

Mohamed Khider University of Biskra
Faculty of letters and Languages
Department of Foreign Languages



MASTER THESIS

Letters and Foreign Languages
English Languages
Sciences of the Language

Submitted by

Rahifa HAMRIT

**Investigation into the Impact of Critical Reading Strategies on English
Foreign Language Learners' Academic Writing**

Case of study: Master One LMD Students at Mohamed Khrider University of Biskra

Board of Examiners:

| | | | |
|---------------------|----------------------|-----|-------------------|
| Chairperson: | Dr. Youcef LAALA | MAA | Biskra University |
| Supervisor: | Mrs. Samira MESSAIBI | MAA | Biskra University |
| Examiner: | Dr. Said SLIMANI | MCB | Biskra University |
| Examiner: | Mrs. Asma KACHA | MAA | Biskra University |

Academic year: 2020-2021

Declaration

I, **Rahifa HAMRIT**, hereby declare that this work is the product of my own effort. All the materials presented in this research are mine, unless when explicitly referenced. I also declare that this work has neither been published nor submitted to any other university or institution.

Author's Name: Rahifa Hamrit.

Signature:

Date:

Dedication

To the most amazing Father Ahmed, nothing in the world is worth to express my deep love and appreciation to you and the efforts that you offered day and night for me.

To my beloved mom Fatiha BOUZIGA, to my inspiration in life, you represent for me the symbol of goodness par excellence, your blessings, prayers, and tenderness are the source of my success.

I dedicate this work to you as a testimony of my deep love.

To my grandma, my second mom, God bless your soul, you have always prayed, loved, and cared for me.

To my beloved brothers and sisters Salah, Zakaria, Salsabil, Maria for their true faith, love, and support

To my sweetheart sister Selma and her husband Zaid, to Her two adorable angels

Samahir and Mina

To my soul mate and the one that I love most, Boutheyne Sahnoune, you have been always there for me, god blessed me with your existence in my life, To all the special memories that we had together.

To all my precious friends, Nassima, Safa, Mimi, Yasmina, Fatima, Widad, Rahma, Anfal, Wafaa, Massouda, Hafsa, Ghania.

I cannot find the right and sincere words to express my affection to you, you are not just friends you are my second family whom I can count on.

Acknowledgement

First thanks to his majesty, God for his blessings to arrive at the end of this journey.

A special gratitude goes to my supervisor Mrs. Samira **MESSAIBI** for her constant support, feedback, guidance, patients, and motivation to write this dissertation.

I would like to express my gratitude to the board of examiners: Dr. Said **SLIMANI**, Dr. Youcef **LAALA**, and Asma **KACHA** for their insightful feedback, effort, and the time they devoted to examine my work.

I am deeply thankful to the teachers who answered the interview and provided genuine feedback and guidance: Dr. **MEDDOUR**, Mr. Zakaria **SENOUCI**, Ms. Kenza **MERGHMI**, Mrs. Samira **MESSAIBI**.

I am sincerely grateful to Mr. **Bouhitem** Tayeb and Mr. Brahim **Douida** for their support and help.

Abstract

Critical reading has recently gained crucial interest in English language teaching for its advanced implementations that ameliorate learners' academic skills. Hence, this study investigates the effect of integrating critical reading strategies to enhance master one EFL learners' academic writing at Biskra University. In regard to the learners' written production which was riddled with many impurities that hinder their desire to score well in the achievement tests, the study gauge the extent to which critical reading strategies through the treatment can improve learners' academic writing. It aims at promoting learners' logical reasoning and argumentation, autonomy, and thinking skills that reflect on their writing. For the study design a mixed method approach was adopted as it encompasses quantitative and qualitative data that were collected through pretest, posttest, students' questionnaire and teachers' interview. The students' sample were selected randomly n=31 while teachers were asked in regard to the courses they are in charge with to know how critical reading instruction differs from one focus to another .The primary results elicited the major difficulties found in learners' writing that were addressed in the treatment to be handled through the use of the critical reading strategies. The final findings revealed the significant improvement in students' academic writing performance that results in their constructive attitude which supports the effectiveness of the hypothesis.

Keywords: Academic writing, Critical reading, Critical reading strategies

List of Acronyms and Abbreviations

CT: Critical Thinking

CR: Critical Reading

CRS: Critical Reading Strategies

AC: Academic Writing

CW: Critical writing

EFL: English as Foreign Language

List of Appendices

Appendix 1: Critical reading strategies

Appendix 2: The pre-test

Appendix 3: The posttest

Appendix 4: Students' questionnaire

Appendix 5: The Teacher's Interview

List of Tables

| | |
|--|-----------|
| Table 3.1: The Purpose of Choosing English as Major..... | 51 |
| Table 3.2: Students’ Consideration to the Reading Skill..... | 52 |
| Table 3.3: Types of Reading Materials that learners prefer to use..... | 52 |
| Table 3.4: Students Attitude towards Critical Reading..... | 53 |
| Table 3.5: Students’ Experience with Critical reading..... | 55 |
| Table 3.6 Students’ use of Critical Reading Strategies While Reading..... | 57 |
| Table 3.7: Students’ Use of Critical Reading Strategies in other Courses..... | 59 |
| Table 3.8: The Courses in which Learners Integrate Critical Reading..... | 59 |
| Table 3.9: Students’ satisfaction with the instruction and the reading materials..... | 61 |
| Table 3.10: Students’ academic writing level before the treatment..... | 62 |
| Table 3.11: The students’ while-writing problems before using critical reading strategies | 63 |
| Table 3.12: Students’ Perception to their Academic Writing after Using Critical Reading strategies..... | 64 |
| Table 3.13: Students’ Academic Writing Improvements through Critical Reading..... | 65 |
| Table 3.14: Teachers’ Familiarity with the Concept of Critical Reading..... | 67 |
| Table 3.15: Teachers’ Selection of Critical Reading Strategies while Presenting the Lecture..... | 67 |
| Table 3.16: Teachers Choice of Materials to Present the Lecture..... | 68 |
| Table 3.17: Students’ Pretest and Posttest Scores..... | 73 |
| Table 3.18: Frequency Distribution of Pretest and Posttest Scores..... | 75 |
| Table 3.19: Comparison of the Final Pretest and Posttest’ Mean and Standard..... | 77 |

List of Figures

| | |
|--|-----------|
| Figure 2.1. Traits Measured by Various Rubrics Used in Standardized ESL/EFL Tests (Haswell, 2007 As Cited in Brooks)..... | 35 |
| Figure 3.1. Types of Fallacies | 45 |
| Figure 3.2. Students' frequent use of Critical Reading Strategies While Reading... | 57 |
| Figure 3.3. The Difference between the Pretest And Posttest Scores..... | 75 |
| Figure 3.4. Comparison of the Pretest and Posttest's Mean and Standard Deviation | 77 |
| Figure 3.5. The Critical Values of the T-test Dougherty (2001)..... | 79 |

Table of Contents

| | |
|--|-------------|
| Declaration..... | II |
| Dedication..... | III |
| Acknowledgment..... | IV |
| Abstract..... | V |
| List of Acronyms and Abbreviations..... | VI |
| List of Appendices..... | VII |
| List of Tables..... | VIII |
| List of Figures..... | IX |
| Table of Contents..... | X |

General Introduction

| | |
|--|----------|
| 1. Introduction..... | 1 |
| 2. Statement of the Problem..... | 1 |
| 3. Aims of the Study..... | 2 |
| 4. Significance of the Study..... | 2 |
| 5. Limitation of the Study..... | 2 |
| 6. Research Questions..... | 3 |
| 7. Research Hypothesis..... | 3 |
| 8. Research Method..... | 3 |
| 8.1. Population..... | 4 |
| 8.2. Sample..... | 4 |
| 8.3. Data Gathering Tools..... | 4 |
| 9. Structure of the Dissertation..... | 4 |

Chapter One: Critical Reading

| | |
|---|-----------|
| Introduction..... | 8 |
| 1.1. Critical Thinking..... | 8 |
| 1.2. Reading..... | 10 |
| 1.2.1. Reading comprehension..... | 12 |
| 1.3. Critical Reading..... | 13 |
| 1.3.1. Basic theories in critical reading..... | 14 |

| | |
|--|----|
| 1.3.1.1. Schema-theoretic process..... | 14 |
| 1.3.1.2. Metacognition theory..... | 15 |
| 1.4. Critical reading in relation to critical thinking and reading skills..... | 16 |
| 1.5. Critical Reading Strategies..... | 16 |
| 1.5. Critical reading instruction..... | 20 |
| 1.6. Critical Reading and Writing..... | 23 |
| Conclusion..... | 24 |
| Introduction..... | 27 |

Chapter Two: Academic Writing

| | |
|--|----|
| Introduction..... | 27 |
| 2.1. Definition of writing | 27 |
| 2.2. Academic Writing | 27 |
| 2.3. Academic writing features..... | 28 |
| 2.3.1. Clarity..... | 28 |
| 2.3.2. Coherence..... | 28 |
| 2.3.3. Cohesion..... | 29 |
| 2.3.4. Organization..... | 29 |
| 2.3.5. Objectivity..... | 29 |
| 2.3.6. Rhetoric devices..... | 30 |
| 1.3.7. Avoiding logical fallacies..... | 30 |
| 2.4. Types of academic writing..... | 31 |
| 2.4.1. Descriptive Writing..... | 31 |
| 2.4.2. Analytical..... | 31 |
| 2.4.3. Persuasive..... | 31 |
| 2.4.4. Critical writing..... | 32 |
| 2.5. Academic Writing Teaching Approaches..... | 33 |
| 2.5.1. The intellectual/rhetorical approach..... | 33 |
| 2.5.2. The social/genre approach. | 34 |
| 2.6. Academic Writing Assessment | 34 |
| Conclusion..... | 37 |

Chapter Three: Data Analysis and Interpretation

| | |
|---|----|
| Introduction..... | 40 |
| 3.1 Research Design..... | 40 |
| 3.2 Sampling..... | 40 |
| 3.3 The treatment description..... | 41 |
| 3.4 Data collection methods..... | 46 |
| 3.4.1 The students' pretreatment test..... | 46 |
| 3.4.2 The students' posttest..... | 47 |
| 3.4.3 Students' questionnaire..... | 47 |
| 3.4.3.1 Description of students' questionnaire..... | 47 |
| 3.4.3.1.1 Structure and aim..... | 48 |
| 3.4.3.1.2 Validation and Piloting..... | 48 |
| 3.4.3.1.3 The Administration of the Questionnaire..... | 49 |
| 3.4.5 Teachers' interview..... | 49 |
| 3.4.5.1 Structure and aim..... | 50 |
| 3.4.5.2 Validation..... | 50 |
| 3.5 Data Analysis Procedures..... | 51 |
| 3.5.1 The results of students' post treatment questionnaire..... | 51 |
| 3.5.2 Analysis of the Teachers' Interview..... | 66 |
| 3.5.3. The analysis of tests..... | 73 |
| 3.5.3.1 The t-test..... | 78 |
| 3.5.3.1.1 Hypothesis testing..... | 80 |
| 3.5.3.2 Statistical significance and size effect of the test..... | 80 |
| 3.6 Discussion..... | 81 |
| Conclusion..... | 84 |
| General Conclusion..... | 85 |
| Implications and recommendations..... | 87 |
| Limitations..... | 88 |
| References | |
| Appendices | |
| ملخص الدراسة | |

General Introduction

Introduction

Writing is one of the basic language skills that learners of English as a foreign language seek to gain proficiency with as it is essential for their academic achievements. This communicative competency is associated with different processes and high mental abilities that present a crucial challenge for learners to master the skill. Thus, teachers make series of choices about the ways and strategies they should adopt in order to improve their learners' writing. Critical reading is one of the key processes that are integrated in teaching writing since it is a reflective and analytical interpretation by which learners will have an independent thinking that enable them to evaluate arguments and construct thoughts as well as drawing conclusions and presenting findings.

Therefore, this study will discuss the impact of teaching critical reading strategies in promoting learners' academic writing and raise student's awareness of its significance.

1. Statement of the Problem

Writing has proved to be a complex skill in EFL teaching and learning due to the obstacles that learners face in the process of accomplishing their assignments or studies such as essays, articles, research papers and dissertations. Master One learners of English at Mohamed Khider University of Biskra have already received an input concerning how to develop pieces of writing starting from the introduction to conclusion including the grammatical structures, cohesion, coherence and punctuation. However, they encounter many difficulties in involving their former knowledge in producing a connected meaningful and extended piece of writing that is compatible to the academic requirements in terms of adequacy, relevance, vocabulary, consistency as well as the construction and organization of ideas. Therefore, this study investigates the impact of critical reading strategies on EFL learners' academic writing.

2. Aims of the Study

Writing in a foreign language is a thought provoking process that necessitates various high thinking skills. Thus, the current study aims to:

- Enhance EFL learners' logical reasoning and argumentation through developing their critical thinking skills.
- Promote EFL teachers' awareness towards the crucial effect of using critical reading skills in improving the students' academic writing.
- Improve learners' autonomy by developing their thinking skills to be active members in society rather than functioning passively in receiving knowledge.

3. Significance of the Study

Critical reading contributes in developing learner's abilities whereby they will be able to distinguish the various issues and assumptions as well as to evaluate evidence based on logical and clear explanation. Furthermore, students will make accurate inferences and have courage to reflect and defend their ideas in a meaningful and rational way. On that account, the significance of the present research is to investigate the effect of teaching critical reading on learners' academic writing and suggests the most efficient critical reading strategies that teachers should attain to make students able to produce a correct piece of writing.

4. Limitation of the Study

Potential limits to this study that include the time table distributions in accordance to the covid19 pandemic in which M1 learners of Biskra University have several sessions of the curriculum modules during two weeks in each month. As a result, this will affect the number of the treatment sessions. Another feasible limitation, due to the fact that critical reading includes a high level of thinking skills that requires much effort

and practice, learners may find difficulties in mastering the strategies well as result to the lack of sufficient practice.

5. Research Questions

Through this study, the researcher attempted to answer the following questions:

RQ1: How do learners perceive critical reading and its influence on their academic writing?

RQ2: What are the strategies that teachers use in teaching critical reading?

RQ3: What are the difficulties that learners and teachers face during the process of teaching and learning critical reading strategies?

RQ4: To what extent can critical reading strategies improve learners' academic writing?

6. Research Hypothesis

In relevance to the previous questions, we hypothesize that if teachers make use of effective critical reading strategies, learners' academic writing performance will be improved.

6.1 Research method

This study is designed to collect data about the impact of critical reading on learners' writing production and the different techniques that teachers use in developing the later. In addition, it intends to describe students' attitudes and challenges in using critical reading strategies in their writing projects. Accordingly, a quasi-experimental method was adopted as it is the most qualified method to attain the needed results to determine the efficiency of the hypothesis.

6.2 Population

The target population is restricted to Master One EFL students at Biskra University considering that learners at this level have already tackled different concepts and skills in their writing. Hence, they have some knowledge and insights about critical reading. Moreover, they are able to produce various pieces of writing such as essays and research papers.

6.3 Sample

Over a population of (n= 228) students that is divided into 7 groups, two groups were selected randomly to present the sample of the study under investigation. Additionally, four teachers were asked for the interview.

6.4 Data gathering tools

To gather valuable data, respondents of the sample will have their first semester exam as a pre-test then they will receive instruction about critical reading strategies with practice during the lecture by the responsible of 'Academic writing' course. Lastly, a post test will be presented to examine learners' progress.

Moreover, a questionnaire will be distributed to students after the treatment to know their attitude towards critical reading skills and its effectiveness on their writing as well as the obstacles they held during the process. On the other hand, teachers' interview attempts to identify the critical reading strategies they use in developing learners' academic writing.

7. Structure of the Dissertation

This research is divided into two main parts: a theoretical part that incorporates two chapters while the experimental one encompasses one chapter.

Chapter one presents an overview about critical reading through giving a number of definitions from multiple perspectives and identify the strategies that teachers adopt in teaching the former as well as the method of instruction.

Chapter two offers a literature review about academic writing including some definitions, concepts and types of writing that require a high level of thinking and how critical reading strategies contribute in improving this form of writing.

Chapter three includes the practical part that will discuss in depth the analysis of the collected data from the tests; in addition, the students' questionnaires and teachers' interview.

Chapter One: Critical Reading

Table of Contents

| | |
|---|-----------|
| Introduction..... | 8 |
| 1.1. Critical Thinking..... | 8 |
| 1.2. Reading..... | 10 |
| 1.2.1. Reading comprehension..... | 12 |
| 1.3. Critical Reading..... | 13 |
| 1.3.1. Basic theories in critical reading..... | 14 |
| 1.3.1.1. Schema-theoretic process..... | 14 |
| 1.3.1.2. Metacognition theory..... | 15 |
| 1.4. Critical reading in relation to critical thinking and reading skills..... | 16 |
| 1.5 . Critical Reading Strategies..... | 16 |
| 1.6. Critical reading instruction..... | 20 |
| 1.7. Critical Reading and Writing..... | 23 |
| Conclusion..... | 24 |

Introduction

This chapter presents an overview about critical thinking and reading as a prolegomena to critical reading. It aims at explaining the concept of critical reading from different perspectives and illustrates the various processes and skills involved in its combination. It also, provides a number of methods of teaching critical reading and emphasizes the important effect of the later on learners' writing.

