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### EFL Student- Teachers' Perception in the Culture of Thinking

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#### Abstract

Many studies have recommended implying the skills and strategies of creative thinking, critical thinking, and reflective thinking in an EFLT curriculum to overcome the process of EFL teaching-learning difficulties. It is really necessary to make EFL teachers aware of the importance of cultural thinking and have a high perception of its forces. Culture of thinking consists of eight cultural forces in every learning situation; it helps to shape the group's cultural dynamic. These forces are expectations, language, time, modeling, opportunities, routines, interactions, and environment. To achieve the objective of the study, investigating EFL student-teachers' perceptions of cultural thinking, the participants were randomly selected from the fourth-stage students at the Department of English Language-College of Education for Women-University of Baghdad. The total population was (105) while the participants were (87) student-teachers. Ritchhart's (2015) Eight-Cultural-Forces Scale was adopted as a study tool, and its face validity and reliability have been ascertained. It has been concluded that the student-teachers perceive the culture of thinking moderately despite their training program lacks any sort of cultural thinking forces.

**Keywords:** EFL student-teachers, Eight-cultural-Forces, culture of thinking,

cultural thinking forces, Student-teachers' perception

### تصورات الطلبة المعلمون في اللغة الإنكليزية لغة أجنبية لتقافة التفكير

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أوصت العديد من الدراسات بتضمين مهارات واستراتيجيات التفكير الإبداعي والتفكير النقدي والتفكير التأملي في منهج اللغة الإنكليزية بوصفها لغة أجنبية للتغلب على صعوبات عملية تعليم وتعلم اللغة الإنكليزية؛ إذ إن من الضروري حقاً توعية معلمي اللغة الإنكليزية بوصفها لغة أجنبية بأهمية التفكير في الثقافة، وأن يكون لديهم تصور عالٍ لقوى التفكير الثقافي. تتكون ثقافة التفكير من ثماني قوى ثقافية تعمل على تشكيل الديناميكية الثقافية للمجموعة في كل موقف تعليمي؛ هذه القوى هي: التوقعات، واللغة، والوقت، والنمذجة، والفرص، والإجراءات الروتينية، والتفاعلات، والبيئة. عليه، تهدف هذه الدراسة إلى التحقق من تصورات الطالبات المعلمات في اللغة الإنكليزية لغة أجنبية في ثقافة التفكير. اختيرت العينة عشوائياً من طالبات المرحلة الرابعة في قسم اللغة الإنكليزية - كلية التربية للبنات - جامعة بغداد. بلغ عدد المجتمع الكلي (١٠٥) طالبة، في حين بلغ عدد المشاركات (٨٧) طالبة-معلمة. تم اعتماد مقياس القوى الثقافية الثمانية (Ritchhart (٢٠١٥) أداة للدراسة بعد التأكد من صدق الأداة وثباتها. وأشارت النتائج إلى أن الطالبات-المعلمات لديهم تصور حول ثقافة التفكير بشكل معتدل على الرغم من أن برنامجهم التدريبي يفتقر إلى قوى التفكير الثقافي.

**الكلمات المفتاحية:** تصورات الطلبة المعلمون، ثقافة التفكير، الطلبة

المعلمون، قوى التفكير الثقافي، قوى التفكير الثقافي الثمانية



## 1. Introduction

A classroom thinking culture is a supportive setting, since it encourages effective thinking. Thinking skills are primarily taught in a school to foster a culture of thinking. More than a few instructors employing one or two thinking methods as a part of their classroom activities are required to create a thinking culture. Creating a thinking environment for all faculties in a school was facilitated by adopting a whole-school teaching method. Mahdi (2009) argued that the teachers' qualifications and interests play an essential role in a classroom environment. Teachers must prepare or select and use an appropriate language of thinking in their classrooms, be familiar with various thinking strategies, and use graphic organizers to assist students in managing, organizing, recording, and recalling their thoughts to foster a thinking culture. In addition, it is expected to expose students to thinking strategies to develop their thinking skills, such as responding to various types of questions, framing questions, using question generating tools, using graphic organizers to record thinking, presenting their thinking, and solving problems.

