

Exploring the Dominance and Diversity of Thinking Styles in Algerian EFL Middle School Textbooks: Implications for Student Learning Outcomes.

Case study: Second year middle school textbook

BOUZIANE RAHMANI Smaïne*
samaine.bouziane-rahmani@univ-dbkm.dz
Université de Djillali liabes Sidi Belabbes
(Algeria)

Senkadi Abdelkader
Sadi1965@gmail.com
Université de Chlef
(Algeria)

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Abstract:

Research into the educational curricula of the English language is of great importance. Because it seeks to solve the problems of learners, and work on developing ways of thinking and learning by taking advantage of qualitative experiments and theories that have proven successful in educational psychology. The textbook for the second generation of the English language has an active role in guiding learners to achieve educational goals, which represents an integrated approach of knowledge and ideas represented in a series of activities. This study came to investigate the diversity of thinking styles in the English language textbook for the second year average. The researcher used the analytical method by applying the Hermann scale of thinking styles to the activities of the English textbook, which amounted to 291 activities. which amounted to 291 activities. The results proved that The dominant thinking styles of the textbook are the interpersonal one, which accounts for a ratio of 38, 98%.and the sequential style represents 38,34%. Both styles represent the dominance of the traditional method of thinking, based on repetition and memorization. On the other hand, the study showed the extreme weakness of the creative style 13,42%. and analytical style 9,27. These low percentages do not stimulate learners to creativity and logical criticism while thinking. Which negatively affects the performance and proficiency in the English language. The study recommended diversifying the activities of writers, in order to provide multiple ways of thinking to solve problems. The integrated thinking

*Corresponding author.

of learners provides a variety of ways to access knowledge and solve problems, such as critical analysis, creativity, sequencing of ideas, and facilitating communication between learners.

Keywords: thinking styles, learning, textbook, curriculum, activities.

Introduction:

Learning English in an effective and flexible way, needs to encourage and motivate learners to use their cognitive, mental and meta-cognitive abilities. (Stephen Krashin, 1982) & (Marian Williams, 2001) & (Flavel, 1979). Which calls for focusing on educating learners how to be aware of these abilities through their subjective factors related to the individual's personality (Hidi, 2006) and level of intelligence (Dweck, 2006). In addition to the external factors represented by the social and cultural environment that influence learners to be motivated to learn the language. Lambert (1972) & Norton (2000). However, these factors affecting the quality of language performance are linked to the educational environment, represented by educational methods and strategies that contribute significantly to determining the level and quality of performance among learners. Tomlinson (2001).

Paying attention to individual differences and promoting a culture of independent and active learning. Zimmerman (2002) & Prince (2004), contributes a lot to learners' sense of psychological confidence and self-reliance in solving language problems, and striving to realize this type of communication through building and developing self-abilities. Kolb (1984), Which basically exists, but it is weak and latent, learners just need to integrate into language situations by pressing on the ways and modes of thinking and learning preferred by learners. Therefore, the formative mental nature of learners requires that learners follow certain ways they prefer. Sternberg (1985) & Vygotsky (1978). Whether it is individual or group learning. Learning is a cumulative process based on a set of experiences that rely on different types of thinking methods in order to analyze, arrange, classify, generate, and develop them. These processes, as diverse and multiple as they seem to be, varying from a learner to another, aiming to solve learning problems. Sternberg (1986), and make appropriate decisions that are in line with the individual abilities of learners. (Kahneman & Tversky, 1979). Therefore, the tendency of learners towards certain thinking styles is natural, to enhance their abilities, to evaluate the available choices before making decisions. Kirton (2003).

One of the most important obstacles that negatively affects learners' language development, is the weak environment or the social and cultural incubator of the language. Vygotsky (1978), Which is represented in the inability of individuals to communicate in a continuous and effective way, especially foreign languages, such as

English, for example. This leads learners to misuse their preferred thinking styles. Bandura (1986), confirms that, Individuals with open-minded ways of thinking participate more actively in the exchange of ideas and knowledge within the group, which contributes to enriching the educational environment and enhancing performance. Therefore, maintaining and developing the educational environment helps a lot to use the best methods of thinking in learning and solving language problems. Because the constant presence in the group enhances the experiences and enriches the acquired knowledge. Paying attention to the diversity of individual abilities and their needs by providing pedagogical options and tools, contributes significantly to the cognitive-linguistic integration of learners. Tomlinson, C. A. (2001).

Among the most important tools, textbooks and electronic applications that are used to provide areas of language communication and acquire the skills that learners need in learning English. Especially productive skills (speaking and writing), During individual or group learning, as it is considered a strong indicator of the development of language performance. Swain, M. (1985) & Hyland, K. (2002).

