misunderstanding, prejudice, and discouragement in which students develop techniques for short-term memorization and performance These techniques block the students' thinking seriously about what they learn (Paul, 1990). Many teachers on the basis of their traditional views toward teaching, neglect incorporating CT

skills in their classes and claim that they don't have enough time to focus on these skills. They are the teachers who believe that their first responsibility is to cover all the pages of subject matter textbooks through lectures and the students' first responsibility is to recite the knowledge that teachers transmit to them. This process needs most of the available class times. In this way, students will develop the passive "tell-me-what-is-important-so-I-can-tell-it-back-to-you-on-tests-and-papers" attitude in educational program which will block their active thinking (Chaffee, 1992). These teachers and students should change their viewpoints toward the basic goals of education which is growth of critical thinkers and try to use the available time in the most effective ways to accomplish this task. In order to inform teachers about the value of CT, according to Walsh and Paul (1986), CT skills "should be thoroughly integrated into all aspects of the teacher education programs and prepare future teachers to be models of effective thinking strategies" (p. 49).However as Elder (2002) stated, CT is not typically observed as a part of teacher preparation programs.

Teaching CT is not an easy task. Teachers' and students' attitude toward CT is a factor that can affect incorporating CT practices in the classroom. Therefore, encouraging a positive attitude toward CT is an important factor in teaching CT skills. Up to this date, few studies have been done in the area of teachers' attitude toward CT. To shed more light on this issue, the present study aims at examining Iranian EFL teachers' attitudes toward CT and its place in their job.

II. LITERATURE REVIEW

CT has been amplified in different ways and there are many definition of it depending on the field and discipline it is studied. The various definitions of CT illuminate numerous interpretations of what 'thinking critically' is believed to be. Halonen (1995) believed that "critical thinking scholarship is in a mystified state and no single definition of critical thinking is widely accepted" (p. 75). Similarly, Romeo (2010) stated that there is not a widely acknowledged and accepted theoretical definition for CT. Some examples of these definitions are as follows:

- "CT is learning how to ask and answer questions of analysis, synthesize and evaluation" (Paul, 1985, p.37).
- "CT is the ability that enables individuals to establish clear and logical connection between beginning premise, relevant facts, and warranted conclusions" (Ivie, 2001, p.10).
- CT enables individuals to develop appropriate criteria and standards for analyzing their own thinking (Elder &Paul, 1994).
- "CT is a reflective and reasonable thinking that is focused on deciding what to believe or do" (Ennis, 1985, p. 45).
- "CT is a non-linear, recursive process in which a person forms a judgment about what to believe or what to do in a given context" (Facione &Facione, 1996, p. 6)
- "CT is the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts" (Sternberg, 1986, p. 3).
- "CT is the use of those cognitive skills or strategies that increase the probability of a desirable outcome" (Halpern, 1998, p. 450).

The important and noticeable point in these definitions is that although some contradictory ideas might be available among them, they are all agreed on the influential role of CT in almost every discipline and career because of its association with abilities such as problem solving and decision making (Barjesteh &Vaseghi, 2012).

Many educators who are interested in the issues of CT believed that CT involves two aspects: Skills and dispositions; skills (abilities) are the cognitive aspect and dispositions (attitudes) are the affective aspect of CT (Aloqaili, 2011). CT dispositions are at least as important as CT abilities. Norris (1994) defined these dispositions as a tendency to think in a certain way in certain situations. Supporting the importance of dispositions, Siegel (1988) has defined CT in the way as involving these two components: "the ability to assess reasons properly and the willingness, desire, and disposition to base one's actions and beliefs on reasons" (p.23). Similarly, (Glaser, 1941, p.5; cited in Fisher, 2001) defined CT as "(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience; (2) knowledge of the methods of local inquiry and reasoning; and (3) some skills in applying those methods". Ennis (1987) identified fourteen separate CT dispositions. According to him, critical thinkers have a tendency to:

- Seek a clear statement of the thesis or question;
- Seek reasons;
- Try to be well informed;
- Use and mention credible sources;
- Take into account the total situation;
- Try to remain relevant to the main point;
- Keep in mind the original or basic concern;
- Look for alternatives;
- Be open-minded;
- Take a position (and change a position) when the evidence and reasons are sufficient to do so;
- Seek as much precision as the subject permits;
- Deal in an orderly manner with the parts of a complex whole;
- Use one's critical thinking abilities;

- Be sensitive to the feelings, level of knowledge, and degree of sophistication of others.

