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EVALUATION PRINCIPLES' INFLUENCE OF CRITICAL THINKING FOREIGN LANGUAGE TEACHING ON GERMAN LITERATURE CLASSROOM LEARNING MOTIVATION

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Evaluation Principles' Influence of Critical Thinking Foreign Language Teaching on German Literature Classroom Learning Motivation

Wei WANG¹

Abstract

The basis of critical thinking foreign language teaching is to regard language as a means to develop higher-order thinking ability. In language teaching, it aims to develop the thinking ability of learners, and to use the language-learning concept of thinking ability in situations beyond language classrooms. It contains a series of principles that reflect this view of language and language teaching, which can be used to support various classroom-operating procedures. Studies have summarized the principles of critical thinking foreign language teaching into 8 items: *target, evaluate, routinize, reflect, inquire, fulfill, integrate, and content*. This study takes the literature course that requires the highest critical thinking ability in the teaching of German major in universities as an example, and investigates the influence of the most easily neglected evaluation principle on students' learning motivation through quantitative experiments.

Keywords: critical thinking, evaluation principles, motivation, German literature class, social life.

Introduction

Critical thinking foreign language teaching is a teaching philosophy; it believes that language should be used as a means to develop higher-order thinking skills. It advocates that in language teaching, students should not only learn language for the sake of language, but also aim to develop their thinking ability. In addition, thinking skills in situations used beyond language classrooms. Critical thinking foreign language teaching not only regards language as a medium of interpersonal communication, but also a tool for understanding the world, exploring new knowledge, and solving problems (Lipman, 1991: 51). Therefore, foreign language teaching should not only cultivate students' ability to use foreign languages for

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interpersonal communication, but also their ability cultivated to use language to acquire knowledge, analyze problems, solve problems, and innovation and pioneering. That is to say, critical thinking foreign language teaching emphasizes that critical thinking ability will be incorporated into the connotation of language ability, highlighting the learner's ability to interpret, analyze and evaluate input information (oral or written), as well as reasoning and interpretation based on indirect or directly obtained information. Interpretation and critical thinking ability, strive to integrate foreign language learning and critical thinking learning through listening, speaking, reading and writing activities of critical thinking, which simultaneously improve language ability and critical thinking ability.

In recent years, with the popularization of critical thinking foreign language teaching concepts among college English teachers, the foreign language community has formed an increasingly broad consensus on the necessity and feasibility of cultivating language skills and critical thinking skills. Thinking ability has written into the "National Standards for the Teaching Quality of Foreign Languages and Literatures in Colleges and Universities" as one of the core capabilities. Moreover, based on the new understanding of language essence and language rules based on critical thinking teaching, a set of systematic critical thinking teaching principles has gradually formed, which can be used to support various forms of classroom operation procedures. For example, Professor Sun Youzhong of Beijing Foreign Studies University put forward eight principles of critical thinking English teaching in his research, which is Target, Evaluate, Routinize, Reflect, Inquire, Fulfill, Integrate, and Content. The first letters of the eight English concepts corresponding to these eight principles are spliced together to form an English word-TERRIFIC, so it is referred to as the TERRIFIC principle (Sun, 2009: 825). This principle puts forward a new exploration direction and feasible path through critical thinking foreign language teaching innovating classroom teaching methods and improving the quality of foreign language talent training, and has produced a representative influence.

In a nutshell, the connotation of the TERRIFIC principle includes the following aspects: (1) *Target*: the cultivation of thinking ability is incorporated into the teaching target; (2) *Evaluate*: the thinking standard is incorporated into the evaluation system; (3) *Routinize*: This article conducts regular exercises for high-level thinking; (4) *Reflect*: metacognitive ability and self-regulating thinking ability cultivated through Reflect; (5) *Inquiry*: creating opportunities for free inquiry; (6) *Fulfill*: promoting students' self-fulfill and whole-person development; (7) *Integrate*: cultivating language through integration ability and thinking ability (Sun, 2009: 825-826). Regarding the core concepts and operating essentials of each principle, Professor Sun has systematically elaborated one by one in his thesis, and I will not repeat it in this article.