1.1 Critical Thinking

Critical thinking (CT) has been the issue of discussion and debates since the ancient Greek philosophers such Socrates who was the first who raised the idea through his conception of questioning. Since then, the subject has captured the scholars' and thinkers' attention along the history till the modern age wherein it has received various conceptions and descriptions. As it is indicated by Barnet and Bedau (2011, p.3) the term critical thinking is back originated to the Greek word "Krinein" meaning "to select", "to separate"; it insinuates adopting a skeptical attitude and cautious investigation. Therefore, critical thinkers with skeptical frame of mind, tend to question and evaluate carefully their ideas, assumptions as well as the evidences that are afforded by them and by others seeking to generate intelligent conclusions.

Furthermore, Dewey (1909, p.9) identified CT as reflective and careful kind of thinking since it requires a conscious and thorough consideration based on logical reasoning in establishing any "belief or supposed form of knowledge". In the same vein, Ennis (1988) by claiming that "critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do", he emphasized on reflection and rationality in making decision about one's beliefs and actions. In addition, Cottrell (2005, p.2) suggested

that “Critical Thinking is a complex process of deliberation” that includes a variety of skills and attitudes namely:

- Identifying other people’s positions, arguments and conclusions;
 - Evaluating the evidence for the alternative points of view;
 - Weighing up opposing arguments and evidence fairly;
 - being able to read between the lines, seeing behind surface, and identifying false or unfair assumption;
 - Recognizing techniques used to make certain positions more appealing than others, such as false logic and persuasive devices;
 - Reflecting on issues in a structured way, bringing logic and insights to bear;
 - drawing conclusions about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
 - Presenting a point of view in a structured, clear, well-reasoned way that convinces
- Cottrell (2005, p.2).

Glaser (1941, p.5) similarly claimed that CT “involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods”. He argued that there are skills that critical thinkers need to adopt as it enables them to think through things thoroughly and make the appropriate evaluation of problems. He also insisted on adopting an attitude of being disposed to these skills in everyday life situations seeing that it is not enough to know or to enhance the later without using it whenever it is appropriate in dealing with other issues in different studies and life matters. According to Glaser (1941 as cited in Barnet & Bedau, 2011), the skills are the following:

- To identify problems and workable procedures that meets those problems.
- To assemble relevant information.
- To distinguish implicit assumptions and values.
- “To perceive and use language with accuracy, clarity and discrimination”.
- To interpret data and examine evidences and statements.
- To acknowledge the existence of logical relationships between propositions.
- To draw and investigate justified conclusions and generalizations.
- To inaugurate one’s beliefs on the basis of legitimate evidence, and provide accurate judgments about any exposed information.

Integrating critical thinking in language teaching and learning has shifted the process from teachers centered classroom to learners centered classroom whereby learners are actively engaged in the different tasks such as gathering information, construct knowledge, and improve their communicative skills basically reading and writing. Learners with CT skills are able to extract the accurate meaning of what they read and express the core ideas in precise and clear writing; consequently, this will lead them to score well and promote their academic success.

1.2. Reading

Reading is key skill to teaching and learning for its significant role in attaining knowledge whereby readers extend their perception towards multiple subjects for the sake of their studies, career or to develop their competencies. The concept of reading is widely interpreted by different scholars and reading specialists. Anderson (1999) claimed that “Reading is an active, fluent, process which involves the reader and the reading materials

in building meaning” in the notion that reading is an interactive process that demands reader’s construction of meaning depending on what they have perceived from the text and their previous experiences.

In similar vein, Goodman (1967) conceptualized reading as "a psycholinguistic guessing game". In this view, readers while decoding the text, they do not build the meaning in precise or sequential manner; instead, they develop predictions before and during the process by combining the found information in the material with their prior knowledge (as cited in Eskey, 2005, p.563).

In regard to the major function of the prior knowledge in the reading concept, a number of linguistic and psycholinguistic researchers have generated a concept known as ‘schema’ theory which entails that knowledge is organized, classified and stored in the brain in form of units that readers make use of it whenever it is needed (Barlett, 1932, Rumelhart & Ortony 1977, Rumelhart 1980, p.76 as cited in Rodriguez, 2017). Thus, if readers acquire “the schemata assumed by the writer, they understand what is stated and effortlessly make the inferences intended” whereas if they fail to possess the later “they distort the meaning as they attempt to accommodate even explicitly stated propositions to their own preexisting knowledge structures” (Steffensen & Joag-Dev, 1984, p.60-61 as cited in Phil, 2014).

Moreover, reading is the interplay between cognitive processes and active use of the acquired knowledge that is shaped by social practices and context aiming at understanding the lexical and grammatical structure of the text and author’s intended meaning (Brantmeier, 2003, Jhons, 1997, Koda & Zehler, 2008 as cited in Zin, 2014).

1.2.1 Reading comprehension

According to Grabe (2009, p.21 as cited in what is reading, n.d), reading comprehension is cognitive process that includes complex components which act simultaneously together to create a comprehensive meaning of the text; hence, he identified a set of high order and low order abilities that illustrates the process as follows:

- “Lower-level processes”: it includes:
 - “Word recognition” (the identification of words): readers decode and associate the “graphic forms” and “phonological information” as well as retrieve the meaning through the “mantel lexicon”.
 - “Syntactic parsing (word integration)”: to extract meaning from the grammatical knowledge by analyzing words and sentence structure.
 - “Meaning proposition encoding”: to draw a “semantic meaning units” that are similar to “phrase and clause units” based on words meaning and structures.
- “Higher-level processing, including text-model formation (what the text is about), situation-model building (how we decide to interpret the text), inferencing, executive-control processing (how we direct our attention), and strategic processing”.

Briefly, we can deduce that reading is a dynamic process that encompasses various cognitive skills in which readers interact with text clues and make inferences and predictions by using the pre-existing knowledge to draw adequate comprehension of any written production.

1.3. Critical Reading

The concept of critical reading (CR) reached its peak in the late of 1950s and 1960s with the emergence of a collection of 50 articles labeled as “The Publication of Critical Reading” which represents the scholars’ remarkable interest on the topic (Smith, 1965; King, Ellinger & Wolf, 1967 as cited in Routledge, 2015). With the different interpretation of the nature of Critical reading over years, it has gained various scholarly views. Starting with the traditional descriptions of CR, it was regarded as a set of skills that are applied to evaluate a text as Flynn (1989) asserted, critical reading is an interactive process that involves different level of thought that act together concurrently such as analyzing information into constituent parts; synthesizing the relevant components in a coherent manner; evaluating ideas, attitudes, purposes by making judgments in regard to standers that are established by the reader to detect its rationality(as cited in Areiza, 2014).

Besides, Crossen (1948) stated that the term "critical reading" refers to the reading that entails: (1) acquisition of correct and clear understanding of the texts’ meaning; (2) Accurate perception of the expressed and implied relationships of the read text; (3) Careful evaluation of the content in terms of validity, accuracy, and usefulness according to the readers’ intention. In similar manner, Dale (1967) proposed that critical reading is “reading beyond the lines” as a high level of thinking that includes interpreting intentions and viewpoints and differs from the two low levels of comprehension "reading the lines" (literal comprehension) and "reading between the lines" (inferential comprehension).

Furthermore, Diyanni and Borst (2017, p.4) claimed that “critical reading includes recognizing a writer’s purpose, understanding his or her idea, identifying tone, evaluating evidence and reasoning, and recognizing a writer’s perspective, position, and bias”.

1.3.1 Basic Theories in Critical Reading

Recent research studies revealed that some of basic theories that are related to the reading process have brought new insights in defining critical reading namely schema theory and metacognition.

1.3.1.1 Schema-Theoretic Process

Critical reading “as a schema-theoretic process” was seen as the process of integrating the readers ‘prior knowledge appropriately with text clues which results in shifting the scope from “text-based activity” to a “text- and reader-based process” (Lyman & Collins, 2010).

Lipson (1984) in her a research about the importance of schema theory as being part of critical reading; she discovered that when readers brought misshaped, inadequate, or inconsistent prior information to a composed texts, there was an inconvenient impact that hinders their construction of adequate comprehension to the text clues. In addition, Anderson (1984, p. 20) noted the significant role of the acquired knowledge in the process of critical reading as follows:

Prior knowledge: (a) provides mental scaffolding which readers use to make sense of incoming information,(b) influences the information readers attend to and that which they ignore, (c) is used by readers to fill in gaps in text information, (d) provides readers with systematic ways of searching their memories, (e) helps readers to sort important from trivial information, and (f) gives readers a basis for plausible inferences when direct recall falters.

1.3.1.2 Metacognition Theory

As Brown (1980) outlined, it encompasses two main components “awareness” and “control”. Metacognition awareness refers to the readers’ knowledge about the factors below while reading:

1-“The characteristics of the reader”: includes readers’ acquired knowledge, lexicon, and conception towards their attitudes, beliefs and abilities.

2-“The nature of the text”: involves text structure, genre, length, and format.

3-“The strategies used in learning”: such as “rereading, self-questioning, summarizing, and note taking”.

4- Measuring comprehension: it occurs through performing some tasks like taking tests, presenting answers to teacher's questions, integrating information into written reports and on the other hand, metacognition control is the reader’s ability to organize the previous actions while reading in order to achieve the intended comprehension; hence, these metacognition processes have extended the reader’s role to control a wide range of knowledge while reading which have significant implementations to the critical reading process (Brown, Campione & Day, 1981). Accordingly, CR includes evaluation of (a) the adequacy and accuracy of the text, (b) one’ self as reader, (c) the strategies that are used to understand text meaning as well as the ways that this comprehension is demonstrated (Lyman & Collinsin as cited Routledge, 2015).

Briefly, critical reading is an interactive process that involves: (1) high and low thinking skills (literal comprehension, analyzing, interpreting, inferencing, synthesizing); (2) monitoring the readers’ prior knowledge; (3) evaluating self-conception, learning strategies used in constructing meaning, and how that understanding is conveyed.

1.5. Critical Reading in Relation to Critical Thinking and Reading Skills

Critical reading is part of the general comprehension processes that presents the overall reading framework; therefore, CR is not entirely separate from other reading skills. For instance, it is necessary for the reader to start with “basic achievements in word recognition” before accomplishing any literal performance. In the same way, “literal comprehension and interpretation” are also needed before reading critically. Moreover, Critical reading comprehension is concerned with critical thinking skills because it helps in constructing the accurate meaning by applying the later skills to any written material. Thus, through analyzing, interpreting, and evaluating information, learners promote their comprehension and personal development including “self-directed” (being autonomous), “self-motivated and self-correcting nature” that contributes in enhancing their learning (Afanasjeva, Fedotova & Smirnova, 2020).

1.6. Critical Reading Strategies

Critical reading strategies are the competencies that enable learners to analyze and interpret information based on cognitive procedures of logical inquiry. It is identified differently from a scholar to another. Philips and Norris (1987) referred to CR skills with dispositions that contain a set of “tendencies”:

- To identify clearly the thesis statement or the question.
- To take in consideration the entire situation.
- To identify alternatives.
- To “take a position and to change it when the evidence and reasons are sufficient to do so and to remain open minded”.

These dispositions entails to the reader to be always open-minded, reflect, and question the author's position as well as to evaluate information in the basis of sound evidence and reason (as cited in Zin, 2014). In addition, Bloom (1956) in his Taxonomy classified CR skills into two categories, higher-order thinking skills and low-order thinking skills as it is viewed by Parson (1985) in which:

- Low-order thinking skill includes:
 - Knowledge: the abilities of recognizing or recalling a memory.
 - Comprehension: the ability to construct the intended meaning of the material.
 - Application: to be able to remember and use the materials for “appropriate generalizations and principles”.
- Higher-order thinking skills:
 - Analysis: means to examine the component parts of the material and identify the relationships and organization of these parts.
 - Synthesis: the composition of the elements to form a whole.
 - Evaluation: the ability to judge the value of something based on criteria and standers.

Moreover, Collins and Cheek (1984) suggested that reading critically involves the following skills: “ identifying relevant and irrelevant information, (b) perceiving bias, (c) identifying adequacy of materials, (d) understanding reliability of author, (e) differentiating facts and opinions, (f) separating real and unreal information, and (g) understanding fallacies” (p.26). Similarly, Smith (1963) assumed that the main task for a critical reader is to evaluate “the quality, the value, the accuracy, and the truthfulness of what is read”. Robinson (1964), in turn, proposed the following combination of CR skills:

- 1- Acquiring a skeptical attitude.
- 2- Establishing background knowledge about the subject as the basis for the criteria and standards of evaluation.
- 3- The ability to judge author's message after detecting carefully his/her position.
- 4- The ability to distinguish what is included or omitted through examining "the organization or logic of the presentation".
- 5- To be aware of the author's intent and qualifications.
- 6- "Recognition of the publisher's commitments" (p.6 as cited in Wolf, King & Huck).

Valleé (2006) argued that there are four major steps for the process of critical reading that are:

- a) Previewing: to skim and predict.
- b) Annotating and analyzing: to make notes and analyze the main idea and supporting details.
- c) Reviewing: to re-read the text taking in consideration what have been noted and the "unfamiliar words".
- d) Responding: to summarize or discuss with others.

In relevance to the above strategies, the critical reader needs to imply questions that help him/her in analyzing the text as Rice (2000) and Correia (2006) (as cited in Critical Reading, n.d) illustrated:

- The author's purpose:

What is the writer' point of view?

Who is the target reader of the text?

Is he influenced by any current issue or specific philosophy?

- **The content**

What is the writer's main thesis?

What evidences or explanations the writer used to support his argument?

Are these evidences accurate and credible?

What aspects of topic the writer focuses on?

What are the biases?

How the content is related to the topic?

What is the text style (persuasive, narrative, informative, etc)?

- **Lexical choice**

What type of vocabulary that prevail the text?

Is the vocabulary logical and argumentative or it appeals emotions?

“Are there words that are ideologically significant?”

What metaphors the writer used? And how do they function in the text?

- **Grammar**

What tenses are used and why?

“Are the agents of the actions explicit or implicit?”

d) Visual element: What symbols and figures are used besides the text?

“In what ways do the illustrations relate to the text?”

“What socio-cultural aspects can be identified in the visual signs?”

In line with the previous concern, many recent research studies was conducted to find a solution to the issues that learners face while exercising CR in which a particular set of strategies was agreed on as the most efficient skills that facilitates the act of reading critically. These strategies include: “previewing, contextualizing, questioning, reflecting on challenges to your beliefs and values, outlining and summarizing, evaluating, and comparing and contrasting” (Suacillo, Um, Velasquez, Villaflores, Cequena, 2016).

In the light of what we have seen earlier, the critical reading process necessitates the existence of metacognitive techniques besides the different thinking abilities for efficient understanding and learning. Baker with Brown and Bransford (1980) considered the main issue in metacognition area is its application to the reading process because it requires readers to bring a subconscious process to a conscious level. Accordingly, they identified five techniques to simplify integrating metacognition while reading critically.

Those techniques are:

- 1) “Confidence rating approach”: readers “judge their own monitoring “after reading by assessing to what extent their answers are correct.
- 2) “Amount of self correction during reading”: when readers meet a misunderstanding, they go back and correct themselves.
- 3) “Cloze technique”: mature readers depend on “subsequent text rather than just re-reading” to improve their comprehension.
- 4) “On-line measures”: includes “eye movements, eye-voice span and reading times”.
- 5) “Self reports during reading”: readers need to be aware of the processes while reading (as cited in Parson, 1985).

1.6 Critical Reading Instruction

Recently, the issue of teaching CR has captured the interest of many scholars in which they developed various models and approaches that imply for teachers strategies and steps to follow aiming at enhancing learners’ comprehension and thinking while reading critically.

Leher (1980) as reported in Taglieber (2011) described some model lessons for CR instruction. One of these models was refined by Clifford (1980) which comprises reading and writing. The model presents a “technique that allows students to perceive how writers generate, develop, clarify, and organize their critical ideas” that “requires students to write before, during, and after reading”. The technique recommends teachers to foster learners’ awareness and abilities which entails: (1) involvement, developing personal interest in the text; (2) perception, contemplating “their first personal response by noticing the details in the text that elicited that response”; (3) interpretation, students “shift their attention from inside to outside” and attempt to derive meanings from the text; (4) evaluation, involves making judgments about the texts.

In the same vein, Barne (1979) developed another model lesson known as “questioning classification system” that help learners in organizing, developing, and presenting their thoughts. She believed that teachers should use a questioning sequence “that starts with questions of fact, moves through questions requiring convergent thinking, and concludes with questions requiring divergent or evaluative thinking” because learners needs to relate first to the facts in the text to be able to reword it with their own words which enable them to view it from another perspective or draw judgments about it. Barne (1979, p. 148) classified the lesson’s questions as follows:

- (1) Cognitive memory questions that elicit recall of facts or yes-no answers;
- (2) Convergent questions that ask students to explain, express in another mode, state relationships, compare and contrast, or solve a problem;
- (3) Divergent questions that ask students to infer, reconstruct, predict, hypothesize, solve a problem, or invent or design; and
- (4) Evaluation questions that require students to judge, value, defend, or justify a choice or solution.

Further model that was discussed by Leher is the “two-phase” lesson of Cunningham (1980), he argued that “teachers often confuse comprehension (understanding meaning) with critical reading (evaluating meaning) and create, in this way, a dilemma”. For him, although teachers “encourage individual responses and divergent thinking” among their learners, they frequently do not receive any answers during the lesson which make them miss judge their students’ thinking ;therefore, his “two-phase” lesson was generated based on the idea that “teaching comprehension and critical reading as distinct but related processes” in which the first phase was developed depending on Staufers (1977) Directed Reading-Thinking Approach (DRTA) that focuses on supporting students to use their prior knowledge and make predictions to increase their “understanding of the possible meanings” in a text (p.149) while the second phase is concerned with critical reading of the text.