The importance of diversity of thinking patterns in learning language:

Modern learning in the new millennium is characterized by a huge variety of means, methods, and tools that seek to meet as much as possible the cognitive and intellectual learners' needs. However, the level of performance in the English language in Algerian schools, remains poor. Due to the weakness of the methods and tools for integrating learners, expressed in the curriculum, which represents the vision of specialists in the educational field, and the reason for this is that the curricula, including the current textbooks, are influenced by the old learning methods designed for limited levels of learners, and do not provide in their entirety the required diversity of progressive and diverse ways of thinking. Freire, P. (1970) Confirms in his criticism of the old theories of learning that "traditional methods in education that do not take into account the individual differences between learners, lead to frustration of learners and impair their performance". He calls for more interactive teaching methods that respect the diversity of thinking patterns.

It would have been better for the developers of school curricula, taking into account the varying abilities of learners, and adapting exercises and activities according to their inclinations and desires.

Tomlinson, C. A. (2001) Emphasizes the importance of designing education in a way that aligns with the different abilities and learners' needs to enhance their abilities to benefit from education in ways that suit their thinking patterns. He means that the diversity of thinking styles is intended to enable learners to use their preferred ways of doing language activities individually or within a group. Howard

Gardner (1983) states that the diversity of thinking about how individuals learn in a variety of ways, makes it necessary that the curricula correspond to this diversity to ensure the achievement of effectiveness in education). Kolb, D. A. (1984) asserts “Effective learning should rely on activities that enhance the diversity of thinking, by involving learners in multidimensional learning experiences”. This diversity ensures the concentration of learners’ attention and push them towards working according to their choices and abilities. Whether the thinking style is analytical, imaginative, rational, creative. when these desires increase, the language performance touches the variety of thinking styles.

The importance of the study:

The level of performance in English as a foreign language is considered weak according to the statistics of the Algerian Ministry of education in the last three decades. Bohas, F. (2013). despite the Algerian government’s interest in reforming public education, through the inclusion of new curricula... these efforts, this did not reduce the risk of learners ' reluctance to learn English. Moussa, Khalid. (2019). This is due to several fundamental reasons, the most important of them is the dominance of the professor's indoctrination method. (Al-Aqabi, Nour al-Din.2020), Which is an essential element in guiding learners thinking compass while using the textbook in various educational situations to solve problems, and is based on encouraging individual learning instead of group learning. This leads to reducing learners’ opportunities to cooperate according to their intellectual abilities and pushing them to dependent thinking in solving language problems. The second reason is, relying on written assessment and neglecting spoken assessment, which is considered the main pillar in the development of the English language among learners. In addition, the Algerian assessment system lacks the encouragement of interactive continuous assessment. The reason for this is the lack of collaborative learning opportunities. Johnson, D. W., Johnson, R. T., & Smith, K. (1998). and active learning opportunities. (Bunwell, C. C., & Eason, J. A. 1991), which needs to take care of learners by, motivating them to perform within the group. This can only be done by finding effective strategies based on a variety of educational situations that suit the diversity of learners ' thinking patterns.

Research questions and hypotheses:

This research aims to explore the dominant modes of thinking on the activities of English language writers for the second year average. Understanding this topic is necessary. Because finding diversity in thought patterns encourages learners to learn effectively...

Due to the importance of this topic, this study seeks to address the following research questions:

1 - What are the prevailing thinking styles in the English textbook for middle schools in Algeria

2 - how diverse are the thinking styles represented in the English textbook for middle schools

These questions are designed to reveal the methods of thinking adopted in this book. To systematically verify these questions, the study formulates the following hypotheses:

1-there is a dominant thinking style that is supported more than other styles in activities and exercises.

2-there is a lack of representation of different styles of thinking, which leads to not understanding the needs of all students.

2. theoretical framework:

1. Introduction:

The study aims to reveal the methods of thinking that represent the activities and exercises that make up the English language textbook for the second year Algerian middle school. The design of these activities by specialists aims to put learners in different situations, aiming at pushing them to solve English language problems and being able to develop the skills, by using their individual and collective abilities through a variety of ways of thinking and cognition.

2-the concept of thinking styles:

The thinking style is the ability of an individual to carry out a set of mental, cognitive and psychological processes that form a path towards finding various solutions using previous knowledge and employing the external environment that represents the knowledge surrounding the individual, and relying on the subjective abilities of intelligence, personality and memory. In order to carry out appropriate mental processes before making decisions and solving the problem that occurs during language communication, such as analysis, synthesis, interpretation. The optimal harmony of these abilities, forms varying abilities between individuals. It is also possible to develop and strengthen, if certain conditions and reasons are met. This explains the great diversity of these styles, due to the difference of their etiology, which is represented by the factors that affect their diversity.