It should be pointed out that in actual teaching practice, teachers tend to shift their focus to the form design of the teaching task, and neglect to set a clear and operable evaluation system for the completion of the task, that is, to pay too much

attention to the task. Because of its own critical thinking and challenging nature, the main energy is used to highlight the critical thinking of the task form, but it does not take into account the possibility that students can actually complete it. On the other hand, in the process of preparing lessons, teachers usually unconsciously carry out critical thinking teaching design based on their own wishes and cognition, while ignoring students' emotional cognition and acceptance of the teaching task. The above situation will undoubtedly make the original teaching design aimed at improving students' thinking ability unable to stimulate students' motivation to complete the corresponding tasks during the specific implementation, failing to obtain the effective cooperation of students, suffering from bottlenecks, and hindering, and ultimately leading to the failure to achieve the expected teaching effect. The core purpose of this research is to take the classroom teaching of German literature as an example to explore the influence of the evaluation principle in critical thinking foreign language teaching on learning motivation.

Literature review

Evaluation principles and German literature class

As mentioned earlier, a key target of critical thinking teaching is to improve students' critical thinking ability, thereby enhancing the overall quality, and ultimately promoting the formation of a complete personality quality. Critical thinking ability, also known as "critical thinking ability", refers to the ability of people to analyze, synthesize, judge, discriminate, reflect, question, predict, and search for information, logical reasoning, and transform knowledge. It is thinking ability, discriminative ability, discourse ability, and solution ability (Anderson, 2010: 57). It involves many dimensions such as person's skills, cognitive thinking, and emotions, which is a complex multiple structure.

However, it is impossible for human beings to speculate automatically or instinctively. Because "selfishness" is human nature, human thinking is also egocentric. "The self-centered thinking is caused by humans who do not naturally consider the rights and needs of others. Humans do not usually appreciate the views of others naturally, nor are they aware of the limitations of their own views" (Paul, & Elder, 2006: 9). In other words, self-centered psychological standards usually appear in human thinking, so critical thinking behavior has not taken for granted to be rational and reasonable. However, as people in human society, we must be rational thinking, that is, we have a clear direction and sufficient basis to observe, analyze, compare, synthesize, elaborate, evaluate and reconstruct things and problems (Li, 2016: 38). In this way, we can break through the limitations of narrow and selfish thinking. It can be seen that systematic reference standards are indispensable for the development of rational thinking ability.

As far as foreign language teaching is concerned, critical thinking ability is concerned with issues such as whether the content expressed by the language conforms to logic, whether the discussion is on the point, and whether the thought is creative. Cultivation of critical thinking ability is actually a deep learning process of understanding, criticism, transfer, and relevance. Therefore, the related teaching tasks must involve students' comprehensive abilities in basic knowledge of language, language expression, logical analysis, and factual judgment. Therefore, they are undoubtedly more challenging than non-critical thinking teaching tasks, and the difficulty coefficient of completion is also higher, the intensity that students need to put in their efforts is also greater (Brown, 2001: 36). In this way, whether a teaching task that seems to embody critical thinking characteristics can really have carried out smoothly in real teaching, whether it can stimulate every student's enthusiasm for participation and achieve the desired effect, this is by no means a generalization, which is naturally affected by many factors. In addition, whether the teacher has given a clear task evaluation standard in advance, this has a direct impact on the students' motivation to perform and the effect of task completion.

According to the TERRIFIC principle mentioned above, a clear evaluation system plays a vital role in teaching activities and has a guiding function for critical thinking teaching. The principle is borrowed. Paul & Elder proposed a ternary structure of critical thinking ability model composed of "thinking standards", "thinking elements" and "thinking qualities", claiming that the cultivation of critical thinking ability is to repeatedly use "thinking standards" to test "thinking elements" and finally develop "Thinking quality" (Paul, & Elder 2002: 15). The theoretical model is as follows.