Additionally, as mean to enhance teaching critical reading through classroom activities, various text forms were proposed by different researchers such as work- books, popular magazines, newspapers, and weekly newsmagazines. Thistlethwaite (1990) described carefully a number of critical activities that involve a variety of texts for instance, editorials, news, advertisements, stories, novels, textbooks, and movie reviews “to help college students learn to read and think critically”. Brueggeman (1986), in turn, identified a “structured process” that utilize “college newspaper editorials to elicit students” critical thinking and writing” in which she maintained that campus editorials are relevant source of critical reading because the presented issues in these publications are often in the interest of students.

Hence, teachers should seek for such contents which meet learners’ interest that motivate them and promote their critical skills in reading and writing. Besides, Brueggeman designed a lesson of four general steps: “(1) teaching; (2) guided practice; (3)

independent practice; and (4) analyzing selections”. Similarly, Dwyer and Summy (1986) in their model, suggested that using newspaper as reading material is an “excellent source” to improve critical reading skills. the model emphasizes teaching students how to differentiate between facts and opinions for the sake of raising learners’ awareness about the analysis of different fact statements whereby they will be able to recognize authors’ biases, compare and contrast information ,and to accept only what is rational (as cited in Taglieber, 2011).

1.7 Critical Reading and Writing

Critical reading involves writing analysis, responses, and reflections to the read text that reflects reader’s critical writing (CW), a form of academic writing that includes evaluating information, analyzing arguments, and synthesizing. Hence, analytical writing can be seen as a continuance sequence for critical reading process as asserted by University of Leicester “critical reading is an important precursor to critical writing” (n.d, para. 1). Thus, readers can achieve their proficiency in CW through the use of critical reading strategies. Suacillo et al. (2011) suggested three main CR techniques that “present substantial correlation to both enhanced reading comprehension and improved analytic writing performance”, that are: evaluating the text; (2) “contextualizing the information from the text ; and 3) reflecting on the reader’s values and beliefs in relation to the texts read” (p.614).

Oslo (1984, p. 34) demonstrated a lesson aims at identifying the significance of using writing as mean to promote “cognitive growth”. Through adopting Blooms’ Taxonomy categorization of thinking skill, she retrieved that the later classifications of thinking levels summarize the writing process in which she developed the following stages:

- 1- Prewriting: generating ideas for writing.
- 2- Precomposing: organizing and articulating thoughts.
- 3- Writing: transforming the perceived thought into print.
- 4- Sharing: “sharing writing for giving and receiving feedback”.
- 5- Revising: to reflect and rethink about what was written.
- 6- Editing: “proofreading for errors in grammar”
- 7- Evaluating: “assessment of the final written product”

From the above descriptions, we notice that there is a reciprocal relationship between writing and critical reading in the sense that as writing foster critical reading through promoting critical thinking abilities, CR strategies likewise contributes in enhancing writing.

Conclusion

This chapter illustrates scholars’ views about critical reading and the important role that reading comprehension and critical thinking display during the process. Moreover, it seems that CR is a rich concept that encompasses theories such as metacognition and schemata theory which helped in redefining the concept by expanding its focus to include various levels of thinking and awareness. Furthermore, several combinations presented the wide range of skills that composes critical reading comprehension. Additionally, a number of models were developed by different scholars to simplify the process of teaching critical reading. Finally, the chapter ended with the significant influence between CR and writing.

Chapter Two:

Academic Writing

Table of Contents

| | |
|--|----|
| Introduction..... | 27 |
| 2.1. Definition of writing | 27 |
| 2.2. Academic Writing | 27 |
| 2.3. Academic writing features..... | 28 |
| 2.3.1. Clarity..... | 28 |
| 2.3.2. Coherence..... | 28 |
| 2.3.3. Cohesion..... | 29 |
| 2.3.4. Organization..... | 29 |
| 2.3.5. Objectivity..... | 29 |
| 2.3.6. Rhetoric devices..... | 30 |
| 2.3.7. Avoiding logical fallacies..... | 30 |
| 2.4. Types of academic writing..... | 31 |
| 2.4.1. Descriptive Writing..... | 31 |
| 2.4.2. Analytical..... | 31 |
| 2.4.3. Persuasive..... | 31 |
| 2.4.4. Critical writing..... | 32 |
| 2.5. Academic Writing Teaching Approaches..... | 33 |
| 2.5.1. The intellectual/rhetorical approach..... | 33 |
| 2.5.2. The social/genre approach. | 34 |
| 2.6. Academic Writing Assessment | 34 |
| Conclusion..... | 37 |

Introduction

This chapter provides an overview about how writing is perceived in general sense from various perspectives. Further, it seeks to present a number of descriptions to academic writing aspects as well as it highlights its features, modes, teaching approaches, and assessment.

2.1 Definition of Writing

Writing in general sense is understood as translation to combination of letters related to sounds we produce. As Byrne (1988) asserted, writing is to arrange the graphic symbols in accordance to certain conventions which are responsible on words formation, in the same way words are arrayed in particular set to produce a sequence of sentences linked to each other that results in the construction of coherent text. On the other hand, White and Arndt (1991) maintained that writing is not only about transcribing language into written symbols, it is thoughtful process that demands mental effort and considerable time. Similarly, Vygotsky (2012) indicated that writing is conscious work that requires high level of abstraction. Thus, we can deduce that writing is not simply a matter of putting together words and sentences rather it is a complex process that demands high level of thinking skills and effort to produce well piece of writing.

2.2 Academic Writing

Academic writing (AC) is the type of writing that is used to write dissertations, articles, essays, research papers according to the academic requirement. "Most university writing assignments involve taking a stand on an issue" which requires the writers to seek for persuasive arguments supported by evidence to convince the audience of what they believe and defend their position (Trident University International [TUI], 2014, p.3).

According to Hood (2010) academic writing is about how we position ourselves in interaction with knowledge. Where explicit guidance is given in the management of interpersonal meaning” that is to say AC is writing that diminishes to great extent subjectivity and praises objectivity. Moreover, Johns (1997) claimed that a number of “NNC graduate and undergraduate students often fail to recognize and appropriately use the conventions and features of academic written prose”.

She demonstrated that “these students produce academic papers and essays that faculty perceive to be vague and confusing, rhetorically unstructured, and overly personal” including the miss use of “appropriate headings, modal verbs, pronouns, active and passive voice, balanced generalization, and exemplification”(as cited in Hinkel, 2004). Consequently, it could be assumed that the major standards that describe the academic writing style are the following: clarity, organization, coherence, word choice, objectivity, precision, rhetoric devices.

2.3 Academic Writing Features

2.3.1 Clarity

Clarity is concerned about communicating thoughts and information to readers precisely to eliminate any possibility for vagueness and uncertainty that may impede readers’ comprehension to what is written. It also includes selecting adequate expressions to present the intended meaning accurately.

2.3.2. Coherence

Coherence is considered as an in text feature as Poudel (2018) claimed coherence is “the contextual appearance of the utterances in the text. More specifically, it is the contextual fitness in the text that contributes in understanding the meaning or message”.

This indicates that coherence is illustrated in the flow of relationships among ideas within a text.

2.3.3 Cohesion

“It is the part of the system of a language; a type of intra-sentence relation of an item with either the preceding or following item/s in the text” (Yule, 2008). It represents the connections that occurs at the level of the grammatical structure and vocabulary in which the Grammatical cohesion includes reference, substitution, ellipsis, and conjunction while the Lexical cohesion “can be realized using the same, or semantically related vocabulary such as repetition, synonym, super ordinate, general word” (Poudel,2018).

2.3.4 Organization

It is concerned with the logical ordering of ideas from general to specific and text structure from introduction moving to body and finally arriving at the conclusion to avoid distracting readers’ attention.

Within the same situation Starkey (2004, p. 02) claims that by following an organized method of writing, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis (Bahdaoui & Boumaza, 2016, p. 10).

2.3.5 Objectivity

Objectivity can be reached by maintaining neutral position and use of research, facts, and statistics while writing to present unbiased information for readers that enable them to verify your work based on facts and evidences. It can be reached through

excluding personal feelings, judgments, or exclusive language such as gender-specific nouns.

2.3.6 Rhetoric devices

Rhetoric devices are modes of persuasive style that contain arguments to support a certain claim. These modes are:

- **Logos:** (logical appeal) refers to the use of reasoned arguments based on objective, factual, relevant, and clear evidence to reach reader's mind.
- **Pathos:** (emotional appeals) to use "facts, quotations, examples, and images" that trigger audience sensation.
- **Ethos:** (ethical appeals) to use credible evidences that will make readers "trust them and respect their judgments" (TUI, n.d, p.14).

2.3.7 Avoiding logical fallacies

Logical fallacies are the misuse of evidences and facts to support a faulty argument that results errors in reasoning. The following are some logical fallacies as reported by Excelsior Online Writing Lab (2020).

- **Straw man fallacy:** it occurs when the author distorts someone's argument to be defeated easily.
- **False Dilemma Fallacy:** when the writer is talking about any topic s/he presents only two options or sides where there are many options related to the subject.
- **Bandwagon Fallacy:** it is known as the "appeal to common belief" where the writer invites others to believe in certain notion because most people did.
- **Hasty Generalization Fallacy:** it occurs when the author uses examples as an evidence to claim something is true.

- **Slippery Slope Fallacy:** when the writer provides a series of connected premises and claiming that it is definitely the cause of undesirable conclusion.

2.4 Types of Academic Writing

Academic writing has four main modes descriptive, analytical, persuasive, and critical as follows: (University of Sydney, 2021)

2.4.1 Descriptive writing

It sets the facts and information that present the background of the used arguments. Such as summarizing article or reporting the results of experiment.

2.4.2 Analytical

It includes re-organizing the described data into “categories, groups, parts, types or relationships...These categories or relationships are already part of the discipline while in other cases” (para.4). The researcher creates them specifically for the text. To illustrate, when the researcher is going to make a comparison between two theories s/he might distribute it into different parts such as how each theory is related to social context and language learning or how they differ in practice.

2.4.3 Persuasive

In persuasive writing, the researcher associates with what s/he has analyzed with personal point of view which can contain “an argument, recommendation, interpretation of findings or evaluation of the work of others” (para.6). Additionally, each claim should be supported with evidence.

2.4.3 Critical writing

Critical writing (CW) is “common for research, postgraduate and advanced undergraduate writing”. It requires the writer to “explain a researcher’s interpretation or argument and then evaluate the merits” of that claim, or provide his/her “own alternative interpretation”; for example, identifying the strengths and weaknesses while reviewing others’ articles, dissertations, and research.

While writing critically the researcher needs to:

- Summarize accurately the work and identify the main interpretations, assumptions or methodology.
- Provide various evidences to support his/ her claims such as logical reasoning, reference to authoritative sources and/or research data.
- Understand thoroughly the topic and the issues to construct an essay and paragraph structure that enable him/her to analyze different interpretations and develop their own argument, supported by evidence.

These types can occur together in the same academic text; for example, when writing a thesis, the researcher can use critical writing in the literature review part to identify where the gaps occurred and to extract evidences that support the rationale of the existing research. Moreover, descriptive genre could be adopted for describing the section of methods to summarize the procedures used in collecting and analyzing data. Further, an analytical mode would be appropriate to analyze and report the study results as well as when relating outcomes to research questions in the discussion part. The latter includes also persuasive writing while interpreting the findings (University of Sydney, 2021).

2.5 Academic Writing Teaching Approaches

Teaching academic writing is a challenging process that demands learners' realization of the different concepts and contents besides the effective acquisition of the language skills as it is indicated by Tribble (1996, p.63) "learners who wish to write in new academic settings have to gain a mastery of the concepts and content of their subject area as well as developing an ability to express themselves effectively and appropriately in the foreign language" (as cited in Saidi, n.d). Hence, for the sake of improving the level of teaching academic writing, the following approaches were identified.

2.5.1 The intellectual/rhetorical approach

The intellectual/rhetorical approach suggests "a common intellectual framework for academic discourse as a whole" in the sense that the major interest "is paid to content knowledge as the modes of classical rhetoric such as "exposition/description" that are "taken as the primary objectives in the course syllabus". An instructor who adopts this approach will guide his teaching techniques to revolve around the students' mastery of the previous modes of writing that are being taught separately in the following order (Saidi, n.d):

- | | |
|--------------------------------|--|
| - Exposition | |
| • Examples | |
| • Process | Definition |
| • Cause and Effect | Division and Classification |
| • Comparison and Contrast | |
| - Description. | |
| - Narration. | |
| - Argumentation and Persuasion | |
| | Langan (1993, p. 113) cited in Tribble (1996, p.84). |

2.5.2 The social/genre approach

The social/genre approach includes different academic contexts. Tribble (1996 as cited in Saidi, n.d) assumed that this approach involves the using “the concept of discourse communities with common goals” that may contain:

- Accounts of experimental procedures
- The reporting of new knowledge
- The examination of students

Therefore, the teacher is required to present how discourse community operates while learners in their turn try to identify “relationships between texts, readers and writers”, wherein they analyze, evaluate, and criticize what challenges their beliefs and assumptions. Moreover, this approach necessitates the use of “context and language system knowledge namely: Structure and organization, argumentation and style” (Saidi, n.d).

2.6 Academic Writing Assessment

Assessment is crucial element in the process of teaching and learning as it provides feedback to learners that helps them in improving their self-evaluation and learning skills. In the traditional view about writing assessment, teachers are guided by their personal opinion that differs from one to another which contains subjectivity to a great extent; therefore, teachers suggested to “come up with some type of objective score that could be assigned to students’ composition and that the validity of this true measure of student ability . . . can only be established through technical and statistical rigor” (Huot, 1996, p.550 as cited in Brooks, 2012).

This technical rigor that is used to assess students’ writing performance can be a “clear-cut, concrete standard of measurement which will mean the same thing to all people

in all places and is not dependent upon the opinion of any individual” (Noyes, 1912 as cited in Brooks, 2012, p.229). As result, rubric was introduced as “a scoring tool for qualitative rating of authentic or complex student’s work. It includes criteria for rating important dimensions of performance, as well as standards of attainment for those criteria” (Jonsson & Svingby, 2007, p.131 as cited in Brooks).

Rubrics were used as means to provide teachers with standers that enable them to evaluate students’ writing adequately and to place them at the accurate level. Educational Testing Services (ETS) conducted a research in 1953 on first-year students’ scores and comments on their written production in which they developed a rubric that contains five traits and each trait was divided into sub-traits that are believed by researchers to be the appropriate means to objectively grade students’ writing performance (Brooks, 2012). These traits are illustrated in the following figure: **Figure 2.1:** Traits measured by various rubrics used in standardized ESL/EFL Tests (Haswell, 2007 as cited in Brooks)

| Main Traits of Scoring Rubrics for Six Tests of ESL Writing | |
|---|--|
| Test | Trait |
| Test in English for Education Purposes (Associated Examining Board) | <i>Content</i> <i>Organization</i> <i>Cohesion</i> <i>Vocabulary</i> <i>Grammar</i> <i>Punctuation</i> <i>Spelling</i> |
| Certificate in Communicative Skill in English (Royal Society of Arts/ University of Cambridge Local Examinations Syndicate) | <i>Accuracy [of mechanics]</i> <i>Appropriacy</i> <i>Range [of expression]</i> <i>Complexity [organization and cohesion]</i> |
| Test of Written English (Educational Testing Service) | <i>Length</i> <i>Organization</i> <i>Evidence</i> <i>Style</i> <i>Grammar</i> <i>Sentences</i> |
| Michigan English Language Battery | <i>Topic development</i> <i>Sentences</i> <i>Organization/ coherence</i> <i>Vocabulary</i> <i>Mechanics</i> |
| Canadian Test of English for Scholars and Trainees | <i>Content</i> <i>Organization</i> <i>Language use</i> |
| International English Language Testing System | <i>Register</i> <i>Rhetorical organization</i> <i>Style</i> <i>Content</i> |

Consequently, it could be noticed that these traits are compatible with the academic writing conventions that permit academic writing to be evaluated objectively in accordance to these valid standers

Conclusion

The current chapter explores the various conventions that constructs academic writing in which it was observed that these conventions are linked to the rubrics that are designed to assess writing that can be established as credible standers of its examination. In addition, it appears that AC involves different critical thinking skills; for instance, analyzing, synthesizing, and evaluating in the process of building valid arguments and claims. Furthermore, the description of the academic writing teaching approaches entails to us that it requires different concepts of knowledge and mastery of the language basic skills. Finally, all these components that are integrated in forming the academic style, usually presents barriers that hinder learners' progress in the writing skill ; therefore, they seek to adopt other skills that can help them in ameliorating their academic performance such as critical reading strategies.