The variety of factors influencing the formation of a thinking style has led to the emergence of various theories that have established diverse patterns of thinking, differing according to the difference of theories or their involvement in the factors forming these styles, whether subjective or external factors. Among the most important psychologists who paid attention to thinking patterns is Sternberg, R. J. (1985). He defines thinking styles as «the individual's preferred way of using his abilities, organizing his thoughts and processing

information". He states that thinking is based on three main axes: creative, analytical and practical. For him, creative thinking is based on the ability to come up with new and unfamiliar solutions to solving problems. Analytical thinking is based on analyzing problems and breaking them down into their original elements to find logical solutions. For practical thinking, is expressed by the ability to apply recognized and acquired experiences in real situations. Sternberg believes that thinking styles are the result of the influence of the environment and previous personal experiences, as well as the innate abilities of the individual. (Stanovich, 2000) & (Kahneman, D. 2011) calls it the theory of dual processing, which is applied through two systems. A quick thinking system that relies on speed in the use of previous experiences and intuition. The second system is called slow thinking, which requires an effort in critical thinking and deep analysis. This theory supports that thinking styles are influenced by the abilities that an individual possesses as well as the knowledge that exists in his environment.

Among the theories that have taken an interest in thinking styles as well, the theory of emotional intelligence developed by Goleman, D. (1995) who states that emotional intelligence based on self-awareness. It is the ability to integrate into social relationships through the use of appropriate emotions, contributes significantly to the formation of certain types of thinking styles. He believes that learners can make decisions and solve problems when they care and control their emotions in intelligent ways. Piaget, J. (1972)

Through the theory of cognitive development, believes that thinking styles develop across the different age stages of an individual, appear at the first stages through a preference for sensory experiences and movement, and then appear in symbolic thinking at the age of seven. Then these styles turn to abstract logical thinking in adulthood and above.

It appears from the presentation of the previous theories, that there is a diversity in the perception of thinking styles of individuals, and the reason for this, as we have indicated, lies in the difference or diversity of the sources of their formation and structure. Through factors related to the individual's personality, or related to the external environment which reflects the social and cultural background. One of the most important theories that combines the multiple features of these theories is the Hermann theory 'whole brain dominance'. Herrmann, N. (1996) asserts that everyone uses all four modes of thinking, to varying degrees. Understanding these patterns can help individuals improve the way they think and make decisions, and it can also enhance teamwork by understanding the differences between other individuals' thinking styles.

Herman's theory focuses on the subjective abilities of an individual and their relationship to the social environment in determining thinking styles. Where it indicates the need to pay attention to the diversity of thinking styles (logical, emotional, intuitive, creative).

Herman's theory did not focus on one aspect of individual abilities, but rather took advantage of other theories, and focused on the most important elements influencing decision-making during communication with the external environment of the individual. Therefore, it was accepted and pioneered in academic and social circles.

It seems that a variety of thinking styles is a natural necessity, irreplaceable during learning. The more diverse the way of thinking, the more it helps to solve problems in a variety of ways. This encourages integration during learning.

The importance of thinking styles in learning English:

The diversity of thinking styles encourages integration into the educational environment of English as a foreign language. It stimulates collaborative learning, which is an effective strategy in creating a near-real environment within the school. (Johnson, D. W., & Johnson, R. T. (1999) Confirms that Collaborative learning enhances learning outcomes. Because students cooperate to achieve the common goal. This strategy allows the integration of different thinking styles in the group, such as group discussions, role-playing and joint projects. Which encourages learners to choose groups or environment that suits their ways of thinking. Where it is easier for them to make similar and favorite decisions while solving problem situations to learn English. Because the availability of choices reduces difficulties and takes into account the disparity in the mental and intellectual abilities of learners. it also reduces the risk of stopping thinking and learning. For example, when family members go to a restaurant, individuals vary in choosing the type of dish, the way it is cooked, and the amount it needs to satisfy the desire. The more options are available to learn the rules and basics of the English language in a variety of educational situations, the performance will be high and noticeable. Because learners are encouraged when imitating others to learn English in an interactive environment. This is confirmed by Bandura, A. (1977) "Students learn by imitating the linguistic models they see and hear in different contexts". This encourages group-based thinking styles in solving language problems... It is similar to the following example. Consumers prefer to go to large markets for shopping, and buy their belongings despite the distance. The motivation for this is to ensure that consumers have the availability of the items they want to buy according to the type, quantity, and price. So learning English requires a natural variety that

encourages learners to use the easiest ways in solving their English language problems.

The textbook is an important reference in achieving the goals set for learning language skills, whether reception skills (listening or reading) or transmission skills (speaking or writing). The question that needs a scientific answer is how to choose the type of activity and on what basis. Does this choice take into account the individual differences of the learners and suits their ways of thinking? The initial answer is that the formulation of activity questions and demands provides some kind of agreement among a sample of learners, but it certainly does not provide all formulas that help the learner to understand the problem or requirement in a way that suits their way of thinking. Therefore, learners often need the intervention of teachers in order to restructure the activities. The same thing happens in official exams. Learners are often unable to understand the activity or find it difficult to solve it the way the teacher set it up. Weimer, M, (2002) states that educational research suggests that learner-centered approaches that take into account individual differences and different ways of thinking lead to better academic achievement and improve motivation in students. In English language education, curricula can be designed that take into account students' differences in abilities and inclinations, while providing multiple options for solving language problems. This increases student engagement and reduces their frustration. The secret of achieving high performance in the English language is based on the design of curricula that make learners the head of the educational process, strong in their reliance on their mental and intellectual abilities, and responsible in making their decisions. and not weak dependents. Because their constant weakness leads to a lack of confidence in themselves. Therefore, they will be psychologically defeated in front of others in the educational environment.