Considering the importance of CT in education, Gelder (2005) stated that developing CT skills in learners should be considered as the primary goal of each educational program. Today many educators understand the need of improving CT skills in learners and finding the effective ways for teaching these skills is considered as one of language teachers' responsibility (Bracken, Brown, & Feng, 2009). In many situations, according to Shirkhani and Fahim (2011), learners who have developed CT skills were successful in accomplishing the activities that the other students may not be capable. Fisher(2003; cited in Malmir &Shourcheh, 2012) believes that students do not have enough thinking skills to handle the problems they might face in education or in their daily life. So teaching CT skills is of great importance. Likewise, Kabilan (2000) in relation to the importance of teaching CT skills in the context of language learning, stated that language learners can't be proficient only by mastering the rules and mechanism of language and this idea was rejected by communicative approach in 1950.He believes that learners can be proficient by using language not learning about language. They need to express their ideas and then support them creatively and critically by logical reasons and examples.

Teaching CT is not a matter of teaching isolated abilities and dispositions but it is a matter of teaching students to make appropriate use of the concepts, standards, and procedures. Therefore, having a good perception of the concepts of CT and critical thinker as well as a good understanding of how to convey instruction can help educators in providing the concrete knowledge of what is to be accomplished in teaching CT (Bailin, Case, Coombs, & Daniels, 1999).

Reviewing the related literature revealed that the number of studies conducted on the importance of teaching CT skills increased in recent years in the context of language teaching and learning. In this part, some of these studies and their findings will be reviewed.

Rodd (1999) conducted a research to seek the answer of this question: Can young children be thought to think creatively and critically? This study was conducted at the elementary level with the aim of discovering the ways to help children use their imagination, produce creative ideas, cross reference, plan, and make decisions in the context of the curriculum. He found that teaching children metacognitive skills across the curriculum by some specific programs can develop children's thinking and learning skills.

Husband (2006) carried out a survey to analyze the effectiveness of CT teaching methodologies in computer information technology unit of instruction using the California Critical Thinking Skills Test (CCTST) as the assessment tool. The findings showed no significant change from the pre-test CCTST scores to the post-test CCTST scores. Conclusion was made that the CT teaching methodologies used in both the programming and the networking units did not enhance the CT of the students during the time period of this study.

In addition, the findings of another study conducted by Cotter and Tally (2009) about the effectiveness of CT exercises in collage student's textbooks revealed that these assignments did not have any positive effect on their CT skills. Therefore, it is the teacher's job to provide the learners with the appropriate exercises which can develop their CT skills.

In like manner, Sheikhy Behdani (2009) conducted a study exploring the relationship between autonomy, CT ability, and reading comprehension of the Iranian EFL learners. The results revealed that there is a significant relationship between CT ability of learners and their performance on reading comprehension. Simply put, the higher the CT ability, the higher the reading comprehension. The findings of the study also indicated that CT and autonomy of students were highly correlated.

Kamali and Fahim (2011) investigated the relationship between CT ability, resilience, and reading comprehension of texts with unknown vocabulary items. The results of t-test revealed that the levels of CT and the levels of resilience had a significant impact on the subjects' reading ability of texts with unfamiliar vocabulary items.

In another study carried out by Aizikovitsh-Udi and Amit (2011), they investigated the ways of developing the critical and CT skills by probability teaching. This study was a preliminary step in the direction of preparing additional learning units within the existing traditional curriculum. This research suggests that teachers can and should create a learning environment which fosters learner's CT.