Chapter Three:

Fieldwork and Data

Analysis

Table of Contents

| | |
|---|----|
| Introduction..... | 40 |
| 3.1 Research Design..... | 40 |
| 3.2 Sampling..... | 40 |
| 3.3 The treatment description..... | 41 |
| 3.4 Data collection methods..... | 46 |
| 3.4.1 The students' pretreatment test..... | 46 |
| 3.4.2 The students' posttest..... | 47 |
| 3.4.3 Students' questionnaire..... | 47 |
| 3.4.3.1 Description of students' questionnaire..... | 47 |
| 3.4.3.1.1 Structure and aim..... | 48 |
| 3.4.3.1.2 Validation and Piloting..... | 48 |
| 3.4.3.1.3 The Administration of the Questionnaire..... | 49 |
| 3.4.5 Teachers' interview..... | 49 |
| 3.4.5.1 Structure and aim..... | 50 |
| 3.4.5.2 Validation..... | 50 |
| 3.5 Data Analysis Procedures..... | 51 |
| 3.5.1 The results of students' post treatment questionnaire..... | 51 |
| 3.5.2 Analysis of the Teachers' Interview..... | 66 |
| 3.5.3. The analysis of tests..... | 73 |
| 3.5.3.1 The t-test..... | 78 |
| 3.5.3.1.1 Hypothesis testing..... | 80 |
| 3.5.3.2 Statistical significance and size effect of the test..... | 80 |
| 3.6 Discussion..... | 81 |
| Conclusion..... | 84 |
| General Conclusion..... | 85 |
| Implications and recommendations..... | 87 |
| Limitations..... | 88 |
| References | |
| Appendices | |
| ملخص الدراسة | |

Introduction

The previous chapters addressed the theoretical ground of the study which offers deep understanding to the concept of critical reading and academic writing while the current chapter is devoted to the field work of the research. It seeks to investigate the effectiveness of using critical reading to enhance learners' academic writing performance and answer the research questions. Moreover, it provides a description to the research methodology including research design, sampling, data collection methods, and procedures of data analysis. Furthermore, it aims at analyzing and interpreting the gathered data through the pretreatment test, post-treatment test, teachers' interview and learners' questionnaire.

3.1 Research Design

The current study seeks to detect to which extent critical reading as teaching strategy can promote learners' abilities in academic writing. It also, attempts to generate teachers' and learners' attitudes and beliefs towards the concept of critical reading and its strategies, implications, and instruction. Accordingly, depending on the nature of the study that requires both qualitative and quantitative data, a quasi-experimental method was adopted to present the study design which helps in understanding better the research problem and answering the research question.

3.2 Sampling

The current study was concerned with Master One EFL students at Biskra University because they are assigned to write, compositions, essays and research papers which requires them academic performance. Moreover, the students had been instructed about the concept of critical reading in both academic writing and language mastery

courses. Hence, two groups were selected randomly to present the sample of treatment and the questionnaire and four teachers for the interview.

3.3 The Treatment Description

The treatment was held by the supervisor as being an expert, professional, and scholarly instructor to the academic writing course as well as being critical reading a part of her program syllabus. As a result to time limitation and the conditions of the teaching because of the pandemic, the lecture was distributed only in two sessions in which the students were provided with a clear explanation about the nature of the critical reading process and how it functions. Besides, the students were introduced to a set of critical reading strategies described by the researcher and accompanied with handout that contains guidelines (see Appendix 3) to facilitate for them mastering the strategies. For the practice part, the participants were given two articles about the writing teaching approaches and asked to summarize them using the critical reading strategies they had.

The following strategies were used in present study:

1) Previewing: The prior knowledge of a text before reading it carefully.

Previewing provides readers with an overview about the text content and organizations by looking at the title, subtitles, the introductory expressions of the paragraphs, and place of publication (to check the validity of information).

2) Skimming:

At this stage learners are required to read the text carefully and identify the author's thesis and how it is developed as well as the methods s/he used to support his thesis such as personal experience, statistics or defeating the opposition. Also, the readers should pay attention to the conclusion because usually it includes a summary of the main points mentioned in the text and a brief representation of the writer's thesis.

3) Contextualizing:

To place the text in his cultural, historical, biographical context. For instance, knowing when a text was written helps the reader to identify the values that are presented in the text and how it relates to the ones of that period.

4) Questioning:

During reading the text, learners ask questions formulated by their own words about the content whereby they will be able to differentiate the main ideas from the supporting details of each paragraph. This process contributes in facilitating the comprehension of the reading material and remembering it longer.

5) Reflecting on challenges to one's beliefs and values:

The reader marks the passages that by one means or another challenge his "beliefs, attitude, and status" through noting why the material was written and analyzing the patterns of the concepts that challenges his or her assumptions. Therefore, it is sometimes difficult for the readers to articulate their ideas on a problem since they are so engrained. Thus, the question of whether the texts disturb or threatened or ashamed or inspired the reader is crucial to find out how this text confronts the reader. Many readers can react strongly to certain articles (Salisbury University, 2009; Axelrod & Cooper, 1999 as cited in Suacillo et al., 2016).

6) Annotating:

Annotating means to actively read the text and interact with it through highlighting or underlying the key passages such as definitions, chief points; additionally, making notes in the margin in form of brief expressions to locate the essential information easily while reviewing. Thus, readers will be able to identify the relationships between information and how it is structured to form an outline (make a list of the key point) that will help them to understand better the text as well as to make efficient summaries.

7) Summarizing:

In summarizing, learners make new version of the text with their own words in which they make synthesis to the key ideas in condensed manner by which learners will monitor their understanding to the material.

The following are some tips for writing a summary:

- Start your summary with introductory sentence that states the text's title, author.
- Reformulate the main ideas with your own word.
- Don not insert comments, opinions or interpretation of your own.
- Do not include illustrations, examples or supporting details.
- Make the concluding sentence as a “wrap up” to your summary.
- The created version must be shorter than the original one.

8) Paraphrasing:

It involves formulating the original passage with learners' own word keeping the meaning.

Tips that learners should apply while paraphrasing:

Gahan (2018) suggested the following tips that may help students when paraphrasing:

- Start your first sentence at a different point from that of the original source.
- Use as many synonyms as possible.
- Change the sentence structure.
- Break the information into separate sentences.
- Cite the sources.

9) Evaluating:

Learners as critical readers are required to analyze carefully the information presented by the author and detect its credibility. The process of evaluation can be conducted by examining three main criteria as determined by U.S. Department of Education (as cited in Excelsior online writing lab, 2019).

➤ To distinguish facts from opinions:

Facts are statements that can be objectively verified to be proven or disproven while opinions are claims that reflect the author's views or ideas without evidence.

➤ The difference between opinion and arguments:

Argument is "any attempt to justify or prove a conclusion" Leblanc (as cited in Olston & Alexander, 2021) It can be in form explanations, recommendations, criticism or decisions. It encompasses claims supported with evidence.

➤ Evaluating evidence:

Cottrell (2005) suggested the following criteria to assess evidence:

- **Authenticity:** The evidence can be proved that it was written or generated by the original author.
- **Validity:** Validity can be achieved if the evidence is complete, authentic, logical and relevant to the claim supported.
- **Currency:** If the source is updated or presented in the present time.
- **Replication:** If the source is replicated by other researchers and the results are found similar, it indicates that the conclusions drawn are reliable.

➤ **Reliability:**

It depends on who presented the source and where it is found. For example, evidence will likely be credible if it is produced by a recognized expert or someone trustworthy and published in academic journal. Moreover, reliability can be shown if the evidence is unchanging overtime, thus it contributes in making secure and logical predictions.

• **Logical Fallacies:**

Fallacies are mistakes in reasoning that leads to flawed arguments. The author directly or indirectly manipulates the language, facts, evidences, and views to deceive the audience attention towards a current issue that results defects in logical reasoning. Therefore, the awareness of such fallacies enables learners to build well-constructed arguments by avoiding the later; in addition, they will be able to evaluate other's arguments in accurate and adequate manner. The next table illustrates a classification of logical fallacies presented by Mayfield (2007). **Figure: 3.1** Reprinted from "Logical Fallacies in Indonesian EFL Learners' Argumentative Writing: Students' Perspectives", by Khoiri, and Widiati (2017, p.73)

| Type of Fallacies | Definition |
|---|---|
| <i>Manipulation through language</i> 1. Word ambiguity 2. Misleading euphemism 3. Prejudicial language | Uses vague or undefined words Hides meaning by creating words which make less acceptable idea seems positive uses loaded words that convey bias |
| <i>Manipulation through Emotions</i> 1. Appeal to fear 2. Appeal to pity 3. Appeal to false authority 4. Appeal to bandwagon 5. Appeal to prejudice a. Personal attack b. Poisoning the well | Seeks to persuade by arousing fear Seeks to persuade by arousing pity Seeks to persuade by citing a fake or inappropriate authority Seeks to persuade by appealing to the wisdom of popular momentum Attacks a person's character on matters irrelevant to the issue Seeks to prejudice others against a person, group or idea so that their arguments will not be heard on their own merits |
| <i>Manipulation through distraction</i> 1. Red herring 2. Pointing to another wrong 3. Straw man 4. Circular reasoning | Diverts attention to other issues Claims that similar actions went unnoticed and unpunished Attacks a minor point in an argument, then claims this maneuver invalidates the whole argument Repeats the same conclusion in different words |
| <i>Inductive Fallacy</i> 1. Hasty generalization 2. Either-or fallacy 3. Questionable statistics 4. Inconsistencies and contradictions 5. Loaded questions 6. False analogy 7. False cause 8. Slippery slope | Draws conclusion from insufficient sampling Asserts there are only two (extreme) choices while actually there are many Presents unknown or unsound statistics Uses claims that contradict one another Uses a biased question Ignores significant differences when comparing two things Presents unreasonable claim of causal connection Presents unwarranted claim that one event would lead to chain reaction |

3.4 Data Collection Methods

3.4.1 The students' pretreatment test

This instrument was used to collect accurate data about learner' current competencies in academic writing before the treatment take place. The participants received the first semester achievement test as the pre-test wherein they were asked to write expository paragraph about the importance of academic writing at university in precise and concise way the aim was to investigate whether learners are able to use their prior knowledge effectively to include the necessary information and provide accurate arguments. The test was designed and corrected by the responsible of the module of academic writing in terms of precision, accuracy, adequacy, relevance, reasoning,

persuasion, coherence, cohesion, organization, consistency, spelling, and punctuation for concise and credible results.

3.4.2 The students' posttest

For the post-test the students were given two topics and asked to choose one topic and write a short essay about it. The first topic was about describing briefly three critical reading strategies of their own choice while the second included describing one of the approaches they had in their homework research which is the Process-genre-based approach. The purpose was to check if there is any remarkable improvement in their academic writing after being introduced to the pre-determined critical reading strategies. Finally, the answers were corrected according to the pre-mentioned standers of the first test for credible results.

3.4.3 Students' questionnaire

The questionnaire is one of data collection tools, that is used to gather the participants' attitudes and perceptions about the research topic. It is usually divided into sections each section contains questions that might be closed-ended, open-ended or both which decide on the type of the questionnaire structured, unstructured, or semi-structured respectively.

3.4.3.1 Description of students' questionnaire

A semi-structured questionnaire was designed to collect concise data about the respondents' perceptions and attitudes after the implementation of the pre-determined strategies in the academic writing course and how it influenced their writing. Moreover, it aims to uncover the challenges that students faced while applying the strategies and how

often do they made use of it as well as their satisfaction on the instruction and the teaching materials.

3.4.3.1.1 Structure and aim

The questionnaire contains 13 questions distributed into three sections as follows:

Section One: General Information

It includes 3 items, the first one is concerned with the respondents' personal information to identify the target objectives of learning while the other 2 items present learners' preferences towards the reading skill.

Section Two: Critical Reading

This section contains 6 items to gather data about respondents' attitudes and perception towards critical reading as well as the critical reading strategies they often use while reading. Moreover, it seeks to illustrate the difficulties that the students encountered during the operation of the later strategies. Also, it describes their attitude towards the materials being used and the teaching process.

Section three: Critical reading and academic writing

The last section involves 4 items that describes the participants' level and problems in writing. Additionally, it explains in what ways critical reading have effected their academic performance.

3.4.3.1.2 Validation and Piloting

As an attempt to obtain valid and credible results, the questionnaire was revised by an expert who is the supervisor. She recommended making some adjustment in

formulating the question and to synthesize its competencies to deduce the number of the later for the sake of keeping learners' attention and facilitating the answering process. The submitted version of the questionnaire was designed taking into account the supervisor's feedback.

3.4.3.1.3 The administration of the questionnaire

The questionnaire was administered to the participants via the online service Google Form on their Facebook group which was very efficient to access the students rather than the printed one in regard to the time constraints and the pandemic circumstances. Further, this survey was selected because it offers a comfortable environment to answer at home without being limited by time and free of any external pressure. Although most of the respondents did not fill the form immediately, there were 31 answers that were collected by the end of two weeks.

3.4.5 Teachers' interview

The teachers' interview contained 8 questions that meant to collect accurate data to answer three of the current research questions (What are the strategies that teachers use in teaching critical reading? and what are the difficulties that learners and teachers face during the process of teaching and learning critical reading? as well as to what extent can critical reading improve learners' academic writing?). It addressed 4 teachers who accepted to be participants and offer help to reach the needed data for this inquiry.

The interviewees were two language mastery teachers and the supervisor as responsible for academic writing course while the fifth was in charge of the reading course. As result of the surrounding conditions of the pandemic it was quite difficult to make face to face meeting; therefore, three teachers were sent the questions in word form in their emails according to their preferences whereas we had the chance to meet only one teacher

who showed a clear interest in the topic and consented to be recorded. The interview was held in quiet environment that is appropriate for better interaction.

3.4.5.1 Structure and aim

The questions' division and the aim of being included:

The first item aimed at identifying teachers' familiarity with the concept of critical reading (CR).

- The items from 2 to 4 designed to determine the methods of teaching CR and which CR strategies do they use most as well as the type of materials and content that are selected to enhance the later.
- The item 5 sought to uncover the difficulties that teachers have faced while lecturing Critical reading.
- The items from 6 to 8 shed the lights on the teachers' perception to the effectiveness of critical reading in improving learners' academic writing.

3.4.5.2 Validation

As crucial step to reduce redundancy and uncertainty the interview was discussed with the supervisor in which she suggested to add some details to the question 10 about the content's types to avoid any kind of ambiguity. Accordingly, the last version of the interview was revised in regard to the supervisor's guidance and presented to the interviewees.

3.5 Data analysis procedures

Statistical analysis will be adopted to display, summarize and interpret the collected data from the pre-test, posttest, students' post treatment questionnaire, and teachers' interview.

3.5.1 The results of students' questionnaire

Section One: General Information

Item 1. Studying English as your major was:

Table 3.1: *The Purpose of Choosing English as Major*

| Option | Frequency | Percentage |
|------------------------------|-----------|------------|
| a. A personal choice | 27 | 88% |
| b. For academic purposes | 2 | 6% |
| c. For professional interest | 2 | 6% |
| Total | 31 | 100% |

This question was implied to inquire about the reason behind choosing the respondents English as major at university. As it is illustrated in the table 3.1, the majority of the students who presents 88% over the entire sample were inclined to personal choice while there was equal number of students with rate 6 % who were guided by their professional and academic interest. Thus, we can assume that most students are interested in studying the language itself which promotes their constant motivation and readiness to enhance their learning skills. Also, it is worth to note that those students who went with academic and professional aims, they might have a provisional motivation in regard to what obstacles they may experience through the learning process.

Item 2. Do you think reading is an important skill for your academic achievement?**Table 3.2:** *Students' Consideration to the Reading Skill*

| Option | Respondents | Percentage |
|---------------|-------------|------------|
| a. Yes | 31 | 100% |
| b. No | 0 | 0% |
| Total | 31 | 100% |

The purpose of including this question was to discover whether learners are aware of the significance of the reading skill in their learning. As table 3.2 shows, all the answers were “yes” which entails that students are conscious with necessity of the reading skill in their academic achievements.

Item 3. What kind of reading materials do you prefer to use?**Table 3.3:** *Types of Reading Materials that learners prefer to use*

| Option | Respondents | Percentage |
|--|-------------|------------|
| a. Novels and short stories | 18 | 58% |
| b. Newspapers and magazines | 2 | 6% |
| c. Culture and civilization books | 1 | 3% |
| d. Research papers | 8 | 26% |
| e. Others | 2 | 6% |
| Total | 31 | 100% |

Table 3.3 describes which type of reading materials that the respondents prefer to use in which most of the read materials are novels and short stories (58%) and research

papers (26%) while the minority was distributed to culture and civilization books (3%), newspaper and magazines (6%), other types namely online motivational essays (6%). The question was directed to detect whether the materials used in the treatment were compatible to students' interest. Accordingly, although the majority of learners inclined to novels and short stories rather than the academic sources, we cannot deny the fact that the academic materials serve more in enhancing their academic learning skills.

Section Two: Critical Reading

Item 4. After being introduced to critical reading, what do you think about the concept?

Table 3.4: *Students Attitude towards Critical Reading*

| Attitudes | Frequency | Percentage |
|--|-----------|------------|
| 1. CR is to analyze, judge, evaluate meaning and writer's intention. | 7 | 11,48% |
| 2. It is a difficult concept. | 5 | 8,2% |
| 4. It is very important and interesting. | 22 | 36,07% |
| 6. It enhances learners' academic skills namely writing. | 8 | 13,11% |
| 7. It promotes critical thinking skills. | 2 | 3,28% |

| | | |
|-----------------------------|-----------|-------------|
| 8. It is strategic process. | 7 | 11,48% |
| 9. It differs from reading. | 7 | 11,48% |
| 10. Others. | 3 | 4,92% |
| Total | 61 | 100% |

This question aimed to uncover participants' perception to the concept of critical reading (CR). The respondents' answers revealed many descriptions and definitions to critical reading; therefore, the findings were categorized into themes that present the number of cases where students shared similar views. As the table 3.4 entails, the majority of the students (36,07%) believed that CR is crucial concept as it is essential to improve their comprehension to what is read whereas (8,2%) of the respondents considered it as difficult and challenging process this might be because it requires more practice and concentration to be done adequately.

