

Author	Dr. Elmechta Lamia and Ms. Semakdji Fatima Zohra (Univ Freres Mentouri Constantine 1)
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Title of the paper	Enhancing the students' higher order thinking skills in ESP instruction
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Abstract

English for specific purposes in Algerian higher education should be urgently reconsidered. The reason is that this global language will be exclusively deployed in all Algerian universities, notably in scientific disciplines, in the years to come. Algerian Post-graduate students seek to be competent in English in order to gain global recognition. To this end, English should be taught as a means to an end; simple language tasks like grammar, vocabulary and pronunciation activities that are currently applied in most of ESP courses should be replaced with higher order thinking tasks. The latter goes beyond mere memorization and recall of information and moves deeper into application, analysis, synthesis, evaluation, and creativity. The five latter skills are grouped under Blooms' taxonomy of higher order skills and are considered a new trend in the 21 century ELT teaching. Designing appropriate strategies to teach these skills in a language classroom would allow learners to become independent thinkers, analyzers, problem solvers and would, hence, engage them in advanced learning as well as in authentic language practices, which is one of the primary concerns of tertiary education and the target of a language instruction. In fact, there is no single method that works for all learning. Teaching ESP at the institute of Nutrition, Food and Agro-Food Technologies (INATAA), university of Frères Mentouri Constantine 1 follows this new trend of Higher Order Thinking Skills. Classroom activities involve reading and analyzing long materials in relation to the students' field, synthesizing them and making short productions, evaluating each other's productions. They also incorporate a set of critical thinking skills like asking critical questions, perceiving issues from different perspectives, applying cause and effect relationships, interpreting data, etc.. Scaffolding, teacher's feedback, team work and computer mediation are examples of teaching strategies applied to enhance these skills. All in all, the majority of the students in INATAA show positive feedback vis-à-vis the employment of this method in comparison with the traditional way of teaching.