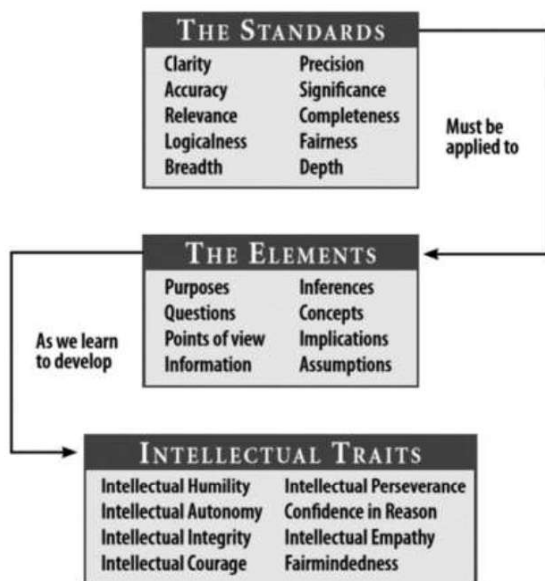


Figure 1. Training Model of critical thinking ability (Source: Paul & Elder, 2016: 60).

As shown in the figure, when people are critical thinking, they are all for a certain purpose. They start from certain assumptions and perspectives, which based on certain data, information, and evidence, and must adopt concepts or viewpoints. We form conclusions and give meaningful inferences or explanations to the data, and there should be meanings and results. Therefore, this model summarizes the elements of thinking into 8 elements: Target, Problem, Information, Inference/conclusion, Concept, Hypothesis, Enlightenment/result, and Views.

Rational thinking is the result of these elements working together. However, it is how to judge the nature and value of this kind of thinking? This involves "*thinking standards*". The above model divides these standards into 10 dimensions: clarity, accuracy, precision, relevance, depth, breadth, logic, importance, fairness, and completeness.

Through the above standards, we can test and guarantee the rationality of the critical thinking process, and develop and form thinking qualities with the following rational characteristics, namely "*rational courtesy*", "*rational bravery*", "*rational empathy*", and "*rational honesty*", "*rational persistence*", "*confirmation of reasoning*", "*rational independence*" and "*rational fairness and selflessness*" (Paul & Elder, 2002: 43).

Writing training in foreign language teaching can explain the operation mechanism of this model: peer review in writing classroom is a teaching activity that is often used. If the teacher only asks students to evaluate each other by writing exchange, students can only make comments on their peers' writing based on their feelings. It is very likely that they will only give a general impression and evaluation. It cannot explain the specific problem, the reason for the evaluation, and the suggestions for solving the problem. The critical thinking teaching potential of this activity cannot have fully released. What is worse, but it is not uncommon in specific practical teaching, some students do not even know where to start the evaluation, so they perfunctory the task of mutual evaluation, and even have a sense of rejection. According to the "evaluation" principle, teachers should first provide essay evaluation standards with critical thinking dimensions for students to learn and master, and then ask everyone to use this standard for peer evaluation. Taking argumentation writing as an example, the teacher can first provide a critical thinking dimension evaluation standard similar to the following question list, such as: 1) what is the author's claim or thesis? 2) What support (evidence) is offered on behalf of the claim? 3) Does the writer seem to you to be fair?

After the students understand this standard, the teacher then arranges peer assessment activities in various forms (Sun, 2009: 829). In this way, students can use the guidance of problem-based list when evaluating each other's work, from the clarity of the author's point, the relevance of the argument and the argument, the strength of the argument, the logic of the argument, and the fairness of the position. Comprehensive analysis and judgments in order of equal dimensions are conducive to the conclusion of a relatively comprehensive and targeted evaluation. In this

way, not only the thinking ability of the evaluated students can be mentioned, but the authors of the evaluated articles can also improve their writing skills due to higher quality feedback. Both sides of the mutual evaluation can gain obvious progress in this teaching interaction, and naturally the identification level of the task and the motivation to participate will be significantly enhanced.