Teachers' reflectivity and self-efficacy support the classroom environment and students' performance (Mahdi, 2009). The creative strategies enhance EFL students' achievement in language skills and literary criticism (Saalh, 2014a). Furthermore, several teacher education studies approved the importance of infusing the thinking culture in language learning, such as flows, habits of mind, experiential learning in which critical thinking is emphasized, and using mediators and scaffolders in language teaching (Saalh & Salim, 2020; Saalh, 2020; Saalh, 2014b; Alsaadi & Mahdi, 2013).

Classrooms with a culture of thinking emphasize thinking, learning, comprehension, and cooperation. Making time for thinking and utilizing a language of thinking are also discussed to foster thinking cultures in the classroom (Pohl, 2011). As a result, the

perception of student-teachers thinking culture in their classrooms is an issue that needs to be explored, as no such a study has been done in the Iraqi teaching environment.

The importance of this research is that it shows how a culture of thinking may help students reason, think, and solve issues that go beyond the traditional thinking processes and how it can be applied to new circumstances and challenges. It further helps infuse thinking into everyday teaching and learning activities (Ritchhart, 2015). Accordingly, the present work aims to investigate EFL student-teachers' perceptions in the culture of thinking.

## 2. Theoretical Background

### 2.1 Related Concepts

#### 2.1.1 Foreign Language

A foreign language is not commonly spoken in the speaker's country (Bailey, 2014). It is operationally defined as a language used in textbooks and English language courses in Iraq.

#### 2.1.2 Culture of Thinking

Cultures of thinking are locations where a group's collective and individual thinking is respected, and actively encouraged as a part of everyone's daily experience (Salmon, 2008). Its operational definition implies the items in Ritchhart's (2015) scale where student-teachers are asked to respond to these items.

#### 2.1.3 Students –Teacher

A student-teacher is a college, university, or graduate student pursuing a degree in education while teaching under the supervision of a professional teacher. Pre-service teacher is another phrase that is frequently used interchangeably with this term (Muongmee, 2014).

### 2.2 Thinking in EFL Teaching

#### 2.2.1 Thinking Skills

A variety of models may be used to illustrate the thinking process, and how students' thinking abilities can be developed. Puchta (2012) discussed three of these models in the context of their use in foreign language classes to help students enhance their foreign language skills, competencies, and cognitive abilities.



Combining the teaching of thinking with the teaching of language is one of these methods. Blagg (1991) created a model of thinking skills that uniquely demands foreign and second language students. This strategy offers two essential benefits: First, to attain a high degree of cognitive engagement, one needs to start with meaningful tasks that are cognitively difficult. Second, the task should have a secondary goal, such as problem-solving or decision-making. This ethical goal necessitates the use of a variety of cognitive abilities before considering alternative remedies, analyzing the situations and employing the senses to understand them precisely. Furthermore, it is necessary to reach the goals by thinking about innovative and "out of the box" methods. Finally, self-evaluation of activities is necessary (Puchta, 2012).

### **2.2.2 Developing Thinking Skills and Language Activities**

Many different sorts of exercises have been created to assist learners in improving their language and cognitive abilities. These activities help students distinguish between lower and higher-order thinking skills. These are some instances of such activities: Comparing, classifying, sequencing, paying attention, remembering, examining space, considering time, investigating numbers, drawing connections, understanding correlation and causation, taking judgments, problem-solving, and creative thoughts, which are all skills that may be taught (Nickerson, 1984).

### **2.2.3 Thinking Skills and Knowledge**

Learning thinking abilities are frequently contrasted with knowledge acquisition, although the two are not mutually exclusive. Thinking is a knowledge-dependent activity; one must conceptualize something in order to think. Other factors are equal; the more information one has, the more successful one's reasoning will be. While having much information does not guarantee a practical thinking, not having enough knowledge does. One cannot properly think about physics, politics, or baseball until s/he first understands them. Generally, people's

capacity to cope successfully with the cognitively demanding challenges faced in life is limited by a lack of specific information relevant to those problems and by the inadequate understanding of those problems. Thus, the capacity to think and solve problems and to have knowledge, and cognitive abilities are interrelated and mutually reinforcing (Nickerson, 1984).