Moreover, an equal number of answers with rate (11,48%) agreed on the notion that critical reading is strategic process that differs from reading since it is a careful and active way of reading that is not only concerned with understanding the meaning but rather it requires one's knowledge and experience in addition to the different thinking abilities namely reading between the lines to make inferences, analyzing, judging, evaluating meaning and writer's intention, contextualizing, and reflecting. Also, it was admitted by some answers that CR serves in enhancing students' critical thinking and academic skills particularly academic writing. Furthermore, there were other answers (A) that added certain insight to the students' perception to critical reading concerning its effectiveness and influence on learners' personal development and motivation as follows:

A1: “Critical reading includes the use of different processes and theories to make a given written product clearer and simpler”

A2: “It is an important concept that should have been introduced even before master degree”

A3: “I support the critical reading because it provides a better understanding to the language comprehension, to the motivation and goals of people. More specifically, it adds self-reliance and confidence to the language level”.

Briefly, we can deduce that learners are deeply aware of the nature and processes as well as the skills that construct the concept of critical reading and its substantial effect in enhancing their learning skills and self-development which emanates their positive attitude towards it.

Item 5. Was it hard to be grasped?

Table 3.5: *Students’ Experience with Critical reading*

| Option | Frequency | Percentage |
|---------------|-----------|------------|
| a. Yes | 16 | 52% |
| b. No | 15 | 48% |
| Total | 31 | 100% |

The item sought to unveil how learners perceived their experience with the concept of critical reading and it was followed by justification for their consideration. The table 3.5 suggests that there is a slight difference between the participants who found it challenging and hard to be grasped and those who think that it does not pose any difficulty

while dealing with it, in which the former proceeds the later with few answers around (4%).

Students' Justification

The respondents who have chosen "Yes" claimed that they did not face any issues that may hinder their clear perception to critical reading because they had been introduced with a combination of key strategies that were quiet detailed, comprehensive, and sustains their awareness towards how to bring their knowledge to a piece of paper; most importantly is the teachers' explanation to the lecture and constant assistance, guidance, and feedback. Further, the concept was not completely unfamiliar to the students because they were using some of the strategies unconsciously while reading usually while others mentioned that it was out of their high interest concerning critical reading that strengthens their acquisition.

On the other hand, those who went with "No" argued that they met some obstacles concerning implementing the strategies because it requires much effort and concentration and due to time constraints; they did not have enough time for practice. In addition, some respondents maintained that critical reading is hard process since it requires a high level of mental abilities such as critical thinking skills which influences their perception. This conveys for use that learners deeply understand the nature of critical reading as concepts and their main problems lay in the level of its strategies which will be analyzed in details in upcoming two items.

Item 6. Which critical reading strategies do you use while reading? You can pick more than one?

Table 3.6 *Students' Use of Critical Reading Strategies While Reading*

| Option | Frequency | Percentage |
|--------------|-----------|-------------|
| Previewing | 10 | 10,75% |
| Skimming | 17 | 18,28% |
| Annotating | 4 | 4,3% |
| Questioning | 15 | 16,13% |
| Inferencing | 6 | 6,45% |
| Summarizing | 17 | 18,28% |
| Paraphrasing | 14 | 15,05% |
| Evaluating | 10 | 10,750% |
| Total | 93 | 100% |

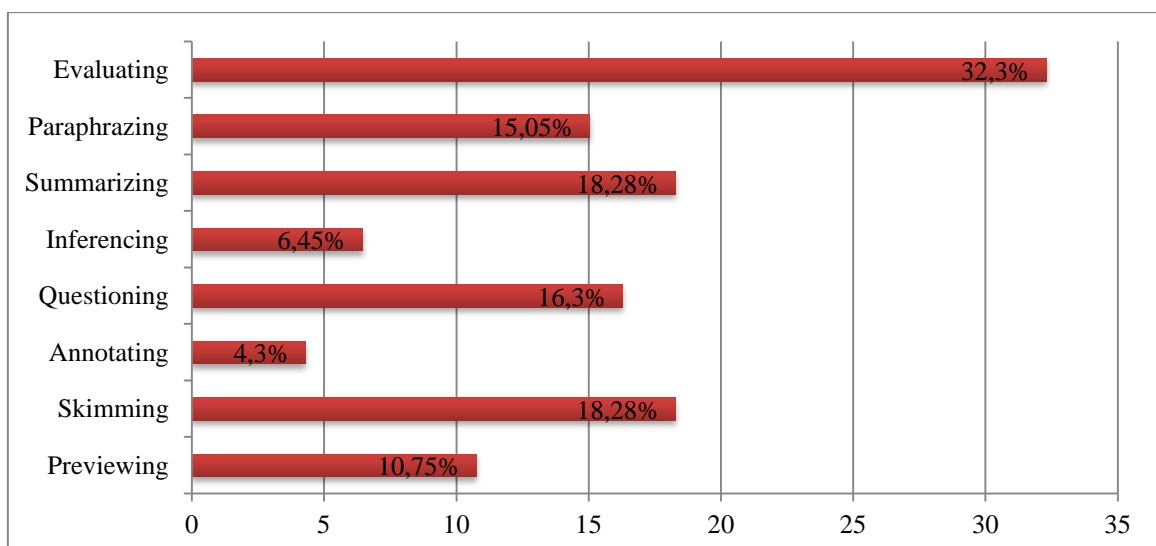
**Figure 3.2** *Students' Use of Critical Reading Strategies While Reading*

Table 3.6 presents to what extent the participants used critical reading strategies while gathering information to their research work. Wherein, we can notice that the respondents use more than one strategy with different degrees; therefore, the answers were counted in regard to the number of the similar cases that falls under each skill. As the figure 3.2 illustrates, a great number of the students with rate (32,3%) picked evaluating as the prominent used strategy whereas summarizing and skimming had an equal chances around (18,28%) to be in the second position followed by questioning (16,3%), paraphrasing (15,05), and previewing (10,75%).

Lastly, the minority of choices went for inferencing and annotating. Hence, learners during the process of decoding a text meaning, they focus mainly on evaluating information and authors' arguments and intentions to distinguish facts from opinions as well as to know what to accept and what to refuse. Also, they depend more on questioning and skimming in extracting the chief points rather than previewing and annotating. In addition, they prefer to make summaries over paraphrases. We shall bring to light the reasons behind these difference tendencies towards the skills.

Item 7. What are the main difficulties that you have encountered while using these strategies?

The question aimed at discovering the challenges that participants have faced while applying the strategies to their homework. Many respondents argued that they found it challenging to analyze the context of the materials they read in which it was a bit confusing for them to determine the intended meaning of some sentences and writers' intentions which results in deviating their attention from core ideas. However, they kept focusing on evaluating the evidences and arguments included in the text as it is the key strategy to construct their comprehension.

Likewise, others have claimed that they struggled with making adequate paraphrases for the fact that it requires much concentration to do not merge their personal opinions to the writers' ideas; therefore, they inclined to use summaries although they had sometimes issues with determining the accurate expression to keep the same meaning of the original text. Additionally, a number of students considered that they occasionally fail to make precise inferences as result they tend to use questioning as it is more useful in decoding the text clues. Thus, we can assume that all these problems are generated due to the lack of enough practice because of the time constraints.

Item 8. Do you apply critical reading strategies in other courses?

Table 3.7: *Students' Use of Critical Reading Strategies in other Courses*

| Option | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 26 | 84% |
| No | 5 | 16% |
| Total | 31 | 100% |

Table 3.8: *The Courses in which Learners Integrate Critical Reading*

| Courses | Frequency | Percentage |
|-------------------------|-----------|------------|
| Applied Linguistics | 7 | 22,58% |
| RMLL | 2 | 6,45% |
| Mastery of the language | 5 | 16,13% |

| | | |
|--------------------|----|--------|
| Discourse Analysis | 7 | 22,58% |
| Pragmatics | 4 | 12,9% |
| Learning Theories | 2 | 6,45% |
| Communication | 2 | 6,45% |
| Sociolinguistics | 1 | 3,23% |
| Psycholinguistics | 1 | 3,23% |
| Total | 31 | 100% |

Item 8 sought to know whether learners integrate critical reading in other courses besides the academic writing course. The table 3.7 reveals that a large number of the respondents (84%) do use critical reading in different courses while only (16%) who said no. This question was followed with students' acknowledgment to the various courses they implemented in critical reading for those who answered with "Yes".

As table 3.8 presents, the majority of the participants apply critical reading skills nearly in all the courses of their curriculum mainly in Applied Linguistics, Discourse Analysis, Language Mastery, Communication, Psycholinguistics where students are assigned to analyze and summarize articles and certain chapters of academic books. Also, they use the later strategies in some other modules such as Pragmatics, Learning Theories, Research Methods in Language Learning (RMLL), Sociolinguistics in which they are asked to do further readings and gather information to undertake research papers.

Item 9. Are you satisfied with critical reading instruction and materials in the classroom?

Table 3.9: *Students' satisfaction with the instruction and the reading materials*

| Option | Frequency | Percentage |
|--------|-----------|------------|
| Yes | 23 | 74% |
| No | 8 | 26% |
| Total | 31 | 100% |

The objective of this question was to detect whether learners are satisfied with the instruction and materials included in the treatment. From table 3.9, it is noticed that most of the students with rate (74%) are satisfied on the used teaching methods and materials in the treatment sessions whereas (26%) claimed the opposite. This item contains a subsequent question that indicates the respondents' justification.

Students' justification

The learners who mentioned that they are satisfied on the critical reading instruction they had received, maintained that the teacher's guidance and explanation to subject was quiet useful because of her profound experience with the concept she succeeds in clarifying the related insights to critical reading. Also, the materials were at the interest of the students which serves in extending their knowledge about the methods that can ameliorate their writing. Furthermore, this positive impression as they described was a result of the teachers' well organized division of the classroom activities that covered many learning skills particularly reading and writing as one of the students stated "the classroom discussion and the practice we had during the sessions, helped me in enhancing my reading and writing. Also, it enriched my vocabulary".

Moreover, the strategies they had been asked to focus on included practical steps that unveil any ambiguity towards each skill. In contrast, the participants who expressed their dissatisfaction towards the teaching process argued that although they had enough knowledge about the concept and its skills, they did not have a sufficient practice to make efficient use of the strategies.

Section Three: Critical Reading and Academic Writing

Item 10. How do you evaluate your academic writing level before being introduced to critical reading strategies?

Table 3.10: *Students' academic writing level before the treatment*

| Option | Respondents | Percentage |
|-----------|-------------|------------|
| Poor | 2 | 7% |
| Good | 24 | 77% |
| Very good | 5 | 16% |
| Excellent | 0 | 0% |
| Total | 31 | 100% |

This question was asked to investigate the participants' perception to their level in academic writing in regard to their performance in the pretest. The table 3.10 indicates that the majority of the respondents (77%) conceive themselves as good writers. Similarly, (16%) of remaining students believed that they are very good at writing academically whereas only (7%) who assumed that they have poor writing style. These estimations were elicited based on the follow up reasons that are illustrated in the next question.

Item 11. What problems have you faced while writing compositions, essays, reports, or research paper?

Table 3.11: *The students' while-writing problems before using critical reading strategies*

| The problems | Frequency | Percentages |
|--|-----------|-------------|
| Lack of ideas and related information | 13 | 18,75% |
| Lack of vocabulary | 18 | 25,71% |
| Miss use of vocabulary | 2 | 2,86% |
| Structure and organization of any piece of writing | 6 | 8,75% |
| Punctuation | 4 | 5,71% |
| Miss use of cohesive devices | 4 | 5,71% |
| Grammar | 2 | 2,86% |
| Conciseness | 3 | 4,29% |
| Precision | 3 | 4,29% |
| The flaw of ideas | 10 | 14,29% |
| Consistency | 3 | 4,29% |
| Wordiness | 2 | 2,86% |
| Using non-academic words | 2 | 2,86% |
| Presenting ideas correctly | 3 | 4,29% |
| Developing ideas | 2 | 2,86% |
| Total | 77 | 100% |

The table 3.11 suggests the frequency of the different problems that the participants encountered while writing their essays, compositions, research papers before being acquainted with the critical reading strategies. As it explains, the most common students' writing problems are concerned firstly with generating ideas, using relevant information, recognizing the logical relationships between thoughts, lack of the key expressions, and the structure as well as organization of their written production. Second, the participants during the process of developing and presenting their ideas into a paper, they commit some errors in terms of word order and choice, punctuation, cohesion, and coherence which results in deviating the meaning they intended to distribute.

Also, a part of the writing issues that hinders learners' progress is the lack of using academic vocabulary, or being concise and precise which make them loose consistency and fall in wordiness. Finally, there were some respondents who indicate that they usually struggle with finding the accurate illustration to support the used evidences to improve their arguments. These problems were analyzed and took into account later in evaluating the post test.

Item 12. Have you noticed any improvement in your academic writing after using critical reading strategies?

Table 3.12: *Students' Perception to their Academic Writing after Using Critical Reading strategies*

| Option | Respondents | Percentage |
|--------------|-------------|------------|
| Yes | 31 | 100% |
| No | 0 | 0 |
| Total | 31 | 100% |

This question intended to describe learners' perception to their academic writing performance after they have received critical reading instruction. The table 3.12 displays that all the respondents answered with "Yes" which denotes that the entire participants have noted an improvement in their academic writing after being familiar with the concept.

Item 13. If yes, how did critical reading contribute to enhance your academic writing (in terms of what)?

Table 3.13: *Students' Academic Writing Improvements through Critical Reading*

| Types of improvement | Frequency | Percentage |
|---|-----------|------------|
| Presenting reasonable arguments | 5 | 6,85% |
| Selecting the main points | 6 | 8,22% |
| Enrich vocabulary | 15 | 20,55% |
| Acquiring academic style | 10 | 13,7% |
| Use of relevant ideas, details, information | 5 | 6,85% |
| Make efficient paraphrases and summaries | 4 | 5,48% |
| Presenting ideas accurately | 4 | 5,48% |
| Use correct sentence structure | 5 | 6,58% |
| Writing free of spelling mistakes | 3 | 4,11% |
| Organization of ideas | 7 | 9,59% |

| | | |
|---------------------|----|-------|
| Grammatical baggage | 4 | 5,84% |
| Precision | 5 | 6,85% |
| Total | 73 | 100% |

Item 13 investigates learners' conception to their improvement in writing as a result of the use of critical reading. As the table 3.13 implies, the majority of the students admitted that reading carefully and analyzing the different articles, research papers, and books serves in enriching their background knowledge about many subjects from different perspectives which results in enhancing their vocabulary that facilitates the writing task about any topic. Moreover this kind of thorough analysis and evaluation of the writers' intentions, arguments and style of writing promotes learners' thinking skills that enable them to present reasonable arguments supported with valid evidences and select the main points as well as integrating only the relevant ideas, details, and information whereby they strengthen their academic style.

Further, other respondents indicated that reading between and beyond the lines encouraged them to present and develop their ideas in coherent, accurate and precise manner. Additionally, some answers demonstrated that examining text structure and organization fostered their grammatical knowledge about the language. Ultimately, critical reading has deepened learners' awareness and proficiency of their academic writing at different levels.

3.5.2 Analysis of the Teachers' Interview

Q1: Are you familiar with critical reading?

Table 3.14: *Teachers' Familiarity with the Concept of Critical Reading*

| Teachers | Response |
|----------|---|
| A, B, C | Yes, I am |
| D | I'm not familiar with critical reading as label, but surly I have dealt with this type of reading before, as student, as teacher as reader I absolutely practice critical reading in my life in my studies, in my teaching. |

This question aimed at detecting teachers' awareness about critical reading and whether they make use of it or not. The table 3.14 shows that teachers A,B, C have been familiar with critical reading as it is being part of their syllabi through which they had an experience with its instruction while for the teacher C declared that she has not being familiar with CR as concept rather she practices some of its strategies in her studies and teaching under the label of reading comprehension skills.

Q2: What critical reading strategies do you use when presenting the lecture?

Table 3.15: *Teachers' Selection of Critical Reading Strategies while Presenting the Lecture*

| Teachers | Critical Reading Strategies |
|----------|--|
| A | Evaluating the text (determining the purpose, recognizing the author's point of view and recognizing possible bias). Inferencing Contextualizing |
| B | Reading between the lines, evaluating, synthesizing |
| C | Annotating, contextualizing, paraphrasing, summarizing, outlining and evaluating. |
| D | Previewing, skimming, asking questions, making inferences and summarizing. |

This item introduces the critical reading (CR) strategies that teachers used to deliver the concept to their students. As we can note from the table 3.15, the interviewees believe that evaluating the author's intentions, reading between the lines to make inferences, contextualizing, and summarizing are the most interleaved strategies to illustrate the process of CR. Besides, teacher C and D continue to include other skills such as previewing, skimming, annotating, questioning, outlining, and paraphrasing as the basic skills to extract the former strategies.

Q3: What type of reading materials do you choose in teaching critical reading?

Table 3.16: *Teachers Choice of Materials to Present the Lecture*

| Teachers | Materials' type |
|----------|---|
| A | Argumentative texts (persuasion), newspapers' articles and academic papers. |
| B | Work-Books, articles. |
| C | Articles and chapters from relevant books. |
| D | Selected texts, paragraphs from different sources. |

Through this question we want to determine which type of materials that teachers conceive as the appropriate to enhance students' critical reading. From the table 3.16, it appears that teachers A, B, and C tend to use academic materials that includes persuasive context for instance newspapers' articles, Work-Books, and relevant books' chapters to their studies which encompasses the existence of claims and evidences that trigger learners' assumptions and thinking skills to make them question and analyze carefully

what they read whereby they will be able to develop reasonable judgments while teacher D prefers to use selected passages from multiple sources depending on the strategy she is going to teach for example as this teacher claimed if the strategy that is aimed to be taught is inferencing, the text would include facts and statements of information that learners use to draw inferences. Further, she proceeds to give another illustration that is about the questioning skill claiming that the chosen passages should contain challenging information that motivates students to ask questions regardless to the genre of the content.