Barnawi (2011) conducted a research to explore the effectiveness of CT and self-voice in college English as foreign language classrooms. He attempted to propose some pedagogical tasks such as persuasive writing and draft workshop for developing CT in writing classes. He found that finding a place for CT and self-voice in EFL college writing instruction will provide a chance for students to express themselves clearly and put their own viewpoints into their writing. In addition, they will be able to better examine the logical relationship among statements or data and then draw a conclusion from multiple premises.

Shangarffam and Maminpour (2011) carried out a study investigating the impact of teaching CT on Iranian EFL witting skills. The result of this study showed that experimental group which received instruction of critical thinking techniques outperformed the control group significantly on the writing posttest.

Stapleton (2011) did a survey of attitudes toward CT among Hong Kong secondary school teachers. In this research, 72 high school teachers in Hong Kong took part in a survey. They were interviewed about their beliefs about the concept of CT. The results revealed that while the teachers had some conception of CT, it was narrow and a precise understanding was lacking. Moreover, the participating teachers expressed strong support for the inclusion of CT in the curriculum, while showing a tendency for training in terms of how to instruct CT.

Furthermore, another study conducted by Malmir and Shoorcheh (2012) revealed the same results. In this study, they attempted to determine the impact of teaching CT on Iranian EFL learners' speaking ability. The experimental and con-

trol group consisted of both male and female learners. The result showed that those students who received instruction on CT strategies had a better performance on the oral interview post-test. In addition, it was found that within the experimental group there was not any statistically significant difference between the performance of male and female learners' speaking ability after the treatment.

Although numerous studies have been done in different fields to examine the impact of CT and the methods of teaching it, there is still a need for investigating the attitudes of EFL teachers toward the CT and its position in their job to see whether they have a clear idea of the concept of CT or not.

Research Question

The focal point in this study was to investigate a group of Iranian EFL teachers' attitudes toward CT and its position in their job. Therefore, the following research question was posed:

- What are the EFL teachers' attitudes towards critical thinking instruction?

III. METHODOLOGY

Instructors' attitudes toward teaching critical thinking skills were investigated by using qualitative method. In what follows, the participants, the instruments used to collect the data and the data-collection and analysis procedures are elucidated.

A. Participants

30EFL instructors (male and female) who taught English in 12different English institutes in Abbasabad and Tonekabon (Mazandaran Province, Iran) were selected randomly to explore their attitudes toward CT. Their age ranged from 24 to 35 and their teaching experience was between 3 to 15 years.

B. Instrument

The instrument was a questionnaire consisting of eight Likert-type close-ended items which explored the teachers' attitudes toward the meaning of CT and its position and importance in their language teaching. In addition, it examined the participants' perceived need for training to improve teaching techniques and strategies in CT. The questionnaire was adapted to a five-point scale ranging from '*Strongly disagree*' to '*Strongly agree*'. The reliability of the questionnaire was estimated through Cronbach's alpha which was found to be .724.

C. Procedure

Prior to the study, the instrument was piloted to ensure its reliability for the purpose of this study. After that the questionnaire was administrated to the participants. Their anonymity was guaranteed and they were asked to complete the items and choose one of the options based on five-point Likert scale (1 = strongly disagree, 2= disagree, 3= fairly agree, 4= agree, and 5= strongly agree).The findings of this attitude questionnaire was analyzed to determine the participants' attitudes towards CT instruction. The SPSS software was used to provide a descriptive analysis of the closed items of the questionnaire.

IV. RESULTS AND DISCUSSIONS

The main goal of the study was to explore Iranian foreign language teachers' attitudes towards CT. The main instrument utilized to collect the relevant data was an attitude questionnaire. Before administering the questionnaire to the main sample, the reliability that was the internal consistency within the questionnaire items was estimated through a pilot study on 15 EFL teachers. The results of the reliability analysis are presented in the following table:

TABLE 1.
CASE-PROCESSING SUMMARY

		N	%
Cases	Valid	15	100.0
	Excluded [a]	0	.0
	Total	15	100.0
a. Listwise deletion based on all variables in the procedure.			