### **2.2.4 Thinking Skills in English Language**

English language requires various thinking skills in college due to the tight interaction between language and thought. Additionally, numerous components of reading and writing are connected to critical thinking abilities. However, students' writing examples lacked the cognitive superstructures necessary for effective writing, such as concept organization, continuity, and cohesiveness (Bossone, 1983).

### **2.2.5 Language and Thinking across the Curriculum**

The relevance of language in all subjects and the intimate relationship between oral and written language and thinking demonstrate that language is a central notion in developing all thinking skills across the curriculum (Heng, 2014).

### **2.3 Culture of Thinking**

The culture of thinking encompasses both teachers' work in developing the culture and students' activities within that culture. The teaching environment of thinking does not view thinking as an add-on to the curriculum. That is, it enables students to reason, think, and solve problems outside of the classroom routine. It further engages students in a complex thinking that can be applied to new situations and unfamiliar problems. It also connects thinking strategies to discipline-based knowledge; and encourages students to seize opportunities (Pohl, 2011).

Six culture of thinking principles are thinking-based lessons that promote the participatory and meaningful learning outlined by Ritchhart and Perkins (2005). The latter involved that teachers should keep in mind



thinking-based lessons that promote a participatory and meaningful learning.

According to Ritchhart (2015), it is insufficient for learners to possess only basic cognitive abilities. Besides, they must practice utilizing thinking abilities to emerge and enhance their ability to think clearly. In addition, learners must be resilient to deal with various situations, and teachers must encourage their critical and creative thinking abilities.

Enhancing one's cognitive abilities and comprehension of knowledge is a social objective within a cultural environment. Thus, a demand exists for a real-world setting in the learning environment that stimulates interaction to explore concepts and ideas (Ritchhart, 2002).

Through the classroom atmosphere, the culture of thinking supports a deep and meaningful learning. The classroom culture, in this way, directs learners towards learning and directs their attention towards a meaningful involvement and connection. According to Ritchhart (2015), "the messages delivered through the classroom culture express to pupils what it means to think and learn successfully" (p. 315). These messages are vital for children to develop their ability to learn and think critically.

The culture of thinking purpose is to make students' thinking obvious. While thinking cannot be observed under normal circumstances due to people's frequent lack of awareness of how they think, it can be promoted through the culture of thinking (Ritchhart, 2015). Thus, Ritchhart, Church, & Morrison (2011) proposed using thinking routines to make learners' thinking visible to themselves and others. Teachers frequently utilize thinking routines as tools, frameworks, and patterns to make learners' thinking evident.

A culture of thinking necessitates the use of a variety of instructional sources and materials and is helped by the use of external tools for "downloading" or "distributing" one's thoughts (Ritchhart, 2015, p. 315). These include papers, computers, photographs, written

texts, tape recorders, projectors, films, objects, and audio-visual aids. These tools assist students in thinking beyond the obvious and in engaging in meaningful interactions (Ritchhart, 2015). Finally, the collaboration between instructors and educational institutions is required in the culture of thinking. To foster a culture of thinking development, teachers and schools must establish "a professional community" (Ritchhart, 2015, p. 315). This collaboration allows teachers to exchange ideas about instruction, fosters robust discussion about career-related topics, and prepares the road for future professional development (Ritchhart et al., 2011). The six outlined principles are critical and will be considered for discussing the findings.

## **2.4 The Eight Cultural Factors**

### **2.4.1 Modeling**

Modeling is used to illustrate, demonstrate, or bring attention to something as a model for others to follow or emulate. Additionally, it is utilized to teach through examples, whether as a role model, mentor, or as an expert-apprentice relationship. Modeling, as a cultural shaper, functions at both explicit and implicit levels. It explicitly demonstrates the tools, processes, and strategies that make teachers' thinking visible and accessible to students. Activities are continuously on show for the students and implicitly managed by teachers. Teachers perceive learners as thinkers, learners, community members, and leaders through our passions, interests, compassion, and honesty. Adult role models surround students and create a world for them to enter or reject (Ritchhart, 2015).