The literature classroom in foreign language teaching is a key field and main position of critical thinking teaching. Compared with basic foreign language textbooks, the main objects of literature classes-literary works have stories, plots, characters, characters, contradictions, conflicts, images, sentiments, and all-inclusive content, which are involving all kinds of social life and reflecting the thousands of postures in life. It is the carrier of knowledge, culture, art, and philosophy. Those excellent literary classics are full of caring and deep thinking about nature, society, life, self and mankind, and they have rich and profound humanistic spiritual connotations. Therefore, in addition to the task of improving students' language ability and foreign language application level, literature teaching should also undertake the mission of improving students' spiritual realm and ideological character, and promoting all-round development. In this process, the training of critical thinking ability and critical thinking teaching programs will play a pivotal role. It is precisely because literary works always contain the artistic synthesis of the author's taste, style, aesthetics, perception, and comprehension, so the task of literary classroom teaching must also be inseparable from the spiritual appeal, value orientation, ideal pursuit, and the pursuit of the works contained in the works. Creative ideas and other issues related to the field of ideological exploration. These questions or tasks hardly have clear results and answers that can be exhausted at a glance, but require students to comprehensively mobilize their language skills, background knowledge, logical analysis, artistic quality and humanistic feelings. Therefore, it is both flexible and subjective, but also very critical thinking and challenging (Shell, 2010: 89). In this case, if there is no corresponding evaluation system, purely literary thinking tasks can easily make some students, especially those with weak foundations, feel at a loss. Even if they think about the results, they will inevitably fall into relativism. In the chaotic vortex of ism, there is no substantial gain. On the contrary, if students have acquired critical thinking evaluation criteria in advance, they will have relatively clear ideas and directions when thinking and discussing these profound literary issues, so they can appreciate works more efficiently and fully.

Among many literary works, because of the unique social and historical background and ideological and cultural traditions, German literature is especially known for its critical thinking and philosophical reason. A large number of German literature works focus on abstract themes such as the relationship between man and nature, the essence of existence, and ethics. It can be said that reading and appreciation German literary works itself is a test of critical thinking ability. Therefore, the German literature classroom is undoubtedly standing at the forefront of critical thinking teaching, and has the closest and direct relationship with

critical thinking teaching. It can be seen that the evaluation system in the critical thinking process has a great impact on German literature teaching. Therefore, this article chooses the German literature course as the research scope to explore the influence of the evaluation principle in the critical thinking teaching on the learning motivation of the students in the German literature class.

Correlation experiment between evaluation and learning motivation in German literature class

In the late 1980s, American scholar Facione was commissioned by the American Philosophical Association to organize 46 philosophers, scientists and educators, who had important influence in their respective fields to form the Delphi Project, conducted a systematic study of the components of critical thinking in the past two years. Through the research of the project team, it is proposed that critical thinking is a two-dimensional model composed of cognitive skills and emotional tendencies. The former refers to the skills and strategies used in critical thinking activities. The latter refers to an individual's consciously critical thinking attitude, willingness, and tendency. It involves two aspects (Facione 1990:13). On the one hand, it is a person's attitude and value orientation toward life. On the other hand, it is the attitude and value orientation towards specific time and problems. The two elements of critical thinking complement each other. Merely possessing emotional traits without the correct cognitive skills is not a person who has the ability to think. To use cognitive skills correctly, we must have the necessary emotional traits (Facione 2013: 45). The motivation to participate in critical thinking activities reflects the subject's identification attitude and value orientation of critical thinking behavior, which is the most direct and critical embodiment of emotional characteristics.

As for the specific relationship between the various elements of critical thinking and motivation, and the extent to which each element affects the motivation of critical thinking learning, there are still few relevant and influential research results. This research takes the German literature course as an example, and demonstrates the correlation between the evaluation criteria in the critical thinking principle and learning motivation through teaching experiments.

Methodology

The purpose of the experiment

In order to verify the correlation between evaluation and learning motivation in German literature classrooms, this study will adopt quantitative analysis methods to test several groups of important variables related to motivation when students

complete the same critical thinking task through comparative experiments, thereby demonstrating the effect of evaluation on critical thinking learning influences.

Research object

This paper selects 16 third-year German students from two groups in a university, respectively, as the control group and the experimental group. There is no principled difference in the professional basic knowledge, learning background, and language ability of the students in each group. The physical environment and objective conditions of the two groups of subjects during the experiment are also consistent absolutely.