Research methodology:

The research is considered to be an analytical survey. The aim is to reveal the type of thinking methods that dominate the activities contained in the English language textbook for the second year of Intermediate Education. Biggs (2003) argues that a comprehensive analysis of educational materials is necessary to understand the underlying pedagogical orientations. The researcher analyzes the exercises of the English textbook for the second year of the average, and determines their type, in order to find out the ways students understand the activities that represent problem situations that need to be fragmented and realized. In order to find out the preferred ways for learners when they think and interact with different learning situations. "Applying Herrmann's Whole Brain Thinking Model in educational settings involves designing activities that align with the distinct

thinking styles represented in each quadrant. For instance, the analytical quadrant involves tasks requiring analyzing, problem-solving, and critical thinking”.

(Herrmann International, *Implementing Whole Brain® Thinking in Education*, 2012)

The researcher has chosen Herman's tool to measure the activity pattern according to the rules by which he classifies the types of activities found in the book into:

- Analytical activities: text analysis and grammar exercises
- Practical activities: speaking and writing exercises that require grammar in real-world contexts.
- Emotional activities: exercises related to expressing emotions through language, such as writing personal messages.
- Creative activities: writing short stories or theatrical activities.

Herman classifies actions that express learners’ thinking orientations into four groups, according to their thinking styles.

Herman tool for measuring thinking styles is powerful in its content and easy to apply. Robert De Haan (2010) states that " Hermann model provides a powerful framework for understanding differences in learning and thinking styles, making it a valuable tool in Educational Research". Due to its flexibility, where it gained wide fame in the scientific and academic community, Howard Gardner (2011) asserts that " The academic and organized models of thinking, such as the Hermann model, provide a solid foundation for pedagogical research".

Analysis of the English textbook content:

The textbook is an important reference in determining the curriculum followed to reach educational goals. As it is an official document, it contains a roadmap that helps both the teacher and the learners to use the various activities and exercises contained in the book. The English language textbook is designed to be an effective tool within the basic reforms initiated by the Algerian Ministry of National Education since 2003. The second generation of the English language curriculum, which was released in 2016, is the second book under the title "My book in the English language".

Content of the book:

The book is divided into three main projects. The first project has two main modules. The first sequence “Me, my friends and my family”. The second sequence “Me and my shopping”. The second project contains one sequence under the title “Me and my health”. The third project consists of a single sequence “Me and my health”. The fourth unit “Me and my travels”. Each sequence contains a built-in strategy, aimed at achieving the four competencies of the English language. It starts with elementary skills (listening and speaking) and ends with (reading and writing) skills. They are as follows:

I listen and do. I pronounce. My grammar tools. I practice. I read and do. I learn to integrate. I think and do. Each stage of the sequence strategy contains a set of different activities aimed at enabling learners to achieve and develop the four language skills, by encouraging students to activate individual and collective abilities in order to use the acquired skills to solve difficult language situations. Through the use of preferred and appropriate thinking methods for learners.

The general strategy of the book aims to encourage individual and collaborative learning, through the use of the theory of competency based approach, which aims to reduce the traditional learning based on the method of indoctrination, which depends on the teacher in the way of presenting knowledge and communicating it to learners. The competency-based approach theory encourages independence in learning, and motivates learners to use their mental and cognitive methods to discover their abilities and build language competencies through topics related to daily life, local, global and social culture. Such as school, health and the environment. The curriculum of the book states that;

“The book is based on a communicative approach that focuses on developing students ' skills in using English in real life situations, which enhances their ability to communicate effectively in the second language”. (Curriculum of middle school, Algerian Ministry of national education, 2016). It is therefore, a step-by-step strategy that aims to build English language skills from the surrounding world. so, they can use these skills in real situations. Thus, learners are able to feel independent and relying on themselves during language communication. What the book lacks, is the lack of clarity about the purpose of designing these activities in a certain way. It is expressed by the pattern of thinking embedded in the activity. This makes the variety or options available for understanding and solving the activities of learners unclear. However, the book lacks the clarity of the goal of designing activities in certain ways. In other words, the thinking styles integrated into the activities are not structured in such a way that learners take a clear approach to solving the problem situation without the intervention of the teacher or colleagues. This reduces the variety of choices available for learners to understand and do the activities.