### **2.4.2 Routines**

Routines are defined by Ritchhart (2015, p. 171) as "a series of acts designed to accomplish a specified goal effectively and productively". In other words, it is a term that refers to any routine, process, or pattern of action that is repeated and is typically used to manage and facilitate the fulfillment of specified goals or tasks. In terms of instruction, a routine





can be viewed as the recurring actions of teachers and pupils to accomplish learning. Passive or participatory learning or teaching routines are possible, depending on the social, cultural, educational, and political setting (Ritchhart et al., 2011). As a shaper of classroom culture, thought routines contribute significantly to the promotion of a deep and meaningful learning. The notion encompasses critical facets of a classroom culture. The tools are thinking routines, which are educational activities that teachers can apply to or incorporate into their classroom practices. This means that no single teaching approach will meet the needs of all learners, as they all acquire knowledge and concepts in unique ways. Additionally, various topics may require a different way of teaching them to accommodate individuals' learning styles. Considering this concept when organizing a session may significantly impact learners' performance and learning results.

Developing methods requiring a set of cognitive exercises, directing learners' thinking, shaping group or individual interactions, and working with curricular contents are examples of how structures and routines can anchor and support students' thinking and deep learning. Teachers and students are encouraged to observe, document, interpret, and share their ideas, opinions, and understanding of the issues and discussions through this sort of facilitation. Similarly, comparable routines can lead to behavioral patterns that help comprehension, thinking, and self-reflection (Ghanizadeh & Jahedizadeh, 2017).

#### **2.4.3 Interaction**

A dynamic phenomenon occurs when two or more items interact: a feedback loop between actions and effects. Interactions establish the foundation for interactions between teachers and students, students and students, and teachers and teachers as cultural shapers. Interactions weave the social fabric that holds a society together. Interactions within and between groups shape the emotional climate, tone, and ethos of a

place. For example, in a thinking culture, teachers interact with students to show appreciation for and interest in their thinking while also encouraging their development as respected, competent individuals capable of contributing effectively to the group (Ritchhart, 2015).

#### **2.4.4 Expectations**

People's attempts to achieve their goals and desired outcomes are guided by expectations, which are a collection of strong beliefs about future consequences or theories of action (Ritchhart & Perkins, 2005).

In this context, expectations correspond to specific requests made by teachers for their students. The following are some of the expectations that influence the needed results: focusing on students' learning, teaching for comprehension (rather than rote memorization), promoting deep learning, developing students' autonomy and independence in the learning creation, and promoting thinking abilities, and cognitive flexibility.

As a result, the language of the instructor is known as the language of thinking. Moreover, the thinking vocabulary, reflective process stimulation, and the language of thought also refer to pupils' influence (Tishman & Andrade, 1996).

#### **2.4.5 Language**

Language is the communication tool the society uses to negotiate common meaning and build social cohesiveness and communication surrounding ideas, behaviors, and activities. As a culture maker, language assists teachers in directing attention and effort. The words and structures in a language, on the other hand, transmit a set of inner correlations and connections that impact cognition and action without being overtly expressed. Thus, the secret power of language lies in its capacity to discreetly transmit signals that affect self-thinking, feelings, and social affiliation (Ritchhart, 2015).



#### 2.4.6 Time

A measured length of time allotted, assigned, or used to complete tasks is called time. It helps teachers remember, sequence, and make meaning out of their experiences. It is a qualitative dimension through which the experiences flow, allowing teachers to talk about happy moments, time slipping away, losing track of time, and so on to quantify their worth. All these notions of time are culture shapers. Our time management reflects our ideals. Teachers can structure and draw a connecting thread through learning opportunities by arranging events, constructing moments, and reflecting on activities. Finally, the ability to develop, sustain and profit from a period of total engagement permits teachers to generate the energy required for learning and thinking (Ritchhart, 2015).

#### 2.4.7 Environment

The environment is the circumstances or influences that a person functions in. It is the design, aesthetics, setup, displays, artifacts, and furniture of the physical place utilized by a group or an individual. As a cultured former, the physical environment is an organization's "body language," transmitting its values and essential messages even when its occupants are not there. The physical environment of a school or classroom will influence how people interact, behave, and perform. Individual and group productivity can be hampered or boosted by the physical environment. While most educators receive physical conditions that were intended for an obsolete learning paradigm, the architecture of that space may nevertheless be used to support and encourage a culture of thinking (Ritchhart, 2015).