As it is depicted in table 1, fifteen EFL teachers participated in the pilot study. All the teachers answered the questionnaire items and nobody was excluded from the pilot study. Table 2 shows the result of reliability analysis:

TABLE 2.
RELIABILITY STATISTICS

Cronbach's Alpha	No. of Items
.724	8

The reliability estimated for the eight items of the questionnaire was .724. This index was higher than the minimum required (.70) suggesting that the reliability of the attitude questionnaire was acceptable.

After estimating the reliability of the questionnaire, it was administered to the main group which consisted of 30 EFL teachers that were selected randomly. Descriptive statistics including means and standard deviations were computed for the responses provided by the teachers. The following table demonstrates the teachers' perceptions of critical thinking.

TABLE 3.
ITEM STATISTICS FOR THE ATTITUDE QUESTIONNAIRE ITEMS

	Mean	Standard Deviation	N
1) I have a clear idea of what the term 'critical thinking' means.	3.5000	1.19626	30
2) Teaching critical thinking skills is an important part of my job as a teacher.	3.6333	.96431	30
3) I build critical thinking explanations and exercises into most of my lessons.	3.4667	.97320	30
4) Iranian students in general are good at critical thinking.	2.0000	1.14470	30
5) It is not necessary to increase the role of critical thinking into the curriculum.	2.5667	**1.38174**	30
6) It is not the job of the teacher to teach critical thinking in the classroom	4.5667	.97143	30
7) Critical thinking is especially important in language teaching.	4.4000	**.93218**	30
8) Iranian teachers need more training about how to teach critical thinking skills.	**4.7000**	**.70221**	30

Total mean rank= .360, total standard deviation= .959

The questionnaire consists of five Likert-scale items. The scales were coded including 1 = strongly disagree, 2= disagree, 3= fairly agree, 4= agree, and 5= strongly agree. The total mean rank computed for the eight items of the attitude questionnaire was found to be .360 with standard deviation of .959.

The respondents reported their highest positive attitude towards item (8) that examined their perception of "the need of Iranian teachers for more training about how to teach critical thinking skills" (mean =4.7000). On the contrary, the lowest mean rank was announced for item (4) that examined the teachers' reflections of "Iranian students' general critical thinking skills". This indicated that teachers were heterogeneous in terms of their attitudes towards "inevitability to increase the role of critical thinking into the curriculum" (SD = 1.38174). Despite that, the responses were found to be uniform and homogeneous with respect to item(8) that inspected teachers' viewpoints towards "the need for more training about how to teach critical thinking skills" (SD= .70221). The following figure depicts the participants' responses for each item:
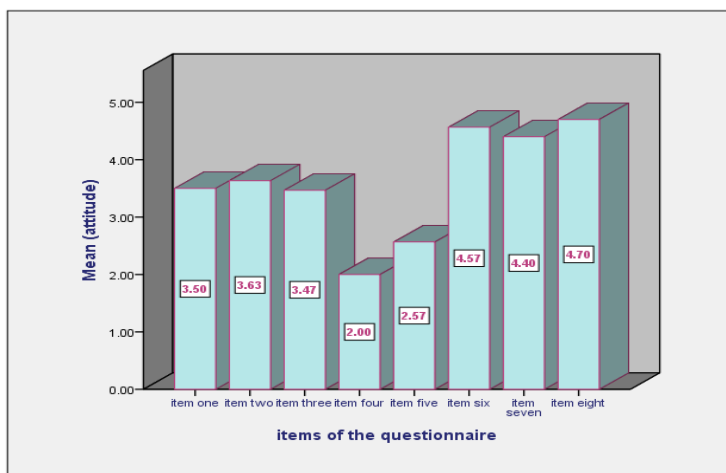

Figure 1.EFL teachers' responses to the items of attitude questionnaire

In the following section, the detailed information regarding each questionnaire item will be presented:

TABLE 4.
STATISTICS FOR ITEM 1
'I HAVE A CLEAR IDEA OF WHAT THE TERM 'CRITICAL THINKING' MEANS.'