Textbook activities:

Activities are considered as an essential component of the book. They are divided into integration activities of acquired knowledge and others as an assessment of previous and subsequent acquisitions. In order to develop language skills. To support the understanding of perceptions, the book contains a lot of visual tools such as pictures, maps and diagrams. It also contains various activities, ranging from

fill-in-the-blank exercises to other more open-ended questions, that encourage critical thinking. The number of book activities is 291. Their number varies from sequence to another. The first sequence (Me and my friends and my family) Contains 78 activities, the second sequence (Me and my shopping) has 57 activities, the third sequence (Me and my health) contains 82 activities and the fourth one (Me and my travels) contains 74 activities.

Each sequence usually ends with a review or test section, which helps the teacher and learners assess progress in acquiring knowledge and skills. The educational curriculum of the second generation focuses on the use of modern educational practices, in order to develop language competencies such as speaking and writing skills, instead of acquiring knowledge that learners store in their memories, they then quickly forget it. Because the indoctrination educational curricula lack encouraging learners to integrate into educational situations according to their individual and collective abilities that suit their ways of thinking. The preface of the book aims to follow modern methods of Education. Hence, the second generation curriculum is considered as a qualitative shift in terms of moving away from traditional methods of education and learning.

"The second generation reforms aim to move away from traditional education based on indoctrination, and move towards student-centered education that promotes competency building." (Algerian Ministry of National Education, Manual of reforms of the second generation, 2016,). The language of the book and the formulation of questions are considered easy. It is based on the basic linguistic structures and vocabulary that suit the level of beginner learners of the English language. The level of English in this book will range from

A1 and A2 according to the common European framework of reference for languages (CEFR).

Discussion of the distribution of thinking styles in the textbook:

The distribution of activities between the units seems to be balanced, there are no disparate differences. This indicates the attention of the authoring committee to the formal side of the book. Regarding the content of the activities, they are aimed at achieving the four skills of the English language. It is noted in the book that the second generation of the English language educational curriculum helps to learn collaboratively and work in groups. It also helps individual work when carrying out activities. But what the book lacks is the diversity of thought patterns through the activities of the book.

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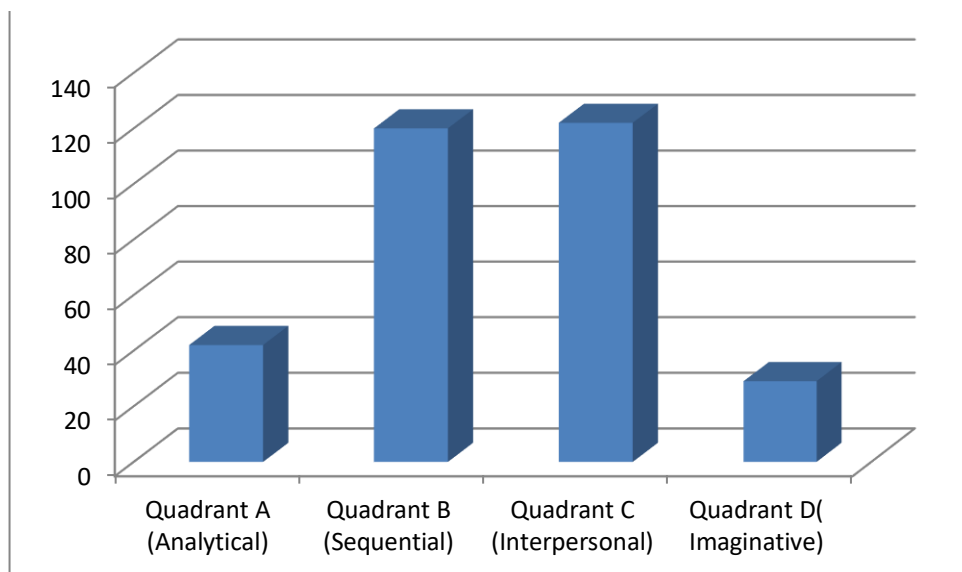


Figure 1: Distribution of thinking styles through the activities of second year middle school textbook.

As noted in the table of columns, the dominant thought patterns of the book's activities are

(Quadrant B and Quadrant C) Which represent the serial and relational (emotional) patterns. The interpersonal style represents a ratio 38,98% and the sequential style is represented by 38,34%. This large percentage, which is almost 80 percent of the activities of the textbook, shows that the majority of activities are based on sequential planning, teamwork, building social relationships and effective communication. While the analytical activities represent 13,42%, and in about the same proportion, creative style activities are very low at 9.27 %.