#### 2.4.8 Opportunities

Simply, and according to the researchers of the present work, opportunities as a term means providing purposeful activities that help students to think and develop their understanding as a part of their classroom ongoing experience. In this regard, Ritchhart (2015) defined opportunities as such:

A set of conditions or circumstances that make it possible to do or achieve something. An occasion or set of occasions in which certain actions are afforded or become possible. As a culture shaper, the opportunities present will serve either to constrain or enhance the activity of both individuals and the group as a whole. Although it is possible for opportunities to lie hidden, remain untapped, or languish in strong cultures, rich opportunities for growth, advancement, and creativity are prominent. In a culture of thinking, these types of opportunities dominate the landscape, guiding and shaping the activity of the group and engaging all individuals. (p.141)

#### 2.5 Previous Studies

Gómez-Barreto, Tejedor, and Santamaría (2020) conducted a study on improving the higher-order cognitive skills, which are considered key qualities to examine when evaluating pre-service teachers' learning qualities. This investigation, the pre-service teacher sample, consisted of 700 university students from seven different colleges of education in Spain. The results demonstrated that the scale was quite dependable and appropriate. Significant statistical disparities were identified using the eight scales of cultural factors evaluation, with children placing the most emphasis on relationships, expectations, environment, language, and time.

As for Phonekeo's (2020) study, the aim was to: (1) look into pre-service teachers' previous experiences with reading and learning to read in English, (2) investigate the condition of reading teaching today, and (3) see how much of a culture of thinking (CoT) was used when teaching reading in the "Lao EFL pre-service teacher education context." The results showed that "CoT" implementation had a significant "(d = 1.01)" influence on reading comprehension progress, with a statistical significance between the two groups "(t (59) = 3.894", "p = 0.05 "05). It also encouraged



students to engage in active and meaningful learning and to transform their attitudes towards reading. According to the findings, a "CoT" might be an alternative for EFL teachers to consider incorporating into their classroom practices to promote a deep and meaningful learning and to affect students' and teachers' experiences and attitudes towards learning and teaching English study.

### 3. The Practical Part of the Study

#### 3.1 Study Design

This study is a quantitative descriptive study that deals with quantifying and analyzing variables for getting results. It utilizes and analyzes numerical data using specific statistical techniques to answer who, how much, what, where, when, how many, and how questions (Aliaga and Gunderson, 2002, as cited in Gall, Gall, & Borg, 2007). Since the descriptive study describes a phenomenon and its characteristics, this research is more concerned with "what" rather than "how or why" something has happened. Accordingly, observation and survey tools were often used to gather data.

#### 3.2 Participants

The study population was represented by fourth-year college student-teachers in the Department of English Language/morning studies at the College of Education for Women/University of Baghdad. The total number of populations was (105) while the randomly selected participants were (87).

#### 3.3 Instrument

The Eight-Cultural-Forces Scale (Ritchhart, 2015, p. 33) was carried out to identify the student-teachers perception of thinking culture being favored during their teacher training program.

The scale consisted of eight fields; each field of five items. The five Likert-scale was used with the alternatives (always, sometimes, neutral, rarely, never). The alternatives' values range was (5-1), respectively. The value of each item used for interpreting the results was identified by finding out the level of student-teachers perception of each item as follows:

- 1)  $5-1 \div 3 = 1.33$ , and then
- 2) The lowest value in the scale, never (1), was added to the (1.33)  
 $1 + 1.33 = 2.33$  (weak perception)
- 3)  $2.34 + 1.33 = 3.67$  (moderate perception)
- 4)  $3.68 + 1.33 = 5$  (high perception)

#### 3.4 Face Validity

Face validity is the experts' subjective judgment on the instruments. A test has face validity when its content looks relevant to the participant who is taking the test. It evaluates the questionnaire's feasibility, readability, consistency, style and formatting, and the clarity of the language used (Oluwatayo, 2012). The questionnaire was given to the jury members listed in Table 1 to ascertain its face validity. The jury members agreed on the components of the entire questionnaire, and so it was considered valid.