		Frequency	Percent
Valid	Strongly disagree	2	6.7
	Disagree	3	10.0
	Fairly agree	11	36.7
	Agree	6	20.0
	Strongly agree	8	26.7
	Total	30	100

Regarding teachers' perceptions of the term 'critical thinking', 25 of them (11+6 +8) agreed that they had clear idea of the term. This was equal to 82% of the total participants who took part in the study. On the other hand, 5 of them (16, 7%) disagreed with this item.

TABLE 5.
STATISTICS FOR ITEM 2
'TEACHING CRITICAL THINKING SKILLS IS AN IMPORTANT PART OF MY JOB AS A TEACHER.'

		Frequency	Percent
Valid	Strongly disagree	1	3.3
	Disagree	3	10.0
	Fairly agree	6	20.0
	Agree	16	53.3
	Strongly agree	4	13.3
	Total	30	100

Item two concerned the teachers' attitudes towards the stance of teaching CT skills as a teachers' job. The majority of the participants' (n= 26) accepted that teaching CT skills is an important part of their teaching job. This equaled to 66.6% of the total responses. Yet, four of them disclosed that they disagreed with it (13.3%).

TABLE 6.
STATISTICS FOR ITEM 3
'I BUILD CRITICAL THINKING EXPLANATIONS AND EXERCISES INTO MOST OF MY LESSONS.'

		Frequency	Percent
Valid	Strongly disagree	0	0
	Disagree	4	13.3
	Fairly agree	14	46.7
	Agree	6	20.0
	Strongly agree	6	20.0
	Total	30	100

With respect to item three, more than half of the respondents (14 fairly agree + 6 agree+ 6 strongly agree) reported that they built CT explanations and exercises into most of their lessons. This amounted to 86.7% of the total responses. However, only 13.3% of them reflected that they disagreed with this item.

TABLE 7.
STATISTICS FOR ITEM 4
'IRANIAN STUDENTS IN GENERAL ARE GOOD AT CRITICAL THINKING.'

		Frequency	Percent
Valid	Strongly disagree	11	36.7
	Disagree	14	46.7
	Fairly agree	1	3.3
	Agree	2	6.7
	Strongly agree	2	6.7
	Total	30	100

Item four scrutinized teachers' viewpoints of Iranian EFL learners' capabilities regarding CT. This time the data revealed that the greater part of the participants rejected this issue. This was equivalent to 83.4 % of the total responses. Simply five teachers (1+2+2) agreed that Iranian students in general were good at CT.

TABLE 8.
STATISTICS FOR ITEM 5
'IT IS NOT NECESSARY TO INCREASE THE ROLE OF CRITICAL THINKING INTO THE CURRICULUM.'

		Frequency	Percent
Valid	Strongly disagree	7	23.3
	Disagree	11	36.7
	Fairly agree	5	16.7
	Agree	2	6.7
	Strongly agree	5	16.7
	Total	30	100.0

While 40.1 percent of the respondents announced that, it was not necessary to increase the role of CT into the curriculum, more than half of the teachers opposed to this point. Seven teachers (23.3) strongly disagreed, and eleven disagreed to underestimate expanding the role of CT into the curriculum.

TABLE 9.
STATISTICS FOR ITEM 6
'IT IS NOT THE JOB OF THE TEACHER TO TEACH CRITICAL THINKING IN THE CLASSROOM'

		Frequency	Percent
Valid	Strongly disagree	1	3.3
	Disagree	1	3.3
	Fairly agree	1	3.3
	Agree	4	13.3
	Strongly agree	23	76.7
	Total	30	100

Totally, twenty-eight teachers agreed that it was not the job of the teacher to teach CT in the classroom. Nevertheless, 6.6 percent of them reflected that they disagreed with it.

TABLE 10.
STATISTICS FOR ITEM 7
'CRITICAL THINKING IS ESPECIALLY IMPORTANT IN LANGUAGE TEACHING.'