Q4: How do you teach critical reading strategies?

The answers nearly included the same aspects; therefore, they were themed as follows:

Theoretical and practical aspects

The interviewees share similar method of instruction in terms of the theoretical and the practical part. First, they introduce the strategies followed with a clear description to its principles and importance accompanied with examples. After that, learners are provided with selected texts and asked to read the later and apply to it the given strategies with the teachers' guide lines. However, they differ at the level of the strategies used and its arrangement in which each teacher has his/her own flaw. For instance, teacher A starts with asking the students "to determine the purpose of the text, the writer' point of view, evaluating his arguments, making inferences and recognizing bias and logical fallacies" whereas teacher B "focus on analysis by reading between the lines & then evaluating the content and coming up with a personal judgment (synthesis) out of what has been read".

Moreover, teacher C adopts the following sequence "annotating, contextualizing, outlining, paraphrasing, summarizing, and evaluating". Finally, teacher D initiates her lecture with previewing, skimming then moving to asking questions, making inferences

and summarizing. Also, she emphasized the necessity of practicing the strategies inside the classroom through exclaiming that “if we don’t practice it in the class, I think they would never do it at home and that’s why I make sure to bring them activities to do them in the class”.

Assessment

The four teachers agreed on evaluating learners’ perception and performance through classroom discussion and written assignments in which they detect whether learners have used the strategies effectively or not as well as discovering the obstacles they faced.

Q5: What are the difficulties you have encountered while teaching critical reading?

The purpose of this question was to highlight the problems that teachers’ faced during critical reading instruction wherein each teacher had varied answer. First, teacher D indicated that students when they are first introduced to the strategies, they “sometimes misunderstand the concept itself or they overgeneralize it” in the sense that learners in some cases they do not perceive accurately the way strategies function rather they use it in regard of its surface meaning.

As she portrayed, when she has introduced to them the questioning skill, “they understood it as just asking random and superficial questions not really questioning the meaning or the idea itself”. In addition, she provided another example concerning inferencing skill by arguing that she has struggled to make students understand what does it mean making inferences and how to make them “based on some facts in the text” because students “don’t connect all the information together to come up with a good inference” and most of the time they fail in relying on their prior knowledge in constructing these connections.

On the other hand, teacher A stated that students when they are exposed to a different genre of writing like news papers' articles they tend to focus more on reading comprehension instead of reading critically. Also, he mentioned that it was challenging for him to decide on the text content since "some texts are beyond students' knowledge capacity". Third, teacher B claimed that time was not sufficient to have enough practice. However, the fourth interviewee said that "in fact, I did not find any difficulty when teaching critical reading strategies" though "learners found some difficulties to apply them.

Q6: Which strategies do you think they are more significant to improve academic writing?

This question sought to bring teachers' attention to the second variable of present study which is academic writing and its relation to critical reading. Thus, they were asked to state the CR strategies they believed are more efficient to enhance learners' academic writing. Starting with the teacher A who suggested the following strategies: a) Writing different types of essays (mainly argumentative essay); (b) Evaluating and critiquing texts; (c) Critical reading and intensive reading (reading for a purpose); (d) Reflective writing and writing reviews (book review, literature review, etc). Secondly, teacher C chose summarizing and paraphrasing whereas teacher D proposed questioning and inferencing. Ultimately, we can assume that these strategies can be drawn from based-fact or persuasive content as the most significance content type to improve students' academic writing.

Q7: How do you assess learners 'academic writing? (In terms of what)

The question intended to determine the criteria that teachers depend on while evaluating learners' assignments and achievement tests. Three of teachers asserted on examining the content and form in regard to some standers. First teacher A indicated the following standers "accuracy and fluency, persuasion and convenience, originality and

contribution”. Second, teacher B maintained to take into account reasoning and evidence besides other rhetoric devices whereas the teacher C includes writing style, relevance, and organization of ideas in her assessment. Lastly, the fourth interviewee was not concerned with this item since she is teaching second year students who have just started to learn how to write a paragraph; therefore, she focuses more on how they develop a paragraph regardless to the type of writing.

Q8: How can critical reading strategies contribute to develop learners ‘academic writing?’

The objective of this question was to describe teachers’ perception to the extent to which critical reading strategies can improve learners’ academic writing wherein the differences and similarities between answers revealed the next themes.

Developing arguments

Reading critically involves students to recognize and interpret writers’ intentions, major claims, evidences, and identify its bias which enable them to develop well-reasoned arguments “supported with piece of writing” as teacher A claimed.

Being Selective

Learners during the process of evaluating a text, they distinguish facts from opinions and differentiate the relevant points from the irrelevant ones as well as they determine what are chief ideas and supporting details. Hence, this will reflect their attitude while writing through which they will bring only relevant and necessary information to their piece of paper. Moreover, when the students question effectively the text meaning and ideas as readers, they can predict what will be difficult or easy for their audience as authors; therefore, based on these predictions and expectations they tend to

write more precisely and clearly. Similarly, in case that learners knew how to draw inferences successfully, they will attempt to use clear statements of information to enable their readers to make good inferences easily. It could be concluded that critical reading has a significant role in enhancing learners' academic writing at different levels.

3.5.3. The analysis of tests

Descriptive statistics will be applied to display the collected data from the tests that is quantitative (score data). Thus, it will be presented in frequency through measures of central tendency and measures of dispersion (measures of variability). In regard to the absentees of the students in the treatment process including the testes, the presented results belong only to those who constantly attended all the treatment phases.

Table 3.17: *Students' Pretest and Posttest Scores*

| Students | The pretest | The post test |
|----------|-------------|---------------|
| A1 | 11.5 | 13.5 |
| A2 | 11 | 12 |
| A3 | 10.5 | 12 |
| A4 | 11.5 | 12 |
| A5 | 12 | 12.5 |
| A6 | 11.5 | 13 |
| A7 | 13.5 | 14.5 |
| A8 | 11.5 | 12 |
| A9 | 11 | 11.5 |
| A10 | 14 | 16 |

| | | |
|------------------------|------|------|
| A11 | 13 | 16.5 |
| A12 | 11.5 | 13 |
| A13 | 11 | 14.5 |
| A14 | 11 | 12.5 |
| A15 | 10.5 | 11.5 |
| A16 | 13 | 15 |
| A17 | 11.5 | 12 |
| A18 | 13.5 | 15.5 |
| A19 | 13 | 13.5 |
| A20 | 11.5 | 12.5 |
| A21 | 11.5 | 12 |
| A22 | 11 | 13 |
| A23 | 14.5 | 15 |
| A24 | 11.5 | 12.5 |
| Sum of Scores $\sum x$ | 286 | 318 |

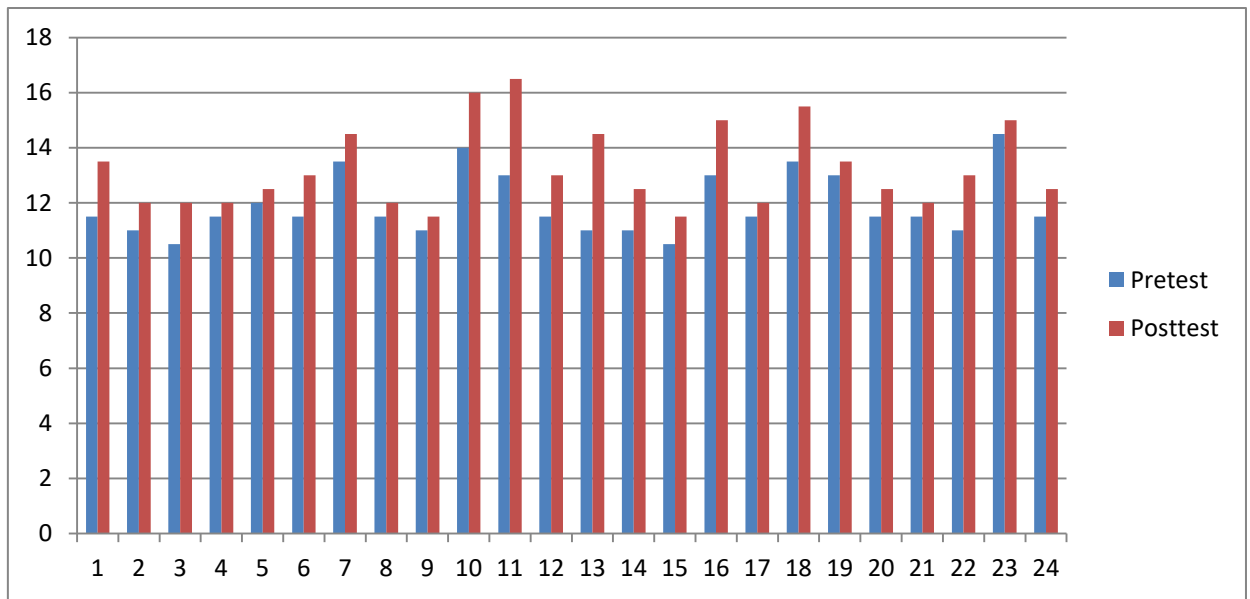


Figure 3.3 Students' Pretest and Posttest Scores

Distribution of frequencies

Table 3.18: Frequency Distribution of Pretest and Posttest Scores

| Pretest | | Posttest | |
|---------------|---------------|----------------|---------------|
| Score "X pre" | Frequency "F" | Score "X post" | Frequency "F" |
| 10.5 | 2 | 11.5 | 2 |
| 11 | 5 | 12 | 6 |
| 11.5 | 9 | 12.5 | 4 |
| 12 | 1 | 13 | 3 |
| 13 | 3 | 13.5 | 2 |
| 13.5 | 2 | 14.5 | 2 |
| 14 | 1 | 15 | 2 |
| 14.5 | 1 | 15.5 | 1 |
| | | 16 | 1 |

| | | | |
|------------|----|------------|----|
| Sum of "F" | 24 | 16.5 | 1 |
| | | Sum of "F" | 24 |

Table 3.17 and figure 3.3 denotes that there is a remarkable improvement in the participants' scores from the pretest to the posttest as it is presented in the sum of the scores (286 vs. 318) and described in the table 3.18 of the tests' frequency distribution which indicates the following. The lowest score value in the pretest 10.5 and the highest mark is 14.5 including the supremacy of the score 11.5. Besides, it contains moderate grades with few frequencies from 13 to 14.5. On the other hand, in the posttest the score values range from 11.5 to 16.5 tracing the high increase of the scores in regard to the first test with the ascendancy of the score 12. Accordingly, statistical comparison between the means and the standard deviation of scores will be conducted to clarify how participants performed in both tests.

The mean

$$\bar{X} = \frac{\sum Fx}{N}$$

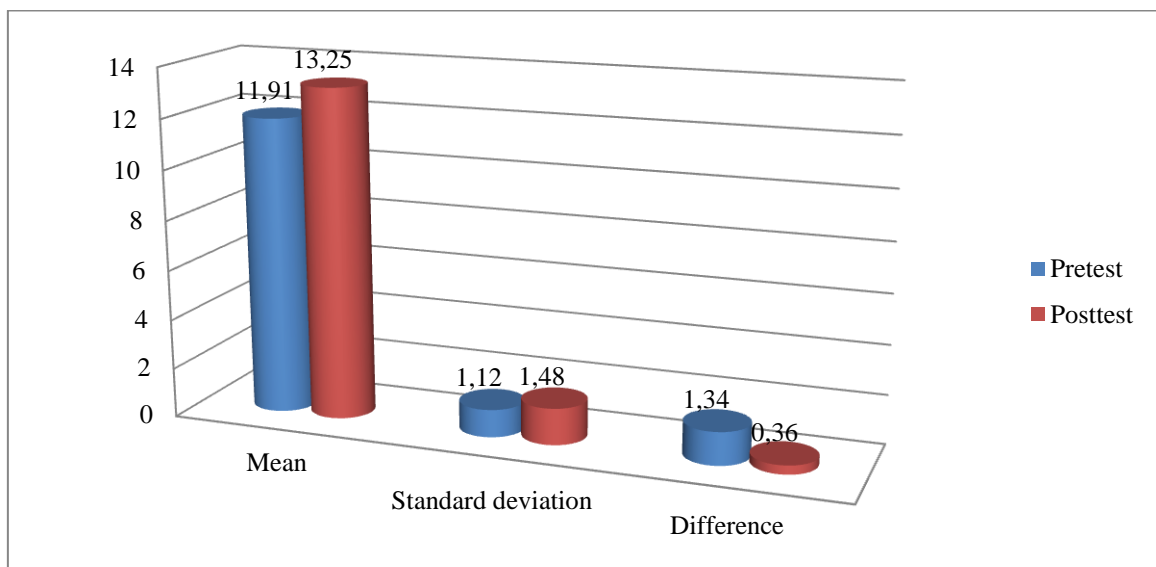
\bar{X} : mean F_x : Score frequency N : Number of scores Σ : The sum

The Standard Deviation

$$DS = \sqrt{\frac{\sum Fx^2 - \bar{X}^2}{N}}$$

Table 3.19: *Comparison of the Final Pretest and Posttest' Mean and Standard*

| Descriptive statistics | The pretest | Posttest | The difference |
|------------------------|-------------|----------|----------------|
| The mean | 11.91 | 13,25 | 1.34 |
| Standard deviation | 1.12 | 1,48 | 0,36 |

**Figure 3.4** *Comparison of the Final Pretest and Posttest' Mean and Standard*

The table 3.19 and figure 3.4 depict the participants' progress wherein it is noticed that they have performed in the posttest better than pretest with significant difference (1.34) which implies that the reason behind their improvement in the post test is due to the treatment they have received in the second semester. However, the difference between the mean and standard deviation is not highly noticeable to assure what was claimed, but we cannot deny that the critical reading instruction and strategies that covered the treatment served in promoting learners' academic writing; subsequently, a t-test is required to improve the difference between the tests.

3.5.1.1 The t-test

To calculate the t-test we need the following formula (Cohen, Manion & Morrison 2007 as cited in Meddour, 2014):

$$t = \frac{\text{sample (or test) one mean} - \text{sample (or test) two mean}}{\text{Standard Error of the difference in means (SE)}}$$

The next formula is used to calculate the Standard Error (SE)

$$SE = \frac{SD}{\sqrt{N}}$$

SD: Standard Deviation

N: the number of the sample, which is 24

Further, we need to take in consideration the next statistics:

$$\bar{X}_{\text{pre}} = 11.91$$

$$\bar{X}_{\text{post}} = 13.25$$

$$SD_{\text{pre}} = 1.12$$

$$SD_{\text{post}} = 1.48$$

So,

$$SE = \frac{1.48 - 1.12}{\sqrt{24}} = \frac{0.36}{4.89} = 0.07$$

$$SE = 0.07$$

Standard Error of the difference in means is 0.07

And by substituting the result into the former t-test formula we get the following:

$$t\text{-test} = \frac{\bar{X}_{post} - \bar{X}_{pre}}{SE} = \frac{13.25 - 11.91}{0.07} = \frac{1.34}{0.07} = 1.91$$

| |
|------------|
| $t = 1.91$ |
|------------|

- Degree of freedom

Since we are aiming at comparing two sets of scores of the same group, the appropriate degree of freedom formula is as follows

$$df = (N - 1) = (24 - 1) = 23$$

- We choose the level of statistical significance $\alpha = 0.05$
- Critical value for $df=23$ at the level 0.05 is 1.714 from the table of Fisher and

Yates (1947); therefore, we get $t_{obs} > t_{crit} (1.91 > 1.71)$

| Degrees of freedom | Two-tailed test: One-tailed test: | Significance level | | | | | |
|--------------------|--------------------------------------|--------------------|------------|----------|------------|--------------|---------------|
| | | 10% 5% | 5% 2.5% | 2% 1% | 1% 0.5% | 0.2% 0.1% | 0.1% 0.05% |
| 1 | | 6.314 | 12.706 | 31.821 | 63.657 | 318.309 | 636.619 |
| 2 | | 2.920 | 4.303 | 6.965 | 9.925 | 22.327 | 31.599 |
| 3 | | 2.353 | 3.182 | 4.541 | 5.841 | 10.215 | 12.924 |
| 4 | | 2.132 | 2.776 | 3.747 | 4.604 | 7.173 | 8.610 |
| 5 | | 2.015 | 2.571 | 3.365 | 4.032 | 5.893 | 6.869 |
| 6 | | 1.943 | 2.447 | 3.143 | 3.707 | 5.208 | 5.959 |
| 7 | | 1.894 | 2.365 | 2.998 | 3.499 | 4.785 | 5.408 |
| 8 | | 1.860 | 2.306 | 2.896 | 3.355 | 4.501 | 5.041 |
| 9 | | 1.833 | 2.262 | 2.821 | 3.250 | 4.297 | 4.781 |
| 10 | | 1.812 | 2.228 | 2.764 | 3.169 | 4.144 | 4.587 |
| 11 | | 1.796 | 2.201 | 2.718 | 3.106 | 4.025 | 4.437 |
| 12 | | 1.782 | 2.179 | 2.681 | 3.055 | 3.930 | 4.318 |
| 13 | | 1.771 | 2.160 | 2.650 | 3.012 | 3.852 | 4.221 |
| 14 | | 1.761 | 2.145 | 2.624 | 2.977 | 3.787 | 4.140 |
| 15 | | 1.753 | 2.131 | 2.602 | 2.947 | 3.733 | 4.073 |
| 16 | | 1.746 | 2.120 | 2.583 | 2.921 | 3.686 | 4.015 |
| 17 | | 1.740 | 2.110 | 2.567 | 2.898 | 3.646 | 3.965 |
| 18 | | 1.734 | 2.101 | 2.552 | 2.878 | 3.610 | 3.922 |
| 19 | | 1.729 | 2.093 | 2.539 | 2.861 | 3.579 | 3.883 |
| 20 | | 1.725 | 2.086 | 2.528 | 2.845 | 3.552 | 3.850 |
| 21 | | 1.721 | 2.080 | 2.518 | 2.831 | 3.527 | 3.819 |
| 22 | | 1.717 | 2.074 | 2.508 | 2.819 | 3.505 | 3.792 |
| 23 | | 1.714 | 2.069 | 2.500 | 2.807 | 3.485 | 3.768 |
| 24 | | 1.711 | 2.064 | 2.492 | 2.797 | 3.467 | 3.745 |
| 25 | | 1.708 | 2.060 | 2.485 | 2.787 | 3.450 | 3.725 |

Figure 3.5: Dougherty (2001). The Critical Values of the T-test

3.5.3.1 Hypothesis testing

Hypothesis testing rules (Meddour, 2014).

$$H_0: \bar{X}_{\text{post}} = \bar{X}_{\text{pre}}$$

$$H_1: \bar{X}_{\text{post}} > \bar{X}_{\text{pre}}$$

- The null hypothesis H_0 means that there is no statistically significant difference between the means of the group in the pretest and posttest.
- The alternative hypothesis H_1 suggests that there is statistically significant difference between the means in the pretest and posttest.