Table 1  
*The Academic Ranks, Names, Fields, and Locations of the Jury Members*

N	Academic Rank	Name	College
1.	Prof. Dr.	Shatha Alsaadi	College of Education for Women, University of Baghdad.
2.	Asst. Prof. Dr.	Hanan Dhia Alsalihi	College of Education for Women, University of Baghdad.
3.	Asst. Prof.	Maysaa Rashed	College of Education for Women, University of Baghdad.
4.	Asst. Prof.	Narmeen Mahmood	College of Education for Women, University of Baghdad.
5.	Inst. Dr.	Sawsan Soud Aziz	College of Education for Women, University of Baghdad.



### 3.5 Reliability

Ormrod (2014) stated that the reliability of an assessment instrument or procedure is the extent to which it yields consistent information about the knowledge, skills, or characteristics being assessed. Alpha- Cronbach formula was used to find the reliability coefficient of the scale (0.89), which was considered acceptable.

### 3.6 Statistical Tools

The SPSS program was used to determine the reliability factor, weighting means, and frequencies.

### 3.7 Results and Discussion

The study aims at examining the student-teacher perception of the culture of thinking. This objective was achieved by computing the weighting means of items and then comparing them with the levels of perception (1.33-2. 33, 2.34-3. 67, 3.68 and above) that were interpreted as (weak, moderate, and high), respectively; see Table 2:

Table 2

*The Alternatives' Frequencies, Weighting Means, Percentages, and the Levels of Perception*

Item	Alternative' Frequency					Weighting Means	Percentage	The Item Level
	Never (1)	Rarely (2)	Neutral (3)	Sometimes (4)	Always (5)			
21	4	11	16	26	29	3.75	75.12	High
31	5	7	19	33	22	3.69	73.96	High
22	6	12	14	31	23	3.61	72.32	Moderate
5	9	8	16	29	24	3.59	71.86	Moderate
26	6	9	20	31	20	3.58	71.62	Moderate
32	8	9	18	27	24	3.58	71.62	Moderate
11	7	12	19	22	26	3.55	71.16	Moderate
15	4	15	21	22	24	3.53	70.7	Moderate
17	8	11	19	24	24	3.52	70.5	Moderate
30	13	7	19	16	31	3.52	70.46	Moderate
33	7	12	18	30	19	3.48	69.76	Moderate
1	6	11	24	26	19	3.47	69.54	Moderate
10	12	8	20	19	27	3.47	69.54	Moderate
4	9	11	20	23	23	3.46	69.3	Moderate
16	8	10	24	22	22	3.46	69.3	Moderate
29	10	9	20	25	22	3.46	69.3	Moderate
39	6	13	24	21	22	3.46	69.3	Moderate
13	7	17	16	23	23	3.44	68.84	Moderate
35	9	11	22	22	22	3.43	68.6	Moderate
40	6	15	23	21	21	3.42	68.38	Moderate
14	7	15	19	26	19	3.41	68.14	Moderate
24	10	12	19	25	20	3.38	67.68	Moderate
37	12	8	22	24	20	3.37	67.44	Moderate
38	8	11	25	26	61	3.36	67.24	Moderate
19	5	13	27	28	13	3.36	67.22	Moderate
27	7	11	31	18	19	3.36	67.22	Moderate
7	6	12	28	26	14	3.34	66.98	Moderate
3	10	9	28	20	19	3.34	66.74	Moderate
20	7	13	27	28	13	3.34	66.74	Moderate
25	10	15	17	26	18	3.31	66.28	Moderate
34	7	19	17	26	17	3.31	66.28	Moderate
9	7	18	20	25	16	3.29	65.82	Moderate
2	10	13	20	29	14	3.28	65.58	Moderate
8	7	16	21	30	12	3.28	65.58	Moderate





Table 2. Continued

Items	Alternatives' Frequencies					Weighting Means	Percentages	The Item Level
	Never (1)	Rarely (2)	Neutral (3)	Sometimes (4)	Always (5)			
28	7	16	24	24	15	3.28	65.58	Moderate
6	13	9	25	20	19	3.27	65.34	Moderate
23	10	14	21	27	14	3.24	64.88	Moderate
12	9	21	20	16	20	3.2	63.96	Moderate
36	10	15	24	23	14	3.19	63.72	Moderate
18	12	16	21	20	17	3.16	63.26	Moderate