		Frequency	Percent
Valid	Disagree	2	6.7
	fairly agree	3	10.0
	Agree	6	20.0
	strongly agree	19	63.3
	Total	30	100.0

Concerning the importance of CT in language teaching, simply two of them reported that they disagreed with the significance of CT in language teaching. In spite of that, more than 90 % agreed that CT was especially important in language teaching.

TABLE 11.
STATISTICS FOR ITEM 8
'IRANIAN TEACHERS NEED MORE TRAINING ABOUT HOW TO TEACH CRITICAL THINKING SKILLS.'

		Frequency	Percent
Valid	Disagree	1	3.3
	fairly agree	1	3.3
	Agree	4	13.3
	strongly agree	24	80.0
	Total	30	100.0

Finally, regarding the respondents' opinion towards the last item that inspected their evaluation of their need for more training about how to teach CT skills, 96.6 percent of the participants agreed with this idea. Simply 3.3 percent of them (n=1) reflected that teachers do not need for more training about teaching CT skills.

V. CONCLUSION AND IMPLICATIONS

The present exploratory study investigated a group of Iranian EFL teachers' attitude toward CT, its place in their job and their opinion regarding the need for more training to increase their ability in teaching CT skills. Analysis of the result revealed that most of the teachers who participated in the study had a clear idea of the concept of CT. They indicated that CT should be part of the curriculum and it is an important part of their job as a language teacher. In addition, most of them expressed the need for more training in how to teach CT skills. Therefore, the study shows a positive movement toward introducing some elements of CT in the classroom among language teachers. Some items of the questionnaire indicate teachers' beliefs about their classes and their performance (items 2, 5, 6, 7).Also unfortunately the majority of teachers reported their EFL students' lack of ability to think critically (item 4).

Due to the significant role of CT in developing effective language learning, it needs to be enhanced among language learners. According to Waters (2006), applying CT activities in English language classrooms that is an important task of language teachers can improve the learners' level of thinking and at the same time can help them to understand the main meanings of the text. Furthermore, EFL learners who are equipped with the ability to think critically feel more efficacious in learning a foreign language (Pajares, 2002).Therefore, it is essential for language teachers to encourage learners to use their CT abilities by providing them challenging opportunities in which they reflect, grow and learn and try to express their opinions critically which can contribute to their progress in language learning (Kamali &Fahim, 2011).

In the present study, the opinions of a very small number of Iranian EFL teachers are explored and the results may not be generalized to larger context. Therefore, conducting a similar study using a larger sample of teachers with different degrees of experience or teachers of different subject matters can provide better and more comprehensible information regarding teachers' beliefs and attitude toward CT and Iranian students' level of CT ability.

The ideas presented in this study can notify teachers of the importance of teaching learners how to increase their ability to think critically in order to be successful in different process of learning. They need to utilize appropriate teaching materials and methods and try to find out the classroom areas which are appropriate to teach the CT skills. Young (1980) believed that if teachers use appropriate instructional methods and curriculum materials, students will improve their CT skills.

Furthermore, the findings indicate a need for further training among instructors who try to incorporate CT strategies in their classes and improve their students CT ability. It is the fact that students' achievement is associated with teachers' abilities to put CT skills into practice. Therefore, training teachers to instruct these techniques as part of their methodology would be of great importance. A trained teacher is able to encourage and model thinking behaviors in the process of instruction to improve leaner's ability (Shangarfam & Maminpour, 2011). This study can inform syllabus designers and material developers about the importance of including CT issues both in students' textbooks and in teacher training courses. According to Kablin (2000), learners are in need of textbooks that evoke CT and teachers need to be

trained to change their attitude toward CT instruction. In order to help learners to foster their CT and decision making ability, it is necessary for teachers to educate themselves ideally and be aware of their enormous responsibility in the classroom. In addition, to hold in-service training classes to sharpen teachers CT skills and improve their teaching techniques is of great importance in language learning setting (Fahim & Ahmadian, 2012).On the other hand, in order to improve teachers' capability for teaching CT, schools and institutions must provide them with required time and resources which are necessary for professional development to occur. By incorporating CT teaching in different classes, the educational program will produce the educated people who are able to make decisions more accurately and solve problems more effectively.

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