Research methods and experimental process

The teaching content of this experiment is a short narrative essay by Uwe Johnson, a modern German novelist. The article briefly describes a German man wandering as a tourist on a small island in the UK that had attacked by German air forces 30 years after the end of World War II. An old local woman mistook him for her former boyfriend. The latter had served in the Air Force and never returned because of participating in the war. There has been no news. The woman waited alone for 30 years. Then the misunderstanding was eliminated under the explanation of the German tourists. The two finally said goodbye sadly and impolitely in a slightly embarrassing atmosphere. Appreciation of this article involves multiple dimensions such as the background of the era background, the emotions of the characters, the writing style, and the reflection on history. It is undoubtedly a typical critical thinking-oriented task.

During the experiment, the students in the experimental group and the control group conducted the same questions on the same scale within the same prescribed time (40 minutes) in response to the above text (each group is divided into four discussion groups, and each discussion group is 4 People) group discussion. The discussion tasks that need to be completed are as follows: (1) *Please outline the main story plot of this article;* (2) *Why don't German tourists dare to speak with people when they are staying on the island?;* (3) *Does he feel guilty about the war 30 years ago?;* (4) *What might the goody have experienced in these 30 years?;* (5) *How did the two feel when they said goodbye?;* (6) *What are the characteristics of literary creation expressed in this article?;* (7) *What themes are reflected in this article?*

The controlled variable is that before the discussion begins, the teacher will explain the relevant evaluation elements and principles for the discussion to the students in the experimental group, and encourage students to use these principles to comment on the views of other group members. The evaluation criteria are as follows: (1) Whether the expression of the viewpoint is clear; (2) Whether the German expression is accurate; (3) Whether the point of view meets the key points

of the issue under discussion; (4) Whether the position based on the viewpoint is fair; (5) Whether the explanation of the viewpoint has a certain order; (6) Whether the viewpoint is supported by arguments; (7) Whether the arguments to prove the point of view are strong enough; (8) Whether the argumentation process is logical; (9) Does the opinion have a certain depth?

The students in the control group were not informed of these standards and principles in advance, and directly discussed the task. During the experiment, staff in each group recorded the number of speaking members in exactly the same way, the cumulative number of speakers for each question, the number of effective turns and the duration of each speaker's speech.

Data statistics and analysis

According to the above experimental steps and methods, the measured data statistics are shown in the following table.

	Number of participating speakers	Proportion of speakers	Total effective speaking time (min)	Effective speaking time per capita (min)	Total number of valid turns	Effective turns per capita	Cumulative number of speakers for each issue
control group	13	81.25%	104	6.5	96	6	81
Experimental group	16	100%	138	8.6	160	10	112

From the analysis of the above data, the proportion of the total students in the experimental group who participated in the speech and the number of speakers for each question were significantly higher than that of the control group. This shows that the experimental group has more members participating in the discussion, the overall participation rate is higher, and the members' willingness to participate is stronger. From the perspective of discussion time, the total effective speaking time and per capita effective speaking time of the experimental group are longer than those of the control group are. This shows that the members of the experimental group spent more time discussing the same topic, the content was more substantial, and the intensity of participation in the discussion was greater. In terms of speaking frequency, the total number of effective turns and the number of effective turns per capita of the experimental group far exceeded those of the control group. This shows that each member of the experimental group speaks more often, and the degree of active participation in the discussion is more obvious. In terms of the cumulative number of speakers for each question, the experimental group is also

more than 30% higher than the control group, indicating that the control group members' speaking frequency is relatively more balanced.

This set of data objectively and clearly shows that in the face of exactly the same learning content and teaching tasks, the learners' enthusiasm for critical thinking, completion intensity, and participation ratio have significantly improved under the condition of predetermined evaluation criteria. In addition, by observing the specific content and details of the discussions in each group, it can be found that the students in the control group tend to pile up evidence and information to support their opinions, but rarely consciously consider opposing information or opinions. They are also more likely to rush to conclusions, confuse unsubstantiated personal opinions, or rely on authority to draw their own conclusions. In contrast, more students in the experimental group were able to identify problems and give answers to questions from multiple perspectives. Although they may also make some grammatical errors, their answers are obviously much deeper than those of the control group are, which means that they explored deeper and more fully.