The weighed means and percentages of the items were used to explore EFL student-teachers' perceptions of the culture of thinking in the classroom. Table 2 shows that the highest five weighed means and percentages are those of the items (21, 31, 22, 5, 26) with the following weighing means (75.12, 73.96, 72.32, 71.86, 71.62), respectively. The (21 and 31) items show a high level of perception in the culture of thinking while the others are moderate. On the other hand, the lowest five items are (6, 23, 12, 36, 18) with the weighing means (63.26, 63.72, 63.69, 64.88, 65.34), respectively; all are within the moderate level of perception. The first one of the highest items (item number 21) states (I ensure that rich thinking opportunities are woven into the fabric of my teaching and that students are not just engaged in work or activity). The third one of the item states (I focus on students' attention on big subject matter issues, important ideas in the world, and meaningful connections within my discipline and beyond). These items show that the student-teachers emphasize the importance of giving the students opportunities to think as they do tasks and activities. However, an item of the same cultural force, opportunities, appears as the fourth lowest item, "I provide students with opportunities to direct their own learning and become independent learners." This result is a reflection of the teacher-centered stereotyping of the student-teachers. Thus, the student-centered method has to be enforced in teacher education programs. It helps provide the student-teachers with a practical training to acquire the spirit of learner-centered approaches. Moreover, the trainers in teacher

education programs must work as scaffolds to facilitate the tasks in training courses.

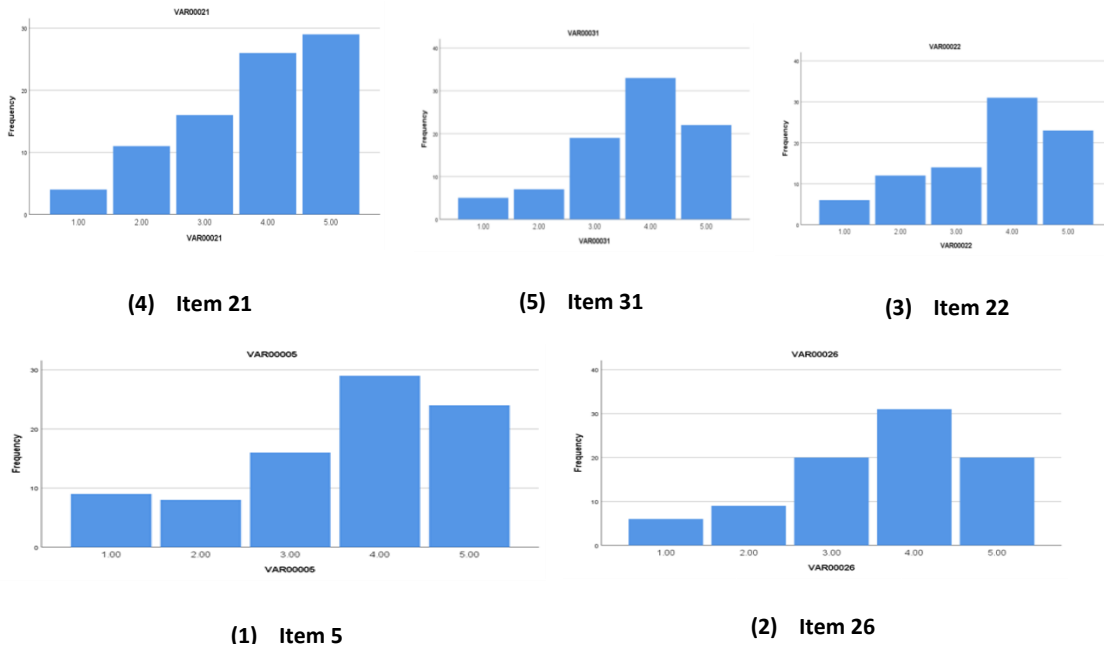
The second highest culture-force is "I ensure that all students respect each other's thinking in my classroom. Ideas may be critiqued or challenged, but people are not". This item returns to the interactional force. The fourth highest item is "Student independence is being actively cultivated, so that students are not dependent on me to answer all questions and direct all activities." This item is the fifth one in the cultural force expectations. The item "I use thinking routines and structures to help students organize their thinking" is the fifth highest one; it belongs to the routines cultural force.