Alpha level: $\alpha = 0.05$ one tailed (directional) decision.

Observed statistics: $t_{\text{obs}} = 1.91$

Critical statistics: $t_{\text{cri}} = 1.71$

Degree of freedom: $df = 23$

3.5.3.2 Statistical significance and size effect of the test

As we have seen earlier at the probability value $\alpha = 0.05$, the observed value is higher than the critical value ($1.91 > 1.71$). Hence, we can deduce that the null hypothesis is rejected in favor of the alternative hypothesis. Rejecting the null hypothesis denotes that there is 95% probability that asserted the existence of significant difference between the two tests means due to the treatment and it did not occur by chance while there was only 5% probability that indicates that the observed increase in scores occurred as result to chance. Consequently, we can conclude that there is a strong relationship between the independent variable (critical reading strategies) and the dependent variable (academic writing).

3.6 Discussion

The present research intended to enhance learners' academic writing of first-year Master students at Biskra University by promoting their critical reading skills. More precisely, it was conducted to investigate the feasibility of critical reading as mean to overcome the difficulties that learners struggle with while writing academically. Moreover, it brings to light the teachers' methods of critical reading instruction as well as it raises learners' awareness about the use of the concept and how it contributes in their personal development.

Additionally, for an attempt to answer the research questions as major part of this study the data were collected through quasi-experimentation, students' questionnaire, and teachers' interview that were analyzed in the previous section. Substantially, the findings revealed that all the participants are aware of the significance of reading as basic skill to improve their academic achievements. This serves in promoting their willingness and interest to acquire critical reading effectively wherein a great number of them believed in the crucial effect of CR in ameliorating their reading comprehension and academic writing in view of the fact that its nature encompasses a wide range of cognition and metacognition abilities besides the use of background knowledge that helps in fostering students' thinking skills while analyzing, evaluating, synthesizing, and constructing ideas.

In addition, many argued that CR is a motivational factor that urges them to understand their goals in life and builds their self-reliance and confidence forward

learning. Hence, these perspectives depict students' attitude towards the concept which provide us with clear answer to the first research question that was deliberated to reach the way learners conceptualize critical reading.

Furthermore, in the way to acknowledge the issues that students and learners came across during the process of teaching and learning critical reading as the second question of the study under investigation imply, the participants and teachers were asked to state what obstacles hindered their progress. First, students indicated that it was quiet challenging to analyze the context of the material seeking at determining the writers' intended meaning, this occurred because students focus more on reading comprehension rather than evaluating the text meaning as teacher A highlighted.

Secondly, it was admitted that they encountered some issues to make accurate summaries, paraphrases, and inferences since it takes more concentration, time, and practice to use them effectively this goes in the same line with what teacher B and C struggled with concerning the insufficient time to have enough practice for each strategy which impede students from mastering the skills.

The third question of this inquiry sought to uncover the methods teachers use while carrying the process of lecturing CR and what critical reading strategies they tend to integrate for the sake of enhancing students' academic skills particularly reading comprehension and writing. The answers demonstrated that the four teachers start with

providing a rich theoretical background about the concept and each skill followed with illustrations and practice to bring students closer to the nature of CR and how it functions.

Further, the interviewees agreed on using academic articles, workbooks, newspapers as teaching materials that contain persuasive contents for the fact that it challenges the learners' assumptions and thoughts leading them to analyze, question, and evaluate carefully what is read which sustains in developing their reasoning and thinking skills. Third, the instructors proposed various strategies that work as prop to improve students' academic skills among them previewing, skimming, annotating, questioning, inferencing contextualizing, reflecting, outlining, summarizing, paraphrasing, evaluating, and synthesizing that are for great extent similar to the ones used in the treatment.

Lastly, for the assessment part teachers argued that they evaluate the extent to which learners have managed efficiently the use of critical reading strategies (CRS) through classroom discussion and writing assignments. The assignments were assessed according to the academic writing standers that teachers have determined as follows examining the flaw of ideas, relevance, accuracy, fluency, persuasion, reasoning, organization, and rhetoric devises. These standers are compatible to the criteria that were used to measure the participants' academic writing performance in the pre-test and posttest.

The last question was formed to investigate the extent to which the aforementioned critical reading strategies can enhance students' academic writing; therefore, the present

part of research is concerned with the quasi-experimentation, pre-test, and posttest of one group. After implementing the treatment, the findings revealed that learners' scores in the pretest have increased in the posttest which was associated with significant difference in the means that describes the remarkable progress in their performance in their second achievement test as a result of the treatment.

Moreover, reflecting on the observed value which was higher than the critical value, the alternative hypothesis was confirmed on the account of the null hypothesis. Consequently, we can infer that implementing the critical reading strategies that were presented in the treatment has a great influence in enhancing learners' academic writing. This notion was also approved through students' claims that come to similar points. First, they declared that practicing the former strategies, enriched their knowledge and vocabulary about a wide range of topics.

Second, the cautious analysis to the authors' intentions and style enabled them to present well developed arguments based on logical reasoning and valid evidence. Additionally, examining text structure and making inferences maintained the consistency, accuracy, precision, relevance, and coherence in their writing. Ultimately, it is worth to deduce that the previous CRS had a major role in overcoming the problems that students met while writing and served in the betterment of their academic written production at different levels.

Conclusion

The current chapter displays, analyzes, and discusses the findings that were generated from the used data collection tools to test the effectiveness of the hypothesis and answer the research questions. First, it unveils the students' perception towards critical reading and problems they find while implementing its strategies. Second, it presents the

CR methods of instruction as well as its influence on learners' writing. Third, it introduces to us the different obstacles that learners face while writing academically and how critical reading strategies integrated to improve the former. Finally, from the exhaustive analysis of the results, it was concluded that critical reading requires different process and strategies that for large extent redound in solving learners' academic writing issues.

General Conclusion

The research problem of the present study was raised based on the researcher's experience and observation to master one students' written production wherein it was annotated that there are many problems that hinder their progress in scoring well in tests and assignments in terms of lack of vocabulary, word choices, organization, text structure, miss use of relevant information ,and cohesion devices which are the major elements that teachers focus on more while grading their academic writing performance. Therefore, this study was conducted as an attempt to find solution to these shortcomings.

Thus, in reliance on the nature of critical reading and its strategies, it was hypothesized that when teachers make use of effective critical reading strategies in teaching academic writing, learners' writing performance will be improved as reflection to these strategies. The later skills were taught explicitly to investigate its effectiveness and to extend teachers' and learners' awareness about its importance.

For a deep understanding to previous notions, the study presents first, theoretical framework to introduce clearly the independent (critical reading strategies) and dependent (academic writing) variables and bring to light the various insights that are related to them. Secondly, it includes a practical part that illustrates the acquired method, instruments, and analysis to answer the research questions and detect the validity of the hypothesis, in which

a quasi-experimental method was adopted due to the nature of the research that involves qualitative and quantitative data.

The method design contains pre-test and posttest to monitor learners' progress before and after the treatment. In addition, the questionnaire and teachers' interview were designed to reach students' attitude after being acquainted to critical reading and the problems they found in implementing the strategies as well as how they conceptualize the influence of these skills on their academic writing while the interview sought to discover which strategies teachers use, how they teach it, and to what extent it serves in enhancing the students' academic writing.

The collected data were described and analyzed through descriptive and inferential statistics. The results show the students' positive attitude towards learning the critical reading strategies that reflect their deep realization of its significant influence in improving their academic writing which is demonstrated in depositions they maintained which entails their satisfaction on the treatment' structure and instruction besides their confirmations about how these strategies helped them in presenting sound arguments supported with credible evidences; enriching their vocabulary and grammatical baggage; being selective to the relevant and important information; preserving consistency, accuracy, and precision as remedy to their major issues while writing.

Additionally, the findings reveal the similar methods of instruction that adopt starting with definitions, descriptions, and illustrations to each strategy then moving to practice and assessment through written assignment and discussion depending on academic materials with persuasive and challenging contents. The research outcomes also approved the hypothesis potency through the existence of significant difference in means that reflects the progress of students' scores between the pretest and posttest. Finally, the research was

accompanied with recommendations that help teachers in the betterment of the critical reading course design as well as it presents a starting point for future researchers. Addedly, there were some limitations mentioned below that had a crucial effect in the research procedures.

Implications and recommendations

As the analysis of the findings indicates the positive effect of critical reading strategies on academic writing, it shows where the gaps occurred which lead to the obstacles that teachers and learners faced. Henceforth, the following recommendations were suggested:

- Teachers should encourage learners to constantly practice critical reading strategies through providing them with readings to summarize since there is no efficient time to for enough rehearsing.
- Teachers when they illustrate the strategies they should associate it with their real life situation to give them clearer image on how the strategies reflects their thinking.
- Teachers should not only stop at the strategies that promote understanding the meaning, they further need to support learners to evaluate and synthesize what they read.
- Teachers' choice of materials should meet the interest of learners to maintain their motivation.
- As this study presents a number of insights about critical reading and its strategies, there are still some issues that need to be covered by further research concerning how critical reading vary from a reader to another affected by various factors for instance intelligence, age, and gender.

Limitations

While carrying out this research study we came across a number of limitations as follows:

- Although the concept of critical reading was at the interest of the scholars in the last decades, the sources were varied to a limited extent. Also it was quiet hard to reach first hand data and sometimes it was impossible.

The covid-19 pandemic was further reason for some limitations:

- First, it reduced the number of the sessions for the experimental part which was decided to be 8 sessions than due to the circumstances it was limited only to two sessions leading to a lack of enough practice.
- It effected also the number of the participants in which for the absentees circumstances there were only 24 students who attended all treatment phases and were counted in the tests analysis while there were 31 students who answered the online questionnaire. This difference may effect the generalization of the results for the entire sample.

References

- Afanasjeva, O., Fedotova, M., & Smirnova, M. (December 03, 2020). Coherence of critical reading skills and teacher training development. *Espacios*, 41, 46, 92-101. Retrieved from: <https://www.revistaespacios.com/a20v41n46/a20v41n46p09.pdf>
- Anderson, R. C. (1984). Role of the reader's schema in comprehension, learning, and memory. In *Theoretical Models and Processes of Literacy* (pp. 136-145). Routledge. Retrieved from :
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315110592-9/role-reader-schema-comprehension-learning-memory-richard-anderson>
- Anderson, N. (1999, April). Improving reading speed. In *English teaching forum* (Vol. 37, No. 2). Retrieved from <https://books.google.dz/books?hl=en&lr>
- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing Critical Thinking. *curriculum studies*, 31(3), 285-302. Retrieved from doi.org/10.1080/002202799183133
- Baker, L., & Brown, A. L. (1980). Metacognitive Skills and Reading. Technical Report No. 188. Retrieved from: <https://eric.ed.gov/?id=ED195932>
- Barnet, S., & Bedau, H. (2011). *Critical thinking, reading, and writing: A brief guide to argument*. United States of America: Library of Congress Control Number: 2010920412
- Bahdaoui, I., & Boumaza, B. (2016). the integration of ICTs in education: impressions about the use of internet, word processor, and e-mail to develop academic written achievements. Retrieved from <https://dspace.univguelma.dz/jspui/bitstream/123456789/954/1/M821.058.pdf>

- Brooks, G. (2012). Assessment and academic writing: A look at the use of rubrics in the second language writing classroom. Japan: Nishinomiya. Retrieved from https://www.researchgate.net/publication/324217649_Assessment_and_academic_writing_A_look_at_the_use_of_rubrics_in_the_second_language_writing_classroom
- Brown, A. L., Campione, J. C., & Day, J. D. (1980). Learning to learn: on training students to learn from texts. *Center for the Study of Reading Technical Report; no. 189*. Retrieved from : <https://www.ideals.illinois.edu/handle/2142/17857>
- Browne, M. N., & Keeley, S. M. (2007). *Asking the right questions: A guide to critical thinking*. Longman Publishing Group.
- Baker, L., & Brown, A. L. (1980). Metacognitive Skills and Reading. Technical Report No. 188. Retrieved from <https://files.eric.ed.gov/fulltext/ED195932.pdf>
- Byren, D. (1988). Teaching writing skills (6th ed). Singapore: Longman Singapore. Retrieved from https://www.academia.edu/5542884/49860749_Byrne_Teaching_Writing_Skills
- Critical Reading. (n.d). Retrieved from <https://eprints.uny.ac.id/68456/3/Bab%20II.pdf>
- Carrell, P. L., Devine, J., & Eskey, D. E. (1988). *Interactive approaches to second language reading*. Cambridge University Press.
- Lyman, B. G., & Collins, M. D. (1990). Critical reading: A redefinition. *Literacy Research and Instruction*, 29(3), 56-63. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/19388079009558016>
- Cottrell, S. (2005). *Critical thinking skills*. Palgrave Macmillan.

- Crossen, H. J. (1948). Effect of the attitudes of the reader upon critical reading ability. *The Journal of Educational Research*, 42(4), 289-298.
doi:10.1080/00220671.1948.10881689
- Dewey, J. (1910). *How we think: A restatement of the relation of reflective thinking to the educative process*. Chicago: D. C. HEATH & CO., PUBLISH ERS.
- DiYanni, R., & Borst, A. (2017). *Critical reading across the curriculum: Humanities*. John Wiley & Sons.
- Duke, N. K., & Pearson, P. D. (2009). Effective practices for developing reading comprehension. *Journal of Education*, 189(1-2), 107-122.
doi:10.1177/0022057409189001-208
- Ennis, R. H. (1991). Critical Thinking: A Streamlined Conception. *Teaching Philosophy*, 14(1), 5-24.
- Ennis, R. H. (2011). The nature of critical thinking: An outline of critical thinking dispositions and abilities. Retrieved from http://faculty.education.illinois.edu/rhennis/documents/TheNatureofCriticalThinking_51711_000.pdf
- Eskey, D. E. (2005). Reading in a second language. In *Handbook of research in second language teaching and learning* (pp. 587-604). Routledge. Retrieved from <https://fr.scribd.com/document/47135093/Eskey-2005>
- Excelsior Online Writing Lab. (2020). Logical fallacies. Retrieved from <https://owl.excelsior.edu/argument-and-critical-thinking/logical-fallacies/logical-fallacies-slippery-slope/>
- Glaser, E. M. (1941). *An experiment in the development of critical thinking*. New York: Teachers College, Columbia University. .

- Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 6(4), 126–135. Retrieved from <https://doi.org/10.1080/19388076709556976>
- Grabe, W. (2004). Research on Teaching Reading. *Annual Review of Applied Linguistics*, 24(1), 44-69. doi:10.1017/S0267190504000030
- Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice. *Reading in a second language*, 22(2), 339-342. doi:10.1017/cbo9781139150484
- Hinkel, E. (2003). Teaching academic ESL writing: Practical techniques in vocabulary and grammar. Routledge. Retrieved from Hinkel, E. (2003). Teaching academic ESL writing: Practical techniques in vocabulary and grammar. Routledge
- Hood, S. (2010). Appraising research: Evaluation in academic writing. London: Palgrave. Retrieved from <https://legitimationcodetheory.com/publications/database/hood-s--appraising-research-evaluation-in-academic-writing-london-palgrave/>
- Lau, J. Y. (2013). A Mini Guide to Critical Thinking. *Research Gate*.
- Leicester, M., & Taylor, D. (2010). *Critical thinking across the curriculum: Developing critical thinking skills, literacy and philosophy in the primary classroom*. Maidenhead: Open University Press.
- Lestari, Y. (2020). THE CORRELATION BETWEEN STUDENTS' LEARNING STYLE AND CRITICAL READING ABILITY. *Journal of English Education, Literature and Linguistics*, 3(1), 108-115. Retrieved from: <https://www.ojs.stkipgri-lubuklinggau.ac.id/index.php/JEELL/article/view/891>
- Liaw, M. L. (2007). Content-Based Reading and Writing for Critical Thinking Skills in an EFL Context. *English Teaching & Learning*, 31(2), 45-87.