It can be seen from the above analysis that the evaluation principle in the process of critical thinking teaching has a non-negligible influence on learning motivation in terms of willingness, emotion, and attitude.

Discussion

After the experiment, the author discussed the experiment process with two groups of students, who mainly communicate and reflect on them. Most of the students in the control group reported that they still affected by the "only answer" thinking mode when discussing such open-ended questions, and were easily troubled by the vagueness and uncertainty of the topic. so they felt at a loss or even feared difficulties. It is also often limited when expressing opinions, and it is difficult to consider it comprehensively from multiple angles. It is also difficult to listen to each other's opinions consciously and purposefully when other members speak, let alone make high-quality judgments. In addition, the result of this is often that everyone talks to himself or herself does not get feedback, and there is no in-depth communication between each other. Such "discussion" is naturally difficult to achieve the ideal effect of improving the ability of thinking, and the value of such a task is difficult to recognize by students, so the enthusiasm of students to participate is necessarily not strong.

On the contrary, students in the experimental group generally report that after knowing the criteria for critical thinking, they will not only consciously consider their own clarity and logic in description, statement, or reasoning, but also pay more attention to it. Listen to the opinions of other group members when they speak, and judge the truthfulness and acceptability of the other party's information, judgments, or hypotheses based on critical thinking standards. Therefore, after someone has finished speaking, there will always be other members who will give

feedback and comments on it, wonderful views, and expressions will be praised and affirmed, and weak or problematic arguments are often questioned by other members. In this way, not only the depth of the discussion is strengthened, the atmosphere of the discussion is more active, and the harvest is greater. Therefore, everyone's interest in participating is naturally higher and the motivation for critical thinking is stronger.

It can be seen that because of mastering certain evaluation standards, students can easily and consciously carry out a comprehensive evaluation and consideration of the critical thinking process. That is to be able to pay more attention to the authenticity of other forms of description such as personal insight, experience, situation, judgment, belief, or statement of opinion. There will also be a stronger and clearer tendency to evaluate the logic of statements, descriptions, questions, or other forms of reasoning relationships of oneself or others. Specific performance includes the following.

- *Evaluation viewpoint*: Critical thinkers identify and evaluate factors related to the credibility of information or opinions. Critical thinkers evaluate the contextual relevance of questions, information, principles, rules, or operational guidance. Critical thinkers evaluate the acceptability, possibility, or truthfulness of a given experience, situation, judgment, belief, or opinion.
- *Evaluate the argument*: After judging the assumption that the premise of an argument is acceptable, it can prove the conclusion of the argument that people accept because of it.
- *Questioning evidence*: Critical thinkers judge information that affects the acceptability, correctness, or relative merits of alternative items, problems, events, theories, hypotheses, or statements.
- *Self-regulation*: Critical thinkers are able to consciously regulate individual cognitive activities, elements in cognitive activities, and inference results, especially attitudes that can question, confirm, confirm or correct the inference process or results, and apply the skills in analysis and evaluation to reasoning and judging.
- *Self-assessment*: Critical thinkers need to think about their own reasoning, verify the results of the reasoning and the correct application and operation of the designed cognitive skills. Critical thinkers need to conduct an objective and rigorous metacognitive self-evaluation of personal opinions and reasons. Critical thinkers need to judge to what extent their own lack of knowledge, outdated ideas, prejudices, emotions, or other factors that limit people's subjectivity or rationality will affect their own thinking, and strive to be fair, just, comprehensive, and objective.
- *Self-repair*: After self-examination reveals errors or deficiencies, formulate reasonable steps to repair or correct those errors, and realize the source of the errors (Li, 2016: 26-28).