Such low proportions of analytical and creative style, indicate that the ratio of activities based on logical, creative and imaginative analysis does not provide the required balance in thinking styles. This makes the owners of the analytical and creative style not as interactive as it is needed. This result also indicates the dominance of traditional thinking in education, which relies a lot on planning, organizing and communication between learners, whether communication is pairs or through groups. The authors of this curriculum believe that the achievement of educational goals and the building of competencies occurs in the time that learners spend within the classroom and under the control of the teacher. But the missing thing in this strategy is the neglect of analytical and logical aspects, as well as emotional creative aspects that need to encourage accompanying activities outside the classroom, stimulating many subjective and social factors among learners in order to ensure sustainability in building English language competencies. The concept of sustainability in learning is the learner's

ability to self-learn which he can do at home, in a cafe or via social media or even in a real environment where he can communicate with. Relying on the subjective styles of thinking that he possesses. John Dewey. 1916) states that " education is not a preparation for life, education is life itself. "This reflects the importance of applying critical thinking skills in educational activities as part of learners' daily life. Therefore, learning needs to take into account everything related to the learners and their surroundings. Therefore, the need to analyze and criticize things, facilitates the learning process. In addition, paying attention to how learners need to solve their language problems. This kind of thinking (being analytical and creative) helps them to make clear and feasible decisions to solve problems effectively. (Edward de Bono. 1990) confirms that "Creativity is the necessary change to adapt to a changing world. ". Because language learning not only needs social communication, which learners may forget after a short break, but also does not need Organization and planning in how to retain the language. But the other important thing is the need to analyze this knowledge logically, and use imagination and innovation to create new models that provide multiple uses for aspects of the language. Analysis helps to filter the language and takes care of the important components of the structure of the language, as for creative thinking, these filtered components are used in various forms, both in the ways of language acquisition and in the ways of production. Therefore, language activities that rely on analysis and innovation, need great efforts and longer times. Because they are related to the learners' subjectivity or and their own abilities and do not need so much teamwork as they need effective assessments by teachers in order to develop them. Therefore, analytical and creative students prefer individual work in many circumstances. (Ken Robinson.2009) states that "Creative individuals frequently need solitude to cultivate their ideas. The ability to work alone allows them to think without the pressure of conforming to group norms, which is essential for innovation". However, individual work needs a group that encourages competition and benefit from the experiences of others. Because the idea that the student sees is creative and thoughtful, he may have been preceded by others. Teamwork helps the analytical and creative student to experiment with others to reach more impactful and accurate ideas. (Jennifer Garvey Berger.2019) believes that "Collaboration in groups allows individuals to be exposed to diverse perspectives and ways of thinking, which can lead to greater innovation and problem-solving skills".

Encouraging logical analysis and creative thinking is considered the most self-critical and motivates learners to self-and group learning inside and outside their classrooms. Because permanent learning needs a renewing in the ways of thinking, by avoiding stereotyping in

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learning that rely on repetition and imitation through the sequential and interpersonal patterns. Throughout these styles, learners can achieve some kind of learning. Rather, they guarantee a superficial learning that will quickly disappear if there are no conditions for the continuity of the language communication. Sustainability in modern learning is based on independence in critical and creative thinking. (Bloom.1956) states that "the goal of education is to develop critical thinking and independent thinking". Critical thinking is based on a realistic analysis of the social educational environment and the development of innovative methods of receiving and communicating, through the family and school, which help learners to apply the linguistic acquisitions of the English language, and then use them in the social environment... Therefore, it is noted that educated people who live in large cities, where there are opportunities for real communication, master the use of English and develop their individual abilities. Rural and small-town learners lack a real interactive environment. Their language performance will inevitably be minimal... Because, their ability to analyze, communicate directly and being creative is little. Therefore, the sequential and interpersonal learners who lack the analytical and creative styles of thinking cannot develop English in a coherent and balanced way. And they will suffer a lot in solving their language problems.

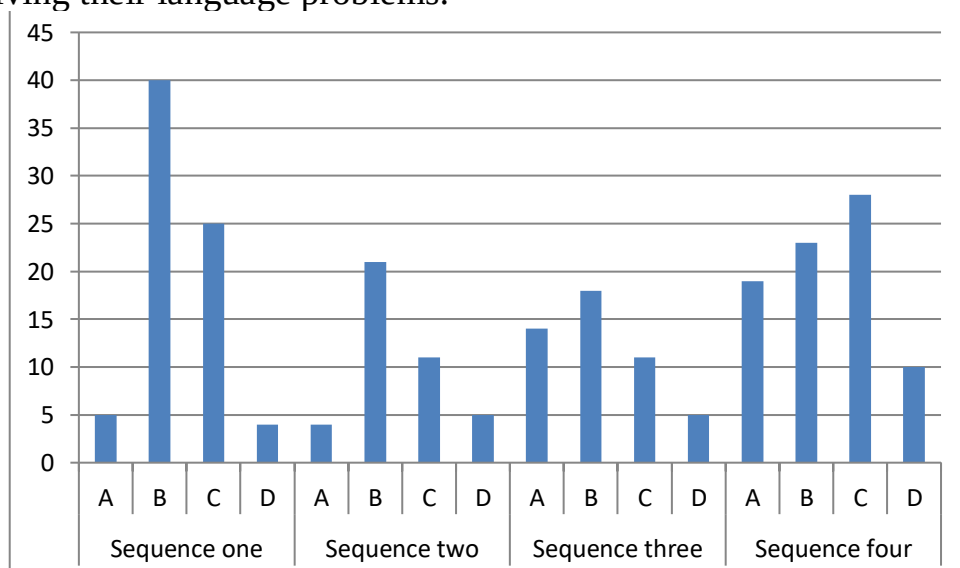


Figure 2: A table of columns representing the distribution of books activities by sequences