- Ling, J. (2014). *A Componential Analysis of Reading Comprehension in Chinese EFL Learners* (Doctoral dissertation, Technical University of Berlin , Berlin, Germany). Retrieved from <https://depositonce.tu-berlin.de/handle/11303/4522>
- Lipman, M. (1987). Critical Thinking: What can it be? *Analytic Teaching and Philosophical Praxis*, 8(1), 5-12.
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory into practice*, 51(1), 4-11. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/00405841.2012.636324>
- Lyman, B. G., & Collins, M. D. (2010). Critical reading: A redefinition. *Reading Research and Instruction*, 29(3), 56-63. doi:10.1080/19388079009558016
- Maltepe, S. (2016). An analysis of the critical reading levels of pre-service Turkish and literature teachers. *Eurasian Journal of Educational Research*, 16(63), 168-184. doi:10.14689/ejer.2016.63.10
- Meddour, M. (2014). Integrating web-based teaching ESP: A case study of computer science students at Biskra university. Biskra.
- Muchsonah, M. (2015). Casting Critical Thinking in Critical Reading
- Norris, S., & Phillips, L. (1987). Explanations of reading comprehension: Schema theory and critical thinking theory. *Teachers College Record*, 89(2), 281-306.
- Olson, C. B. (1984, January). *Fostering critical thinking skills through writing. Educational Leadership: Journal of Department of Supervision and Curriculum Development*, 28-39.
- Parson, J. M. (1985). The Effect of Metacognitive Strategy Training on Critical Reading Ability. Retrieved from: https://digitalcommons.lsu.edu/gradschool_disstheses/4067/
- Paul, R., & Elder, L. (2012). *The international critical thinking reading and writing test*.

Phil, B. (2014). *Reading and writing*.

Poudel, A. P., & Dhankuta, N. (2018). Academic writing: Coherence and cohesion in paragraph. Retrieved from https://www.researchgate.net/publication/322537095_Academic_Writing_Coherence_and_Cohesion_in_Paragraph

Reading Critically. (n.d.). Retrieved from <https://www.utoronto.ca/twc/sites/utoronto.ca/twc/files/resource-files/CriticalReading.pdf>

Rice, G. (2019, July 23). Critical reading, thinking and writing. Retrieved from <https://www.coursehero.com/file/43843507/Criticalreadingpdf/>

Rodriguez, S. A. (2017). *Reading Comprehension Course Through a Genre-Oriented Approach at a School in Colombia* (Unpublished master's thesis). University of the North, Barranquilla, Colombia.

Routledge. (2015). *Reading Research and Instruction*. Retrieved from <http://dx.doi.org/10.1080/19388079009558016>

Rujani, M. R. (2019). Critical Reading: Concept of Critical Reading. Retrieved from <https://eprints.uny.ac.id/68456/3/Bab%20II.pdf>

Saidi, A. (n.d). Approaches to the teaching of academic writing. Retrieved from <https://www.morocoworldnews.com/2015/10/170204/approaches-to-the-teaching-of-academic-writing>.

Smith, B. (1963). Critically Reading for Propaganda Techniques in Grade Six. Retrieved from: <https://eric.ed.gov/?id=ED098530>

Smith, M. (2010). The Critical Reader-Responses of Grade 4 Children to a Novel Written by Judy Blume (Master's thesis, Cape Peninsula University of Technology, Cape

Town, South Africa). Retrieved from

<http://ir.cput.ac.za/bitstream/20.500.11838/1908/1/The%20critical%20reader-responses%20of%20grade%204%20children%20to%20a%20novel%20written%20by%20Judy%20Blume.pdf>

Suacillo, C. M., Um, S. E., Velasquez, J. M., Villaflores, H. N., & Cequena, M. B. (2016).

Critical reading strategies, reading comprehension and writing performance of esl college students: A correlational study. *International Journal of Advanced Research*, 4(9), 610-623. doi:10.21474/ijar01/1526

Taglieber, L. K. (2000). critical reading and critical thinking The State of the Art. *Ilha do*

Desterro A Journal of English Language, Literatures in English and Cultural Studies, (38), 015-037. Retrieved from:

<https://periodicos.ufsc.br/index.php/desterro/article/view/8263>

Thompson, C. (1999). Critical Thinking across the Curriculum: Process over Output.

International Journal of Humanities and Social Science, 1(9).

Tierney, R., & Pearson, P. (1983). Toward a composing model of reading. *Language Arts*,

60. Retrieved from https://www.researchgate.net/publication/49176034_Toward_a_composing_model_of_reading

Trident University International. (2014). Writing style guide. Retrieved from

https://mytlc.trident.edu/files/Writing-Guide_Trident_.pdf

UW Expository Writing Program and Edmonds Community College Writing

Center handouts. (n.d.). Using Transitions Effectively. Retrieved from

<https://www.washington.edu/search/?q=transitions>

University of Sydney. (2021). Types of academic writing. retrieved from

<https://www.sydney.edu.au/students/writing/types-of-academic-writing.html>

Vygotsky, L. S. (2012). *Thought and language*. MIT press.

What is Reading? (n.d.). Retrieved from

https://www.tesol.org/docs/books/bk_ELTD_Reading_998

White, R. and Arndt, V. (1991) *Process Writing*. Essex: Addison Wesley Longman Ltd.

Wolf, W., King, M. L., & Huck, C. S. (1968). Teaching critical reading to elementary school children. *Reading Research Quarterly*, 435-498. Retrieved from:

<https://www.jstor.org/stable/747152>

Worden, T. W. (1981). Critical Reading: Can the Skills Be Measured?. *Reading Improvement*, 18(4), 278. Retrieved from:

Xu, J. (2011). The application of critical thinking in teaching English reading. *Theory and Practice in Language Studies*, 1(2). doi:10.4304/tpls.1.2.136-141

ZIN, Z. M. (2014). The Relationship Between Language Proficiency, Metacognitive Awareness, Critical Thinking Disposition and Critical Reading Disposition and Critical Reading Ability Among Malaysian ESL Undergraduate. Retrieved from:

<https://core.ac.uk/download/pdf/153828426.pdf>

Zin, Z. M., Wong, B. E., & Rafik-Galea, S. (2014). Critical reading ability and its relation to L2 proficiency of Malaysian ESL learners. *3L: Language, Linguistics, Literature®*, 20(2). Retrieved from:

<http://ejournal.ukm.my/3l/article/view/4635>

Appendices

Appendix 1: Critical Reading Strategies

Created by: RAHIFA HAMRIT

Critical Reading Strategies

Previewing

- Check for titles, headings, and subheadings and try to anticipate what the text will be about.
- Scan the introduction or preface of the text as well the conclusion paragraph.
- Examine the graphic aids such as figures, tables, charts, graphs, and images
- Highlight difficult words.
- Locate the source of the reading material to check its validity.

U.S. Department of Education (as cited in Online Reading Comprehension lab, 2019).

Skimming

- Read carefully the introductory and concluding sentence of each paragraph.
- Try to identify the author's thesis, and how it is presented.
- Identify evidences the author's used to improve his arguments such as personal experience, statistics or defeating the opposition.

Questioning

U.S. Department of Education (as cited in Online Reading Comprehension lab, 2019).

| Before Reading | During Reading | After Reading |
|---|---|---|
| 1. How do you feel about the topic? 2. What biases might you have about the topic because of your feelings towards it? 3. What do you already know or think you know about the topic? 4. What do you predict the text will tell you about the topic? | Construct your questions using one of these six basic question types: • Who , What, When, Where, Why, How Examples: You might ask: • What does the author mean by ____? • How does this relate to ____? • Why is this ____? OR Make statements such as: • I don't understand ____. • I was confused by _____. | 1. What did you learn? 2. Is there anything that was unclear? Write down some guide questions and go back and reread difficult passages with these questions in mind. 3. Did you find the author's style persuasive? Why or why not? 4. Do you agree with what you read? Why or why not? 5. How does what you read compare to other things you've read on this topic? 6. What ideas stuck with you? Which ones do you want to investigate more? 7. Does what you have read reflect any personal experience? |

Annotating

- Marking key words, important meanings, and definitions in the margin with key expressions or symbols in the margin in which you develop your own symbol system such as (*) for a significant idea, or use an interrogative mark

(?) for information that confuses you, © for clues that confirms what you have thought.

- Make an outline by noting significant ideas and supporting details of each paragraph in form of list.

Summarizing

Make a condensed version of the text with your own words as following:

- Start your summary with introductory sentence that states the text's title, author.
- Reformulate the main ideas with your own word.
- Don not insert comments, opinions or interpretation of your own.
- Do not include illustrations, examples or supporting details.
- Make the concluding sentence as a “wrap up” to your summary.
- The created version must be shorter than the original one.

6. Paraphrasing

It involves formulating the original passage with learners' own word keeping the meaning.

Tips learners should follow while paraphrasing:

- “Start your first sentence at a different point from that of the original source.
- Use as many synonyms as possible.
- Change the sentence structure.
- Break the information into separate sentences.

- Cite the sources”.

(Gahan, 2018).

Evaluating

The process of evaluation can be conducted by examining three main criteria as determined by U.S. Department of Education (as cited in Online Reading Comprehension lab, 2019).

- To distinguish facts from opinions:

Facts are statements that can be objectively verified to be proven or disproven while opinions are claims that reflect the author’s views or ideas without evidence.

Example: taken from The Center for Humanities (as cited in Learning Resource Center Study Skills Handout)

Facts

“With fewer cars on the road, there would be less air pollution and traffic noise; therefore, the use of mass transportation should be encouraged”.

Opinion

“Do you like looking at a smoggy view from a congested highway? How do you feel about fighting road hugs and bumper to bumper traffic everyday? Mass transportation is the solution to all these problems”.

- The difference between opinion and arguments:

Opinions



Claims



Cottrell (2005) suggested the following criteria to assess evidence:

| | |
|--------------------|---|
| Authentic | The evidence can be proved that it was written or generated by the original author. |
| Validity | The evidence is authentic, logical and relevant to the claim supported. |
| Currency | If the source is updated or presented in the present time |
| Replication | If the source is replicated by other researchers and the results are found similar. |
| Reliability | Where the source is found and who is the author. |

- Logical fallacies: fallacies are mistakes in reasoning that leads to flawed arguments.

A fallacy classification presented by Mayfield (as cited in El Khoiri & Widiati, 2017)

| Type of Fallacies | Definition |
|--------------------------------------|--|
| Manipulation through language | |
| 1. Word ambiguity | - Uses vague or undefined words. |
| 2. Misleading euphemism | -Hides meaning by creating words which make less acceptable idea seems positive. |

| | |
|---|--|
| 3.Prejudicial language | -uses loaded words that convey bias. |
| Manipulation through Emotions | |
| 1.Appeal to fear | -Seeks to persuade by arousing fear. |
| 2.Appeal to pity | -Seeks to persuade by arousing pity. |
| 3.Appeal to false authority | -Seeks to persuade by citing a fake or inappropriate authority. |
| 4.Appeal to bandwagon | -Seeks to persuade by appealing to the wisdom of popular momentum |
| 5.Appeal to prejudice | - Attacks a person's character on matters irrelevant to the issue. |
| a. Personal attack | - Seeks to prejudice others against a person, group or idea so that their arguments will not be heard on their own merits. |
| b. Poisoning the well | |
| Manipulation through distraction | |
| 1.Red herring | -Diverts attention to other issues. |
| 2.Pointing to another wrong | -Claims that similar actions went unnoticed and unpunished. |
| 3. Straw man | |
| 4.Circular reasoning | -Attacks a minor point in an argument, then claims this maneuver invalidates the whole argument. - Repeats the same conclusion in different words |
| Inductive Fallacy | |

| | |
|--|--|
| 1. Hasty generalization | -Draws conclusion from insufficient sampling. |
| 2. Either-or fallacy | - Asserts there are only two (extreme) choices while actually there are many. |
| 3. Questionable statistics | -Presents unknown or unsound statistics. |
| 4. Inconsistencies and contradictions | -Uses claims that contradict one another. |
| 5. Loaded questions | -Uses a biased question. |
| 6. False analogy | -Ignores significant differences when comparing two things. |
| 7. False cause | |
| 8. Slippery slope | -Presents unreasonable claim of causal connection. -Presents unwarranted claim that one event would lead to chain reaction. |

Appendix 2: The Pre-Test



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English

Level: Master I - Sce / lge (All groups)
Time: 13:00 – 14: 00
Date: March, 2021
Teacher: Mrs. MESSAIBI Samira

Full name:

Group number:

First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What is written without effort is read without pleasure.

Samuel Johnson

-2-

Appendix 3: The Posttest



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Division of English
Samira

Level: Master I - Sce / Lge (All groups)
Time: 11:45 – 12: 45
Date: June, 2021
Teacher: Mrs. MESSAIBI BOUSBAA

Full name:

Group number:

Second Term Exam in Academic Writing

Choose ONE topic

(Form 10 pts – content 10 pts)

➤ **Topic 1**

Reading effectively requires approaching texts with a critical eye: Evaluating what you read for not just what it says, but how and why it says it. Choose **THREE** critical reading strategies, and then write a short essay to describe them briefly.

➤ **Topic 2**

Process-genre-based approach is an eclectic approach to the teaching of writing. Write a short essay to describe this approach briefly.

.....

.....

.....

.....

.....

.....

.....

.....

Handwriting practice area with 12 horizontal dotted lines.

What is written without effort is read without pleasure.
Samuel Johnson

Appendix 4: Students' Questionnaire

Dear students,

This questionnaire is designed to generate EFL learners' opinions and views about their experience with the concept of critical reading for the sake of conducting an M2 research study. It mainly emphasizes the role of critical reading in enhancing learners' academic writing. Therefore, you are kindly invited to answer the questions below and express your preferences.

The collected data is only used for the accomplishment of this research and be sure that the answers are anonymous and treated confidentially.

Much appreciation for your time and effort

Produced by:

Rahifa Hamrit

Section One: General Information

1. Studying English as your major was:

- A personal choice
- For academic purposes
- For academic purposes
- Other

2. Do you think reading is an important skill for your academic achievements?

- Yes
- No

3. What kind of reading materials do you prefer to use?

- Novels and short stories
- Newspapers and magazines
- Culture and civilization books
- Research papers.

Others

.....
.....

Section Two: Critical Reading

4. After being introduced to critical reading, what do you think about the concept?

.....
.....

5. Was it hard to be grasped?

- Yes
- No

Justify

.....
.....

6. Which critical reading strategies do you use while reading? You can pick more than one.

- Previewing
- Skimming
- Annotating
- Questioning
- Inferencing
- Summarizing
- Paraphrasing
- Evaluating

7. What are the main difficulties that you have encountered while using these strategies?

.....
.....
.....

8. Do you apply critical reading strategies in other courses?

- Yes
- No

If yes, name them

.....

.....

9. Are you satisfied with the critical reading instruction and material in the classroom?

- Yes
- No

Why?

.....

.....

Section Three: Critical reading and Academic Writing

10. How do you evaluate your academic writing level?

- Poor
- Good
- Very good
- Excellent

11. What problems do you face while writing compositions, essays, reports, or research papers?

.....

.....

12. Have you noticed any improvement in your academic writing after using critical reading?

- Yes
- No

13. If yes, how did critical reading contribute in enhancing your academic writing (in terms of what)?

.....
.....

Appendix 5: The Interview Questions

Interview Questions

Q1: Are you familiar with critical reading?

Q2: What critical reading strategies do you use when presenting the lecture?

Q3: What type of reading materials do you choose in teaching critical reading?

Q4: How do you teach critical reading strategies?

Q5: What are the difficulties you have encountered while teaching critical reading?

Q6: Which strategies do you think they are more significant to improve academic writing?

Q7: How do you assess learners 'academic writing? (In terms of what)

Q8: How can critical reading contribute to develop learners 'academic writing?

ملخص الدراسة

لقيت القراءة النقدية في الآونة الأخيرة اهتماما بارزا في تدريس اللغة الانجليزية بتطبيقاتها المتقدمة التي تعمل على تحسين الأداء الأكاديمي للمتعلمين، لذلك فإن محور هذه الدراسة يتمثل في إمكانية دمج استراتيجيات القراءة النقدية في تعزيز الكتابة الأدبية لمتعلمي اللغة الانجليزية بجامعة بسكرة، فيما يتعلق بالإنتاج الكتابي للمتعلمين والذي يعد عانقا أمامهم في تحقيق درجات جيدة في اختبارات التحصيل تُعَدُّ هذه الدراسة الى قياس مدى قدرة استراتيجيات القراءة النقدية في تحسين الكتابة الأكاديمية، كما تهدف الى النهوض بالتفكير المنطقي في استخدام الحجج واستقلالية مهارات التفكير لدى المتعلمين التي تنعكس بدورها على كتاباتهم. أما فيما يخص منهجية تصميم هذه الدراسة فقد اعتمدنا طريقة الدمج بين البيانات الكمية والنوعية التي جمعناها من خلال إجراء اختبارين قبلي وبعدي والاستبيان الذي تم عرضه على المتعلمين والمقابلة الشخصية مع المعلمين ، وطلبنا منهم تولى اختيار عينة من الطلبة تتشكل من 31 طالبا بشكل عشوائي وذلك فيما يتعلق بالمقررات التي يتولون تدريسها معرفة لمدى أهمية تعليم القراءة من مستوى لآخر فأظهرت النتائج الأولية الصعوبات الرئيسية الموجودة في الكتابة عند هذه الفئة من المتدربين، واثبتت نجاعة هذه الدراسة أي تفعيل القراءة النقدية في الكتابة الأكاديمية للمتعلمين في تحسين الاداء الاكاديمي للطلاب من خلال موقفهم الايجابي في دعم هذه الفرضية نظرا لما دألتته من صعوبات في سبيل ذلك.