Teaching practice has proved that critical thinking and motivation have a relationship of supplementing each other. In the classroom, students with strong learning motivation tend to have higher thinking skills. Conversely, students with good critical thinking ability will also have a strong motivation for learning. Studies have also found that students who are stimulated by their intrinsic motivation are more willing to devote themselves to critical thinking tasks and study hard to improve their critical thinking abilities (Gadner, 1985: 26). Those students who can monitor and evaluate their own thinking process are more likely to engage in high-quality thinking. These students are often able to make better use of their metacognitive ability, that is, the ability to recognize cognition. The acquisition of a certain evaluation standard is the key element of metacognitive ability, that is, the mastery of the reference and basis for reflection, evaluation, and adjustment of the thinking process. In other words, in this case, students will have clearer targets and a stronger willingness to engage in deeper and more difficult critical thinking behaviors. It can be seen that clear and systematic evaluation standards have played an important role in this process. They can guide and inspire thinkers to think positively and make rational judgments. On the contrary, the absence of reasonable evaluation standards may cause learners to fall into a predicament of aimlessness, or to be lazy to think and to stop, or to immerse in self-righteous reasoning, and to look at other things from a biased point of view, thereby seriously affecting use and development of cognitive skills.

There are several feasible methods for the evaluation of critical thinking ability. The first method is to observe a person's skills applied in the activity, process, or step for a period, and then judge the person's mastery of the skill to examine. The second is to compare the results (if any) caused by implementing a given technique based on some criteria. The third method is to compare the results caused by completing another task based on some criteria. Regardless of the method, the corresponding evaluation criteria are indispensable (Kuhn, 1999: 46). In short, students put in an appropriate environment that encourages them to use the expected skill application, and then judge their performance against certain standards. In addition, this article gives constructive feedback on their proficiency in skills, which can motivate learners to achieve a higher level of proficiency, and obtain the independent ability of critical thinking effectively.

Conclusion

Mature critical thinking person are a combination of attitude and skills. The attitude here is emotionally inclined, which refers to a desire to form a habit and intellectual qualities, with the core of seeking truth, justice, and reflection (Hare, 2007: 79). This attitude not only helps to learn and master the cognitive skills of critical thinking, but also helps to avoid the phenomenon of simply using skills

for the purpose of attack, manipulation, and deception. Conversely, the use of cognitive skills without emotionally inclined abilities may cause undesirable consequences, thereby hindering the comprehensive and in-depth development of cognitive abilities.

Through quantitative experiments and teaching practice, this study found that the evaluation criteria for critical thinking have directly and closely related to this emotional tendency. Reasonable and clear evaluation standards can provide learners with necessary guidance and references in critical thinking activities, so that the original abstract thinking has a recognizable appearance and the grasping power. This not only helps learners to consciously conduct self-reflect and regulation, but also enables them to improve their thinking ability through corresponding feedback and evaluation, to obtain an ideal learning effect. These, in turn, must strengthen learners' sense of acquisition and identification with critical thinking value, thereby inspiring greater motivation for critical thinking learning.

In summary, as a high level of comprehensive ability that people have when dealing with and transaction processing, the ability of critical thinking is the ability to make clear judgments based on facts and logical ability through careful and objective observation of things, according to reasonable evaluation standards (Ruggiero, 1984: 106). In the process of cultivating critical thinking ability, the corresponding evaluation standards, as a powerful weapon for judgment and reflection, can effectively stimulate the initiative and enthusiasm of learners' critical thinking, and are a reliable guarantee for the quality and effect of critical thinking. In this case, learners tend to experience more positive emotions, and a stronger motivation for learning emerges.

Recommendations

From the research results and findings, some practical suggestions are proposed as follows:

- The data collected are relatively based on a limited number of participants from merely one university in the middle part of China; therefore, in order to broaden the extent to which the findings can be generalized, a larger-scale study can be conducted to strengthen the explanation of the factors that influence the relationship between the evaluation and motivation in a real-time German literature classroom.
- To provide a full-scale view of the critical thinking teaching in foreign language education, the extra factors that may influence the learning motivation in German literature classroom should be explored further to illuminate the actual situation of foreign language education system in China.
- The research only touches upon the learning motivation in German literature classroom at level of higher education, so it is beyond the scope of the study to probe into critical thinking teaching in other foreign languages and specialities

or in education of primary and secondary schools. Therefore, it is advisable to expand the research in greater scope and depth in the future.

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