The table represents the distribution of all book activities. Since there are no differential ratios that differ from one sequence to another. This clearly indicates that this textbook is structured according to an educational strategy based on the relational thinking style (emotions

and collective communication between learners) and the sequential thinking style (planning and organization). In order to achieve the stated goals. According to cooperative learning, which provides the appropriate educational environment to build English language competencies. However, collaborative learning often encourages dependency and selflessness. In other words, the more cooperative learning is available, the more motivation and initiative learners have. And the opposite is true. Individual learning encourages the stimulation of individual abilities to analyze knowledge and innovate ways to find solutions. Because individual learning encourages independent learning. Therefore, the integration between the two types of education according to an integrative strategy based on the two types of Learning (Cooperative and individual), helps to think holistically. This latter, needs to diversify the educational activities in the content of the book and include the four modes of thinking. Analytical(A), sequential(B), interpersonal(C) and creative(D). Hermann.1989) believes that effective education should integrate these four styles to promote a comprehensive and integrated education.

The results of previous studies and the current study:

The study of the types of thinking styles that dominate the activities in the English language textbook and find out how much they affect the performance of learners, is subjected to various factors, to form a thinking pattern that suits learners in learning and problem solving situations. Subjective factors, such as the personality of learners and the type of their intelligence, as well as various environmental factors that motivate learners, such as the prevailing social and family culture in society. They are determinants of the levels of learners' ways of thinking. Many studies have proven the role of social and family culture in encouraging learners to learn English. As a study by (Zhang & Sternberg.2005) that emphasized that cultural differences influence how students process information for language learning, this calls for the development of culturally adapted teaching materials. Because cultural disparity leads to disparity in individual abilities during performance, and motivate learners to adapt to the educational environment... A study for (Anglo and demo 2011) confirms that students in cities have a greater diversity of thinking patterns when learning foreign languages due to the presence of multiple learning sources, while rural students rely more on traditional and direct education. Therefore, memorization and retrieval without the need to develop critical and creative thinking skills makes learners in the rural cultural environment rely on the traditional sequential thinking style... Reed's study (2005) focused on the learning preferences of English as a foreign language on the subjective aspects of learners (visual, auditory and motor). They are, in fact, subjective factors. Influenced by intrinsic motivation, which expresses the disparity in individual

abilities during learning. In another study by Wang (2010) after analyzing the content of English language books, they found that the dominant thinking style is analytical, with less emphasis on creative and practical exercises. The study proves the fact that the logical analytical style corresponds to the creative one. Because logical analysis leads to innovation in ideas and performance. It avoids repetition and imitation. It also indicates that analytical thinkers have more confidence in their abilities and therefore their creativity is greater. On the other hand, a study by Sternberg, R. C. (1997) which focuses on the application of practical, analytical and creative thinking styles in the English language learning curriculum. It emphasizes that the balance in the application of these styles is necessary and certain to enable learners to learn well. Analytical and creative methods express independence in thinking and learning. Do not submit to other people's ideas and imitate their ways of thinking and learning. Rather, it depends on the subjective capabilities of the individual. Because this type of learners prefer individual work and are often with outstanding leadership thinking. They use it to develop their English language to become a real development. And in a study of Marashi and Moeini (2014) Which touched upon the analysis of thinking styles reflected in English language teaching books: the case of the top notch series. The study concluded that the series did not focus on creative thinking activities and student autonomy. The pattern involving analysis and evaluation was moderately representative. The study recommended the inclusion of a wider range of activities that stimulate creative thinking and self-learning to bridge this gap among learners. In a study of Littlejohn and Windeatt (1989) Which examined how English as a second language books support different learning and thinking styles. The study concluded that the prevailing thinking patterns are based on memorization and repetition (sequential thinking), while it did not pay attention to the thinking styles that stimulate creative and critical thinking. The study recommended to find integration in ESL teaching materials across a wider range of cognitive methods and motivate students to learn English comprehensively and encourage them not to rely on memorization only. As for the study Rashidi and Safarpour (2011) Which was about evaluating educational goals in English textbooks for secondary and pre-university level in Iran. To understand how well cognitive skills are developed. The study found that most activities are in line with traditional learning methods that rely on memorization (knowledge and understanding), and lack creative and critical thinking activities.

Previous studies show that the activities of educational books are designed on traditional patterns of thinking, which rely on memorization and repetition. Or sequencing and social networking.