On the other hand, the lowest item, "I display open-mindedness and a willingness to consider alternative perspectives," is one of the modeling cultural forces. The second lowest item is one of the environmental, cultural forces that states, "displays in the room communicate positive messages about learning and thinking, inspire learning in the subject area, and connect students to the larger world of ideas." The item, "I provide the "space" for students to extend, elaborate, or develop the ideas of others," is the third lowest item on the scale; it is one of the cultural forces' items. The fifth lowest item is one of the language culture forces, which states, "I make a conscious effort to use the language of thinking in my teaching, discuss with students the sort of thinking moves required by such verbs as elaborate, evaluate, justify, contrast, explain, and so on." All the scale items show a moderate level of perception, and only two show a high level. Thus, the study has resulted that the student-teachers' perception of



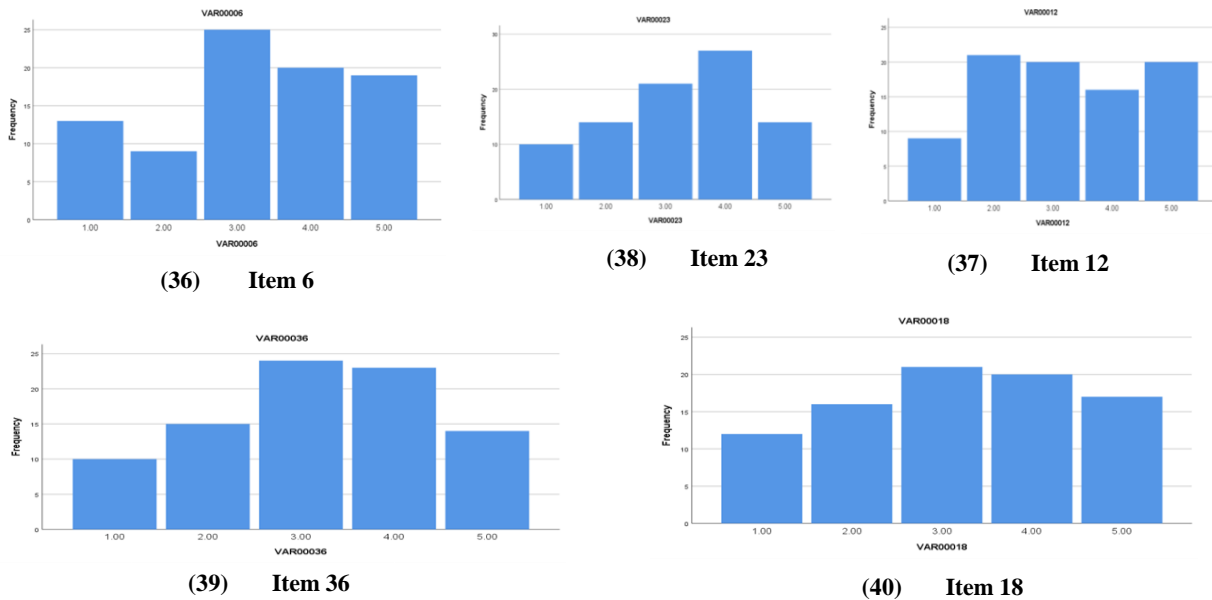
the culture of thinking is moderate. Figures 1 and 2 have clarified what has been mentioned.

Figure 1



*The Highest Five Items*

Figure 2



*The Lowest Five Items*



#### 4. Conclusions

The weighed means values are: 1- 2.33 (weak), 2.34- 3.68 (moderate), and 3.69-5 (high). Accordingly, only items (4 and 5) are strong, and all other items are moderate. This result indicates that the student-teachers perceive the culture of thinking in their classes moderately.

#### 5. Recommendations

It is to be recommended the following:-

1. focusing on the culture of thinking in the classroom by engaging the students in different thinking activities.
2. emphasizing the importance of culture of thinking in teacher education programs.

#### 6. Suggestions for Further Studies

It is to be suggested the following topics:

1. examining the culture of thinking in EFL secondary school textbooks.
2. studying the effect of experiential learning on EFL students' motivations to study the culture of thinking.

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