The Use of Critical Thinking Skills in Jordanian TEFL Graduate Students' Reading of Various Texts

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ABSTRACT

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This study investigates the critical thinking skills employed in the reading of Jordanian TEFL graduate students. It also investigates the effect of gender, age and achievement level on students' critical thinking abilities. The population consisted of all 50 students enrolled at the TEFL Master's program at the Department of Curriculum and Instruction, Yarmouk University. The Cornell Critical Thinking Test, (CCTT) Level Z was used to measure the critical thinking skills of deduction, semantics, credibility, induction (Judging Conclusions), induction (Planning Experiments), definition and assumption identification, and assumption identification.

The findings have revealed that students' performance on the CCTT, Level Z is very low with male students ahead of female students. The higher the grade point average, the better the performance of the student. It was also shown that male students older than 28 years scored higher than students who are 28 or younger; however, female students older than 28 scored lower than those who are 28 or younger.

Key terms: Critical Thinking, Cornell Critical Thinking Test, Level Z, Reading Comprehension