Learning through these patterns motivates learners to imitate and rely on collaborative group learning. In contrast, teachers and book designers are less interested in developing aspects of creative and critical thinking. Because the educational process, which depends on creativity and criticism, needs a lot of efforts while evaluating and supporting learners' learning. This type of learning needs a lot of individual assessment and encouragement of independent learning. Therefore, it requires continuous and effective assessment at several levels in order to develop the four English language skills. The more attention is paid to the development of thinking and learning in learners, the more integrated and experienced learners become in using or choosing their ways of thinking. The main goal of focusing on creative and critical thinking is to encourage learners to develop their thinking mechanism by following their desires and choices that are in line with their abilities. The real development is made by the learner through the use of his own abilities, and through the investment of the social environment in which he is. Learning through traditional thinking does not create knowledge, but depends on what others create. Therefore, attention to the patterns of thinking that produce diverse knowledge is the requirement of all learners, regardless of their varying abilities.

The current study intersects with these studies in the importance of diversifying thinking styles in the activities of English language textbooks. In order to help learners, think in ways that suit them while learning to solve problems by perceiving or producing knowledge. Therefore, the excellent and good performance is the result of good and independent thinking. This motivates learners to choose the easy and available thinking styles they have to achieve more effective learning.

Recommendations and implications:

The results of the study indicate that traditional education still dominates the ways of thinking in the time of technology and cognitive diversity. With the need for learners to develop their knowledge of the English language not only from the quantitative side, but from the qualitative aspects that have a significant impact on their performance. Creative and critical methods provide variety in solving language problems and help learners to create strategies and self-concepts, aimed at making independent decisions far from imitation and automated memorization of knowledge. We explain this via the following example. For example, family members are used to following the same habits and traditions in eating and preparing food, despite the availability of ingredients and food recipes, which, if the family tried them, would provide variety in terms of shape and taste. However, monotony and imitation do not encourage experimenting with other methods. The same thing happens to learners; they rely on

very limited traditional ways of thinking to achieve learning. Therefore, the horizontal and vertical expansion of language performance is very limited. Therefore, it was imperative for teachers and educational decision-makers to encourage learners to think outside the box when designing textbooks. By providing strategies and tools that help guide learners towards critical and creative thinking. The use of available technical tools in order to design a qualitative and quantitative educational policy seems feasible.

One of the most important strategies that can be included in the English textbook for the second year of Intermediate Education are:

- Focus on the development of listening and speaking skills in the first stage. This is to encourage the integration of learners into the educational environment. To enable them to feel self-confident.
- Finding activities with educational modes that accept multiple solutions. This encourages learners to find creative and multiple-choice solutions, such as brainstorming activities that encourage all types of thinking. Learners find the opportunity to challenge, compete and have the right time through active learning because the diversity of solutions makes it easier for learners to reach goals in a variety of ways. And motivates everyone to cooperate
- Minimize activities with limited answers. Because it narrows the circle of diversity in thinking among learners.
- Focus on activities with situations directly related to the social and cultural environment. This helps learners to employ and use cultural and social terms and jargon in the school environment.
- The use of modern technological tools that help teachers to design interactive activities, this helps them in choosing educational situations that suit the level of thinking of learners and encourages them to use the English language in more free and independent ways.
- Moving away from stereotypes in continuous evaluation. The focus on language processing by providing constructive and simple feedback, helps learners to correct mistakes while solving problems. This encourages learners to be self-critical and accept criticism while making decisions to solve problems. Compensate for points or marks that do not provide solutions to learners as much as they reduce their confidence, especially if the marks are low. Continuous assessment aims to overcome language difficulties, which leads to a high level of confidence in learners while using diverse ways of thinking. The linguistic and moral support of the teachers maintains the good performance of the learners.
- Increasing group activities with creative solutions enhances language communication among learners by dividing learners into balanced groups. It facilitates their integration and encourages them to work together.

- Encourage learners to work outside the school and connect them with educational media that make it easier for them to use the English language. And evaluate their language work in a continuous way to motivate them to use the language in their daily lives.

Connect learners with real situations. To open direct dialogues with English-speaking learners. And directing dialogues to solve the educational situations found in the textbook.

Conclusion:

The linguistic development of learners depends on the extent to which they are ready to achieve the educational goals of the educational curriculum of the English language. The textbook plays an important role in accompanying learners to solve the educational situations of the English language. Which in turn pose challenges to learners and require them to use their individual abilities based on their preferred ways of thinking and solving problems.

Studies and experiments have proved that the adoption of the English language educational curriculum on traditional methods such as memorization and repetition, does not help much in the development of thinking among learners, if there is no focus on building individual abilities based on creativity and logical critical analysis. Because learners can't always use a professor or colleagues, they rely on their abilities and efforts to find solutions to their language problems. Therefore, encouraging a culture of creative and critical thinking through book activities is a positive challenge, helps to achieve goals. By creating a balance between the traditional methods of thinking represented by the sequential and relational styles in contrast the creative and analytical-critical styles.

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